

English 1A: First-Year Writing Section 05, Spring 2022

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Office Hours:	T/Th 10:30am – 11:30am and by appointment.
Class Days/Time:	T/Th 9:00-10:15
Classroom:	Boccardo Business Center 221
GE/SJSU Studies Category:	English 1A satisfies Written Communication I, GE Area A2
Prerequisites:	Completion of Reflection on College Writing

Course Description

ENGL 1A is an introductory writing course that will help you gain a better understanding of the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of readings and multimodal texts, you will learn critical thinking and writing skills as you give form and coherence to complex ideas. We will explore writing for various audiences and rhetorical situations.

Course Theme: Digital Rhetoric, Social-Media, and Multimodal Communication

In this course, we will explore what communication looks like in the 21st century. Does a digital discourse impact our language, literacy, and writing? How does social media impact our identities and shape our behavior? How does that identity play a role in our usage of social media? To start thinking about how to answer these questions, we will use various social media platforms and modalities to navigate digital writing and rhetorical choices in different writing situations and for different audiences.

Course Management Page and Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc., can be found on our Canvas Learning Management System course website at <http://sjsu.instructure.com>.

You are responsible for regularly checking your Canvas messages to learn of any updates or changes to the course. For help with using Canvas, see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Course GE Learning Outcomes (GELO)

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

- ◆ Read actively and rhetorically
- ◆ Perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance.
- ◆ Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
- ◆ Integrate our ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
- ◆ Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

What We Will Learn Together

Reflecting on Your Own Learning:

By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the spring term, you will assemble and reflect on your work to gauge and define your progress. You will demonstrate to us your ability to:

Read to learn:

- ◆ annotate a reading selection to develop a summary and response in your writing (GELO 1)
- ◆ identify audience and purpose in texts from several genres (GELO 1,3,4)
- ◆ explain how genres work to serve audience and context (GELO 1, 3)

Read to write

- ◆ identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3)
- ◆ develop a text to effectively appeal to a specific audience (GELO 1, 3)
- ◆ identify the choices a writer has made to produce a text (GELO 1, 3, 4)
- ◆ use readings as models for your own writing strategies (GELO 1, 4)
- ◆ concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4)
- ◆ use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4)
- ◆ use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:

- ◆ discuss specific strategies for prewriting and revision that have worked for you (GELO 2)
- ◆ repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:

- ◆ identify new sentence forms and imitate them (GELO 1, 2, 3, 4, 5)
- ◆ analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5)
- ◆ identify editing issues in your own writing (GELO 2, 5)
- ◆ identify and apply effective strategies for editing your work (GELO 2, 5)
- ◆ identify and apply effective proofreading strategies (GELO 2, 5)
- ◆ reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

Required Texts/Readings

All readings will be available as a PDF linked through Canvas

Supplemental documentation & videos for review will also be posted to Canvas. Students are responsible for checking their SJSU email and Canvas regularly.

Technology Intensive/ Hybrid Requirements

This course will be technology intensive with little to no hardcopies distributed in class (*let's save the trees people!*) This will require students to have access to technologies such as a laptop, smartphone, and/or tablet that can be brought to class, as well as internet connectivity to participate in classroom activities and/or submit assignments. To produce and share your work, you will also need word processing software -- or any software that allows you to save files as .doc or .docx -- and some multimedia or multimodal accessibility. **Google Docs and Google slides are free and easily accessible.**

However, excessive use of technology is an impediment to learning. If you are not using your device for immediate academic purposes, please put it away. *I'm not a boomer; I will know if you are playing on your device instead of using it for classroom purposes.* See University Policy F13-2 [University Policy F13-2](#) for more details.

