# San José State University
## English or LLD 100A – Writing Competency through Genres
## Spring 2021[1]

## COURSE DESCRIPTION

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

## COURSE GOALS

ENGL/LLD 100A is one course taught in two different departments.  It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession.  You will have intensive practice in prewriting, drafting, revising, and editing academic writing.  You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction.

## STUDENT LEARNING OBJECTIVES (SLOs)

By the end of the course, students will be able to:

a. Use correct and situationally appropriate sentence structure and grammar;
b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
e. Critically read, interpret, and synthesize multiple texts;
f. Write well organized, well developed essays with a clear thesis;
g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

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[1] This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

## REQUIRED TEXTBOOKS AND MATERIALS

- 100A Study Guide:  *Rhetoric and Composition Reader* by Stacey Knapp. Please order both print and digital editions.  We will use the print version in the classroom and the digital includes links to course material and video lectures.  Order both here:  http://www.magcloud.com/browse/issue/680464  Set up an account with MagCloud which will store the Study Guide in your Digital Library which you can access digitally anywhere.
- Lam, Andrew. *East Eats West.* (2010). Heydey. ISBN: ISBN: 978-1-59714-138-3
- Access to Purdue University's Online Writing Lab (OWL)
- A college-level English dictionary and Internet access

## TUTORING and other RESOURCES

- SJSU Writing Center

    The SJSU Writing Center is located in the library, 2nd floor. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

- Peer Connections:  http://peerconnections.sjsu.edu/
    - Consult their webpage for services, hours, and locations

*Online Resources*

- **Canvas:**  We will be using Canvas throughout the course. **Login URL:** http://sjsu.instructure.com

    It is recommended that you visit the eCampus Canvas website at http://www.sjsu.edu/at/ec/canvas/. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at http://guides.instructure.com/.

    **Username**: SJSU 9-digit ID number.
    **Password:** Self-generated password for your SJSUOne account

- **Turnitin.com:** We will be using *Turnitin.com* for the main writing assignments. The *Turnitin* software is already embedded within Canvas, so you do not need an additional password to access *Turnitin.com*.

- **Criterion:** We will be using Criterion, an online editing program. The Criterion site can be accessed in our Canvas course menu or at http://criterion.ets.org.  You will have to register with the site by creating a user name and password and by entering our **class access code**: 5SAF - 5J57

## GETTING THE MOST OUT OF OUR LEARNING ENVIRONMENT

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email.  Put the name of our course and section number in the Subject of your email. Also, include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me.  Also, use your best prose (capitalization, punctuation, complete sentences) when writing to me so that your writing is easy for me to read.  These are all professional courtesies.
- **Peer Workshops:** We will be sharing our work in our live Zoom class and in Canvas.  Your work and your classmates' work represent models of various approaches to thinking and writing.  Giving and receiving useful feedback improves your writing and builds community in our class. On peer review days, you must come to our live class session with complete drafts to share with classmates. You earn points for participating in peer workshops.

- **Homework and Participation:** You earn credit for live-class, Canvas, and homework assignments. These include grammar exercises, Discussions posts to Canvas, and various writing exercises, which are listed in the schedule of assignments and in Canvas.
- **Attendance in Live Sessions:** We do activities in our live Zoom classes, for which you receive points. I will post the recording of our class, but if the assignment involves interaction with classmates, then there are no make-ups for these assignments. If you are absent, see after-class announcements in Canvas for a link to the recorded class and any other message.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date.  Late papers without an excused absence will be marked down for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities are sequenced for a step-by-step approach to developing your writing. Provide documentation (doctor's note, for instance) to excuse an absence.
- **Tutoring:** You are encouraged to use San Jose State's online tutoring. Online appointments are available using their reservation system: https://www.sjsu.edu/writingcenter/onlinetutoring/.
- **Classroom conduct and participation:** Please be courteous in our live classes and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. Come to live sessions on time.  I hope that we can get to know one another via Zoom, so I encourage you to turn on your video cameras on your computer (though it is not required) and to unmute when you have a question. Please mute your computer microphones when not speaking. Class is best when we are all participating in the same conversation, together.  You'll be grouped with other classmates in breakout rooms to share and discuss your work.

