

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing, Section 80, Fall 2020

Instructor:	Ume Ali (OO-me ah-LEE)
Email:	ume.ali@sjsu.edu
Office Hours:	Tue 3:00pm - 4:30pm Wed 12pm - 1:30pm (click specific day for separate zoom links)
Class Days/Time:	MW 10:30 - 11:45am
Classroom:	Zoom (click to join weekly class sessions)
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that gives form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. Students will learn to communicate clearly and effectively; since written expression is utilized in every profession, students will learn skills in this class that they will use later in life.

Technology Intensive, Online Course

This course meets online, via Zoom. I will use Canvas, the SJSU learning management system to publish instructional materials, lessons, and activities. You will submit your work in Canvas discussions; everyone will have access to and may be asked to comment on each other's posts. Thus, you will need regular access to the Internet and a computer. To produce and share your work, you will need word processing software (any software that allows you to save files in pdf or .docx format). Canvas will give you access to Google docs for collaborations, as well as presentation software (i.e. PowerPoint or Google Slides). Canvas includes video and audio recording abilities. If you need help to access these technologies, please contact the Student Technology Service Desk.

Required Texts

NO TEXTBOOK. Selected reading modules from an Online Writing Lab (OWL), and excerpts from *The Norton Field Guide to Writing* and *Bad Ideas About Writing* (available as free pdfs on Canvas— please download onto your device for easy offline access).

Course Content

Diversity:

SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will come from a variety of authors with different genders and from different socioeconomic classes.

Writing:

Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. English 1A classes require multiple assigned essays.

Reading:

There will be a substantial amount of reading for this class, some of which will come from assigned texts and some of which will be from sources you locate on your own.

Revision and Reflection:

At the end of the semester, you are required to turn in a portfolio that consists of selected examples of writing you produced for our class, and a reflection on your revision process. Detailed instructions will be posted on Canvas, and we will discuss this project throughout the semester.

Course Requirements

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of 45 hours for each unit of credit (normally 3 hours per unit per week), including preparing for class, participating in course activities, and completing assignments. These activities and assignments include:

1. 10 blog Posts
2. 2 essays
3. 1 portfolio + reflection
4. 1 multimodal presentation
5. Class participation (in-class writing, workshop, discussion, comments on Canvas posts)

Assignments (all assignments must be submitted on Canvas)

Blog Posts:

Members of the class are expected to write 10 blog posts based on assigned readings and class discussions. Your 300 word post should not simply summarize or repeat points raised in the readings or class, but **should build upon those points to advance our discussion**. You are welcome to discuss your reaction to the reading (liked or disliked, agreed or disagreed, etc., and why). I will evaluate these based on evidence that you have read the assigned readings and have attempted to **expand upon the issues raised in a thoughtful way**. Some specified posts will be reflective essays, in essence you will be writing about your writing process. ***All posts will be open and viewable by your classmates.

Essays:

Essays will have a specified minimum page length/word count requirements that will be listed on the prompts. **Essays must be typed, double spaced, and in 12 point, Times New Roman font**. These must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *The Everyday Writer*). Since this course studies process as much as the finished product, you will be expected to submit pre-writing, rough drafts etc as well.

Final Portfolio:

A portfolio of selected process pieces and assignments completed over the semester, accompanied by a reflection paper that uses excerpts from both first and final drafts to demonstrate how you applied concepts learned from the class. Since all work is being submitted on Canvas, you will build the portfolio as you complete various writing assignments throughout the semester. More details will be given later.

Presentations:

Students will use multimodal presentations to teach a specific genre of writing. You must include citations to possible additional sources on your topic of choice. More details will be given later.

Participation:

Students will earn participation credit for actively engaging with the material we cover, with their peers, and with their own work. As this is an online course, participation will be based directly on your involvement in daily discussions, your blog posts as well as your comments on the posts of others, and in-class writing assignments.