If you are unable to gain access to a computer or tablet, SJSU's Student Computing Services (SCS) lends MacBooks, PC laptops, and iPads to SJSU students. For more information, please visit the following page: <https://library.sjsu.edu/student-computing-services/student-computing-services>

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend approximately three hours per unit, per week for instruction, preparation/studying, and/or course related activities; this includes but is not limited to discussions, assignments, and projects. Other course structures will have equivalent workload expectations as described in the syllabus.

Major Assignments

Assignment	Word Count	Due Date	Points	Final Grade Percentage	GELO
15 Discussion Board Posts	250-300	Weekly	150	15 %	(GELO 1, 2, 3, 4, 5)
Personal Narrative	1000	9/23	200	20%	(GELO 1, 2, 3, 5)
Rhetorical Analysis + Presentation	1500 - 2000	11/4	200	20%	(GELO 1-5)
Multimodal Project + Presentation & Reflection Essay	500-750	11/30	200	20%	(GELO 2, 3, 4)
Final Portfolio	500-750	12/9	200	20%	(GELO 2, 3, 4).
In Class Assignments	N/A		50	5%	
Class Participation	N/A	Weekly	50	5%	N/A
Total			1000	100%	

Note: 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 for group projects.

Assignments Breakdown

Discussion Posts:

Discussion posts will be required along with every reading and/or viewing assigned in the class to help you engage with and practice practical application of the subject matter. The discussion posts will be around 250-300 words and will be worth 15% of your total grade. You are also required to respond to at least one other classmate's discussion post to earn full credit. These posts must be completed and submitted to Canvas before the beginning of the class period they are due. Discussion posts cannot be made up if missed.

Essays and Projects:

You will submit four major assignments. (2) major essay assignments, (1) multimodal project, and one (1) portfolio for this class. The assignments will allow you to write in a variety of genres while you explore and track your writing process. *Projects must be submitted to Canvas in a .doc format by the due date and time indicated on the syllabus/assignment sheet.*

Outlines & Peer Review Rough Drafts:

Outlines, rough drafts, and peer reviews account for 10% of the final grade for each project. If you don't submit the assigned outlines and rough drafts necessary to participate in the peer review process, you will lose 10% of your final grade on the relevant assignment. If you need an extension on a rough draft or won't be able to attend class for the peer review workshops, please let me know at least 24 hours ahead of the due date listed on the syllabus/assignment sheet. Rough drafts that are submitted late without explanation will lose points as outlined in the grading policy. If you do submit your rough draft late, it must still be peer reviewed in some capacity. See me if you miss or think you will miss a rough draft deadline or peer review workshop. Your presence in class for peer review is necessary for full credit on your rough draft. We will use Canvas or Google Docs to conduct peer review, so it is imperative to bring a laptop on peer-review day.

Presentations and Reflections:

You will be required to write in class reflection paragraphs for both essays and submit an individual reflection paper for the multimodal group project. Presentations will be required both essay 2 and the multimodal project are required. These reflections are worth 5% of your total grade on major assignments. Presentations for the indicated assignments are also worth 5% of the total grade.

Final Exam (E-Portfolio)

At the end of the semester, you will be required to turn in an e-Portfolio that consists of selected examples of your writing that you produced for our class, including drafts. Remember to keep all your work. *It is highly recommended that you keep your assignments organized as to avoid a time-consuming scavenger hunt through your documents folder at crunch time.*

Grading Breakdown

In this course, the cumulative effect of a learning experience is emphasized over individual aspects. Your goal is to apprentice yourself within the community and engage in a designed learning experience guided by a faculty mentor. The guidelines below spell out the terms of your work with the community, the norms and practices, and the expectations and standards. This agreement will allow you to advance your own educational goals and measure your own learning outcomes; it also expects you to contribute your learning to advance the learning of others. You are committing to a 3-unit course to which you will dedicate 9 hours per week.

I will earn an A in the course if I do the following:

- ◆ I complete 95% of the daily discussions.
- ◆ I submit all drafts, essays, and projects on time.
- ◆ I submit work requested by the assignment that demonstrates a compelling achievement in my own personal capacity to engage such rhetorical study.

