

ENGL 1A 23

2023 Spring Semester

Prof. or Mr. Navarro (He/Him/His)

TuTh 1:30PM - 2:45PM

01/25/23 - 05/15/23

Room: Boccardo Business Center 221

Office Hours via Zoom: MWF from 12-2p

Zoom Link:

<https://ucsc.zoom.us/j/97751916295?pwd=c3VhU2d6M2g2WU5vczlCOFVVQjJ1UT09>

Passcode: 036553

Primary Text (located on Canvas)

- Checker, M. & Fishman (2004), M. Local Actions: Cultural Activism, Power, and Public Life in America
- O’Neal, Kathy(2016) Weapons of Math Destruction
- Kendi, Ibram X. (2019) How to Be An Antiracist
- Undark Magazine (2022) Long Division : The Persistence of Race

Technology requirements / equipment / material

- Notebook
- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Access to a computer
- Zoom application

Course Description

- Students will investigate two questions: 1) What is anti-racist about writing? 2) How does an anti-racist academic identity support academic writing and research?
- Students work to develop an understanding of their emerging academic identity through writing anchor concepts and research threshold concepts.
- Students will begin with an intersectional and positional exploration of their experiences with education and literacy; and their sense of what literacy means as part of the American experience.
- Students will then research and develop a scholarly review of literature on a topic based on personal inquiry.
- Students will undertake a final transmodal assignment in the development of the Digital short based on their writing and research for the term.

Grading Scale

A letter grade system of A to F will be used, including pluses and minuses. Formal writing assignments will be evaluated by your professor; final grades will be calculated using this scale..

Letter Grade	Points
A 94-100	C+ 77-79
A- 90-93	C 73-76
B+ 87-89	C- 70-72
B 84-86	D 60-69
B- 80-83	F 59 and below

Course Structure

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

Participation

Attendance is calculated based on the completion of the day's assignments and activities, roll call will be taken for the course record.

- Discussion Posts—Discussion posts are daily assignments rather than points for attendance. Each assigned Discussion post is due at 11:59PM the day that it is introduced in class.

Late work

All late work past the designated Hard deadline is accepted and will receive an automatic (-10 point) deduction prior to being graded.

- Hard deadline- Assignments posted with a due date have a hard deadline and must be submitted accordingly.
- Soft deadline – Within each units all assignments without a posted due date are due at the end of the module. For example, within Module 1 all assignments that do not have a posted deadline will not be considered late until the first essay from Module 1 is due.
 - The exception is the Peer Review assignments. These have Hard deadlines within the modules.

Note: The purpose of this arrangement is to allow for the submission of late work, but to understand that there is a penalty for failing to meet the deadline. First, you will only receive this opportunity for late work if you communicate in advance that you will be submitting late. Second, you will be able to utilize this small penalty, but large privilege to develop your own schedule for time management in relation to the structure I have provided.

Messaging

Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page.

Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline and Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250
- word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

Modules

The term is staged through three projects. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and community research.

Project 1 – Literacy Autoethnography- In Project 1 you will complete a Literacy Autoethnography exploring your personal connection to literacy. You will write about your personal connections to literacy and your understanding of literacy as part of your human experience.

Project 2—Literature Review- Once you have identified your research interests in relation to your Topic and Issue in California, you will start selecting resources that support your interest in the Issue for one reason or another (it might be the purpose of the study and its findings, the context and/or population studied, the theoretical approach used in the study, etc.).

Project 3—Digital Short- For Project 3 you will pull from your previous essay and assignments to develop a scholarly argument around an issue in the state of California in the form of a Digital short. The Digital short should pull from your Literature Review. You should reflect on the progression of your research, and look forward to where this research might head next?

- Digital short (Youtube): Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

Critical Responses to Race, Language and Literacy —These will be weekly journal entries that you will assemble on a single document and submit at the end of the term. These are semi-formal responses in that they will be in MLA format and will address specific lecture and reading material from the course.

Additional Information

Resources

- Peer Connections Tutoring and mentoring services. SSC 600, (408)924-2587
- Writing Center Writing resources, workshops, and one-on-one tutoring sessions in the Library and <https://www.sjsu.edu/writingcenter/>
- Health and Wellness <https://www.sjsu.edu/campus-life/health-and-wellness.php>
- UndocuSpartan <https://www.sjsu.edu/undocuspartan/>

- SJSU Cares Resources <https://www.sjsu.edu/sjsucares/resources/index.php>

Sexual Harassment Reporting

Title IX requires higher education institutions to take necessary precautions to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported.

- For more information and resources, go to: <http://notalone.sjsu.edu/>