

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 43, Spring 2022

Course and Contact Information

Instructor:	Avantika Rohatgi
Office Location:	Zoom
Email:	Avantika.Rohatgi@sjsu.edu
Office Hours:	Tuesday/Thursday 1:30-2:30 pm
Class Days/Time:	Tuesday 6-7:15 pm Thursday: Asynchronous
Classroom:	Zoom
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I *To earn graduation credit in this category, you must complete the course with a grade of C- or better.

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. You should also check your SJSU email regularly. Please email me at Avantika.rohatgi@sjsu.edu for all questions/concerns. **Use proper email netiquette, using an informative subject line including course name and section, and a clear articulation of your question, comment, or concern.** I will try to respond to emails on the day they are received, but emails received after 7 pm may not be answered until the next day. Emails received on weekends may not receive replies on the same day.

ENGL 1A Course Description

ENGL 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 and rhetorical situations.

Course Format

ENGL 1A-43 is a hybrid course that will combine synchronous online meetings and asynchronous individual work online on Canvas.

Technology Requirements / Equipment / Material

For this course, you will need access to a computer (with a webcam and microphone), the ability to review course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.) and ability to participate in synchronous class sessions via Zoom. The University has a free equipment loan program (sjsu.edu/learnanywhere/equipment/index.php) available for students. **Stable Internet connection is crucial.**

You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> and through Canvas messaging to learn of any updates, assignments, or comments from the instructor / peers. **The best and fastest way to reach me is via my SJSU email. Please do not contact me via Canvas or voicemail.**

Zoom Class Sessions Etiquette

Live sessions via Zoom are required each week. You should make every attempt to attend these sessions in real time. The sessions will not be recorded. Here are the requirements and expectations for our live meetings:

1. Click on the Zoom link at least 10 mins prior to the start of our live session.
2. Mute your mic upon entry into the room.
3. Video allows for us to see each other, make connections, and form a community of learners. You should turn on your camera in order to actively engage in our classroom community and get full participation points. **In breakout rooms, video is necessary to monitor participation and foster communication.**
4. During open discussion, please feel free to raise your hand and speak out when you have a question or comment.
5. Cell Phones- We love them - but we must ignore them for one hour and fifteen minutes! Turn off cell phones or put them on silent mode during the Zoom live sessions.
6. For more information on how to conduct yourself and manage the tech during our live sessions, check out https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvas_Spring2020.pdf .
7. *For help with using Canvas see [Canvas Student Resources page](#) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources*

ENGL 1A Learning Outcomes (GELO)

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. Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, etc.

Reading: English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class, and each reading will be accompanied by some form of writing. Most of the assigned essays will be based on these readings as well. It is therefore imperative that you complete each reading before class and bring your textbook and reading responses to every class meeting.

Writing: This is a composition course—every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued, and because you will need to be able to perform well in timed writing situations, you will also write graded, in-class essays. *You must complete all required essays to pass the class.*

Out-of-class essays must **be typed, double-spaced, and in 12-point, Times New Roman font. They must be in accordance with MLA citation guidelines.** Out-of-class essays will have specified minimum word counts that will be listed on the prompt sheets. Essays are due on their due dates. **No late papers will be accepted without a medical note.**

Workshops: Peer collaboration is an important component of the writing process and group workshops will be held periodically. Missed workshops cannot be made-up. For peer review, you should have a complete draft of the assignment. Peer review will take place during our class times. If you do not bring drafts, you will not receive points for that peer review workshop. I will not be editing drafts, though I will make some comments and make sure you have a complete draft; your peers will truly be your colleagues in this respect. However, if you would like me to look over a draft and comment, you are welcome to meet with me during office hours.

Group Multimodal Projects: I will assign a multi-modal group project. Multimodal assignments involve written, visual, and oral components. You will complete one major multimodal assignment this semester.

These projects will enable you to work with each other to create visual and audio responses (video essays, infographics, podcasts, etc.) A successful group project that follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will earn a high grade and improve the overall participation score of each individual member.

Self -Reflection Portfolio: By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the term, you will assemble and reflect on your work to gauge and define your progress. Your reflection essay will demonstrate your ability to present your writing progress to the Writing Program Faculty.

Class Participation: We will complete work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not log into class. I expect you to attend class weekly and come on time. Absences and tardiness will affect your grade because you will be missing class material and/or in-class activities. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, turn your camera on, contribute to discussions, actively listen to your peers, and take notes as necessary. Additionally, you must refrain from texting or electronic device usage of any kind.

Class participation is assessed as follows:

- A: Regular, insightful questions and comments that contribute and advance class discussion; complete engagement
- B: Occasional, pertinent questions and comments; active listening
- C: Infrequent, tangential questions or comments; questionable attentiveness
- D: Rare interaction; distraction or unpreparedness for class
- F: Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Information

Requirements for particular assignments will vary, but in all cases, essay 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**. All assignments, quizzes, and exams are graded on a traditional A-F scale. 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.
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<u>Grade</u>	<u>Percentage</u>
<i>A</i>	93.0% to 100%
<i>A minus</i>	90.0% to < 93.0%
<i>B plus</i>	86.0% to < 90.0%
<i>B</i>	83.0% to < 86.0%
<i>B minus</i>	80.0% to < 83.0%
<i>C plus</i>	76.0% to < 80.0%
<i>C</i>	73.0% to < 76.0%
<i>C minus</i>	70.0% to < 73.0%
<i>D plus</i>	66.0% to < 70.0%
<i>D</i>	63.0% to < 66.0%
<i>D minus</i>	60.0% to < 63.0%
F	< 60.0%