## UNIVERSITY POLICIES

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo.

- *Plagiarism*: To plagiarize is to use the language and thoughts of another author and represent them as one's own.  When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy (Please see the Academic Integrity Policy at http://info.sjsu.edu/static/catalog/integrity.html).  Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty.  We will review in class what constitutes plagiarism and discuss the appropriate documentation formats for your discipline.

## GRADING POLICIES AND ASSIGNMENTS

100A is graded A-F. CR/NCR is not an option in this course because a "credit" in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

Eligibility points: During the first 13 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

Final grade: In the final weeks of the semester, you will revise your third drafts of your paper assignments to complete your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade (see grading rubric and grading scale included in this syllabus). To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have excellent, consistent participation in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

Out-of-Class Essays

**First drafts:** First drafts are critical to the writing process. Points are given for these drafts and for the mandatory peer reviews.

**Second and Third Drafts**: Second and third drafts should also be uploaded to Turnitin on Canvas. Just upload your paper to the assignment and Turnitin will generate a report. Turnitin on Canvas will check for plagiarism so you can revise your draft.

These drafts should also be uploaded to Criterion, an online editing program. Criterion will electronically mark your paper for grammar and usage mistakes. You are required to turn in your paper to Criterion twice and work with your grammar. To register for Criterion, go to http://criterion.ets.org, (or see it in the course menu in Canvas) and create a username and password and enter our **class access code**: $5SAF - 5J57$

**Instructor review of drafts:** I will review at least one of the rough drafts for each of the two major writing assignments to provide you with advice before your final drafts are due.

**Final Drafts:** Final Drafts are due in class on the day that is indicated on the schedule. You will submit a digital copy to Canvas by midnight that same day. All final drafts will adhere to MLA, APA, or another academic format that is appropriate for your major of study.

DROPPING THE COURSE
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy.

INCOMPLETES: No incompletes will be given for 100A.

## DESCRIPTION OF ASSIGNMENTS

| Assignment | Description | Word count | Assessment |
|---|---|---|---|
| **Rhetorical Analysis** | For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document. (SLOs: a, b, c, d, e, f, g)* | 1500 | Maximum 25 points |
| **Discipline Investigation** | In this assignment, you will write a report about working in your major field.  This report will describe an interview you will have with a professional in your chosen field; you will also  write about information you collect from at least two outside sources (articles),  following appropriate citation and reference styles (APA or MLA). (SLOs: a, b, c, d, e, f, h)* | 1500 | Maximum 25 points |
| **Five Critical Reading Reflection Journals** | Throughout the semester, you will read sections of a full length work of fiction or non-fiction and respond in a series of reflective journals.  Two will be timed essays written in Canvas and two will be written at home. The last is a timed practice final exam.  These will be included in your final portfolio. (SLOs: e, f, g)* | 2000 | Maximum 15 points |
| **Cover Letter** | This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments is your better work and why.  (SLO's: a, c, d)* | 200-300 | Maximum 2 points |
| **Homework & writing activities** | Your instructor will decide how to assign these points to your class work and participation. (SLO's: a, b, c, d, g) | | Maximum 33 points |
| | *By the 13th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc.  If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.* | | **Maximum 100 points; minimum 70 points** |
| **Final Portfolio** | The portfolio must include the following:<br><br>• The Portfolio Checklist initialed and signed by both student and instructor;<br>• A clean, final draft of the cover letter – 200 words<br>• A final, clean copy of two main assignments comprised of  at least 3000 words of revised, polished writing  (see above);<br>• First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor;<br>• Five CRR journals, including two timed journals | 3200 words of final, polished writing | Scored according to the scoring rubric by two readers.  Worth 70% of your grade. |
| **Final Exam** | An in-class, timed essay, common across all sections of 100A. (SLO's: a, b, d, f, g)* | 500 words | Scored according to the scoring rubric by two readers.  Worth 30% of your grade. |

