

San José State University
Department of English and Comparative Literature
ENGL 1A, First-Year Writing, Section 24, Sp 2021

Course and Contact Information

Instructor:	Alexis (Parker) Rocha
Office Location:	FOB 224
Telephone:	TBD
Email:	Alexis.Rocha@sjsu.edu
Office Hours:	T 9:30-10:30am and by appointment
Class Days/Time:	T/TH 10:30-11:45am
Classroom:	Online
Prerequisites:	<i>Reflection on College Writing</i>
GE/SJSU Studies Category:	GE Area A2 Written Communication

Faculty Web Page 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> and your SJSU e-mail to learn of any updates.

Description of a Ge Area A2 Writing Course, English 1A

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

ENGL 1A fulfills the written communication general education requirement. As part of your general education, SJSU expects that, by taking this course, you will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better will fulfill this graduation requirement.

What Will We Do in This Section of English 1A?

In this section we will write to explore writing. The assignments are designed so that you can experiment with different kinds of writing and think about what these kinds of writing allow you to do. We will examine articles, books, YouTube Videos, Twitter threads and all other kinds of media to further understand audience, purpose, context and genre. Our class will continually explore the question: Who does this affect my writing? I look forward to learning and growing together!

GE Learning Outcomes (GELO)

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

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of text, 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.

ENGL 1A Course Content

This Course: All the major assignments in this course will provide opportunities for you to practice real writing that will have an impact on your life. Each assignment is designed to get you to think about the different types of writing present in today's world and the numerous ways they change. All the assignments in this course will help you develop critical thinking skills, improve your understanding of rhetorical concepts, and give you opportunities to hone your writing. Throughout the semester we will be practicing, reading and discussing various outlets of writing.

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own ideas about the impact writing has on our daily life. Readings for the course will include writers of different ethnicities, genders and from different socio-economic classes. Our classroom is a safe environment and a venue for open, respectful communication.

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 form. This class will also include daily in-class informal writing assignments that count toward your Participation Grade.

Reading: There will be a substantial amount of reading for this class, some of which will come from texts I assign (listed below) and some of which will be from sources you locate.

Participation: Participation will be a combination of in class writing assignments, discussions, and in class group projects. You will need to be in class in order to participate in these writings, as well as receive the writing prompt for the daily writing prompt. Plus I want to see your wonderful face!

Required Texts/Readings

Textbook

- *Can I Use I?* by Catherine Prendergast. Out of Pocket Press, 2015.
- Selected readings uploaded to Canvas
- Google drive

Other Readings

- Students will be responsible for locating other reading materials throughout the course in support of their writing projects.
- Other readings will be assigned via Canvas.

Technology Requirements

This course will be technology intensive with some hybrid assignments. The class will primarily be held on Zoom and require students to interact with Canvas. The use of phones, laptops and desktops will be necessary. If you need any help acquiring technology please do not hesitate to contact me.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

You can find out more about borrowing a laptop, iPad, and other technology for free at Student Computing Services: <https://library.sjsu.edu/scs>.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. The assignments throughout this course will give you multiple opportunities to practice all stages of the writing process. Assignments will include informal and formal writing, multimodal projects (including written, oral, and visual modes), and readings.

Assignment Word Count and Learning Goals

Assignment	Total Words	GELOs
Special Issues Expository Essay	750	1,3
Blog Post	500 - 750	1,3,5
Dolly Parton Challenge (final)	750 - 1000	1-4
Discussion boards (15)	Varies	1-5
Journals (15)	250 – 500 each	2-5
End of Semester Reflection Paper	500-750	1-5

Grading Policy

Major assignments will be accepted up to one week after the due date, but they will be graded down significantly until then. For each calendar day that your assignment is late, it will be graded down half a letter grade. If the paper is turned in after the class period on the assigned due date, the essay will be graded with a 10% reduction in grade. After one week, I will no longer accept the essay. If extenuating circumstances apply for either in-class or out-of-class assignments, you must contact me before the due date (within a reasonable amount of time) to request an extension or make necessary accommodations for in-class assignments.

Total point value for the course is 1,000. Course grades are calculated using the following scale:

93% - 100% = A	83% - 86% = B	73% - 76% = C	63% - 66% = D
90% - 92% = A-	80% - 82% = B-	70% - 72% = C-	60% - 62% = D-

87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F
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Grade Calculations

Assignment	Total Points	% Grade
Special Issues Expository Essay	150	15%
Blog Post	150	15%
Dolly Parton Challenge Final	200	20%
Discussion boards	150	15%
Journals	150	15%
Final Reflection	100	10%
Participation	100	10%

Requirements for specific assignments will vary, but in all cases grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments are graded on a traditional A-F scale.

Determination of Grades

The following are the criteria by which essays are typically evaluated in a first-year writing course:

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 with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical, or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

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

Please note: Sometimes readings, assignments, and discussions include material of a sensitive nature. In this course, you may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. I encourage you to discuss issues about such material with me.

