

**San José State University**  
**The Department of English & Comparative Literature**  
**English 1A, Section 29, 24513, Spring 2022**

Instructor:	Amna Yusuf
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Office Hours:	Mondays and Wednesdays 12-1 pm and by appointment
Class Days/Time:	Monday/Wednesday 10.30 am-11:45 pm
Classroom:	Boccardo Business Center 123
GE/SJSU Studies Category	English 1A satisfies Written Communication I, GE Area A2
Prerequisite:	Completion of Reflection on College Writing

### **Course Description**

ENGL 1A is an introductory writing course that will help us 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 Thematic Inquiry: Communication, Social Media, and Social Justice**

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? How does that identity play a role in our usage of social media? Do culture and community impact language and writing when using online platforms? We will also explore the relationship between social media, civic engagement, and social justice; how does social media shape our perceptions, behavior, and choices regarding social causes and social issues? To start thinking about answering these questions, we will use various social media platforms to navigate digital writing and rhetorical situations in various writing contexts, for different purposes, and miscellaneous 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](http://sjsu.instructure.com) (Canvas) course website at <http://sjsu.instructure.com>. Log into Canvas and look for “SP 22: ENGL-1A Sec 29 – First-Year Writing” in your dashboard. 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](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

### **English 1 A- GE Learning Outcomes (GELO)**

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

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 our 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.

### What Will We Learn Together?

The following checklist will be our way of tracking our learning and progress during the semester. I will design the readings and assignments to help us meet these goals.

#### We will read to learn:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- 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).

#### We will read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a particular 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 a context for your writing (GELO 1, 4, 5).

#### We will 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).

#### We will 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).

**Reflect on our learning:** By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall term, you will assemble and reflect on your work to gauge and define your progress in a **final portfolio**.

## Required Texts/Readings

- *The Compact Reader Short Essays by Method and Theme* by Jane E. Aaron and Ellen Kuhl Repetto, Published by Bedford/ St. Martin. Eleventh Edition. ISBN-13: 978-1319056353. Available for rent/ buy on [Amazon](#) or the [SJSU bookstore](#). E text is also fine.
- *Writing Spaces: Readings on Writing* Volume 1, 2 & 3. <https://writingspaces.org/>. This is a free online textbook. We will be reading a few essays from it online.
- We will frequently use free online resources such as [Owl. Purdue](#) and [SJSU writing center handouts](#) websites.
- Additional texts, excerpts, and videos will be posted to Canvas or distributed in class. Students will need to check their email and visit Canvas frequently for updates. There are two documentaries that students will need to rent online or borrow from the library.

## Technology

You will need access to a computer or tablet to participate in Canvas discussions and submit assignments. Such devices may also be helpful at times during class, and we will use them for real-time submissions as well. 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. Use of phones for entertainment class will result in losing participation points.

**NOTE:** If you are unable to gain access to a computer or tablet, the university's Student Computing Services (SCS) lends MacBook, 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>.

## Classroom Protocol

*Participation is essential and required for this course.* You are expected to arrive to class on time and be prepared to do the following: ask and answer questions; engage in respectful and thoughtful discussions with your peers and instructor and contribute your own ideas and opinions. You must demonstrate a consistent effort daily to learn with your seminar cohorts. Class **Participation is 15 % of your final grade;** your participation points will be calculated by your active presence, preparation, and participation during the weekly class discussions, in-class assignments, peer review workshops, discussion boards on Canvas, and class presentations.

As in any diverse environment, sensitive and challenging topics may sometimes come up in discussion. If faced with such a situation, I ask that you listen well and take your time to respond. Patience and empathy are the foundations of this course. Behavior that threatens the learning environment and the safety of the classroom will not be tolerated.

**Note:** 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.

## Grading Breakdown

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.

In this course, the cumulative learning experience is emphasized over individual aspects. Your goal is to apprentice yourself within our writing 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 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 support the learning of others.

***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.***

To ensure that you will achieve a passing grade you must

- Complete at least 75 % of the work.
- Submit your work on time.
- Participate and engage in class in keeping with the spirit of the collaborative learning process.

### **General Grading Rubric**

- An “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.
- A “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.
- A “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.
- A “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.
- An “F” writing assignment does not fulfill the requirements of the assignment.

***Important: With each major assignment, I will provide a detailed grading rubric attached with the assignment sheet.***

I will record the 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.

### **Late Policy:**

I value punctuality and responsibility. Weekly assignments such as in-class participation points, workshops, Reader Responses, etc., cannot be made up unless there is an extraordinary situation at your end. I will accept late essays only if you inform me in advance with a valid extenuating circumstance. If there is one thing I have learned during the pandemic, it is to expect the unexpected; life happens! Please do talk to me if you have a setback, so we can work out an agreement that works for both of us.

## Course Requirements and Assignments

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 practical. Other course structures will have equivalent workload expectations as described in the syllabus.

