

San José State University
Department of English & Comparative Literature
English 1A, First-Year Writing, Section 34, Spring, 2021

The need to compose arises from composers' desire to insert their voices into the differences of opinion that occur within the discourse of a community. ~ **Sharon Crowley & Debra Hawhee**,
Ancient Rhetorics for Contemporary Students

Course and Contact Information

Instructor:	Dr. Ryan Skinnell
Virtual Office Link:	Skinnell Office Hour Zoom Link
Email:	ryan.skinnell@sjsu.edu
Phone:	Not available by phone
Office Hours:	Mon. 11:45am-12:45pm & 2:45pm-3:45pm, & by appt.
Class Days/Time:	MW 1:30pm-2:45pm
Classroom:	Zoom Link to Our Class
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Description

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, purposes, and contexts.

Course Format: Technology Intensive, Online Course

Our course will be technology intensive with an online delivery format that utilizes both synchronous and asynchronous learning. This will require us to have access to technologies, which may include a device with video conferencing capabilities. We will need internet connectivity to participate in online classroom activities and review/submit assignments. Some software applications we will use include: Zoom, Canvas, SJSU Google Suite, a PDF reader, etc. If you need to borrow laptops, iPads, and more, please contact [Student Computing Services](#). If you need software training, contact [Student Technology Training Center](#).



During our class meetings, the default expectation is that everyone's cameras should be on. If you need to turn it off for short periods of time for particular reasons, that's no big deal. If you need to have it off most of the time, please speak with me. We will also discuss and collaborate on Zoom etiquette for our classroom, such as when to mute our microphones, what happens if our internet becomes "unstable" during Zoom, etc.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, prompts, assignment instructions, etc. can be found on Canvas (login at <http://sjsu.instructure.com>). Log in and look for “SP21: ENGL-1A Sec 6 - First Year Writing” among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas.

ENGL 1A - GE Learning Outcomes (GELO)

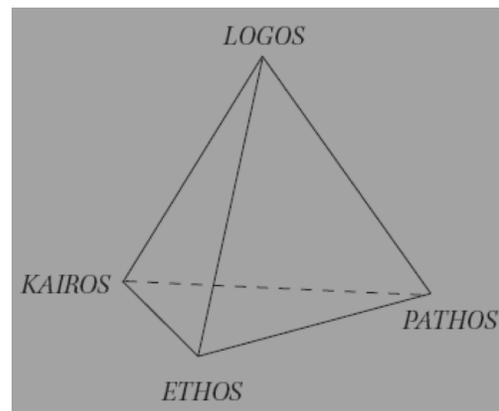
Upon successful completion of this GE course, students will be able to:

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 the 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.

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.



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

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Required Texts/Readings

- **Prendergast, Catherine.** *Can I Use I? Because I Hate, Hate, Hate College Writing*. Out of Pocket Press, 2015. (You can purchase this text through the campus bookstore or elsewhere online. It does not matter if you get the physical or digital version.)
- **Various Authors.** *Writing Spaces: Readings on Writing*, vols. 1-3. Parlor Press, multiple dates. These books are open-source textbooks, which means they can be downloaded in whole or in part **for free** at <https://writingspaces.org/node/1706>. They can also be purchased in hard copy, if you want (www.parlorpress.com). I will post links on Canvas, as well.
- **Other readings** will be incorporated throughout the semester in line with our class needs. As well, students will be responsible for locating other materials (online or through the MLK Library databases) in support of their writing projects.

Please note: sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

Library Liaison

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students [a library resource page for the Department of English and Comparative literature](#).

The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera's contact page by clicking on [this link](#).

Other Available SJSU Resources

The University provides all students several resources to help us successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support.

- [Accessible Education Center](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Other Campus Resources](#)

There is value in "[using] writing as a technology to think with rather than as a tool for succinctly recording the thoughts of others or as a weapon for fending off other points of view."

~ **Richard E. Miller**

Course Requirements and Assignments

Classroom Protocol

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

Time Commitment

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.

It's a writing course, I know, but let's do some math. ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

Assignments

Assignment sheets will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, and possibly aural, digital, visual). There will also be reading assignments and options for group projects.