Classroom Protocol

For a class like this one, much of the learning happens in the class. Therefore, it is imperative that you be in class every day and actively participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in- class assignments.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

ENGL 1A / First-Year Writing, Fall 2019 Course Schedule

Calendar subject to change with fair warning

Course Schedule

Class	Date	Topics, Readings, Assignments, Deadlines
1	Thursday January 28th	Syllabus Day! Course Introduction/Canvas Homework: Prendergast pages 1 – 33 (on canvas) First year composition should be skipped_ https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf
2	Tuesday February 2nd	Topic of Today: In Class Journal – Daily Writing Prompt Understanding rhetoric using social media Understanding our own writing and what we like to hear Homework: Read pages 33 - 54 in Can I Use I?
3	Thursday February 4th	Topic of Today: In Class Journal – Daily Writing Prompt Types of Speeches. What constitutes sincerity? Homework: Discussion Board #1
4	Tuesday February 9th	Topic of Today: In Class Journal – Daily Writing Prompt How do we read? Social media. Books? Pictures? Homework: Can I Use I? by Catherine Prendergast pages 54- 79
5	Thursday February 11th	Topic of Today: In Class Journal – Daily Writing Prompt Understanding context Find your own speech and analyze it with a group Homework: reading Can I Use I? Pages 76 - 10
6	Tuesday February 16th	Topic of Today: In Class Journal – Daily Writing Prompt What do we think of speeches? What are some key elements of some of the speeches you’ve heard? What is your relationship to revision? Homework: Discussion board 3 Special issues speech rough Draft
7	Thursday February 18th	Topic of Today: In Class Journal – Daily Writing Prompt Reading your own speech and talk to your group about your struggles Homework: Strong Writing and Writers Don’t Need Revision https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf

8	Tuesday February 23rd	<p>Topic of Today: In Class Journal – Daily Writing Prompt Reading your own speech and talk to your group about your struggles</p> <p>Homework: reading Strong Writing and Writers Don't Need Revision https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf</p>
9	Thursday February 25th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Audience and how to find it - Rhetoric improv with audience</p> <p>Homework: Discussion board 4</p>
10	Tuesday March 2nd	<p>Topic of Today: In Class Journal – Daily Writing Prompt Reading twitter feeds and understanding audience group work</p> <p>Homework : Reading posted on Canvas</p>
11	Thursday March 4th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Assignment questionnaire. Assignments coming up Rhetorical Analysis of a chair (picture)</p> <p>Homework: Discussion board 5 Special issues final draft</p>
12	Tuesday March 9th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Analysis and group work</p> <p>Homework: Due: reading Persepolis (on Canvas)</p>
13	Thursday March 11th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Genre! What is it? How is it different from literary genre. Rhetoric improv with genre</p> <p>Homework: Discussion board 6</p>
14	Tuesday March 16th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Reading Blogs and group discussion</p> <p>Homework: Reading on Canvas</p>
15	Thursday March 18th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Understanding context Reading and group work</p> <p>Homework: Reading on Canvas</p>
16	Tuesday March 23rd	<p>Topic of Today: In Class Journal – Daily Writing Prompt Social Action Writing</p> <p>Homework: Reading on Canvas</p>

17	Thursday March 25th	Topic of Today: In Class Journal – Daily Writing Prompt Social Action Writing Homework: Reading on Canvas
18	Tuesday March 30th	SPRING BREAK
19	Thursday April 1st	SPRING BREAK
20	Tuesday April 6th	Topic of Today: In Class Journal – Daily Writing Prompt Reading your own blog post and talk to your group about your struggles Homework: Reading on Canvas
21	Thursday April 8th	Topic of Today: In Class Journal – Daily Writing Prompt TBD Homework: Discussion board 9
22	Tuesday April 13th	Topic of Today: In Class Journal – Daily Writing Prompt Rhetorical Analysis and group discussion Homework: Reading on Canvas
23	Thursday April 15th	Topic of Today: In Class Journal – Daily Writing Prompt Language and self worth Homework: Reading on Canvas Discussion board 10
24	Tuesday April 20th	Topic of Today: In Class Journal – Daily Writing Prompt TBD Homework: Reading on Canvas
25	Thursday April 22nd	Topic of Today: In Class Journal – Daily Writing Prompt Writing in our lives Homework: Discussion board 11
26	Tuesday April 27th	Topic of Today: In Class Journal – Daily Writing Prompt Writing in our lives Homework: reading on Canvas

27	Thursday April 29th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Writing in our lives</p> <p>Homework: Discussion board 12 Dolly Parton Rough Draft</p>
28	Tuesday May 4th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Reading your own Dolly Parton Challenge and talk to your group about your struggles</p> <p>Homework : reading on Canvas</p>
29	Thursday May 6th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Go over prompt for reflections</p> <p>Homework : Discussion board 13</p>
30	Tuesday May 11th	<p>Topic of Today: In Class Journal – Daily Writing Prompt Why do we do Reflections?</p> <p>Homework: Discussion board 14</p>
31	Thursday May 13th	<p>Topic of Today: In Class Journal – Daily Writing Prompt</p> <p>Homework: Discussion board 15 Dolly Parton Challenge final</p>
32	Tuesday May 18th	NO CLASS work on your final
33	Thursday May 20th	EXAM DAY: Turn in your final Reflection by 11:59PM