Assignment	Word Count	Points	% of Final Grade	GELO
Blog posts (10)	300	20	20	1, 2, 3, 4, 5
Essays (2)	1,500	200	40	1, 2, 3, 4, 5
Portfolio+Reflection	500	200	20	1, 2, 4, 5
Presentation	-	100	10	1, 2, 3, 4, 5
Participation	-	100	10	1, 2, 3, 4

*****Total point value for the course is 1,000.**

Grading Policy

This course must be passed with a C- or better as a CSU graduation requirement. Course grades are calculated using the following scale:

94% - 100% = A	84% - 86% = B	74% - 76% = C	64% - 66% = D
90% - 93% = A-	80% - 83% = B-	70% - 73% = C-	60% - 63% = D-
87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's strengths in clarity, organization, effective argumentation, effective use of sources, and grasp of language. All assignments are graded on an A-F scale. The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively.

A "B" essay demonstrates competence in the same categories as an "A" essay, but may not be fully developed in one or more of those areas, and suitably responds to the topic.

A "C" essay will complete the minimum requirements of the assignment, may not effectively develop or present ideas and evidence.

A "D" essay will neglect to meet all the requirements of the assignment, and may be superficial in its treatment of the topic. It may lack development of or focus on the topic, which can interfere with overall coherence.

An "F" essay does not fulfill the requirements of the assignment.

GE Learning Outcomes (GELO)

Upon successful completion of the course, students will be able to

1. **Read** actively and rhetorically;

2. **Perform** the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. **Articulate** an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. **Integrate** your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. **Demonstrate** college-level language use, clarity, and grammatical proficiency in writing.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates.

Late work

Late assignments will be graded down a full letter grade for each day they are late. All assignments must be turned in for a passing grade. **Note:** students must receive a C- or higher to pass the course.

Classroom Protocol

In English 1A, much of the learning happens in “class”. Therefore, it is imperative that you attend our zoom sessions each day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you’ve completed the readings, (2) contributing to discussions, and (3) completing in-class assignments, which include writing in response to prompts. Due to quarantine, you may not have complete privacy during our meetings, this is understandable. However, please respect your peers and mute yourself if needed.

***Class discussions will sometimes include material of sensitive nature. In this course, students may encounter materials that differ from, and perhaps, challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with **me**.

***If you have special needs or accommodation requests, message me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve.

University Policies

University-wide policy information relevant to all courses, such as academic integrity, accommodations, can be found at:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

General Expectations, Rights and Responsibilities of the Student:

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

*****Syllabus is subject to change at any given time. It is the student’s responsibility to check the syllabus on Canvas for changes periodically.**

Course Schedule:

Week	Date	Readings, Assignments, Discussions, Deadlines <i>(all assignments/readings are due on the date in which they are listed and should be completed before class.)</i>
1	Aug 19	Practice: Blog Post [What is “good” writing?] Introductions, syllabus, Canvas, SJSU Writing Center, Purpose of FYW, process and portfolio
2	Aug 24	Discussion: This class isn’t pointless. <i>“America is Facing a Literacy Crisis”</i> Bad Ideas (pg 13-17) <i>“First-Year Composition Should be Skipped”</i> Bad Ideas (pg 24-29) What is a Literacy Narrative?
2	Aug 26	Due: Literacy Narrative (500 words) Discussion: Dope af reading skills <i>“Reading and Writing Are Not Connected”</i> Bad Ideas (pg 38-42) <i>“Dealing with Difficult Text”</i> and <i>“Annotating”</i> Norton (pg 14-19) <i>“Reading Critically”</i> Norton (pg 26-32)
3	Aug 31	Due: Blog Post 1 [Respond to readings] Discussion: Audience, purpose, context, lather, rinse, repeat <i>“You Can Learn to Write in General”</i> by Elizabeth Wardle (pg30) <i>“Rhetorical Situations”</i> Norton (pg 55-67)
3	Sept 2	Discussion: Inquiry, inquiry, inquiry <i>“Research Starts with a Thesis Statement”</i> Bad Ideas (pg 231-235) <i>“Parts of a Thesis Sentence”</i> OWL Module <i>“Evaluating Sources”</i> OWL Module Assign Essay 1: Advocacy Paper (Informative+Persuasive Essay)
4	Sept 7	NO CLASS
4	Sept 9	Due: Cause & 5 Sources for Essay 1 (on Canvas) Discussion: <i>“Synthesizing Ideas”</i> Norton (pg 473 - 477) <i>“Shitty First Drafts”</i> Excerpt by Anne Lamott
5	Sept 14	Due: Blog Post 2 [Rhetoric of memes] Discussion: Aristotle #mcm #bae <i>“Arguing”</i> Norton (pg 355 - 373) Logos, Pathos, Ethos video

