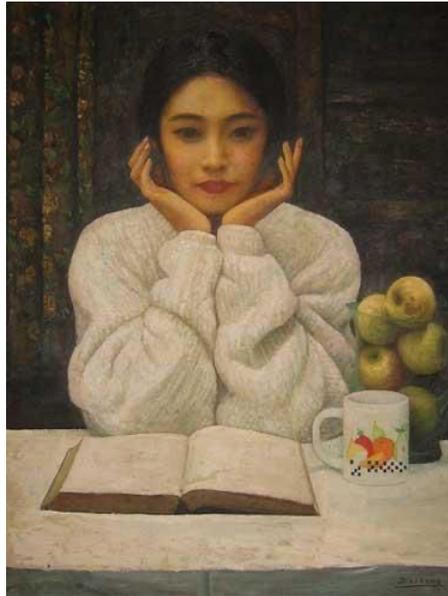


**San José State University**  
**College of Humanities & Arts**  
**Department of English & Comparative Literature**  
**English 1A: First-Year Writing, Section 12**  
**Fall 2021**



Instructor:	Mark Dowdy
Office Location:	Faculty Offices 215
Telephone:	(408) 924-5063
Email:	<a href="mailto:mark.dowdy@sjsu.edu">mark.dowdy@sjsu.edu</a>
Online Office Hours:	Mondays from 12 Noon to 2:00 p.m. (or by appointment.)
Class Days/Time:	Wednesdays, 5:45 - 7:00 p.m. (Please see Course Format below).
Classroom:	Boccardo Business Center 122
Prerequisites:	Prerequisite: Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	English 1A satisfies Written Communication I, GE Area A2.

### **Course Format**

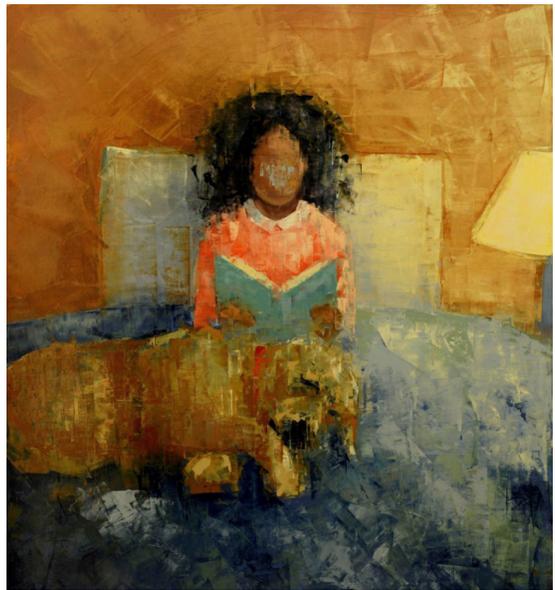
This course will follow a **hybrid** model of instruction that combines in-class instruction with asynchronous online learning. To receive credit in this class, you will need to attend weekly class sessions at San José State University in person while also completing a substantial amount of work online on the Canvas learning management system in preparation for each class session. The course format is flipped. Therefore, instead of listening to lectures, you can expect to work frequently in small groups with your peers and participating in classroom discussions. The readings and online work you complete prior to coming to each weekly class will

form the basis for that weeks' activities. In-person class sessions begin on Wednesday, 8/25, and continue every Wednesday (with the exception of Thanksgiving week) until Wednesday, 12/1.

### **Faculty Web Page and MYSJSU Messaging**

I will also hold weekly office hours on Mondays and Wednesdays from 12 Noon to 2 pm. and by appointment. You can also reach me through email (see above.)

The majority of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework/writing assignments, discussion boards, and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas.



### **Course Description**

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

**To earn graduation credit in this category, you must complete the semester course with a grade of C- or better.**

### **Course-Specific Theme: Reading the World**

This section of English 1A will focus on the theme of Reading the World. The essays you write, the readings you are assigned, and the assignments you complete will all ask you to reflect upon and write about your role as a reader. This will include the traditional ways we think of reading — deciphering words, texts, books, essays, webpages, etc. — but it will also invite you to think of reading in the broadest sense possible. Thus, we shall explore how people, objects, pictures, advertisements, videos, tv shows, movies, songs, and countless other

things encourage us to read them in different ways. We will, in short, be reading the world in this class. Our concern with this expanded scope of reading will be reflected in the texts assigned for this class.

As we focus on our roles as readers, we will pay particular attention to Claudia Rackine's *Citizen*, winner of the 2014 National Book Critics Circle award for poetry and the 2021 Spartan. We will pay closely to how Rackine reads some of the uncomfortable and insulting situations she encounters as an educated African-American woman in contemporary Americans society, and we will examine how she draws from her experience as a reader in her response to the subtle but racist micro-aggressions she and others encounters.

