

**San José State University**  
**Department of English and Comparative Lit**  
**English 1a: First-Year Writing, Section 32, Fall 2018**

**COURSE AND CONTACT INFORMATION**

<b>INSTRUCTOR:</b>	Olivia Lee
<b>OFFICE LOCATION:</b>	Faculty Office Building 214
<b>TELEPHONE:</b>	(408) 924-4035
<b>EMAIL:</b>	olivia.h.lee@sjsu.edu <b>**please contact me by email**</b>
<b>OFFICE HOURS:</b>	Th 2:00–4:00pm and by appointment
<b>CLASS DAYS/TIME:</b>	Tu/Th 12:00–1:15pm
<b>CLASSROOM:</b>	Boccardo Business Center 128
<b>PREREQUISITES:</b>	REFLECTION ON COLLEGE WRITING
<b>GE/SJSU STUDIES CATEGORY:</b>	GE Area A2 Written Communication

**CANVAS AND MYSJSU MESSAGING**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty on Canvas Learning Management System course website. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

**ENGLISH 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.

**This Course:** We read and write on a daily basis. From texting friends to reading Instagram captions, we are constantly communicating and thinking with the written word. Our goal in this class is to use and build on the reading and writing skills you already have by focusing on academic writing.

In this class, you will embark on a semester-long exploration of one research question. In addition to minor readings and assignments, you will create three major projects along with a portfolio. Project 1 and Project 2 help you better understand your research question, and Project 3 gives you the opportunity to contribute to that specific research.

**Commitment to diversity:** SJSU studies include an emphasis on diversity. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate. Contents for the course will include writers of different cultural backgrounds, socio-economic backgrounds, ethnicities, genders, and abilities. **Our classroom is a safe environment and a venue for open, respectful communication.**

**Please Note:** Sometimes our course content will contain material of a sensitive nature that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. I encourage you to discuss any problems you have about such material with me.

### ***GE Area A2 Course Description***

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies that the student is a capable college-level writer and reader of English.

### ***GE A2 Learning Outcomes (GELO)***

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to 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. demonstrate the ability to integrate their 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

## **REQUIRED TEXTS/READINGS**

### ***Textbook***

- Catherine Prendergast. *Can I Use I?* Out of Pocket Press, 2015. ISBN: 0986145718

### ***Other Readings/Contents***

- More articles, essays, and videos will be assigned on Canvas.
- You will be responsible for locating your own research materials throughout the course in support of your projects.

### ***Technology / equipment / materials***

- Laptop or some type of access to your online readings in class (you can check out a laptop from the MLK library—come see me if you need help!)
- Pens/papers for daily quick writes/notes

You must bring all the materials and the reading for every class to fully participate

## COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- Writing assignments will give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing
- More specific descriptions and instructions will be distributed for all major assignments.
- Each assignment will also be discussed at length in class.
- This class requires a minimum of 8000 words, at least 400 of which must be in revised final draft form.
- The table below explains how the course word-count requirement will be met and distributed.

### Assignment Word Count and Learning Goals:

Assignment	Word Count	GELO
1 in-class essay	500	3
10 discussion board posts	2000 (200 each)	2, 3
Project 1 + process materials	1500	1–5
Project 2 + process materials	1500	1–5
Project 3 (including proposal and rationale)	1500	1–5
Portfolio reflection	1000	1–5
Presentation	n/a	2, 3
Participation	n/a	n/a

### *ePortfolio*

At the end of the semester... students are also required to turn in a portfolio that consists of selected examples of your writing produced for our class, including drafts. **Remember to keep all of your work!** Required in every portfolio is:

- Project 1 packet: the assignment sheet, an early draft, and the revised final draft
- Project 2 packet: the assignment sheet, an early draft, and the revised final draft
- Project 3 packet: the assignment sheet, an early and revised draft of proposal and rationale, and the project or a representation of the project itself
- The reflection essay you wrote
- RCW materials (will explain more in class)

## GRADING POLICY

- Unexcused late projects will be **graded down a full letter grade** for every day it is late.
- **You must turn in all major projects to pass the class** (even though projects turned in more than 5 days after the deadline will earn a “0”)
- Projects will be graded down a full letter grade if you do not turn in a complete 1<sup>st</sup> draft on time.
- Contact me BEFORE THE DUE DATE if you can’t make a deadline for a project—we can try to work something out.
- Missed discussion boards and in-class/participation assignments cannot be made up.