- ◆ I actively engage and participate in class activities and discussions in a way that advances and contributions to our collective learning and discourse. the classroom discourse and clearly demonstrates my engagement with the relevant subject matter. My participation makes an exceptional contribution to our collective learning and to my own learning.
- ◆ I submit work completed in the spirit of our collaborative study that provides additional resources, insights, or questions that are exceptional in their value and impact on the group.

I will earn a B in the course if I do the following:

- ◆ I complete 85% of the daily discussions.
- ◆ I submit all drafts and projects on time.
- ◆ I submit the work requested by the assignment.
- ◆ I actively participate in all class activities and contribute to class discussions with relevant questions and/or information on a regular basis.
- ◆ I submit work completed in the spirit of our collaborative study.

I will earn less than a B in the course if:

- ◆ If I submit **less** than 85% of the daily discussions are submitted.
- ◆ If I turn in my work late.
- ◆ If I do not participate.
- ◆ If my documentation of the process is incomplete.
- ◆ If my work does not meet the class's collaborative expectations.
- ◆ If a significant amount of work is missing.

Important: English 1A is a course in which students must earn a C- to get the Area A2 GE credit toward the degree. Students who do not earn at least a C- in English 1A must retake it.

I further understand the impact of the grading system on my final course grade. The instructor (me) will record your final grade as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

The following are the criteria by which essays are typically evaluated in first-year 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 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 weaknesses 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.

Numeric Breakdown

Grade	Percentage
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

My Commitment to Your Learning

I have designed this course to prepare you to be an effective communicator during your college career. The work will help you to extend your capacity in each of the five areas outlined by the English Department learning objectives as defined in our syllabus.

- ◆ I will provide timely feedback to further your learning and the learning of the class. I will also facilitate group learning through class discussion.
- ◆ I will administer this contract fairly in keeping with our shared commitment to honoring the work that helps us all to learn.
- ◆ I commit myself to listening much more than speaking. I will provide space for you to express your feelings, beliefs, and opinions to ensure every member of our classroom community feels that their ideas are respected, and their voices are heard.

- ◆ I will make our classroom a liberatory space that fosters connections within communities, nurtures unique voices, and embraces diversity of every kind.

It is important you know that your success in this class is and always will be my top priority. My goal is to provide you with the tools you need to become independent and self-determining agents of integration within this constantly fluxed digital society. We are all on the same team!

Classroom Protocol

Participation & Absences

This class prioritizes hands on, collaborative, and reflective lessons that are designed to engage you in active learning. What that means is, most of the learning happens in class through discourse, collaboration, and feedback. Therefore, it is imperative that you be in class every day to participate in the activities and discussions. You are expected to arrive to class on time and be prepared to do the following: ask and answer questions; engage in respectful, reflective discussions with your peers and myself; and contribute your own ideas, opinions, questions and/or concerns. Class participation entails the following:

- ◆ Demonstrating that you've actively engaged the assigned readings and/or viewings
- ◆ Contributing to class discussions with the previously outlined criteria
- ◆ Completing in-class activities and assignments.

While you are not being graded on attendance itself, you will not be able to make up missed group-work and discussion from class that counts toward your participation grade. Participation is worth 5% of your overall grade; each day you will receive points for participation, and you cannot make up those points.

With that said, I understand we are all human and sometimes life happens. If you absolutely need to miss a class, please let me know at least a few hours before that class period via email or text, and I will do my best to work something out with you.

Trigger Warning:

As in any diverse environment, sensitive and challenging topics may sometimes come up in discussion. 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. If faced with such a situation, I ask that you listen sincerely and take your time to respond. Please come if there are any issues with such subject matter or commentary.

During the first week of class, we will discuss classroom protocol in greater depth. Our community-developed expectations will guide our behavior and interactions for the remainder of the semester.

