

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 4-Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Zehlia Babaci-Wilhite
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<b>Office Hours:</b>	Mondays & Wednesdays: 1:30-2:30 by appointment
<b>Class Days/Time:</b>	Mond./Wedn. 4:30pm-5:45pm
<b>Classroom:</b>	BBC 124
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I
<b>Satisfying EO 665</b>	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. English 1A is one of the two courses that satisfy this requirement.

***What Will You Need for This Course?***

*In addition to textbooks, notebooks, and exam pamphlets, you will need a computer with dependable Internet connectivity to turn in homework and writing assignments, keep up with course communications, and access some of the texts discussed in this class.*

***How Will Your Instructor Communicate with You?***

*This class meets twice a week, and I hold office hours on the days I teach class. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (see above.)*

*Most of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework assignments, essay guidelines, and grades. In addition, the class will use other functions on Canvas, such as its discussion boards and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. Please check the Canvas course page before every class.*

## 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.

The topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

To pursue this exploration of higher education, this course will be organized into 6 units, each of which will ask you to explore specific inquiry questions. During the first unit, you will be asked to read and reflect on the following questions: What is higher education to me? What do I hope to achieve from it? And how does it differ from high school? Then we will direct your attention to the campus community and ask you to examine how San Jose State University works as an institution to serve its students. You will be asked to read and reflect on the following questions: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it? Finally, you will be the culmination of your thoughts and reflections about higher education throughout this semester. In it, you will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it? As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

### *The Work You Will Do in This Course: An Overview*

**The Course includes:** Critical reading and 3 reflection essays, a personal essay, a profile essay and a critical essay. The assignments include Participation in Canvas discussion boards, a presentation, quizzes & Canvas posts, workshops & Peer Mentor and a self-reflection portfolio.

At the end of the semester you will submit a portfolio for your instructor to review.

### ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- 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, and so on.

### Assignment Word Count and Learning Goals

Assignment	% Worth	Word Count	In/Out of Class
Critical Reading/Reflection 1	25	600	In-class
Personal Essay	125	1000	Out of class
Critical Reading/Reflection 2	25	750	In-class
Post in Canvas Discussion	75	N/A	Out of class
Profile Essay	125	1000	Out of class
Presentations (Group & individual)	100	500	In-class
Critical Reading/Reflection 3	25	750	In-class
Critical Essay	125	1200	Out of class
Self-Reflection/Final Portfolio	75	1000	Out of class
Quizzes & Extra credit	100	N/A	In-class
Workshops & Peer Mentor	50	N/A	In-class
Class Participation	150	N/A	
Total	1000		

### *How to Prepare for Class Sessions*

We will use reading and writing to collaborate in researching on our topic on higher education, and writing about it. You will come to class everyday ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this class work to your Canvas account, or to your laptop, or both. So you will want to bring your own laptop or tablet (Laptops and tablets are also available to be checked out in the library).

### *Where to Find Course Assignments and Materials*

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on Canvas. You are responsible to check your MySJSU email to learn of any updates to our schedule.

### **Textbook and/or free learning platform**

- Babaci-Wilhite, Zehlia. *Human Rights in Language and STEM Education*, Sense Publishers or *Promoting Language and STEAM as Human Rights in Education*, Springer.
- <https://owl.excelsior.edu/>

### **Other Readings**

- Other readings (and videos) provided throughout the semester through Canvas

### **Grading Policy**

The department's standard grading scheme consists of the following: "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.

Participation will be assessed, though attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](#).

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.

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.

**FALL 2017:** The credit/No credit Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the Course Learning Outcomes (CLO) categories to earn credit (CR) in English 1A.

- *Extra credit options will be available through different work mentioned by your instructor.*
- *Penalty for late or missed work will be evaluated by your instructor accordingly*
- *You must have a **C- or higher** to pass the course*

### **Course Grade Point Values**

1000-930 A	769-730 C
929-900 A-	729-700 C-
899-870 B+	699-670 D+
869-830 B	669-630 D
829-800 B-	629-600 D-
799-770 C+	599-0 F

*While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.*

*Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.*

## Classroom Protocol

Please do your part to help us all foster a welcoming and supportive classroom environment. We will do our best work when everyone feels comfortable enough to participate. Blatant displays of disrespect undermine the sense of community we need to learn and to share what we learn from each other. When we disagree, let's do so respectfully and sincerely. We will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, s/he will be asked to leave for the remainder of the class session. Behavior that fits this description include offense comments directed at your peers or myself, sleeping during class, talking with your peers about things unrelated to the class, or focusing your attention on electronic equipment rather than the class activity or discussion.