Week	Date	Readings, Assignments, Discussions, Deadlines (<i>all assignments/readings are due on the date in which they are listed and should be completed before class.</i>)
5	Sept 16	Due: Essay 1 Draft Discussion: #tldr MLA citations (OWL Purdue) Peer review worksheet Workshop etiquette
6	Sept 21	Workshop Essay 1
6	Sept 23	Due: Blog Post 3 [Workshop reflection] Discuss: Revision basics <i>“Assessing Your Own Writing,”</i> <i>“Getting Responses and Revising”</i> <i>“Editing and Proofreading”</i> Norton Ch. 29-31 (pg 300-317)
7	Sept 28	Due: Essay 1 Final Draft Discussion: Visual Analysis Activity
7	Sept 30	Due: Blog Post 4 [Respond to readings] Discussion: Analysis 101 <i>“Analyzing Texts”</i> Norton (pg 94-123)
8	Oct 5	Discussion: Criticism 101 <i>“Pop Culture is Only Useful as a Text for Criticism”</i> Bad Ideas (pg 202-208) <i>“Why We Can’t Stop Fighting About Cancel Culture”</i> article via Vox <i>“10 Theses about Cancel Culture”</i> article via New York Times Intro to Essay 2: Social Commentary (Critical Analysis Essay)
8	Oct 7	HALF TERM! Mid-semester evaluation
9	Oct 12	Due: Blog Post 5 [Essay 2 topic proposal] Discussion: Results of mid-semester evaluation <i>“Annotated Bibliographies”</i> Norton (pg 188-196) Annotated bibliographies: how and why
9	Oct 14	Due: Essay 2 Thesis & Annotated Bibliography (min 5 sources) Discussion: Workshop thesis and annotated bibs in small groups

Week	Date	Readings, Assignments, Discussions, Deadlines <i>(all assignments/readings are due on the date in which they are listed and should be completed before class.)</i>
10	Oct 19	Due: Blog Post 6 [Essay 2 Outline] Discussion: Portfolio DeepDive Purpose, components, process, status, Q&A
10	Oct 21	Due: Due: Essay 2 Draft Discussion: TBD
11	Oct 26	Workshop Essay 2
11	Oct 28	Due: Blog Post 7 [Workshop reflection] Discussion: Portfolium setup Work on portfolio pieces
12	Nov 2	Due: Essay 2 Final Draft Discussion: Intro to Multimodal Presentation Choose writing genre (grant proposals, profiles, query letters, literary criticisms, process papers, features etc) Evaluate examples of multimodal presentations
12	Nov 4	Due: Blog Post 8 [Prompt TBD] Discussion: Readings TBD
13	Nov 9	Due: Multimodal Project Topic & Sources Discussion: TBD
13	Nov 11	NO CLASS
14	Nov 16	Due: Discussion Post 9: [Multimodal plan/progress report]

Week	Date	Readings, Assignments, Discussions, Deadlines <i>(all assignments/readings are due on the date in which they are listed and should be completed before class.)</i>
14	Nov 18	Due: TBD Discussion: Portfolio Reflections: language and critical <i>“Education as a Necessity of Life”</i> excerpt by John Dewey <i>Pedagogy of the Oppressed</i> Chapter 2 by Paulo Freire
15	Nov 23	Due: Blog Post 10 [re-evaluate: What is good writing?] Discussion:
15	Nov 25	NO CLASS
16	Nov 30	Final Presentations
16	Dec 2	Final Presentations
17	Dec 7	Finish Presentations/Last Class
	Dec 9	Due: Final Portfolio by 11:59pm