Food & Drink

It's okay to eat/drink if it is not on a consistent basis and doesn't disrupt the class.

On Grammar and "The Rules"

It's a given that all of you come to the written page with different skills levels, abilities, and confidences. Every effort will be made to respect the uniqueness each of your voices. However, this is a college writing class, and there are fundamentals of writing and composition that you hopefully have a working understanding of. While grammar will not count against you, you are expected to submit work that is readable and coherent.

Therefore, if you struggle with issues such as grammar or essay structure, or simply don't know what a paragraph or thesis statement is, you will need to seek out assistance from myself or the SJSU Writing Center. The Writing Center is an excellent resource that is available to all students and can really help you strengthen the fundamental skills that are necessary for college-level composition. You can find more information about Writing Center services and resources on their [homepage](https://www.sjsu.edu/writingcenter) at <https://www.sjsu.edu/writingcenter>.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as 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 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>.

Scroll to the next page to see course schedule...

English 1A, Section 05, Spring 2022 Course Schedule

Below is the tentative schedule for the class this semester. Please keep in that there may be changes made to it throughout the course of the semester. I will notify you about any changed during class, as well as through Canvas if this ends up being the case.

<i>Week</i>	<i>Date</i>	<i>Readings & Assignments</i>	<i>DUE</i>
1	1/26	Before Class: Review Syllabus & Familiarize yourself with our Canvas Course In Class: Introductions, Syllabus, Community Norms & Expectations; Mapping Our Literacy HW: DB#1	
2	1/31	Before Class: Read, <i>Writing Spaces</i> , vol. 1, What is Academic Writing? & Academic Disciplines and Professional Literacies In Class: Community Norms and Expectations Continued.; Discuss DB#1 & Literacy Maps in Small Groups HW: DB#2	DB#1
2	2/2	Before Class: Read <i>Writing Spaces</i> , vol. 1, So You've Got a Writing Assignment. Now What? In Class: Composing in the Digital Age; Introduce Essay #1 HW: DB #3	DB #2
3	2/7	Before Class: Read, Genre ; On Rhetoric ; <i>Writing Spaces</i> , vol. 2, Murder! (Rhetorically Speaking) In Class: Discuss DB#3; Rhetoric and Genre: You've Got This! HW: DB #4	DB #3:
3	2/9	Before Class: Read, The Rhetorical Situation & <i>Writing Spaces</i> , vol. 2, Murder! (Rhetorically Speaking) In Class: Genre Analysis: Audience, Context, and Purpose HW: Essay 2 Rough Draft	DB#4
4	2/14	Before Class: Read, <i>Writing Spaces</i> , vol. 3, Weaving Personal Experience Into Academic Writing & Who I am HW: Full Draft Essay #1	Rough Draft Essay #1

