

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
ENGL 1A-07: FIRST YEAR WRITING
SPRING 2022

Course and Contact Information

Instructor:	Dr. José Juan Villagrana
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Instructor Office Hours:	Tuesdays 1:30pm – 2:30pm, Wednesday 10:30am – 11:30am, and by appointment. Meetings take place online or in person.
Office:	FOB 108
Class Days/Time:	Tuesday and Thursday 12:00pm – 1:15pm
Classroom:	Boccardo Business Center 130

Course Format

The course will be held synchronously online from 27 January to 10 February. The class will then meet in person for the rest of the semester starting on 15 February, barring any changes by the university.

Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

First year writing courses are typically organized around a theme. For this class, the theme is higher education. We will read essays and watch visual media that represents aspects of higher education (i.e. university level) that range from personal essays to policy opinion pieces.

Course Learning Outcomes

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. read actively and rhetorically.

2. 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. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. use college-level language with clarity and grammatical proficiency.

Required Texts/Readings

There is no required textbook for this course. Readings will be provided on Canvas.

Course Requirements and Assignments

There are four major assignments in the course: the personal inquiry (worth 20% of final grade); the multimodal project (20%); the critical review (20%); and the SJSU Writing Program portfolio (10%, due 12/10).

The Personal Inquiry assignment will invite you to investigate and interrogate a significant moment in your writing history.

The Multimodal Essay project will challenge you to incorporate different genres and modes of communication to describe a current social issue.

The Critical Review will charge you to select and analyze a social issue and research its coordinate body of criticism.

Specific details for each assignment, including grading criteria, will be addressed in class and uploaded to Canvas.

The grading criteria for the three essay assignments will be weighed on the following stages of construction:

1. Outlining
2. Drafting
3. Revising
4. Submission

Three workshops will be offered for most assignments. The first will introduce the assignment and its grading criteria. The second will provide opportunities for development and peer feedback. The third will allow students to share their penultimate draft and complete final edits.

Short reading responses and classroom writing exercises will also be assigned regularly as discussion posts ranging from 100-300 words. The final 30% of your grade will be determined by these activities, as well as your participation in the course.

Grading Information

You will receive instruction and directions in class for major assignments. When applicable, I will also distribute rubrics that should help guide your thinking. Additional grading info related to the assignments above will be addressed in class and on Canvas.

Late work will not receive full credit. I know things happen. Please communicate with me as needed.

Requirements for each assignment 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. The following are the criteria by which writing is typically evaluated in first-year writing courses:

The "A" writing assignment 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.

The "B" writing assignment 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.

The "C" writing assignment 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.

The "D" writing assignment 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.

The "F" writing assignment does not fulfill the requirements of the assignment.

Your class participation will be assessed as follows:

A = Regular, pertinent questions and comments; fully engaged

B = Occasional, pertinent questions and responses; good listening

C = Infrequent, tangential questions or comments; attentiveness questionable

D = Rare interaction; disengaged from discussion; not prepared for class

F = Regularly absent, physically or mentally

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>

<i>Grade</i>	<i>Percentage</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>

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

The [University Policy S16-9](#), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

English 1A-07 / Spring 2022, Course Schedule

The following schedule is subject to change with advance notice through a Canvas Announcement.

****Please note that there will be additional, short readings (1-2 pages, maximum) that we will read in class together that are not listed below****

Course Schedule

Date	Topics, Readings, Assignments, Deadlines
R 1/27	Introductions + Syllabus
T 2/1	<p>Due today: Read: “Run Fast, Stand Still, Or, The Thing at the Top of the Stairs, Or, New Ghosts From Old Minds” by Ray Bradbury Write: 200-word reflection on two (2) writing suggestions the essay proposes.</p> <p>Personal inquiry: I am Narrative, and So Can You!</p> <p>Joseph Campbell’s Hero’s Journey, Dan Harmon’s Story Circle, and the Quest Narrative</p>
R 2/3	<p>Due today: Read: “Life Stories and Personal Mythmaking” by Robert Atkinson Write: 100-word paragraph describing a significant moment from your life (or someone you know) using the stages of the hero’s journey and a 100-word reflection about how these concepts apply to your story.</p> <p>Personal inquiry: Outlining Perspective and Point of View</p> <p>Mind-mapping, idea-bubbling, and clustering the multiverse of your experiences</p>
T 2/8	<p>Due today: Read: chapter from “Writing the Natural Way” by Suzanne Rico Write: Choose an event or a significant moment from an earlier experience with writing and “cluster” ideas. Follow-up with a 200-word reflection on any connections made.</p> <p>Personal inquiry: Introduce the Personal Inquiry prompt; What’s Your Style?</p> <p>Invisible vs. Purple</p>
R 2/10	<p>Due today: Read: “Shitty First Drafts” by Anne Lamott Write: 200 words about why you don’t want to start this assignment.</p>

