



San José State University
Humanities and Arts, Department of English and Comparative Literature

English 1A, First-Year Writing, Section 35

Spring 2021

Instructor: Amber Sylva

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Office Hours: Tuesday and Wednesday 9:00am-10:00am **and** by appointment

Class Days/Time: Tuesday/Thursday 3:00pm-4:15pm

Classroom: Online

Prerequisites: Completion of Reflection on College Writing

GE/SJSU Studies Category: GE Area A2 Written Communication

Technology Intensive, Hybrid, and Online Courses

You can find course materials such as syllabus, handouts, notes, and assignment instructions on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. Furthermore, there are both synchronous and asynchronous activities in the course, all conducted online through Canvas and Zoom. You will need access to stable WiFi and a computer to complete course assignments. There is no face to face learning space on campus for this course.

Course Description

English 1A is an introductory writing course that will help you continue your exploration of your own writing processes, your goals as a writer, and the dynamics of written communication that animate the different kinds of writing you engage regularly and will learn to engage as you move through our university learning community. 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. You will learn to communicate clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. The theme of this course is “Community;” therefore, our writings will focus on bringing our diversities together to build a community that will enhance our lives and the lives around us.

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Course in GE Area A2 cultivate an understanding of the written process and goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students 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 signifies the student is a capable college-level writer and reader of English.

GE Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of this course, students will be able to:

1. demonstrate the ability to *read actively and rhetorically*;
2. perform the essential steps in the *writing process* (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the *rhetorical feature* 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.

Required Texts/Readings

All required texts will be available for purchase in the SJSU bookstore except for *A Cook's Tour. Can I use I?* by Catherine Prendergast ISBN: 978-0-986-14571-1
A Cook's Tour by Anthony Bourdain ISBN: 006-0-012-781

Other Readings

Any additional readings will be posted to the Canvas course site and/or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Other technology requirements / equipment / material

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity to participate in classroom activities and/or submit assignments. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Library Liaison

Peggy Cabrera, peggy.cabrera@sjsu.edu, 408-808-2034, Dr. Martin Luther King Jr. Library

How is Our ENGL 1A Course Designed? I am glad you asked!

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on our 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 debate. Moreover, because we are diverse, we are able to learn about other cultures. Our diversity will benefit our classroom and SJSU community.

Diversity is beautiful and accepted here. Sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such materials with **me**.

Writing: We are all writers in a writing class; therefore, we will explore the writing process together that will help our writing by prewriting, writing, and rewriting. Each writing assignment will allow us to prepare for both academic and real-world writing scenarios. Together, we will learn how to embrace writing moving forward.

Reading: Writing and reading go hand-in-hand. So, we will read a lot in this class, some of which will be hand-selected for you and some of which will be from sources you locate and find of interest.

Final Experience: We will be compiling a portfolio throughout the semester that consists of selected examples of your writing that you produce in our class. Every portfolio will include:

- All drafts (incl. prewriting materials): “Literacy Narrative”
- All drafts (incl. prewriting materials): “Critical Essay”
- Paragraph about English 1A
- All drafts (incl. prewriting materials): Major assignment from class
- All drafts (incl. prewriting materials): “Annotated Bibliography”
- Course Reflection Essay (Final Draft)

Course Assignments and Requirements

English 1A Section 19 consists of twenty-nine class meetings and three major module assignments. You will compose three major essays exploring various aspects of genres. Each essay will begin with a brief (**no more** than 250 words) proposal that is to be turned in on the specified due date (please refer to our class syllabus). Your proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After I approve your proposal, you will need to prepare a rough draft of your essay and **upload your working draft onto Canvas (before class)** on our **workshop** days. The presentation assignment will consist of a collaboration with a peer in the form of a multimodal (MM) group project; however, if you would like to work alone, that is acceptable too. Students will use their “A Problem Within My Community,” “Food is Crucial to My Community,” and “The Benefits of Music” writing assignments to compare/contrast with their student colleague. This presentation is to enhance our awareness of the diversity within our classroom community and our SJSU community. Furthermore, this assignment will give the students a chance to use their rhetorical skills to help others understand the importance of acceptance. Each students’ portion of the presentation is to be 8-10 minutes in length.