		In Class: <i>Peer Review + Workshop</i>	
4	2/16	Before Class: Work on Outline and Read, “Tell It True!” & "You Will Never Believe What Happened!" Stories We Tell In Class: Topic Sentences; Description, & Narration HW: DB#5	Full Draft Essay #1
5	2/21	Before Class: Read, <i>Writing Spaces</i> , vol. 1, The Evolution of Imitation: Building Your Style ; <i>Optional:</i> Watch, SJSU Writing Center Style Workshops (Links on Canvas) In Class: Sentence, Essay, and Paragraph Construction HW: DB#6	DB#5
5	2/23	Before Class: Read, You're Not Bad at Grammar: Social Rules for Using Language in College Writing ; Watch, SJSU Writing Center Grammar & Punctuation Workshops (Links on Canvas) In Class: Grammar & Language HW: Essay #1	DB #6
6	2/28	Before Class: Read, <i>Writing Spaces</i> , vol. 3, How to Write Meaningful Peer Response Praise ; Work on final submission for Essay#1 In Class: <i>Peer review & Workshop</i> HW: Final Draft Essay #1	Bring Working Draft of Essay #1 to Class
6	3/2	Before Class: Review these proofreading tips In class: In Class Reflection on Essay #1 HW: DB#7	Essay #1 Final Draft
7	3/7	Before Class: Three Ways to Persuade: Integrating the Three Appeals ; Owl Purdue: Using Rhetorical Strategies for Persuasion In Class: Reviewing the Three Appeals; Introduce Essay#2 HW: DB#8	DB#7
7	3/9	Before Class: (TBA) In Class: Introduce Multimodal Project/Choose groups HW: Work on Proposal	DB#8
8	3/14	Before Class: Read, A Food Critics Guide to Rhetorical Analysis ; Unpacking the Process of Rhetoric In Class: Multimodal Groups Announced; TBA HW: DB#9	Proposal for Essay #2
8	3/16	Before Class: Read, <i>Writing Spaces</i> , vol. 1, Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis ; Forming a Thesis In Class: Rhetorical Analysis of Genres and Audiences HW: DB #10	DB #9
9	3/21	Before Class: Read, <i>Writing Spaces, vol 2</i> , Introduction to Primary Research Watch, Selecting and Integrating Source Material In Class: Incorporating Quotations; Sources Scavenger Hunt HW: Rough Draft Essay #2	DB#10

9	3/23	Before Class: Read, <i>Writing Spaces vol.1</i> : Walk, talk, cook, eat, research resources ; Owl Purdue MLA ; In Class: <i>Peer Review + Workshop</i> HW: <i>Full Draft Essay #2 (due Sunday 3/27)</i>	Rough Draft Essay #2
10	3/28 3/30	NO CLASS SPRING BREAK	
11	4/4	Before Class: <i>Writing Spaces</i> , vol. 3, Grammar, Rhetoric, and Style Watch, Structure and Organization In Class: Editing, Usage, & Punctuation; Meet with Multimodal Groups HW: DB#12	DB#11
11	4/6	Before Class: <i>Writing Spaces</i> , vol. 3, Writing with Force and Flair + Work on Essay #2 In Class: Discuss E-Portfolio; Annotated Bibliography HW: N/A	DB#12
12	4/11	Before Class: Work on Essay #2 HW: DB#13 In Class: Community Check-in/Review	
12	4/13	Before Class: Work on final Draft In Class: Discuss Multimodal Presentations HW: Work on Essay 2 & Multimodal Presentations	DB#13
13	4/18	Before Class: Read, An Introduction to and Strategies for Multimodal Composing & Multi-Modal Communication: Writing in Five Modes In Class: <i>Peer review & Workshop</i> HW: Work on Final Draft of Essay #2	Bring Working Draft of Essay #2 to Class
13	4/20	Before Class: Read, An Introduction to and Strategies for Multimodal Composing & Multi-Modal Communication: Writing in Five Modes In Class: In-Class Reflection Essay HW: TBA	Final Draft Essay #2
14	4/25	Before Class: <i>Writing Spaces</i> , vol 3., Understanding Visual Rhetoric In Class: Individual Student Presentations HW: DB#14	
14	4/27	Before Class: Read, Collaborating Online: Digital Strategies for Group Work HW: Work on Individual Presentations In Class: Individual Student Presentations	DB#14
15	5/2	Before Class: Work on Multimodal Presentation In Class: TBA/Workshop Multimodal Presentations HW: DB#15	
15	5/4	Before Class: N/A In Class: Multimodal Reflection Essay HW: Multimodal Presentations	DB#15
16	5/9	Before Class: Work on Final Portfolio and Review Assignment Handout In Class: Multimodal Presentations	Multimodal Project
16	5/11	Before Class: Work on Cover Letter and Final Portfolio	

	In Class: Multimodal Presentations	
<i>FINAL EXAM</i>		
<i>5/19</i>	<i>9:45 am -12:00pm</i>	<i>E-Portfolio & Cover Letter Due</i>