

San José State University

Department of English and Comparative Literature English 1A: First Year Writing, Section 31, Spring 2022

Instructor:	Mario John Chris
Office Location:	Faculty Offices 226
Email:	mario.chris@sjsu.edu
Office Hours:	Th 5–6 pm, F 2–3 pm, and by appointment (https://sjsu.zoom.us/j/2233754437)
Class Days/Time:	M W 1:30–2:45 pm
Classroom:	Boccardo Business Center 221
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Description: What are we going to be doing in our section of English 1A?

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

Imagine you bump into your best friend from middle school at Trader Joe's. You approach them with a friendly greeting, but they look confused. "I'm sorry, who are you?" they ask. How do you answer?

The next day, you are creating an internet dating profile. You upload some of your most flattering pictures (which ones do you pick?!) and are confronted with a textbox in which you must say something about yourself. What do you write?

Now, you are applying for a job at the Trader Joe's where you saw your friend. Part of the application process requires you to submit a résumé. What do you say about yourself this time?

There are so many contexts in which we are asked to represent ourselves—in speech, writing, and other communicative mediums—across a variety of scenarios. In each of these scenarios, there are implicit questions at work: Who are you? What do you care about? Why do you care about it, and why should others care about it, too?

We are going to explore these questions this semester by writing on topics important to us, and in contexts which are meaningful to us. Along the way, we will consider some other questions: What can we *do* with language? What *can't* we do? What does language *do* to us?

GE Learning Outcomes (GELOs): What skills will I be learning in this class?

Upon successful completion of the 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 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.

Course Content: How and where can we access it?

Where can I find out what we are doing each week? How do I get in touch with the instructor?

We will use Canvas for all course content. On Canvas, you can find this syllabus and any periodic handouts, discussions, and assignments. You can access your Canvas account by going to <https://sjsu.instructure.com> and entering your log-in information.

I will periodically be sending announcements via Canvas. An easy way to keep track of these announcements is to have Canvas send notifications to your email. To set your notifications, press the Account button on the left panel of your Canvas homepage, then click “Notifications” at the top. If you can’t find it, the screenshots on the following webpage are helpful: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434>.

For general help with using Canvas see the [Canvas Student Resources page](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) (<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>).

If you need to communicate with me, please send me an email (to mario.chris@sjsu.edu or as a message on Canvas). I check my email regularly and will respond within 48 hours.

If you do not have a computer, you can loan one from the SJSU library’s Student Computing Services. For up to date information on how to check out laptops—and many other audio/visual technologies—go to <https://library.sjsu.edu/student-computing-services/student-computing-services>.

Required Texts: What will I be reading in this class?

Weekly readings and/or videos will be posted on Canvas. You will discuss your shared readings with your classmates on Canvas and in the classroom. You will additionally conduct research and read materials relevant to the topic(s) of your major assignments in this course.

Course Requirements and Assignments: How is this class organized and what work will I be doing?

Classwork consists of the following 5 components:

1. **Participation (GELOs 1–5)**—You will read the assigned materials and post (or respond to a classmate’s post) on the corresponding Canvas discussion before class. Your Canvas posts must be 100 words each. During class, you will engage in activities by contributing your thoughts on the assigned materials. We will also start each class with a timed free-write in our journals; your journal will be for your eyes only, unless you choose to share.
2. **Major Assignment #1 (GELOs 2, 5)**—You will submit drafts and revisions of a 1000-word personal essay (due dates provided in the course schedule at the end of the syllabus). You will also workshop your classmates’ drafts. More information to follow via additional handouts.
3. **Major Assignment #2 (GELOs 1, 2, 4, 5)**—You will submit drafts and revisions of a 1000-word multimodal research project (due dates provided in the course schedule at the end of the syllabus). You will also workshop your classmates’ drafts. More information to follow via additional handouts.
4. **Rhetorical Reflection (GELOs 2, 3, 5)**—You will submit drafts and revisions of an 800-word reflection on the rhetorical strategies you used and the revisions you made in your major assignments (due dates provided in the course schedule at the end of the syllabus). You may choose to reflect on major assignments #1 and #2 in conjunction with each other or separately. You will also workshop your classmates’ drafts. More information to follow via additional handouts.
5. **Presentation (GELOs 3, 4)**—You will deliver a 5-minute presentation on your rhetorical reflection and field questions from your classmates. You will also respond to your classmates’ presentations on Canvas. More information to follow via additional handouts.
6. **Final Portfolio (GELOs 1–5)**—In lieu of a final exam, you will assemble and submit a final portfolio containing the latest drafts of your major assignments and your rhetorical reflection (due date provided in the course schedule at the end of the syllabus). More information to follow via additional handouts.

