

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

English 1A, First-Year Writing, Section 31, 38, 54, and 71

Fall 2022

Instructor:	Amber Sylva
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Office Hours:	Monday 1:30 pm- 2:30 pm Wednesday 1:30 pm- 2:30 pm, 6:00 pm- 7:00pm and by appointment
Class Days/Time:	Monday/Wednesday 10:30 am- 11:45 am (Section 31); 4:30 pm- 5:45 pm (Section 38); 12:00 pm- 1:15 pm (Section 54); 3:00 pm- 4:15 pm (Section 71)
Classroom:	Sections 31 and 54 (BBC 130) Sections 71 and 38 (Clark Hall 225B)
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

Course Description

English 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. 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.

Course Format

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, some conducted in person whereas others online through Canvas. You will need access to stable WiFi and a computer to complete course assignments.

GE Learning Outcomes (GELO)

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. We have designed this course to ensure that you meet these outcomes.

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/Subscriptions

All required texts will be available for purchase in the SJSU bookstore.
Can I use I? By Catherine Prendergast ISBN: 978-0-986-14571-1

Subscription to Packback (This will be purchased online through your Canvas shell.)

Packback Platform

This term we will be using the Packback Platform for:

- Weekly online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.
- Discussion Polls for in-class participation
- [Essays/Journals/Papers/Reflections/Case Studies]. You'll submit graded writing assignments on Packback via Packback Deep Dives. On Deep Dives, you'll see the specific assignment details & rubric and as you write, get real time feedback on how you're anticipated to score on each rubric category. Packback will also give you feedback on your sources and help you auto-generate sources in the correct format.

All of these unique assignments live in our course's Packback community. Registration details are below.

Discussion Requirements

Your participation in Packback discussions will count toward [10]% of your overall course grade. There will be a Weekly Friday at 11:59PM PST deadline for discussion submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 5pts of each assignment grade;
- 2 Responses every week with a minimum Curiosity Score of 55, worth 5pts of each assignment grade;
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

Deep Dives Requirements

You will use Deep Dives in our Packback community to research, write, and submit [essays, papers, journals, case studies] in this course.

The purpose of Deep Dives is to provide you with immediate feedback as you work on your writing submission.

You access all Deep Dives assignments (once they are assigned and viewable), by clicking "Deep Dives" on the left side of the community homepage. All writing & research should be done in Deep Dives - Packback will give you grammar, formatting, and research feedback. Packback will also support citations for you.

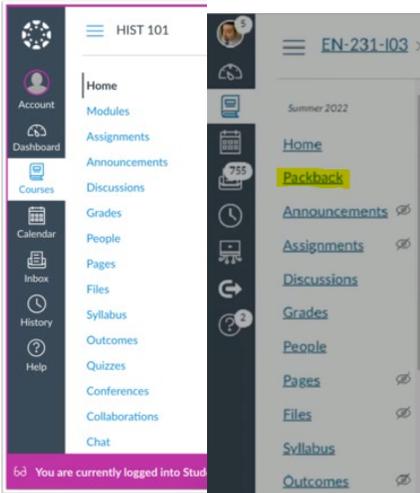
Deep Dives will autosave your work as you type (like google docs). You can close out and come back as much as you'd like between the assignment start and due dates. However, **do not click "submit"** until you're 100% complete with the entire assignment. **Once you click "submit," you can no longer edit your assignment.**

You will complete four writing assignments on Deep Dives.

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click the Packback tool link on the left side of your course Canvas page.



2. Follow the instructions on your screen to finish your registration.

A screenshot of the Packback registration form. The form is titled 'Create a new account' and includes a progress indicator at the top with four steps: 1. Create Account (selected), 2. Review Terms, 3. Add Details, and 4. Customize Avatar. The form fields include: 'Sign up for:' (set to Packback USA), 'School Email Address*' (with a hint to enter the school email address), 'Confirm School Email Address*' (with a hint to re-enter the school email address), 'Enter a Password*' (with a hint to enter the password), and 'Confirm Password*' (with a hint to re-enter the password). A 'Sign up and continue' button is at the bottom, along with a link for 'Already have an account? Log In'. A password requirements box lists: 'Passwords must: • Contain at least 8 characters • Contain a number • Contain a special character • NOT Contain more than 6 consecutive characters from your email address'.

Note: Your Deep Dives writing assignment scores will be slower to enter Canvas and will not be instantly migrated to our course gradebook. These take me a bit longer to score.

Packback requires a paid subscription. This course utilizes the entire platform, which carries a

cost of \$43. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

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 meaning 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 Requirements and Assignments

English 1A Section 31, 38, 54, and 71 consists of Monday/Wednesday class meetings with four major assignments. Three of these assignments will be written essays exploring various aspects of writing genres. All three assignments 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). The proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After your proposal is approved, you will need to prepare a rough draft of your essay and **print a hardcopy (before class)** on our **workshop** days. The fourth assignment will consist of a collaboration with a peer (or individually) in the form of a multimodal (MM) project (presentation). If working in a group, you will use the “A Problem Within My Community” and “Ways to Improve My Community” writing assignments to compare/contrast with your student colleague. If you are working individually, you will use the aforementioned essays and present on your research. This presentation is to enhance our awareness of the diversity within our classroom community and our SJSU community. Furthermore, this assignment will give you a chance to use your rhetorical skills to help others understand the importance of kindness and acceptance. Each presentation is to be 8-10 minutes in length. (Presentation times will differ depending on number of presenters.)