Assignment	Word Count	GELO
Participation / daily writing / in-class work / reflection	n/a	1-4
Discussion boards / responses	2500	1, 3, 4
Paying Attention (incl. process materials)	1500	1-5
Connecting, Reflecting, Arguing (incl. process materials)	1500	1-5
Textual Artifact (incl. process materials)	1500	1-5
Presentation	n/a	2, 3, 4
Portfolio	1000	1-5

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Grading Information

The course will be graded according to a labor-based learning contract. Labor-based contracts are based on the idea that you earn credit for doing the work of learning. The contract weighs all the work you submit equally—discussion posts, in-class writing, peer response, as well as the projects, essays, and portfolio. The smaller assignments are no less “weighty” in our learning process since they build the ground for understanding the major assignments. Your final reflection essay will make the learning you did throughout the semester explicit.

Terms of the Learning Contract

By signing up for this 15-week 3-unit course, you agree to attend each class and perform at least 7½ hours of work per week outside of class toward our collective understanding and exploration of writing and rhetoric. The products of your labor (see our course requirements and assignments on page 4) will be awarded points toward the final course grade. Each activity is worth 2 points. You will earn points based on the **Completeness** and **Relevance** of your assignment(s).

I will use the following rubric to score each assignment:

Does the work submitted help us to achieve our research goals?		
Criteria	Ratings	Points Possible
Completeness	+ 1.5 Completes & submits the tasks outlined.	0 – 1.5 point
Relevance	+ .5 Explicitly applies what we’ve read and discussed together to each task. Contributes observations, curiosities and questions, confusions or insights useful to our collective study.	0 – 0.5 point
Total Points		0 – 2 points

Late Policy

You can submit late work up to three days after an assignment is due and still receive credit with the following late penalties:

- -0.5 point for one day late
- -1 points for two days late
- -1.5 points for three days late

Final Grade

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

Extra Credit

There is no extra credit built into our syllabus. There is ample opportunity for everyone to learn defined in the work I have laid out for us. If a unique opportunity arises, I reserve the right to change my mind, but that’s pretty uncommon in my classes.

Course Grades

Course grades will be calculated using the following scale:

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

Important Grading Information for GE A2 Courses

This course must be passed with a C- or better as a CSU graduation requirement.

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 university policy concerning all courses, such as student responsibilities, academic integrity, dropping and adding, accommodations, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Special Needs or Accommodations

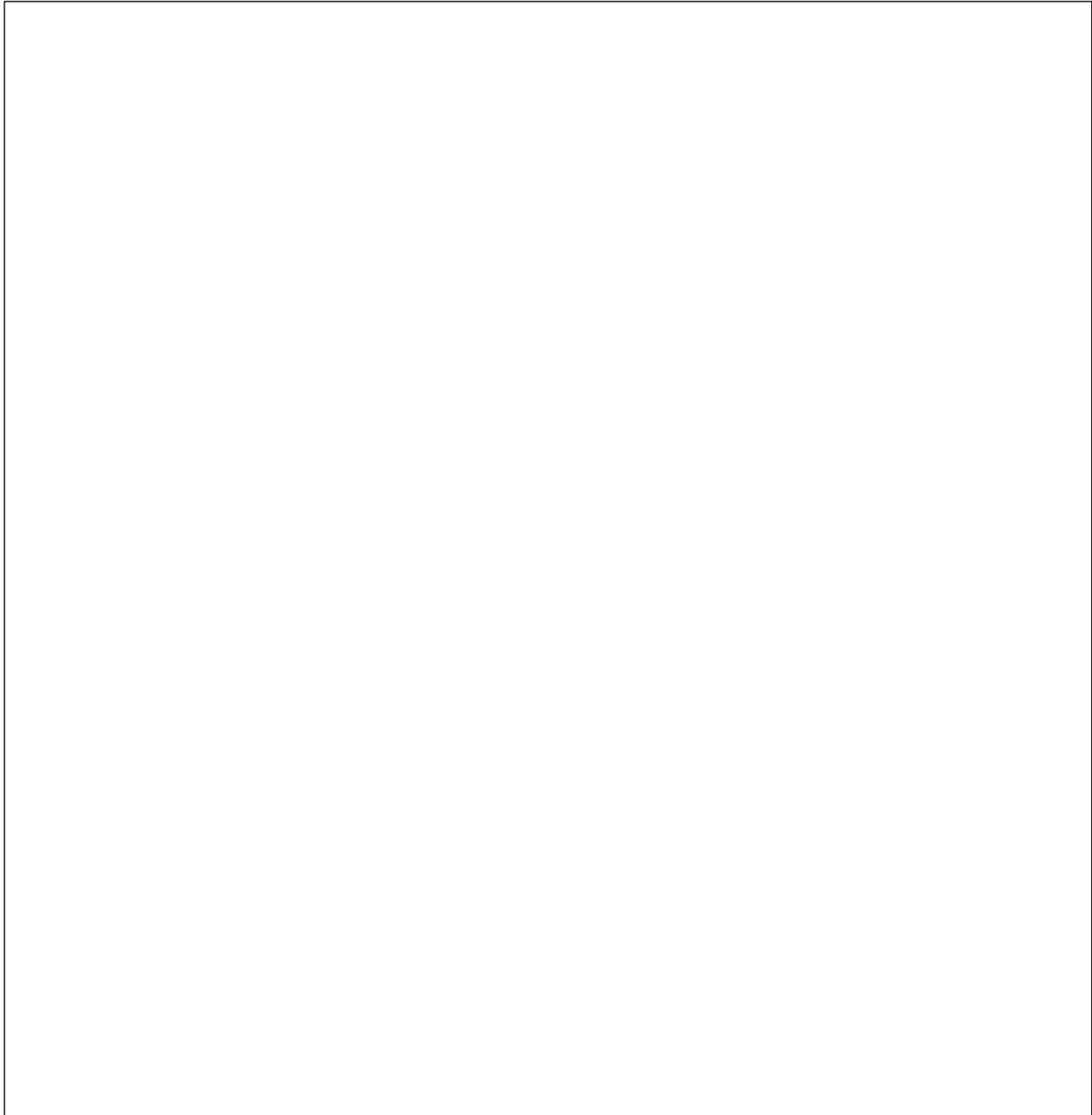
Any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center](#) (AEC), and the instructor.