Not sure what a multimodal project is? We will go over multimodality in detail during class, and it will be posted in Canvas, too. But, in short, a multimodal project uses different modes of communication such as written, oral, aural, digital, and visual.

The final assignment will be a self-reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. The reflective essay will accompany a portfolio of your writing that will be compiled in-class during our last meeting. You must also submit your Annotated Bibliography along with your reflective essay. In-depth descriptions of each assignment will be gone over in class and will also be available under the “Assignments” tab in Canvas.

Please note that all essays adhere to proper MLA format. Essays must be double-spaced and typed in 12-point Times New Roman font. The student’s name, professor’s name, course number and section, and the due date must be located at the top left corner of the first page. Please see the *MLA Writing Example* and under the “Files” tab in Canvas for more information on how to properly format your essays.

Procedures

All assignments are to be turned in electronically via Canvas by the beginning of class. Any assignments that are not turned in by class start time will be considered late. *In order to turn in your paper, you must be in class during the entire class session.* In other words, a classmate/friend/relative cannot turn in your paper for you, and you are not able to submit and leave. No Exceptions.

Communication is key. Please email me if you are having difficulties with meeting deadlines BEFORE the due date. Documentation will allow any assignment to be turned in without penalty. For example, you are sick and unable to turn in your first assignment, you must provide a doctor's note (clearing your absence) in order for the assignment to be accepted without penalty.

You will have one extension and one extension only. This extension will grant you one extra week for one of the major writing assignments without penalty.

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>.

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **before the deadline**. All assignments must be turned in to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0". **Please note:** Students must receive a C- or higher to pass the course.

Course grades will be calculated using the following scale:

| | | |
|----------------|--------------|--------------|
| 97% - 100%= A | 94% - 96%= A | 90% - 93%=A- |
| 87% - 89% = B+ | 84% - 86%=B | 80% - 83%=B- |
| 77% - 79% = C+ | 74% - 76%=C | 70% - 73%=C- |

Grade Calculations

Requirements for particular assignments will vary, but in all cases, grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes

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, (2) contributing to class discussions, and (3) completing in-class assignments. If you are not in class, there is no way that you are able to participate. So, make sure that you are in attendance because I want to hear your opinions and thoughts about what we are learning. Your voice matters.

It is important for you to have a say in your learning environment. I am interested in your comments and concerns. Therefore, before we delve into the course content, we need clear expectations of our learning community, so you can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

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 at <http://www.sjsu.edu/gup/syllabusinfo/>

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

English 1A / First-Year Writing, Spring 2021 T/R 3:00pm-4:15pm

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------------|--|
| | | <p><i>*Readings and assignments listed are to be completed BEFORE class</i></p> <p><i>*Calendar subject to change with fair warning. Changes will be found on Canvas and accompanied by an email or discussed in class.</i></p> |
| 1 | R: Jan 28 | In Class: Ice Breaker, our class syllabus, classroom norms, and presentation sign ups |
| 1 | T: Feb 2 | Read: <i>CIUI</i> Pages 1-75 In Class: Writing Diagnostic Essay Discuss the Benefits of Writing and Writing Situations |
| 2 | R: Feb 4 | Due: Discussion Post on Canvas (1) Read: <i>CIUI</i> pages 75-130 In Class: Class discussion, Introduction to Genre (MOD) |
| 2 | T: Feb 9 | Read: “How to Write with Style” By Vonnegut AND “Shitty First Drafts” By Lamont In Class: Drafting a Proposal/Audience/Ethos |
| 3 | R: Feb 11 | Due: Proposal of “A Problem Within My Community” (Assignment #1) AND Discussion Post on Canvas (2) In Class: Different types of sentences, How Can I “Listen in” on Writing Conversations |
| 3 | T: Feb 16 | Read: <i>A Cook’s Tour</i> AND “The Writing Process” on Canvas In Class: Why Structure and Organization Matter. Pre-writing Strategies |
| 4 | R: Feb 18 | Due: Draft of “A Problem Within My Community” (Assignment #1), Submit your draft via Canvas BEFORE class. Read: “Giver’s Gain” ON Canvas In Class: Peer Review/Workshop |
| 4 | T: Feb 22 | Read: <i>A Cook’s Tour</i> In Class: Rhetoric and the Rhetorical Situation |
| 5 | R: Feb 25 | Due: Discussion Post on Canvas (3) In Class: Argument/Audience/ So What? |
| 5 | T: March 2 | Read: <i>A Cook’s Tour</i> In Class: Thesis, Organization, Context, Audience, and Purpose |
| 6 | R: March 4 | Due: Final Draft of “A Problem Within My Community” (Assignment #1) In Class: What are Genres? Why do we need to know them? |