The class policies have been developed over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored, as *I do not accept late work*.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to advise you of my absence. *I cannot accept papers via email*. Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you are not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments MAY be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class, and mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay (Only with documented reason and prior approval will I allow you to complete workshops with your group via email).
- **Laptops:** As this is not a heavily lecture based class, **you will need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **"Smart" Phone:** Attendance is both a physical and mental state of being. Smart phone usage, during recent years, has become so prevalent that, in my view, it is hindering students' ability to get the most out of classroom activities. To address this issue, I am asking everyone to NOT use it. *I will lower your overall Participation grade (20% of course total) for the course by one full letter*.
- **Arriving Late or Leaving Early:** Please don't do it. It is disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance and sit close to the door so you can leave without interrupting the class. **Traffic and parking are not**

going to get better and hence are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly.

- **I do not accept students eating and/or sleeping in my class.**
- **For attendance:** [University Policy F-69-24](#).

**University Policies:** the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend three hours per unit per week. This time includes 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>

*The schedule is subject to change with fair notice and the notice will be made available on Canvas.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
<b>MODULE 1: Introduction to Class</b>		
1	M 1/28	<ul style="list-style-type: none"> <li>• Welcome to English 1A</li> <li>• Introductions and Icebreakers</li> <li>• What we will do during class: Your questions about the Syllabus</li> <li>• Discussion on our class topic: Education and the used of our textbook and the free learning platform</li> <li>• The class will break up into small groups.</li> </ul> <p><i>For next time:</i> Write a short-biography</p>
1	W 1/30	<ul style="list-style-type: none"> <li>• Your questions about the Syllabus; Canvas review &amp; navigation</li> <li>• Introduction to class topic: Higher Education in America and in some parts of the World. Discussion on reading as inquiry</li> <li>• Power Point presentation</li> <li>• The class will break up into small groups of 2-3 and discuss the presentation to develop a project proposal</li> </ul> <p><i>For next time:</i> The Writing Process (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>)</p>
2	M 2/4	Visit Library: room 213 <i>For next time:</i> Take notes to present in class
2	W 2/6	<p style="text-align: center;"><b>MODULE 2: Critical Reading and Reflection &amp; Presentations</b></p> <ul style="list-style-type: none"> <li>• Discussion: How do you read? Practice active reading</li> <li>• Introduction to CRR1 and create a Google doc. For your Outline</li> <li>• Introduction to track-changes; reference style; Power Points</li> </ul> <p><i>For next time:</i> Lecture on Citation and Documentation (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>)</p>
3	M 2/11	<ul style="list-style-type: none"> <li>• Quiz on our syllabus</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Discussion &amp; Canvas Post, the writing process- Assigning Peer Review groups</li> <li>• In-class: Drafting CRR1</li> </ul> <p><b>For next time:</b> Post 1st draft of CRR1 on Canvas and bring a hard copy</p>
3	W 2/13	<ul style="list-style-type: none"> <li>• In-class: CRR1 Peer Review</li> <li>• In-class: Brainstorming your presentation with your peers</li> </ul> <p><b>For next time:</b> Workshop Presentations</p>
4	M 2/18	<ul style="list-style-type: none"> <li>• Assigning Peer Review groups: read and respond to your peers' CRR.</li> <li>• Group workshop on your project</li> </ul> <p><b>For next time:</b> Prewriting Strategies (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>) and Post your CRR on Canvas for an open discussion</p>
4	W 2/20	<p>Conference-Presentations-1</p> <p><b>For next time:</b> Workshop Presentations</p>
5	M 2/25	<p>Conference-Presentations-2</p> <p><b>For next time:</b> Workshop Presentations</p>
5	W 2/27	<p>Conference-Presentations-3</p> <p><b>For next time:</b> Post final draft of CRR1 and Post your Presentation on Canvas</p>