### *Grade Calculations*

Assignment	Word Count	Points	%
1 in-class essay	500	50	5%
10 discussion board posts	2000	100 (10 pts each)	10%
Project 1 + process materials	1500	150	15%
Project 2 + process materials	1500	150	15%
Project 3 + proposal and rationale	1500	150	15%
Portfolio reflection	1000	200	20%
Presentation	n/a	50	5%
Participation	n/a	150 (5pts per class)	15%
TOTAL:	8000 words	1000 points	100%

### *Grade Scale*

Course grades will be calculated using the following:

93%–100%	A	80%–82%	B-	67%–69%	D+
90%–92%	A-	77%–79%	C+	63%–66%	D
87%–89%	B+	73%–76%	C	60%–62%	D-
83%–86%	B	70%–72%	C-	0%–59%	F

**Students must receive a C- or higher as a CSU graduation requirement.**

Requirements for specific assignments 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. 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.

## **CLASSROOM PROTOCOL**

To succeed in this course, you need to come to class **on time** and **actively participate**.

Active participation requires that you:

- demonstrate that you have done the readings
- contribute to class discussions
- actively listen to me and your peers
- participate in class activities
- take notes as necessary

## **UNIVERSITY POLICIES**

For information regarding the following policies, please see syllabus information web page at:

<http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and Responsibilities of the Student  
Course Requirements and Assignments  
Attendance and Participation  
Accommodation to Students’ Religious Holidays  
Consent for Recording of Class and Public Sharing of Instructor Material  
Campus Policy in Compliance with the American Disabilities Act

Student Technology Resources  
SJSU Peer Connections  
SJSU Writing Center  
SJSU Counseling & Psychological Services  
Dropping and Adding  
Academic integrity

**If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.**

# English 1A: First-Year Writing, Fall 2018, Course Schedule

Calendar subject to change with fair warning.

**Readings, assignments, and discussion boards should be read and completed *BEFORE* that class.**

## COURSE SCHEDULE

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	T 8/21	<b>Welcome!</b> Introduction, syllabus/Canvas, and getting to know each other
1	Th 8/23	<b>Due:</b> Discussion Board 1 <b>Read:</b> “What is ‘Academic’ Writing?” “Writing is a Knowledge-Making Activity”  <b>In class:</b> Why do we write and what is academic writing? <b>In-class diagnostic essay—Writing about writing</b>
2	T 8/28	<b>Due:</b> Discussion Board 2 <b>Read:</b> <i>Can I Use I</i> (pp. 1–32) “Habits of Mind”  <b>In class:</b> Project 1 Assigned Meaningful inquiry Mapping communities and stakeholders
2	Th 8/30	<b>Due:</b> Discussion Board 3 <b>Read:</b> “Wikipedia is good for you?!” <b>Watch:</b> Scientific Studies with John Oliver (link on Canvas)  <b>In class:</b> Starting your research—Wikipedia/Google vs. academic databases
3	T 9/4	<b>Due:</b> Discussion Board 4 <b>Read:</b> “Thinking Rhetorically” “Choosing a College Major” “The Brain in Love”  <b>In class:</b> Thinking rhetorically—on listening and paying attention Group presentations—how do these writers show they’re paying attention?
3	Th 9/6	<b>Due:</b> Project 1 progress check (on Canvas) <b>Read:</b> “Rhetorical Situations”  <b>In class:</b> Context, purpose, audience