Formatting Requirements (applies to all assignments): **Your assignments must be typed, double-spaced, and in 12-point Times New Roman font, and you must cite your sources in MLA format.**

How much time will I spend on this class?

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

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 6½ 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.

Your classmates and I are grateful to you for spending this time on our collective learning. If you would like to learn more about SJSU's requirement that course syllabi include time expectations to complete credits, please see <https://www.sjsu.edu/senate/docs/S16-9.pdf>.

Per University Policy S16-9 (<https://www.sjsu.edu/senate/docs/S16-9.pdf>) 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 the Syllabus Information web page (<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.

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC) and the instructor. If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

Library Liaison: Who can I talk to at the library if I need research help?

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 a library resource page (<https://libguides.sjsu.edu/english>) for students in the Department of English and Comparative literature. The tutorials on this page will help you with your academic research process. You can find Peggy Cabrera's contact page at https://libguides.sjsu.edu/prf.php?account_id=41832. For general, real-time assistance, you can chat with a librarian during business hours: <https://library.sjsu.edu/ask-librarian/ask-librarian>.

Grading Information: How will I be graded?

Grading Rubric	
Is the assignment . . .	Max Points
completed?	7
organized and well thought out?	5
rhetorically compelling?	5
using language clearly and effectively?	3
Total Points (not including extra-credit):	20

The weights of the different course components and assignments toward your final grade are specified in the table below. Your grade for the major assignments and the rhetorical reflection will be decided by your highest-scoring draft for the corresponding assignment. You will be given the option to make additional revisions in your final portfolio.

If you need a deadline extension, please don't hesitate to contact me (preferably at least 24 hours in advance), and we can discuss your options.

Course Component	Weight toward Final Grade
Participation	10%
Major Assignment #1	20%
Major Assignment #2	30%
Rhetorical Reflection	10%
Presentation	10%
Final Portfolio	20%

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

96–100% = A+	93–95% = A	90–92% = A-
86–89% = B+	83–85% = B	80–82% = B-
76–79% = C+	73–75% = C	70–72% = C-
66–69% = D+	63–65% = D	60–62% = D-
0–59% = F		

Electronics Policy: What devices enable me to listen to my peers and instructor while I'm in class?

Because we deserve each other's undivided attention, you may not wear earphones during group and class activities. However, if earphones will help you during the individual free-write exercise, this is OK. Outside of this context, mobile phones can be a major distraction, and we will all be storing ours away for the duration of class.

You will need to access a wide variety of materials this semester. I understand that your laptop may be useful for taking notes and referring to readings in class. And I trust that you will use your laptop only for class-related purposes.

Please do not hesitate to approach me with any concerns you may have regarding this policy.

Pandemic Policy: What can I do to make the classroom a physically safe and healthy space?

According to SJSU protocol, if you are experiencing any of the symptoms listed at <https://www.sjsu.edu/healthadvisories/health-safety-protocols/index.php>, then you may not attend class. You must get tested and file a report at https://cm.maxient.com/reportingform.php?SanJoseStateUniv&layout_id=15.

Per university policy, we will all be vaccinated. We will be wearing our masks for the full duration of class, but there may be days when we have class outside and can take off our masks.

Course Schedule

Week	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
1	Wednesday (1/26/22): <ul style="list-style-type: none"> • Introductions • Review syllabus and how to use Canvas • Homework (due before next class): Read/watch materials for the lesson “Reading and Listening Respectfully” and post 100 words to Canvas on the discussion “Reading and Listening Respectfully” 	GELO 1
2	Monday (1/31/22): <ul style="list-style-type: none"> • Lesson: “Reading and Listening Respectfully” • Homework (due before next class): Read/watch materials for the lesson “Reading Rhetorically” and post 100 words to Canvas on the discussion “Reading Rhetorically” Wednesday (2/2/22): <ul style="list-style-type: none"> • Lesson: “Reading Rhetorically” • Homework (due before next class): Read/watch materials for the lesson “Avoiding Fallacies of Argument” and post 100 words to Canvas on the discussion “Avoiding Fallacies of Argument” 	GELO 1
3	Monday (2/7/22): <ul style="list-style-type: none"> • Lesson: “Avoiding Fallacies of Argument” • Homework (due before next class): Read/watch materials for the lesson “Developing an Argument” and post 100 words to Canvas on the discussion “Developing an Argument” Wednesday (2/9/22): <ul style="list-style-type: none"> • Lesson: “Developing an Argument” • Major Assignment #1 introduced • Homework (due before next class): Read/watch materials for the lesson “Structuring and Outlining a Classical Oratorial Argument” and post 100 words to Canvas on the discussion “Structuring and Outlining a Classical Oratorial Argument” 	GELOs 1–3