Not sure what a multimodal project is? We will go over Multimodal 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 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 *Essay Sample* under the "Files" tab on Canvas for more information on how to properly format your essays. Lastly, you will be required to visit the tutorial and Writing Center multiple times this semester. An attendance slip must be submitted with your pre-writing materials.

Procedures

All major assignments are to be turned in electronically via Packback **AND** a printed copy 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. In other words, a classmate/friend/relative cannot turn in your paper for you. No Exceptions.

If you are ill and unable to turn in a printed copy, please email me **before** the start of class on (or before) the due date; however, you are still required to submit an electronic copy before the start of class. In order for any missing assignments to be accepted, documentation must be provided. An example, if you are sick and unable to turn in your first major assignment, you must provide a doctor's note (clearing your absence) in order for the assignment to be accepted without penalty. If you do not have proper documentation, then the late policy will be implemented.

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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Final Examination or Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

We will discuss our final and assessment as the end of the term approaches.

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

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-
67% - 69% = D+	64% - 66% = D	60% - 63% = D-
		59% and below is an F

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 maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in writing courses:

- 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 the 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

Assignment Calculations	Word Count	GELO Outcomes.	Grade
Diagnostic Essay	650+	2-4	0% (0 pts)
10 Discussion Boards	1,100	2,3	10% (100 pts)

Elevator Pitch	150	1-5	5% (50 pts)
“A Problem Within My Community” Essay (incl. process materials)	1,250	1-5	10% (100 pts)
“Ways to Improve My Community” Essay (incl. process materials)	1,500	1-5	15% (150 pts)
Annotated Bibliography	500+	2-4	5% (50 pts)
Portfolio Reflection Essay	500	1-5	5% (50 pts)
Presentation, Write Up, and Reflection	1,000	2-5	20% (200 pts)
Packback Assignments	1,350	1-5	10% (100 pts)
Miscellaneous Assignments, tests, quizzes et cetera	n/a	1-5	5% (50 pts)
Engagement/Participation (daily in-class assignments) (5 pts./day)	n/a	n/a	15% (150 pts)

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.

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 in the past? 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](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, 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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>).

Make sure to visit this page to review and be aware of these university policies and resources.

Section 31, 38, 54, and 71 / English 1A, Spring

Course Schedule

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
2	M:8/22	Welcome Course Introduction Class Syllabus
2	W: 8/24	Class Norms Syllabus Jeopardy
3	M: 8/29	Introduce Writing Assignment #1 and Brainstorming Class discussion on “Hidden Intellectualism” and “Thinking Rhetorically”
3	W: 8/31	In-class research day! Drafting Proposals
4	M: 9/5	Proposal of Writing Assignment #1 Due Class discussion on: “How to Write with Style,” “Shitty First Drafts,” “Strategies for Starting,” “Writing a Proposal,” and “Academic Argument: Thesis and Organization”
4	W: 9/7	Audience, Context, and Purpose Why Are These Things Important?
5	M: 9/12	Fully Written Rough Draft of Writing Assignment #1 Due Workshop Day Discussion on “Giver’s Gain”
5	W: 9/14	Writing Genres Outside Writing Day (Analysis of what you see, hear, smell)
6	M: 9/19	Rhetorical Strategies Let’s Analyze Some Stuff! Music Video Edition

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
		Discussion on “The New Jim Crow: Mass Incarceration in the Age of Colorblindness” and “All Words Matter: The Manipulation behind ‘All Lives Matter’”
6	W: 9/21	Music Video Analysis cont.
7	M: 9/26	Rhetorical Strategies Let’s Analyze Some Stuff! Advertisement Edition
7	W: 9/28	Final Draft of Writing Assignment #1 Due Week (Sept. 28th-Oct 5th) Grammar / “Proper Citation”
8	M: 10/3	Discussion on <i>Can I Use I?</i>
8	W:10/5	Research Day for Writing Assignment #2
9	M:10/10	Ethos, pathos, and logos Discussion on “Homesick? How to Overcome That Missing Home Feeling” and “Advice to My College Freshman”
9	W:10/12	Who’s your Audience? Audience and Genre
10	M:10/17	Research Day (Draft a proposal of Writing Assignment #2)
10	W:10/24	TBD
11	M:10/31	Process / Step-by-Step Discussion on “Mummy Arts” by Adam Goodheart
11	W:11/2	Proposal for Writing Assignment #2 Due at the start of class (Hard copy)
12	M:11/7	Draft “Annotated Bibliography” Draft “Self-Reflection”
12	W:11/9	Fully Written Draft of Writing Assignment #2 Peer Review Workshop Week
13	M:11/14	Peer Review Workshop Week

Week/ Module	Date	Topics, Readings, Assignments, Deadlines
13	W:11/16	Elevator Pitch Lecture (Pathos)
14	M:11/21	Final Draft of Writing Assignment #2 Due Week Nov. 21st-28th (Hard copy) Elevator Pitch Presentations Discussion on “Multimodality”
14	W:11/23	Thanksgiving Travel Day
15	M:11/28	Presentations and Write-Ups Due Presentations
15	W:11/30	Presentations
16	M: 12/5	Presentations (Last Day of Class Instruction for M/W classes)
Final Exam		Venue and Time Due: ePortfolios including Final Reflection and Annotated Bibliography In Class: Presentations and Growth Sharing Exercise <i>Bring laptop or other device to class.</i>
Section 31	12/12	BBC 130 9:45 am -12:00 pm
Section 38	12/14	Clark Hall 225B 2:45 pm- 5:00 pm
Section 54	12/14	BBC 130 9:45 am – 12:00 pm
Section 71	12/8	Clark Hall 225B 2:45 pm- 5:00 pm