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

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	Weightage
Profile Essay (Out of Class)	1000	1,2,3,5	10%
Rhetorical Analysis (in-class writing)	500	1,3,4,5	10%
Visual Analysis	1200	2,3,4,5	10%
Persuasive Argument (out-of-class essay)	1500	1,2,3,4,5	10%
Multimodal Essay	2000	1,2,3,4,5	15%
Portfolio Self-Reflection	500	1,2,3,4,5	5%
Quizzes	N/A	5	10%
Group Presentation of Multimodal Essay	N/A	1,2,3,4,5	10%
Revision Drafts	1200	1,2,3,4,5	N/A
Class Participation	N/A	1,3,5	15%
Peer Review Workshop	N/A	1,2,3,4,5	5%
Reader Responses (out-of-class writing)	700	1,3,4,5	N/A

Required Texts

- Lunsford, Andrea, et. al. *Everyone's an Author* (3rd edition). W. W. Norton & Co., 2021.
- A college-level dictionary
- Internet access to material on Canvas and an e-mail address for updates.
- Additional material posted on Canvas

Grading Policy.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An “A” range 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” range 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” range 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” range 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.

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A.

Classroom Protocol

1. **All reading must be completed by the beginning of each class period.** Please come prepared with questions and ideas on the reading assignments for each class.
2. Homework will be assigned each day in the form of readings, written responses to the readings, or grammar exercises. These are intended to give you extensive practice in writing.
3. Reading responses encourage you to engage actively with the text and to reinforce the symbiotic connection between reading and writing, and therefore, must be completed for each class meeting.
4. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.
5. **Late papers will not be accepted. No faxed or e-mailed papers will be accepted.** Please submit your assignments on Canvas on the dates that they are due.
6. Homework assignments and quizzes cannot be made up.
7. In-class essays may be made up with an authentic medical excuse.

Attendance

Since discussion and participation is an important component of this course, students should attend class regularly. All in-class writing and contribution towards discussion will count towards your participation grade. Absences and/or tardiness may, therefore, affect your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered. To this purpose, please obtain names and e-mail contacts of at least three of your classmates

University Policies

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practicals. Other course structures will have equivalent work load expectations as described in the syllabus.

Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

The [San José State University Writing Center](http://www.sjsu.edu/writingcenter) offers a variety of online resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

[SJSU Cares COVID-19 Resources](https://www.sjsu.edu/sjsucares) at <https://www.sjsu.edu/sjsucares>. SJSU Cares is here to provide assistance when you need it most. We provide resources and services for SJSU students facing an unforeseen financial crisis. If you're having trouble paying for food, housing or other bills, face homelessness, food insecurity, etc.

ENGL 1A, Spring 2022, Section 40
First-Year Writing

Course Schedule

The schedule is subject to change with fair notice. I shall inform you of changes made to the syllabus via canvas announcement or class announcement. **Reading assignments must be completed by the day they are listed.** If there is a change in schedule, I shall inform you in a timely fashion via Canvas announcement. EA= *Everyone's an Author*.

Week	Date	Topics, Readings, Assignments, Deadlines
2	T Feb 1	Class: Introductions, Syllabus Review. Homework: Read Part 1: Chapter 2 and Chapter 4 (EA), Profiles (Laitner, pp.301-310; Estabrook, 318-323 (EA)
	R Feb 3	Profile Essays. Discuss Laitner and Estabrook (EA) Homework: Read White's "Once More to the Lake" (Canvas), Cofer's "More Room" (Canvas) Write a one-page response to each.
3	T Feb 8	Profile Essay Assigned. Discuss White and Cofer. Homework: Complete Draft of Profile Essay
	R Feb 10	Profile Essay Peer Review Workshop.
4	T Feb 15	DUE: Profile Essay. Rhetorical Analysis. Grammar Workshop. Homework: Read (pp.238-242-EA), Part 1: Chapters 1&3 (EA) Handouts on Canvas
	R Feb 17	Discussion and Writing Practice on Rhetorical Analysis
5	T Feb 22	Rhetorical Analysis Workshop.
	R Feb 24	Rhetorical Analysis – In Class Writing Homework: (pp. 256-61-EA)
6	T Mar 1	Visual Analysis- Discuss Readings/Videos/Ads
	R Mar 3	Modes of Visual Analysis
7	T Mar 8	Watch Film
	R Mar 10	Watch Film Homework: Work on Film Analysis
8	T Mar 15	Due: Film Analysis What is an Argument? Homework: Read Part IV: Ch 12 (EA)
	R Mar 17	Discuss Readings. Structure of an Argument Homework: Read Part V- Ch 18 &19-EA) Read Canvas Readings: Atwood, Appiah, McGonigal. Write responses on each.
9	T Mar 22	Argument Essay Assigned. Discuss Readings
	R Mar 24	Work on Argument Essay Homework: Work on Argument Essay Rough Draft
10	Mar 29/ 31	Spring Break – No Class

11	T Apr 5	Due: Argument Essay Rough Draft Peer Review Workshop on Argument Essay
	R Apr 7	Due: Argument Essay. Discuss Self- Reflection Portfolio Homework: Read (Part VII- Ch. 35: pp. 776-93-EA)
12	T Apr 12	Multimodal Writing- Group Project Assigned.
	R Apr 14	Video Essays
13	T Apr 19	Group Conferences
	R Apr 21	Work on Project Homework: Rough Draft of Video Essay
14	T Apr 26	Peer Review Workshop on Video Essays
	R Apr 28	Work on Class Presentations
15	T May 3	Class Presentations of Multimodal Essay
	R May 5	Class presentations of Multimodal Essay Homework: Work on Self-Reflection Portfolio
16	T May 10	TBA
	R May 12	Due: Self -Reflection Portfolio