### Major Assignments and Grading Break Down

Assignment	Word Count	Due Date	Points	Final Grade Percentage	GELO
15 Reader Responses	250-300	Weekly	150 (10 points each)	15 %	1, 3, 5
In-Class Writing/ Discussions	150-250	Weekly	100 (5-10 points each)	10%	1, 3, 5
Narrative Essay	1000	3/9	200	20%	2, 3, 5
Argumentative Essay	1500	4/13	200	20%	2, 4, 5
Multimodal presentations +Individual Reflection Essay	750	5/11	150+50	15% +5 %	3, 4, 5
Final Portfolio+ Reflection Essay	600	5/19	50+50	5% +5%	1, 2, 5
Class Participation		Weekly	50	5%	4
Total	Approx. 8000		1000	100%	

*Note: With each assignment, you will receive a detailed assignment sheet with instructions, requirements, and grading rubric well in advance.*

### Numeric Breakdown

Grade	Percentage	Points	Grade	Percentage	Points
A plus	96 to 100%	960-1000	C plus	76 to 79%	760-799
A	93 to 95%	930-959	C	73 to 75%	730-759
A minus	90 to 92%	900-929	C minus	70 to 72%	700-729
B plus	86 to 89 %	860-899	D plus	66 to 69%	660-699
B	83 to 85%	830-859	D	63 to 65%	630-559
B minus	80 to 82%	800-829	D minus	60 to 62%	600-629

## University Policies and Resources

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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

Please familiarize yourself with the SJSU student conduct, ethical development, and academic integrity policies at <https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>. Please visit [this page](#) for health and wellness resources such as student wellness center, ACE (Accessible Education Center), Counseling and Psychological Services, and other assistance or SJSU support systems. The [Technology Center](#) can assist you with any of your tech needs and inquiries.

[The Writing Center](#) is an excellent resource available to all students and can really help you strengthen the fundamental skills necessary for college-level composition. You can find more information about Writing Center services and resources on their [homepage](#) at <https://www.sjsu.edu/writingcenter>.

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](#). The [library](#) website is something you should familiarize yourself with very closely!

## My Commitment to Your Learning

All of you come to the written page with different skills, abilities, and confidences. I respect the uniqueness in each of your voices and styles. In English 1 A, you will develop fundamentals of writing and composition that will help you to write comprehensible and cohesive work. We will rehearse the strategies that will help you to achieve your writing goals. If you struggle with issues such as grammar, essay structure, or thesis statement, etc., do not hesitate to reach out!

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. Further, I will design each week to assign a fair amount of relevant work and explain to you how the work is purposefully related to the learning outcomes and is pertinent to your final grading. In return, I ask that you also give your fellow learners and me your best effort.

I will provide timely feedback to further your learning and the learning of the class. I will also facilitate group learning through class discussions. As your learning mentor, I will supply you with written or recorded comments on the work you have submitted to me. I will administer this contract fairly in keeping with our shared commitment to honoring the work that helps us all to learn.

I value unique voices, inclusivity, equity, and diversity, and I pledge to do my best to make our shared classroom, in-person and online, a safe space for everyone. **Most importantly, I will always value your labor, time, and effort. I wish you success!**

## English 1A, Section 60, Fall 2021 Course Schedule

Below is the tentative schedule for the class this semester. Please keep in mind that there may be changes made to it throughout the semester. I will notify you about any changes during class, as well as through Canvas. **Additional readings will be posted on Canvas each week. *All the readings and work due are to be finished BEFORE you come to the class that day.***

CR =Compact Reader, RR= Reader Response

Week	Date	Readings and Assignments	Due
1	1/26 Wed	<b>Introductions:</b> Syllabus, Canvas, Classroom Protocol Classwork: begin Literacy Map	
2	1/31 Mon	<b>Academic Writing</b> Homework: CR “Reading” 3-15, <a href="#">What is “Academic” Writing?</a> Classwork: email etiquettes	Literacy Map
	2/1 Wed	Homework: CR “Developing an Essay” 17-31 <a href="#">So, You’ve Got a Writing Assignment, now What?</a> Classwork: Introduce Essay #1	RR1
3	2/7 Mon	<b>Genre and Rhetorical Situations</b> Homework: <a href="#">Murder! Rhetorically</a> . Watch videos posted on Canvas about genre and rhetorical situation. Classwork: Analyze genre	RR2
	2/9 Wed	Homework: Watch videos about invention, prewriting, and Thesis statement on Canvas. Classwork: Genre analysis, discuss context, audience, & purpose.	Proposal Essay #1
4	2/14 Mon	<b>Narration and Description</b> Homework: CR “Narration” 59-72, “Description” 89-95, <a href="#">Handout Personal Narrative Essay</a> Classwork: "Salvation" Langston Hughes	RR3
	2/16 Wed	Homework: read 278- 282 from <a href="#">Storytelling, Narration and the Who I Am?</a> Read <a href="#">Weaving Personal Experience into Academic Writings</a> Classwork: Introduce Multimodal Assignment	RR4
5	2/21 Mon	<b>Style, Sentences, Paragraphs, and Essay Construction</b> Homework: <a href="#">SJSU Writing Center Style Workshops</a> Classwork: Tweets and sentence variation	RR5
	2/23 Wed	Homework: <a href="#">Paragraphs, Sentences, and Words Owl. Purdue Sentence Variety Owl. Purdue Paragraphs</a>	RR6
6	2/28 Mon	<b>Process: Prewriting, Rewriting, and Peer Review</b> Homework: CR “Revising” 32-43, “Editing” 44-56 <a href="#">Owl Purdue videocast on drafting and revising</a>	