Date	Topics, Readings, Assignments, Deadlines
	<p>Personal inquiry workshop 1:</p> <p>Discuss Elbow and Lamott essays</p> <p>Beginnings and endings, Introductions and Conclusions</p> <p>The journalistic “nutshell paragraph” and the anecdotal ending</p>
T 2/15	<p>Due today: Read: “Start Writing and Keep Writing” by Peter Elbow Write: (1) a draft of a “nutshell paragraph” about a significant experience in your writing history and (2) an anecdotal ending for the same experience.</p> <p>Personal inquiry: Structure, or, If you Build it, the Writing will come</p> <p>Martini Glass, “climbing the mountain,” Freytag’s pyramid, inverted pyramid, Fictian Curve, and other narrative structures besides the 5-paragraph essay</p>
R 2/17	<p>Due today: Read: N/A Write: Choose three supporting episodes that connect the end of your Personal Inquiry to the beginning. Choose one of the narrative structures introduced in class and write 100 words describing why you feel it’d be appropriate for your Personal Inquiry assignment. Then write 150 words for each of your supporting episodes (450 words total) while keeping your chosen structure in mind.</p> <p>Personal inquiry workshop 2: Drafting and revision</p> <p>Assembling the narrative pieces. “Story Jigsaw Puzzle”</p>
T 2/22	<p>Due today: Read: chapter from “On Writing” by Stephen King Write: Build the first draft of Personal Inquiry and have it ready for group workshop.</p> <p>Personal inquiry: Workshop Round 1</p> <p>Etiquette, norms, and agreements</p> <p>Small groups share feedback: praise notes and moments of confusion</p>
R 2/24	<p>Due today: Write: Revise Rough Draft from group feedback</p> <p>Personal inquiry: Workshop Round 2</p>

Date	Topics, Readings, Assignments, Deadlines
T 3/1	Personal inquiry due
R 3/3	<p>Due today: Read: “The Medium is the Message” by Marshall McLuhan + “Falling in Parts” by Alex Gulis Write: 100-word reflection on how Gulis story’s medium, style, and purpose serve the “message.”</p> <p>Multimodal project Introduction: What is a multimodal essay anyway? What purpose does it serve? Genre and choice of medium; constraints and opportunities; opinion or expository Introduce Project prospectus</p>
T 3/8	<p>Due today: Read: “These Are the Days of Our Lives” by Kate Dries Write: a 200-word hybrid opinion or expository piece that incorporates at least two different genres. Write a 100-word reflection explaining the choices you made.</p> <p>Multimodal essay workshop 1 Rhetoric, genre, and audience Twitter essays, Instagram reportage, ARGs, Free Use Mash-ups, Memes</p>
R 3/10	<p>Due today: Read: “Why Did Someone Pay \$560,000 for a Picture of my Column?” by Kevin Roose Write: adapt the message of the article into (1) a Twitter post, (2) an Instagram post, (3) a Facebook post, (4) the subject line of an email, and (5) the title of an academic research paper</p> <p>Multimodality in journalism Appealing to an audience, and the ethics of accurate reportage.</p>
T 3/15	<p>Due today: Read: “You Can’t Escape Attention Economy” by Kaitlyn Tiffany Write: Brainstorm and create one (1) meme. Write a 200-word reflection describing your message, your point of view, the process of creating the memes, and the implications of distributing them on your social media accounts.</p>