*SLO's: Student Learning Objectives for the course and assignments—See p. 1 of syllabus for descriptions.**

**GRADING RUBRIC** to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING

| 4 | • meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions.<br>• is well-organized and thoroughly developed.<br>• shows good or superior control of grammar, including syntactic variety, range of vocabulary.<br>• intelligently addresses the assignment. |
|---|---|
| 3 | • meets most of the rhetorical expectations of the assignment, including purpose, format.<br>• is somewhat organized but may require more development.<br>• contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader's understanding.<br>• may address some parts of the assignment better than others. |
| 2 | • meets few rhetorical expectations of the assignment.<br>• shows weak development and cohesion and/or inappropriate rhetorical choices.<br>• shows an accumulation of grammar and syntactical errors that interfere with readers' understanding.<br>• omits or misunderstands major parts of the assignment. |
| 1 | • fails to meet the rhetorical expectations of assignment.<br>• fails to organize and develop ideas.<br>• contains grammar and syntactical errors that seriously interfere with readers' understanding.<br>• fails to address the assignment. |

GUIDE TO THE FOUR CATEGORIES
• Rhetorical expectations, including purpose, format, tone, etc.
• Development and organization
• Grammar and syntax
• Addressing the assignment or topic

LETTER GRADE TO PERCENTAGE SCALE
A+      98-100
A       94-97
A-      90-93
B+      86-89
B       82-85
B-      78-81
C+      73-77
C       70-73        Serves as alternative satisfaction of the WST
C-      66-69        Does not serve as alternative satisfaction of the WST
D+      62-65
D       58-61
D-      57 or lower
F Not eligible for portfolio and final exam

# English 100A / Writing Competency through Genres, Spring 2021, Course Schedule

### NOTES

1. *Assignments and due dates are subject to change. Such changes will be announced in class and via Canvas at least one class meeting in advance.*
2. ==**The schedule below lists only major writing assignments. Consult Canvas for detailed lists of smaller assignments.**==
3. *Consult the Canvas modules to know when and where to submit your assignments.*

*Color Key*

| | |
|---|---|
| Holiday | |
| Daily lessons and homework – Check Canvas Modules | |
| Begin lessons on a major paper assignment | |
| Journal due | |
| Draft of paper assignment, portfolio, final exam | |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| 1 | W 1/27 | First Day of Instruction |
| 2 | M 2/1 | Journal 1 due |
| 2 | W 2/3 | Begin Lessons for the Rhetorical Analysis Essay |
| 3 | | |
| 3 | | |
| 4 | | |
| 4 | | |
| 5 | | |
| 5 | | |
| 6 | M 3/1 | Rhetorical Analysis Draft 1 due |
| 6 | W 3/3 | Journal 2 due |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| 7 | M 3/8 | Begin Lessons for the Discipline Investigation Essay |
| 7 | W 3/10 | Rhetorical Analysis Draft 2 due |
| 8 | | |
| 8 | W 3/17 | Journal 3 due |
| 9 | | |
| 9 | W 3/24 | Rhetorical Analysis Draft 3/Final due |
| 10 | M 3/29 | Spring Break—No Class |
| 10 | W 3/31 | Spring Break—No Class |
| 11 | M 4/5 | Discipline Investigation Draft 1 due |
| 11 | | |
| 12 | M 4/12 | Discipline Investigation Draft 2 due |
| 12 | W 4/14 | Journal 4 due |
| 13 | M 4/19 | Begin Lessons for the Final Exam |
| | | Discipline Investigation Draft 3/Final due |
| 13 | W 4/21 | Journal 5/Practice final due |
| 14 | | |
| 14 | W 4/28 | Portfolio due |
| 15 | M 5/3 | Final Exam |
| 15 | | No Class |
| 16 | | No Class |
| 17 | | Results to Students |