	3/2 Wed	Homework: <a href="#">How to write meaningful feedback</a> Classwork: Workshop Rough Draft Essay #1	Rough Draft Essay#1
7	3/7 Mon	<b>Process: Revision and Editing</b> Homework: Use these tips for <a href="#">Revising and Editing</a> your paper. Classwork: Workshop Full Draft Essay #1	Full Draft Essay #1
	3/9 Wed	Homework: proofread your paper using <a href="#">these tips</a> . Classwork: Reflection Paragraph Essay #1, Introduce Essay #2	<b>Essay #1 10 am</b>
8	3/14 Mon	<b>Classic Rhetoric: Ethos, Pathos, &amp; Logos</b> Homework: <a href="#">What is Rhetoric?</a> , <a href="#">Essentials of Argument</a> <a href="#">Three Way to Persuade</a> Classwork: NO CLASS	RR7
	3/16 Wed	Homework: Read CR “Argument and Persuasion” 329-338 <a href="#">Using Rhetorical Strategies for Persuasion</a> Classwork: discuss <a href="#">Intro to Primary Research</a> <a href="#">Jimmy Kimmel</a>	RR8
9	3/21 Mon	<b>Argument and Persuasion</b> Homework: CR “Argument and Persuasion” 338-356, <a href="#">Handout for Essay Proposal</a> Classwork: discussion “ <a href="#">Exigency</a> ”	Proposal for Essay #2
	3/23 Wed	Homework: CR “Argument and Persuasion” 357-384 Watch the <a href="#">Social Dilemma</a> Classwork: debate using Ethos, Pathos, Logos on <i>Social Dilemma</i>	RR 9
10	3/28 Mon	<b>Spring Holidays. Using Resources and MLA Guidelines</b> Homework: <a href="#">Owl.purdu.mla</a> , <a href="#">Strategies for Reading Scholarly Sources</a> , CR “Working with Source Material” 387-413 “ <a href="#">Walk, Talk, Cook, Eat</a> ”	
	3/30 Wed	<b>Spring Holidays</b>	
11	4/4 Mon	<b>Structure and Organization</b> Homework: read CR “Cause and Effect” 295-305, 320-325. <a href="#">The Classical Pattern of Persuasion handout</a> Classwork: paragraph what do you hope to achieve with this essay? <b>DUE: Group Proposal for Multimodal Presentation</b>	Outline Essay #2
	4/6 Wed	Homework: <a href="#">Grammar, Rhetoric, and Style</a> , Classwork: Workshop First Draft Essay #2, discuss resources on Canvas for editing and revision	Rough Draft Essay #2
12	4/11 Mon	<b>Process: Rewriting and Revising</b> Homework: study resources on Canvas for revision process. Classwork: Workshop Full Draft Essay #2	Full Draft Essay #2

	4/13 Wed	Homework: work on Essay 2 Classwork: Reflection paragraph on Essay#2, discuss Multimodal Presentations	<b>Essay#2</b>
<b>13</b>	4/18 Mon	<b>Multimodal Composition</b> Homework: <a href="#">Introduction to Multimodal Composing</a> <a href="#">Working effectively in groups</a> , <a href="#">Podcast black music</a> Classwork: Individual student presentations	RR 10
	4/20 Wed	<a href="#">Composing for different types of Media</a> <a href="#">Photo Essays</a> , <a href="#">Humans of New York</a>	RR11
<b>14</b>	4/25 Mon	<b>Group and Collaborative Work</b> Homework: <a href="#">Collaborative Writing</a> , watch the videos on Canvas Classwork: Individual student presentations	RR 12
	4/27 Wed	Homework: <a href="#">Writing Eyeball to Eyeball</a> <a href="#">Writing Effectively in Groups</a> Classwork: Individual student presentations	RR 13
<b>15</b>	5/2 Mon	<b>Reflection</b> Homework: work on presentations, read <a href="#">What is a Reflection Essay?</a> Classwork: Workshop Multimodal Presentations	RR 14
	5/4 Wed	Classwork: Workshop Reflection Essays	
<b>16</b>	5/9 Mon	Homework: <a href="#">Reflective Writing and the Revision Process</a> , work on Final Portfolio and read instructions for Final Portfolio Classwork: Workshop Final Portfolio	
	5/11 Wed	<b>Multimodal Presentations</b> Classwork: Multimodal Presentations	Presentations+ Reflection Essay
	5/16 Mon	Homework: work on Final Portfolio Classwork: Multimodal Presentations	
		<b>*Final Exam @ 12 pm Thursday May 19<sup>th</sup></b> <b>Due: Final Portfolio and Reflection Essay</b>	

\*The Final Portfolio and the Reflection Essay is your Class "Final Exam."

\*\*Students are responsible for checking important SJSU calendars:

<https://www.sjsu.edu/registrar/calendar/spring-2022.php>