



## The Bubble: Information Culture

Through the lens of the information bubble, we'll explore the writing process and the goals, dynamics, and genres of written communication. We'll interpret and analyze texts to develop clear thinking and effective writing that give form and coherence to complex ideas. We will practice these skills by writing for various audiences and rhetorical situations.

At the start of the semester, we will each choose issues we feel are important to the discussion of the information and content that we are seeing within our own social media bubbles. These should be topics you are interested in exploring and are relevant to the current moment. The topic you choose will be the topic you will analyze, research, and write about throughout the semester. Through in-class discussions, writing prompts, and course assignments, we will expand our understandings of these issues and build a writing portfolio based on our own voices, research, and knowledge. As a final culminating experience, we will create a multimodal project to reflect our deep understanding of our issue and that will promote societal change to our chosen audiences.

Our goal with our topics is to move beyond what we know within our own spheres and to explore multiple viewpoints and the type of rhetoric being used in these existing arguments to join the conversation and create our own multimodal artifact based on what we have learned throughout the semester.

## GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in the 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 Area A2 Learning Outcomes (GELO)

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. We have designed this course to ensure that you meet these outcomes.

Upon successful completion of this 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 (Required)

**Textbook:** Palmquist, Mike, and Barbara Wallraff. *Joining the Conversation*. 3rd ed., Bedford/St Martins, 2017. ISBN: 978-1-319-11887-7

### Other Readings

Any additional readings will be posted to the Canvas course site and/or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) to learn of any updates.

### Technology Intensive/ Hybrid Requirements

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity to participate in classroom activities and/or submit assignments. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

### How is Our ENGL 1A Course Designed?

**Diversity:** SJSU is a diverse campus. As such, our course is designed to include an emphasis on our diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate.

**Writing:** Writing is at the heart of our class. Our exploration of writing will allow us to prepare each other for both academic and real-world writing scenarios. Assignments will give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Together, we will learn how to embrace writing moving forward.

**Reading:** We'll read a lot in this class, some of which I hand-selected for you to read (because I think they're awesome) and some of which will be from sources you locate.

**Final Experience:** We will be compiling a portfolio at the end of the semester that consists of selected examples of your writing produced for our class. Every portfolio will include:

- All drafts (including prewriting materials): Stasis Analysis and Multimodal Textual Artifact
- Final completed papers: Stasis Analysis and Multimodal Textual Artifact
- Course Reflection essay
- Annotated Index

**Trigger Warning:** Please note: Sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with [me](#).

## Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all major assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a “0”. **Note:** students must receive a C or higher to pass the course.

Course grades will be calculated using the following scale:

## Grade Calculations

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

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.

More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

## Assignment, Word Count, GELO outcomes, and Grade Calculations

Assignment	Word Count	GELO	% of Course Grade
8 Discussion boards	1500	2, 3	10%
Stasis Analysis (incl. process materials)	1500	1-5	20%
Arguing Your Argument (incl. process materials)	1500	1-5	10%
Textual Artifact-Multimodal Project (incl. process materials)	1500	1-5	20%
Portfolio: Self Reflection, Annotated Index, and Supporting Documents	2000	1-5	20%
Presentation	n/a	2, 3	5%
Engagement	n/a	n/a	15%

### Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

Before we dive into the course content, we need clear expectations of our learning community so you can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive in the past? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