### **GE Learning Outcomes (GELOs)**

Upon successful completion of this course, students will able to:

1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to 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. demonstrate an ability to integrate their 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.



### **Course Learning Outcomes (CLO)**

Reflecting on Your Own Learning: English 1A Learning Outcomes (CLOs)

By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall term, you will assemble and reflect on your work to gauge and define your progress. Your reflection essay will present your portfolio to your instructor and one other English 1A faculty member; you will demonstrate to us your own ability to:



Read to learn:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

Read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:

- identify new sentence forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing issues in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

### Required Texts

*Citizen: An American Lyric*, by Claudia Rankine (Greywolf Press. ISBN: 978-1-55597-690-3). This text is available free on campus to all first-year SJSU students.

*They Say, I Say*, by Gerald Graff and Cathy Birkenstein (Norton. ISBN: 978-0-393-63167-8). Available at the Spartan Bookstore.

### Other Readings

There will be numerous other readings as well as required viewing and listening to films, videos, and music recordings. Access to all of these media will be made available through Canvas.

### Other technology requirements / equipment / material

You will need a computer in order to submit assignments, participate in peer editing, read announcements from your instructor, and access the course syllabus and other documents.

## Course Requirements and Assignments

### Writing Assignments:

As a writing course, you will be expected to produce 8,000 words in this course. Of these, 4,000 must be revised and edited. For each of the writing assignments below, I will provide a scoring guide along with essay guidelines. These will be posted on Canvas.

- Multi-Modal Personal Essay: (2,500 words total; 1,250 words revised and edited; GELOs 1-5).
- Rhetorical Analysis: (2,000 words total; 1,000 words revised and edited; GELOs 1-5).
- Argumentative Essay: (2,000 words total; 1,000 words revised and edited; GELOs 1-5).
- Self-Reflection Essay: (1,500 words total; 750 words revised and edited; GELOs 1-5).

### Word Count

- In-class: 750 words
- Out-of-class: 7,250 words
- Total: 8,000
- Revised: 4,000 words

### Participation

Participation will be determined by the following:

1. Online Activities: For most of the online work in this course, you will be using Canvas learning modules. In order to receive full participation credit each week, you will need to complete a weekly learning module on Canvas before coming to class.
2. Group Projects: I will assign group projects throughout the semester. These projects will enable you to work with one another in teams to create visual/audio presentations. In addition, groups will occasionally present to the class during Wednesday class sessions.
3. Peer Review: We will be conducting peer review/workshop sessions. These activities consist of in-person class sessions and follow-up work completed individually using Canvas learning modules.

**IMPORTANT!** Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/ studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

For the culminating activity of this course, you will submit End-of-the-Semester Portfolio and Reflection to Canvas by Midnight on Tuesday, December 14.

## Grading Information

Multimodal Personal Essay:	20% of overall grade
Author's Statement — Multimodal Personal Essay:	5% of overall grade
Rhetorical Analysis:	20% of overall grade
Argumentative Essay:	20% of overall grade
Writing Portfolio and Self-Reflection	15% of overall grade
Participation	20% of overall grade

## Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a [free equipment loan program](#) available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

## Extra Credit

In most cases, there will be no extra credit or make-up assignments. If you miss a class or a weekly learning module, you will not receive the points for that day's work, regardless of the validity of your excuse for missing class. If circumstances such as a serious illness or emergency prevent you from attending class for an extended period of time, I can assign make-up work for you, depending on the circumstances and whether or not you provide documentation.

## Classroom Protocol

This semester marks the first instance of widespread in-person instruction at SJSU since the beginning of the Covid-19 pandemic in March 2020. Let's make the most of our Wednesday in-person class sessions. Cell phones, laptops, and mobile devices should be stowed and kept out of sight during class. Use of any electronic device for purposes other than class work will result in a loss of Participation credit for your weekly class session.

## Discussing Your Grades

I would be happy to go over a graded essay with you. However, please come to our meeting prepared to discuss the scoring guide/rubric that breaks down your score. Here's are two very different ways to approach me about your grades:

How not to approach Prof. Dowdy: "I don't understand why I received a C. I worked hard on this essay, and it seems better than that."

How to approach Prof. Dowdy: "Can you explain to me why my essay was graded down for poor paragraph organization? How could I improve this part of writing?"

## Library Liaison

DeeAnn Tran [deann.tran@sjsu.edu](mailto:deann.tran@sjsu.edu)

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit [this page](#), review and be familiar with these university policies and resources.