<b>WEEK</b>	<b>DATE</b>	<b>TOPICS, READINGS, ASSIGNMENTS, DEADLINES</b>
4	T 9/11	<p><b>Due:</b> Discussion Board 5  <b>Read:</b> <i>Can I Use I</i> (pp. 46–72)  “A Woman of War”  “The F Word”</p> <p><b>In class:</b> Thesis and essay structures</p>
4	Th 9/13	<p><b>Due:</b> Discussion Board 6  <b>Read:</b> <i>Can I Use I</i> (pp. 33–45, 73–75)</p> <p><b>In class:</b> Learning peer review</p>
5	T 9/18	<p><b>Due: Completed rough draft of Project 1 (Bring 3 hard copies)</b></p> <p><b>In class:</b> Peer review workshop</p>
5	Th 9/20	<p><b>Read:</b> <i>Can I Use I</i> (pp. 80–96, 124–129)  “Annoying ways people use sources”</p> <p><b>In class:</b> Citations/sources—why do we need them, and how should we use them?</p>
6	T 9/25	<p><b>Due:</b> Discussion Board 7  <b>Read:</b> <i>Can I Use I</i> (pp. 76–79, 97–123)</p> <p><b>In class:</b> General feedback on rough drafts  Revising your own paper  Last minute Q&amp;A on Project 1</p>
6	Th 9/27	<p><b>Read:</b> “Backpacks vs. Briefcases: Steps towards Rhetorical Analysis”</p> <p><b>In class: Project 2 Assigned</b>  What is rhetorical analysis?</p>
7	T 10/2	<p><b>Due: Project 1 and process materials</b></p> <p><b>In class:</b> Continuing rhetorical analysis  “Why I Would Vote No on Pot”  “Why I Changed My Mind on Weed”</p>
7	Th 10/4	<p><b>Due:</b> Project 2 progress check (on Canvas)</p> <p><b>In class:</b> Visual rhetoric</p>
8	T 10/9	<p><b>In class:</b> TBD</p>
8	Th 10/11	<p><b>Due:</b> Discussion Board 8  <b>Watch:</b> “This is America”  “Hidden Meaning behind Childish Gambino’s ‘This is America’”  “This is America: Women’s Edit” (all the links are on Canvas)</p> <p><b>In class:</b> Kairos</p>

<b>WEEK</b>	<b>DATE</b>	<b>TOPICS, READINGS, ASSIGNMENTS, DEADLINES</b>
9	T 10/16	<b>Due: Completed rough draft of Project 2 (Bring 3 copies)</b> <b>In class:</b> Peer review workshop
9	Th 10/18	TBD
10	T 10/23	<b>Due:</b> Discussion Board 9 <b>Read:</b> Photo essays (links on Canvas) <b>In class:</b> Multimodal compositions
10	Th 10/25	<b>Explore:</b> Projects for ideas (links on Canvas) <b>In class: Project 3 Assigned</b>
11	T 10/30	<b>Due: Project 2 and process materials</b> <b>In class:</b> Proposals and rationales for Project 3 Sign up for mandatory conference
11	Th 11/1	<b>Due: Complete rough draft of proposal (Bring 3 copies)</b> <b>In class:</b> Peer review of proposal Revising proposal <b>**Proposal due before midnight!</b>
12	T 11/6	<b>Due:</b> Discussion Board 10 <b>In class:</b> Conferences
12	Th 11/8	<b>Due:</b> Reply to a classmate in Discussion Board 10 <b>Explore:</b> A source posted by a classmate on Discussion Board 10 <b>In class:</b> Conferences
13	T 11/13	<b>Due: Complete rough draft of Project 3 (Bring to class)</b> <b>In class:</b> Rhetorical analysis of your own project Peer feedback
13	Th 11/15	<b>Due: Complete rough draft of Rationale (Bring 3 copies)</b> <b>In class:</b> Peer review workshop Presentation assigned
14	T 11/20	TBD

<b>WEEK</b>	<b>DATE</b>	<b>TOPICS, READINGS, ASSIGNMENTS, DEADLINES</b>
14	Th 11/22	Thanksgiving—No class; happy 4-day weekend!
15	T 11/27	<b>In-class:</b> Write rough draft of portfolio reflection Assembling your eportfolio
15	Th 11/29	<b>In class:</b> Presentations
16	T 12/4	<b>Due: Project 3 (proposal, rationale, and process materials)</b>  <b>In class:</b> Presentations
16	Th 12/6	<b>In class:</b> Presentations
Final Day	Fri 12/14 9:45am-12pm	<b>Due: Final draft of eportfolio at noon</b> (include your portfolio reflection)