Week	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
4	<p>Monday (2/14/22):</p> <ul style="list-style-type: none"> • Lesson: “Structuring and Outlining a Classical Oratorial Argument” • Homework (due before next class): Read/watch materials for the lesson “Structuring and Outlining a Rogerian Argument” and post 100 words to Canvas on the discussion “Structuring and Outlining a Rogerian Argument” <p>Wednesday (2/16/22):</p> <ul style="list-style-type: none"> • Lesson: “Structuring and Outlining a Rogerian Argument” • Homework (due before next class): Read/watch materials for the lesson “Structuring and Outlining a Toulmin Argument” and post 100 words to Canvas on the discussion “Structuring and Outlining a Toulmin Argument” 	GELOs 1–3
5	<p>Monday (2/21/22):</p> <ul style="list-style-type: none"> • Lesson: “Structuring and Outlining a Toulmin Argument” • Homework (due before next class): Read/watch materials for the lesson “Revision and Editing” and post 100 words to Canvas on the discussion “Revision and Editing” <p>Wednesday (2/23/22):</p> <ul style="list-style-type: none"> • DUE: DRAFT OF MAJOR ASSIGNMENT #1 • Lesson: “Revision and Editing” • Rhetorical Reflection introduced • Homework (due before next class): Read and evaluate each of your workshop partners’ Major Assignment #1 drafts 	GELOs 1–3, 5
6	<p>Monday (2/28/22):</p> <ul style="list-style-type: none"> • Workshop on Major Assignment #1 (bring a hard copy of your draft) • Homework (due before next class): TBD 	GELOs 1–5

Week	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
	<p>Wednesday (3/2/22):</p> <ul style="list-style-type: none"> • Begin revising Major Assignment #1 in class • Look at sample Major Assignment #1 revisions • Homework (due before next class): Read/watch materials for the lesson “Conducting Field Research” and post 100 words to Canvas on the discussion “Conducting Field Research” 	
7	<p>Monday (3/7/22):</p> <ul style="list-style-type: none"> • Lesson: “Conducting Field Research” • Homework (due before next class): Read/watch materials for the lesson “Finding and Evaluating Sources” and post 100 words to Canvas on the discussion “Finding and Evaluating Sources” <p>Wednesday (3/9/22):</p> <ul style="list-style-type: none"> • Lesson: “Finding and Evaluating Sources” • Homework (due before next class): Read/watch materials for the lesson “Paraphrasing and Citing Sources” and post 100 words to Canvas on the discussion “Paraphrasing and Citing Sources” 	GELOs 1, 2, 4
8	<p>Monday (3/14/22):</p> <ul style="list-style-type: none"> • DUE: REVISION OF MAJOR ASSIGNMENT #1 • Lesson: “Paraphrasing and Citing Sources” • Homework (due before next class): Read/watch materials for the lesson “Analyzing and Synthesizing Sources” and post 100 words to Canvas on the discussion “Analyzing and Synthesizing Sources” <p>Wednesday (3/16/22):</p> <ul style="list-style-type: none"> • Lesson: “Analyzing and Synthesizing Sources” • Major Assignment #2 introduced • Homework (due before next class): Read/watch materials for the lesson “Analyzing Multimodal Arguments” and post 100 words to Canvas on the discussion “Analyzing Multimodal Arguments” 	GELOs 1–5