If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

Community Norms and Expectations

Before we dive into the course content, we need clear expectations of our learning community so we can be successful. What are some classroom norms and/or policies you found productive, supportive, and positive in the past? From these ideas we will create a policy for our class.

Anticipate how conflicts could arise and let's have a discussion to create policies that can work for all of us. In order to build a high-functioning community, we need to work hard to integrate the perspectives of ourselves and our diverse community members. The policies we create at the beginning of the class can be revised throughout the semester if necessary.

A large, empty rectangular box with a thin black border, intended for students to write their responses to the questions above. The box is currently blank.

ENGL 1A / First-Year Writing, Spring 2021, Course Schedule

Calendar subject to change with fair warning
 Readings listed should be read BEFORE class
 Readings marked with an asterisk (*) are on Canvas
 DB = Discussion Board

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	Read Before Class: Zoom , Canvas , and SJSU Email Guides In Class: New Class, Who Dis? / Syllabus / Zoom & Canvas Class: Via Zoom <ul style="list-style-type: none"> • You should prep to log on at least <u>five minutes</u> before class starts. • If you have trouble logging on, please email me at Ryan.Skinnell@sjsu.edu. • Please make sure your Zoom Name is your <u>full name</u> on the first day. • Only <i>officially enrolled</i> students will be permitted to stay in class. Due By 11:59pm: Introduction Video, Class Survey
2	2/1	Read Before Class: Prendergast, pgs. 1-32 (Intro–What Sources...?) Due Before Class: DB #1: Community Norms & Expectations In Class: Community Norms & Expectations; Project #1 assignment
2	2/3	Read Before Class: <i>Writing Spaces</i> , vol. 1, What is Academic Writing Due Before Class: DB #2: Community ideas In Class: Defining community; revision [D-E-S: describe-evaluate-suggest]; rhetoric
3	2/8	Read Before Class: <i>Writing Spaces</i> , vol. 1, So You've Got a Writing Assignment. Now What? Due Before Class: DB #3: Golden lines In Class: Expand golden lines; D-E-S; idea development
3	2/10	Read Before Class: Prendergast, pgs. 33-63 (Why Do We Read?–Thesis Statement); <i>Writing Spaces</i> , vol. 2, Critical Thinking in College Writing: From the Personal to the Academic Due Before Class: DB #4: Process check-in In Class: Thesis statements; D-E-S; Community Norms check-in
4	2/15	Read Before Class: <i>Writing Spaces</i> , vol. 3, How to Write Meaningful Peer Response Praise Due Before Class: DB #5: What do I still have to do? In Class: Peer response; evidence; argument
4	2/17	Due Before Class: Draft One of Project #1 assignment In Class: Peer Review; reflection on revising; reverse outline