Date	Topics, Readings, Assignments, Deadlines
	<p>Multimodal essay workshop</p> <p>Brainstorming and Outlining your project.</p>
R 3/17	<p>Due today: Read: N/A Write: Draft prospectus of a multimodal project describing the subject, the purpose, the message, the intended audience, and the communicative genres being used. Include sources and citations.</p> <p>Group workshops for the multimodal project, round 1</p>
T 3/22	<p>Due today: Read: N/A Write: Revised draft of the prospectus based on group feedback.</p> <p>Group workshops for the multimodal project, round 2</p>
R 3/24	<p>Multimodal project and prospectus due</p> <p>Watch class multimodal projects</p> <p>Leave praise notes for your classmates in the comment thread.</p>
<p>Spring Recess, 28 March – 1 April</p>	
T 4/5	<p>Due today: Read: “The New Commandments” by Christopher Hitchens Write: Write a 200-word reflection on what Hitchens feels is a problem, why he feels it needs to change, and how he proposes to resolve the problem. Does he take a controversial stance? Does he use external sources for support? What rhetorical strategies does he use to assert his thesis? After, write a 100-word proposal describing a problem in the world and how you imagine it can be resolved.</p> <p>Critique –What’s being added to the conversation? And must it stir controversy?</p> <p>Rhetorical devices</p> <p>The Irony of popular criticism; The Rhetoric of Satire and Parody</p>
R 4/7	<p>Due today: Read: “It Was Me” by Sarah Aswell + “I am Godzilla, King of the Monsters, and I, too, had a relationship with Pete Davidson” by Keith James +“Power and</p>

Date	Topics, Readings, Assignments, Deadlines
	<p>Resistance: A Case Study of Satire on the Internet” by Lijun Tang and Syamantak Bhattacharya Write: 200-word reflection on the difference between satire and parody, citing examples from the reading. Write a 100-word premise for a piece of satiric writing about a current pop-culture trend.</p> <p>Aristotelian rhetoric: appealing to pathos, ethos, and logos for argumentation</p> <p>Opinion v. Research; Fact v. Fiction</p> <p>The Bigfoot Argument</p>
T 4/12	<p>Due today: Read: “Three Ways to Persuade: Integrating the Three Appeals” by John R. Edlund Write: a 200-word argument for or against the existence of Bigfoot using at least three (3) sources. Choose a classmate’s argument on the Discussion Board and annotate with your supplemental (or contradictory) research. Note the sources they used. Write a 100-word reflection synthesizing the information gathered.</p>
R 4/14	<p>Due today: Read: “Is Google Making Us Stupid?” by Nicholas Carr Write: 200-word reflection on a point you agree with in the article. Begin draft of introduction and conclusion for Critique Essay.</p>
T 4/19	<p>Due today: Read: “Does the Internet Make You Smarter?” by Clay Shirky Write: 200-word reflection on a point you disagree with in the article. Complete draft of introduction and conclusion for Critique Essay.</p>
R 4/21	<p>Due today: Read: “Small Change” by Malcolm Gladwell Write: Begin draft of supporting details and critical analysis for Critique Essay.</p> <p>Introduction to MLK Library databases and resources</p>
T 4/26	<p>Due today: Read: “The Void that Critical Race Theory was Created to Fill” by Lauren Michele Jackson Write: Research five (5) external sources that can be used for the Critique Essay. Write a 50-word abstract for each source and include its MLA citation. Complete supporting details and critical analysis for Critique Essay. Assemble the draft and rewrite/review transitions.</p> <p>Critique Group workshops, round 1</p>
R 4/28	<p>Due today: Read: “What Do Conservatives Fear about Critical Race Theory?” by Benjamin</p>

Date	Topics, Readings, Assignments, Deadlines
	Wallace-Wells Write: Begin revising Critique Essay based on group feedback
T 5/3	Due today: Read: N/A Write: Continue writing second draft of Critique Essay from Group Feedback. Critique Group workshops, round 2
R 5/5	Due today: Read: N/A Write: Collect reflections and responses into one document. Begin drafting a short essay reflecting on the writing you completed throughout the semester. E-portfolio – Assembling a semester’s worth of greatest hits
T 5/10	Due today: Read: N/A Write: Critical Review due. Continue writing Portfolio Reflection
R 5/12	Due today: Read: N/A Write: Complete Portfolio Reflection. Submit E-Portfolio. Last Day of Class! We survived and lived to write the tale.