## ENGL 1A/ Composition, Spring 2019, Course Schedule

**Calendar subject to change with fair warning.  
Readings listed should be read BEFORE class.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	<b>In Class:</b> Getting to Know You and Introduction to our Syllabus
1	1/30	<b>Due:</b> Discussion Post on Canvas (1) <b>Read:</b> Chapter 1 <b>In Class:</b> Why Write? Joining the Conversation/ Stasis Analysis (Assignment #1)
2	2/4	<b>Due:</b> Discussion Post on Canvas (2) <b>Read:</b> Chapter 2 <b>In Class:</b> Writing Situations and Why We Are Still Speaking Greek
2	2/6	<b>Due:</b> Email Introduction of Your Topic <b>Read:</b> Chapter 8 <b>In Class:</b> Pre-writing Strategies
3	2/11	<b>Due:</b> Discussion Post on Canvas (3) <b>Read:</b> Rhetoric PDF and Video on Canvas <b>In Class:</b> Rhetorical Analysis: Uncovering Ethos, Pathos, and Logos
3	2/13	<b>Due:</b> Group Rhetorical Analysis Paragraph of Assigned Article <b>Read:</b> Chapter 17 <b>In Class:</b> Why Structure and Organization Matter: Outlining and in Reverse
4	2/18	<b>Due:</b> Prewriting and Outline of Stasis Analysis <b>In Class:</b> Intros, Transitions, and Conclusions: Putting the Group Essay together
4	2/20	<b>Due:</b> Discussion Post on Canvas (4) <b>Read:</b> Chapter 5 <b>In Class:</b> Intro to Peer Review/Writing Workshop
5	2/25	<b>Due: Stasis Analysis First Draft</b> <b>In Class:</b> Peer Review
5	2/27	<b>Due:</b> Discussion Post on Canvas (5) <b>Read:</b> Chapter 15 <b>In Class:</b> Evidence, Sources, Plagiarism
6	3/4	<b>Due:</b> Discussion Post on Canvas (6) <b>Read:</b> TBD <b>In Class:</b> Reflection and Revision
6	3/6	<b>Read:</b> Chapter 4 <b>In Class:</b> How to Use Sources/Different Types of Sources
7	3/11	<b>Read:</b> TBD <b>In Class:</b> TBD
7	3/13	<b>Due: Stasis Analysis Final Draft</b> <b>In Class:</b> Argumentation: Using Ethos, Pathos and Logos to Persuade

8	3/18	<b>Due:</b> Discussion Post on Canvas (7) <b>Read:</b> PDF on Canvas <b>In Class:</b> Evidence, Common Fallacies
8	3/20	<b>Read:</b> TBD <b>In Class:</b> Multimodality- Joining the Conversation
9	3/25	<b>Due:</b> Discussion Post on Canvas (8) <b>Read:</b> TBD <b>In Class:</b> What is a Textual Artifact? Scavenger Hunt
9	3/27	<b>Due: First Draft of Proposal for Textual Artifact</b> <b>In Class:</b> Kairos-Timing is Everything/ Peer Review
10	4/1	<b>SPRING BREAK</b>
10	4/3	<b>SPRING BREAK</b>
11	4/8	<b>Due:</b> Discussion Post on Canvas (9) <b>Read:</b> TBD <b>In Class:</b> Arguing your Argument-Understanding Rhetoric and Multimodality
11	4/10	<b>Read:</b> TBD <b>In Class:</b> Communicating Voice Through Composition
12	4/15	<b>Due: Arguing Your Argument</b> <b>In Class:</b> Revisiting Argument/Audience/Context for Multimodality <b>Workshop:</b> Textual Artifact
12	4/17	<b>Read:</b> TBD <b>In Class:</b> TBD
13	4/22	<b>In Class:</b> Conferences
13	4/24	<b>In Class:</b> Conferences
14	4/29	<b>Due: Final Draft of Textual Artifact and Rhetorical Explanation of Artifact</b> <b>In Class:</b> Building a Portfolio <b>Workshop:</b> Portfolios and Final Reflection Essay
14	5/1	<b>Due: Draft of Self Reflection and Annotated Index</b> <b>In Class:</b> Peer Review/Writing Workshop
15	5/6	<b>Due:</b> Discussion Post on Canvas (10) <b>In Class:</b> Presentations and Call to Action <b>Workshop:</b> Presentations
15	5/8	<b>In Class:</b> Presentations
16	5/13	<b>In Class:</b> Presentations
Final Exam	5/16	<b>Due: ePortfolios: Including Final Draft of Reflection and Annotated Index</b> <b>In Class:</b> TBD