Week	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
9	<p>Monday (3/21/22):</p> <ul style="list-style-type: none"> • Lesson: “Analyzing Multimodal Arguments” • Homework (due before next class): Read/watch materials for the lesson “Making a Multimodal Argument” and post 100 words to Canvas on the discussion “Making a Multimodal Argument” <p>Wednesday (3/23/22):</p> <ul style="list-style-type: none"> • Lesson: “Making a Multimodal Argument” • Homework (due before next class): Read/watch materials for the lesson “Writing an Argument of Fact” and post 100 words to Canvas on the discussion “Writing an Argument of Fact” 	GELOs 1–3
	<p>Monday (3/28/22):</p> <ul style="list-style-type: none"> • NO CLASS (Spring Break) <p>Monday (3/30/22):</p> <ul style="list-style-type: none"> • NO CLASS (Spring Break) 	
10	<p>Monday (4/4/22):</p> <ul style="list-style-type: none"> • Lesson: “Writing an Argument of Fact” • Homework (due before next class): Read/watch materials for the lesson “Writing an Argument of Definition” and post 100 words to Canvas on the discussion “Writing an Argument of Definition” <p>Wednesday (4/6/22):</p> <ul style="list-style-type: none"> • Lesson: “Writing an Argument of Definition” • Homework (due before next class): Read/watch materials for the lesson “Writing a Review” and post 100 words to Canvas on the discussion “Writing a Review” 	GELOs 1–3

Week	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
11	<p>Monday (4/11/22):</p> <ul style="list-style-type: none"> • DUE: DRAFT OF MAJOR ASSIGNMENT #2 • Lesson: “Writing a Review” • Homework (due before next class): Read and evaluate each of your workshop partners’ Major Assignment #2 drafts <p>Monday (4/13/22):</p> <ul style="list-style-type: none"> • Workshop on Major Assignment #2 (bring a hard copy of your draft) • Homework (due before next class): Read/watch materials for the lesson “Writing a Proposal” and post 100 words to Canvas on the discussion “Writing a Proposal” 	GELOs 1–5
12	<p>Monday (4/18/22):</p> <ul style="list-style-type: none"> • Begin revising Major Assignment #2 in class • Look at sample Major Assignment #2 revisions • Lesson: “Writing a Proposal” • Homework (due before next class): Read/watch materials for the lesson “Styling and Structuring Paragraphs” and post 100 words to Canvas on the discussion “Styling and Structuring Paragraphs” <p>Wednesday (4/20/22):</p> <ul style="list-style-type: none"> • Lesson: “Styling and Structuring Paragraphs” • Homework (due before next class): Read/watch materials for the lesson “Styling and Structuring Sentences” and post 100 words to Canvas on the discussion “Styling and Structuring Sentences” 	GELOs 1–5
13	<p>Monday (4/25/22):</p> <ul style="list-style-type: none"> • Lesson: “Styling and Structuring Sentences” • Homework (due before next class): Read/watch materials for the lesson “Word Choice and Diction” and post 100 words to Canvas on the discussion “Word Choice and Diction” 	GELOs 1–3, 5

Week	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
	<p>Wednesday (4/27/22):</p> <ul style="list-style-type: none"> • Lesson: “Word Choice and Diction” • Homework (due before next class): Read/watch materials for the lesson “Preparing and Delivering a Presentation” and post 100 words to Canvas on the discussion “Preparing and Delivering a Presentation” 	
14	<p>Monday (5/2/22):</p> <ul style="list-style-type: none"> • DUE: DRAFT OF RHETORICAL REFLECTION • Lesson: “Preparing and Delivering a Presentation” • Look at sample presentations • Homework (due before next class): Read and evaluate each of your workshop partners’ Rhetorical Reflection drafts <p>Wednesday (5/4/22):</p> <ul style="list-style-type: none"> • Workshop on Rhetorical Reflection (bring a hard copy of your draft) • Homework (due before next class): Presentation slides 	GELOs 1–5
15	<p>Monday (5/9/22):</p> <ul style="list-style-type: none"> • PRESENTATIONS • Homework (due before final): Post 100 words to Canvas on the discussion “Presentation Feedback” <p>Wednesday (5/11/22):</p> <ul style="list-style-type: none"> • PRESENTATIONS • Homework (due before final): Post 100 words to Canvas on the discussion “Presentation Feedback” 	GELOs 3–5
16	<p>Monday (5/16/22):</p> <ul style="list-style-type: none"> • PRESENTATIONS • Homework (due before final): Post 100 words to Canvas on the discussion “Presentation Feedback” 	GELOs 3–5

Week	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
Final	Friday (5/20/22) (https://www.sjsu.edu/classes/final-exam-schedule/spring-2022.php): <ul style="list-style-type: none"> • DUE (by end of day): FINAL PORTFOLIO (Major Assignment #1 + Major Assignment #2 + Rhetorical Reflection) 	GELOs 1–5