6	M 3/4	<p style="text-align: center;"><b>MODULE 3: Personal Essay</b></p> <ul style="list-style-type: none"> <li>• Discussion and activity: Collaboration</li> <li>• In class research: Resources to help with collaboration</li> <li>• Discussion on readings and video supports</li> </ul> <p><b>For next time:</b> Prewriting Strategies (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>)</p>
6	W 3/6	<ul style="list-style-type: none"> <li>• Discussion on readings</li> <li>• Intro to Personal Essay: Prewriting activities on Personal Essay to start in class</li> </ul> <p><b>For next time:</b> Bring your first draft to class</p>
7	M 3/11	<ul style="list-style-type: none"> <li>• Assigning Peer Review groups</li> <li>• Peer Review on Personal Essay</li> </ul> <p><b>For next time:</b> Read Required Readings</p>
7	W 3/13	<ul style="list-style-type: none"> <li>• Finish your Essay in class</li> </ul> <p><b>For next time:</b> Post final draft of your Personal Essay on Canvas</p>
8	M 3/18	<p>Movie TBD</p> <p><b>For next time:</b> Take notes</p>
8	W 3/20	<p style="text-align: center;"><b>MODULE 4: Profile Essay</b></p> <ul style="list-style-type: none"> <li>• Critical Reading and Reflection 2: Research 2 articles and post in canvas discussion (Reflection on posted articles)</li> <li>• Brainstorming ideas on your profile essay</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>Draft to start in class</li> </ul> <p><i>For next time:</i> Rhetorical Styles (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>) and bring a hard copy of your first draft in class</p>
9	M 3/25	<ul style="list-style-type: none"> <li>Assigning Peer Review groups and workshop analysis on your post: CRR2</li> <li>Draft to continue in class</li> </ul> <p><i>For next time:</i> Bring a hard copy of your second draft in class</p>
9	W 3/27	<ul style="list-style-type: none"> <li>Discussion to continue</li> <li>Peer Review Workshop</li> </ul> <p><i>For next time:</i> Submit the final draft of your profile essay on Canvas</p>
10	M 4/1	<b>SPRING BREAK</b>
10	W 4/3	<b>SPRING BREAK</b>
11	M 4/8	<p style="text-align: center;"><b>MODULE 5: Critical Essay</b></p> <ul style="list-style-type: none"> <li>Power Points</li> <li>Lecture: academic arguments and thesis statements</li> <li>Brainstorming: ideas for argument and start your first draft</li> </ul> <p><i>For next time:</i> Argument and Critical Thinking (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>) and Reading: 3 homepages of SJSU resources</p>
11	W 4/10	<ul style="list-style-type: none"> <li>Discussion on readings and Analysis</li> <li>Peer Review Workshop</li> </ul> <p><i>For next time:</i> Read Discussion on Using Evidence (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>) and share your draft with your peers</p>
12	M 4/15	<p>Guest Lecture Video and Peer Review Workshop</p> <p><i>For next time:</i> Take notes for your draft and prepare your campus visit</p>
12	W 4/17	<p>Visiting campus club <i>TBD</i></p> <p><i>For next time:</i> Workshop Presentations</p>
13	M 4/22	<p>Conference-Presentations-1</p> <p><i>For next time:</i> Workshop Presentations</p>
13	W 4/24	<p>Conference-Presentations-1</p> <p><i>For next time:</i> Post your Presentations and your final draft</p>
14	M 4/29	<p style="text-align: center;"><b>MODULE 6: CCR3- Final ePortfolio</b></p> <ul style="list-style-type: none"> <li>Introduction to ePortfolio</li> <li>Class activity on GELOs: Reviewing General Education Learning Outcomes (GELOs) and Course Learning Objectives (CLOs): creating a portfolio checklist.</li> </ul> <p><i>For next time:</i> Do ePortfolio Writing Tasks on Canvas and bring ePortfolio Evidence materials to class</p>
14	W 5/1	<ul style="list-style-type: none"> <li>Prewriting workshop- CCR3</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Peer Review Workshop</li> </ul> <p><i>For next time:</i> Share your first draft with your peers</p>
15	M 5/6	<ul style="list-style-type: none"> <li>• Integrating evidence into your portfolio</li> </ul> <p><i>For next time:</i> Write your second draft and bring it to class</p>
15	W 5/8	<ul style="list-style-type: none"> <li>• Peer Review: Assemble and prepare the inventories and the outline for self-reflection essay and ePortfolio</li> </ul> <p><i>For next time:</i> Complete your ePortfolio</p>
16	M 5/13  <i>Final Exam</i>	<ul style="list-style-type: none"> <li>• You will be uploading the Final ePortfolio.</li> </ul> <p><b>DUE: Final Portfolio on Canvas</b> (submit it along with the rest of the portfolio materials for your assessment). <i>Venue and Time TBD</i></p>