| Week | Date | Topics, Readings, Assignments, Deadlines <i>*Readings and assignments listed are to be completed BEFORE class</i> <i>*Calendar subject to change with fair warning. Changes will be found on Canvas and accompanied by an email or discussed in class.</i> |
|------|-------------|--|
| 6 | T: March 9 | Read: <i>A Cook's Tour</i> In Class: Outside Writing Day: Reflect on Assignment #1 |
| 7 | R: March 11 | Due: Proposal of "The Importance of Food within My Community" (Assignment #2) In Class: "Mummy Arts" on Canvas and process analysis |
| 7 | T: March 16 | Read: <i>A Cook's Tour</i> In Class: Research and Writing Day for Writing Assignment #2 |
| 8 | R: March 18 | Due: Rough Draft of "The Importance of Food within My Community" (Assignment #2) AND Discussion Post on Canvas (4) In Class: Rhetorical Analyzing different mediums |
| 8 | T: March 23 | In Class: How to Use Sources/Different Types of Sources, Parenthetical Citations |
| 9 | R: March 25 | Due: Watch video that will be posted to Canvas BEFORE class. In Class: Set up Portfolios, discuss video on Ethos/Pathos/Logos, |
| 9 | T: March 30 | Spring Break!! |
| 10 | R: April 1 | Spring Break!! Due: Final Draft of "The Importance of Food within My Community" (Assignment #2) |
| 10 | T: April 6 | Read: "Sonny's Blues" by James Baldwin on Canvas In Class: Write to Think/Learn, The Writing Process |
| 11 | R: April 8 | Due: Proposal of "The Importance of Music within My Community" (Assignment #3) AND Discussion Post on Canvas (5) Read: Annotated Bibliography Example on Canvas In Class: Discuss RSA-and Draft Annotated Bibliography and Exam Review |
| 11 | T: April 13 | In Class: Exam Day |
| 12 | R: April 15 | Due: Rough Draft of "The Importance of Music within My Community" (Assignment #3) AND Discussion Post on Canvas (6) Read: Canvas Reading "Transitions" In Class: Transitions and Modes of Discourse and Language. Peer Review Workshops. |
| 12 | T: April 20 | Read: "Sonny's Blues" by James Baldwin In Class: Persuasive Writing |

| Week | Date | Topics, Readings, Assignments, Deadlines <i>*Readings and assignments listed are to be completed BEFORE class</i> <i>*Calendar subject to change with fair warning. Changes will be found on Canvas and accompanied by an email or discussed in class.</i> |
|------------|------------------------------|--|
| 13 | R: April 22 | Due: Discussion Post on Canvas (7) In Class: Process and Descriptive Analysis Earth Day! |
| 13 | T: April 27 | Read: PDF on Multimodality (MM) on Canvas In Class: Outside writing activity Call to Action (MM questions) |
| 14 | R: April 29 | Due: Final Draft of “The Importance of Music within My Community” (Assignment #3) AND Discussion Post on Canvas (8) In Class: Work on ePortfolios |
| 14 | T: May 4 | In Class: Presentations |
| 15 | R: May 6 | Due: Discussion Post on Canvas (9) In Class: Presentations |
| 15 | T: May 11 | In Class: Presentations |
| 16 | R: May 13 | Due: Discussion Post on Canvas (10) Last Day of Class Instruction!!! Self-Reflection Day: Take time out of your day to reflect on all of your hard work and success/failures during the semester. Write about it. In Class: Presentations |
| Final Exam | M: May 24 (2:45pm-5:00pm) | Due: ePortfolios including Final Reflection and Annotated Bibliography In Class: Presentations and Growth Sharing Exercise 2:45pm- 5pm |
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