## English 1A, First Year Writing, Fall 2021, Course Schedule

*Below is the tentative schedule for the class this semester. Please keep in mind that as the course unfolds, there will be may be changes to it. Whenever any changes are made, I will notify the class on Canvas.*

Date of weekly in-person class session	Assignments/Readings to be completed <b>BEFORE</b> attending weekly in-person class session	Activities to be conducted <b>DURING</b> weekly in-person class session (held every Wednesday).	Due Dates for Major Essays
Wednesday, 8/25	<ul style="list-style-type: none"><li>Complete Module 1: Introduction to English 1A (on Canvas)</li><li>Obtain copy of <i>Citizen</i>, by Claudia Rankine (available for free to all incoming first-year students)</li></ul>	<ul style="list-style-type: none"><li>Personal Introductions</li><li>Overview of course syllabus</li><li>Group Work: Analyzing the first poem and image from <i>Citizen</i></li></ul>	
Wednesday, 9/1	<ul style="list-style-type: none"><li>Read Claudia Rankine's <i>Citizen</i>, pages 1-37 (Poems I and II)</li><li>Complete Module 2: Preparatory Work for 9/1 Class Session (on Canvas)</li></ul>	<ul style="list-style-type: none"><li>Overview of Community Norms established by class</li><li>"Thinking Aloud" exercise</li><li>Group activity 1: close readings of selected passages from <i>Citizen</i></li><li>Group activity 2: writing and reflecting on past experiences</li></ul>	
Wednesday, 9/8	<ul style="list-style-type: none"><li><b>Submit first draft of your Multimodal Personal essay on Canvas BEFORE class time</b></li><li>Read Claudia Rankine's <i>Citizen</i>, pages 38-79 (Poems III, IV, and V).</li><li>Complete Module 3: Preparatory Work for 9/8 Class Session (on Canvas)</li></ul>	<ul style="list-style-type: none"><li>Group Activity: Peer Review of first draft of Multimodal Personal essay</li></ul>	<ul style="list-style-type: none"><li><b>Submit first draft of your Multimodal Personal essay on Canvas BEFORE class time on Wednesday, 9/15</b></li></ul>
Wednesday, 9/15	<ul style="list-style-type: none"><li>Read Claudia Rankine's <i>Citizen</i>, pages 80-135 (Poem VI)</li><li>Complete Module 4: Preparatory Work for 9/15 Class Session (on Canvas)</li></ul>	<ul style="list-style-type: none"><li>Group Activity 1: Image + Text</li><li>Group Activity 2: Close readings of selected passages from Poem VI</li></ul>	<ul style="list-style-type: none"><li><b>Submit final draft of your Multimodal Personal essay on Canvas by 12 Midnight on Friday, 9/17</b></li></ul>

Date of weekly in-person class session	Assignments/Readings to be completed <b>BEFORE</b> attending weekly in-person class session	Activities to be conducted <b>DURING</b> weekly in-person class session (held every Wednesday).	Due Dates for Major Essays
Wednesday, 9/22	<ul style="list-style-type: none"> <li>• Read Claudia Rankine’s <i>Citizen</i>, pages 136-61 (Poem VII)</li> <li>• Read Read Graff and Birkenstein <i>They Say, I Say</i>, “Introduction” (pages 1-18)</li> <li>• Complete Module 5: Preparatory Work for 9/22 Class Session (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity 1: Preparing questions for Claudia Rankine’s virtual campus visit on Sunday, September 26.</li> <li>• Group Activity 2: “Entering the Conversation”</li> <li>• Group Activity 3: 30-Minute Proofreading session</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit first draft of your Explanatory Notes to Multimodal Personal Essay by class time on Wednesday, 9/22</b></li> </ul>
Wednesday, 9/29	<ul style="list-style-type: none"> <li>• <b>Attend Claudia Rankine’s virtual campus visit on Monday, September 27</b></li> <li>• Read Read Graff and Birkenstein <i>They Say, I Say</i>, “What’s Motivating This Writer?” (pages 176-86)</li> <li>• Complete Module 6: Preparatory Work for 9/29 Class Session (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion: Recap after Claudia Rankine’s virtual campus visit on Monday, September 27</li> <li>• Group Activity: “Reading the Conversation”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit final draft of your Explanatory Notes to Multimodal Personal Essay essay on Canvas by 12 Midnight on Friday, 10/1</b></li> </ul>
Wednesday, 10/6	<ul style="list-style-type: none"> <li>• Complete Module 7: Preparatory Work for 10/6 Class Session (on Canvas)</li> <li>• Read Graff and Birkenstein <i>They Say, I Say</i>, Part I (pages 19-52)</li> <li>• Read Alvin Chang, <a href="#">“The Subtle Ways Colleges Discriminate Against Poor Students, Explained with a Cartoon”</a></li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Summarizing and Quoting Alvin Chang’s Multimodal Essay</li> <li>• Group Presentations: Visual Art from <i>Citizen</i></li> </ul>	
Wednesday, 10/13	<ul style="list-style-type: none"> <li>• Complete Module 8: Preparatory Work for 10/13 Class Session (on Canvas)</li> <li>• Read Graff and Birkenstein <i>They Say, I Say</i>, Part II (pages 53-100)</li> <li>• Read Gloria Anzaldua, “How to Tame a Wild Tongue” (available on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Close Reading of “How to Tame a Wild Tongue”</li> <li>• Group Presentations: Visual Art from <i>Citizen</i></li> </ul>	
Wednesday, 10/20	<ul style="list-style-type: none"> <li>• <b>Submit first draft of your Rhetorical Analysis on Canvas BEFORE class time.</b></li> <li>• Complete Module 9: Preparatory Work for 10/20 Class Session (on Canvas)</li> <li>• Read Graff and Birkenstein <i>They Say, I Say</i>, Part III (pages 101-161)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Peer Review of first draft of Rhetorical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit first draft of your Rhetorical Analysis on Canvas BEFORE class time on Wednesday, 10/20</b></li> </ul>