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/22	Read Before Class: <i>Writing Spaces</i> , vol. 1, Reflective Writing and the Revision Process: What Were You Thinking? Due Before Class: DB #6: What do I want to accomplish in my revision? In Class: Envisioning revision; what feedback is helpful?; D-E-S
5	2/24	Read Before Class: Prendergast, pgs. 64-97 (Introduction–Make My Paper Longer) Due Before Class: DB #7: Golden lines In Class: Introductions; paragraph development; check them sources; Community Norms check-in
6	3/1	Read Before Class: Prendergast, pgs. 98-130 (“So What” Question–Thanks); <i>Writing Spaces</i> , vol. 2, The Sixth Paragraph: A Re-Vision of the Essay Due Before Class: DB #8: If I started again, what would I do differently? In Class: Editing; usage; punctuation
6	3/3	Due Before Class: Final Draft of Project #1 assignment In Class: Debrief; Project #1 Reflection; Project #2 assignment
7	3/8	Read Before Class: <i>Writing Spaces</i> , vol. 1, Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis ; <i>Writing Spaces</i> , vol. 2, Murder! (Rhetorically Speaking) Due Before Class: DB #9: Wellness check-in In Class: Reading rhetorically; rhetorical analysis
7	3/10	Read Before Class: <i>Writing Spaces</i> , vol. 3, Writing with Force and Flair ; <i>Writing Spaces</i> , vol. 3, Grammar, Rhetoric, and Style Due Before Class: DB #10: Post grammar resources In Class: Style & Rhetoric; Community Norms check-in
8	3/15	Read Before Class: <i>Writing Spaces</i> , vol. 3, Punctuation’s Rhetorical Effects Due Before Class: DB #11: Creative Punctuation Scavenger Hunt In Class: Punctuation
8	3/17	In Class: MIDWAY POINT—Taking account: what is still left to do? Look at <i>Writing Spaces</i> : what do we still want to learn?
9	3/22	Due Before Class: Draft One of Project #2 assignment In Class: Peer Review; reflection on revising
9	3/24	Due Before Class: DB #12: What do I want to accomplish in my revision? In Class: Envisioning revision; what feedback is helpful?; D-E-S; Community Norms check-in
10	3/29	Spring Break! No Class!
10	3/31	Spring Break! Cesar Chavez Day! No Class!

Week	Date	Topics, Readings, Assignments, Deadlines
11	4/5	Due Before Class: Final Draft of Project #2 assignment In Class: Reflection; Multimodality / Re-mediation / Meme-ifying; Project #3 assignment; Community Norms check-in
11	4/7	Read Before Class: <i>Writing Spaces</i> , vol. 3, An Introduction to and Strategies for Multimodal Composing Due Before Class: DB #12: Dank memes In Class: TBD (Multimodal Scavenger Hunt?)
12	4/12	Read Before Class: <i>Writing Spaces</i> , vol. 3, Exigency: What Makes My Message Indispensable to My Reader Due Before Class: DB #13: Is my multimodal text indispensable? In Class: Sign-up for conference times; presentation times
12	4/14	Due Before Class: Draft One of Project #3 assignment In Class: Peer Review; reflection on revising
13	4/19	In Class: Conferences
13	4/21	In Class: Conferences
14	4/26	Read Before Class: TBD Due Before Class: TBD In Class: Community Norms check-in
14	4/28	Due Before Class: Final Draft of Project #3 assignment In Class: Reflection; Presentation assignment; Portfolio assignment; drafting
15	5/3	Due Before Class: TBD In Class: Strategizing the presentation
15	5/5	Due Before Class: Draft One of Portfolio assignment In Class: Peer Review; reflection on revising
16	5/10	Due Before Class: TBD In Class: TBD
16	5/12	In Class: PRESENTATIONS
17	5/17	In Class: PRESENTATIONS
Final Exam	WED 5/19	Our regular Zoom class, 2:15PM-4:30PM DUE (on Canvas): Completed Draft of Portfolio