Date of weekly in-person class session	Assignments/Readings to be completed <b>BEFORE</b> attending weekly in-person class session	Activities to be conducted <b>DURING</b> weekly in-person class session (held every Wednesday).	Due Dates for Major Essays
Wednesday, 10/27	<ul style="list-style-type: none"> <li>Complete Module 10: Preparatory Work for 10/27 Class Session (on Canvas)</li> <li>Read David Zinczenko, “Don’t Blame the Eater,” from <i>They Say, I Say</i> (pages 245-47)</li> <li>Read Gerald Graff, “Hidden Intellectualism,” from <i>They Say, I Say</i> (pages 248-55)</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity: Responses to Zinczenko’s “Don’t Blame the Eater” and Graff’s “Hidden Intellectualism.”</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit final draft of your Rhetorical Analysis on Canvas by 12 Midnight on 10/29</b></li> </ul>
Wednesday, 11/3	<ul style="list-style-type: none"> <li>Complete Module 11: Preparatory Work for 11/3 Class Session (on Canvas)</li> <li>Read Michael Littman, “Rise of the Machines’ Is Not a Likely Future,” from <i>They Say, I Say</i> (pages 256-60)</li> <li>Read Michelle Alexander, “The New Jim Crow: Mass Incarceration in the Age of Colorblindness,” from <i>They Say, I Say</i> (pages 261-74)</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity: Responses to Littman’s “Rise of the Machines’ Is Not a Likely Future” and Alexander’s “The New Jim Crow: Mass Incarceration in the Age of Colorblindness”</li> </ul>	
Wednesday, 11/10	<ul style="list-style-type: none"> <li><b>Submit first draft of your Argumentative Essay on Canvas BEFORE class time.</b></li> <li>Complete Module 12: Preparatory Work for 11/10 Class Session (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>Group Activity: Peer Review of first draft of Argumentative essay</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit first draft of your Argumentative Essay on Canvas BEFORE class time on Wednesday, 11/10</b></li> </ul>
Wednesday, 11/17	<ul style="list-style-type: none"> <li>Complete Module 13: Preparatory Work for 11/17 Class Session (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio checklist</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit final draft of your Argumentative essay on Canvas by Midnight on Friday, 11/19</b></li> </ul>
Wednesday, 11/24	Non-instructional day: no class (Thanksgiving week)	<ul style="list-style-type: none"> <li>Non-instructional day: no class (Thanksgiving week)</li> </ul>	
Wednesday, 12/1	<ul style="list-style-type: none"> <li>Complete Module 14: Preparatory Work for 12/1 Class Session (on Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>Concluding Activities for final in-person class session</li> <li>In-class Essay: Draft of Self-Reflection for Writing Portfolio</li> </ul>	
			<ul style="list-style-type: none"> <li><b>Submit link to revised Self-Reflection and Writing Portfolio to Canvas by Midnight on Tuesday, 12/14.</b></li> </ul>

**Culminating Activity for English 1A: Final Writing Portfolio (including revised Self-Reflection) due on Canvas by Midnight on Tuesday, 12/14.**