

San José State University
Department of English and Comparative Lit
English 1a: First-Year Writing, Section 17, Spring 2019

COURSE AND CONTACT INFORMATION

INSTRUCTOR:	Olivia Lee
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OFFICE HOURS:	T/Th 10:45–11:45am and by appointment
CLASS DAYS/TIME:	T/Th 12:00–1:15pm
CLASSROOM:	Sweeney Hall 238
PREREQUISITES:	REFLECTION ON COLLEGE WRITING
GE/SJSU STUDIES CATEGORY:	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 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 an issue that matters deeply to you. 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 that, and Project 3 gives you a chance to contribute to that issue.

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:

- At least one major project from the class
- The reflection essay you wrote
- RCW materials

I will explain more about the ePortfolio in class a few weeks before it is due

GRADING POLICY

- Unexcused late projects will be **graded down a full letter grade** for every day it is late—if it is a few hours late on the same day, it will be graded down by half a letter grade
- **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 1st draft on time OR if you miss a peer-editing workshop day.
- 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	150	15%
Presentation	n/a	50	5%
Participation	n/a	200 (~7pts per class)	20%
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 notification.

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

COURSE SCHEDULE

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	Th 1/24	Welcome! Introduction, syllabus/Canvas, and getting to know each other
2	T 1/29	Due: Discussion Board 1 Read: “Context is Critical” Two chapters from <i>Can I Use I</i> (available as a PDF file on Canvas for these chapters only) In class: Project 1 Assigned Mapping communities and stakeholders
2	Th 1/31	Due: Discussion Board 2 Read: <i>Can I Use I</i> (pp. 1–32; skip the two chapters you read previously) “Habits of Mind” In-class essay
3	T 2/4	Due: Discussion Board 3 Read: “Wikipedia is good for you?!” “Wikipedia is not a reliable source” Watch: Scientific Studies with John Oliver (link on Canvas) In class: Research guidelines and requirements
3	Th 2/7	Due: Project 1 progress check (On Canvas) Read: TBD (On Canvas) In class: Context, purpose, audience
4	T 2/11	Read: <i>Can I Use I</i> (pp. 46-72) Articles posted on Canvas In class: Thesis and essay structures Group project on assigned readings

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
4	Th 2/14	<p>Due: Complete rough draft of Project 1 (Bring 3 hard copies) Read: <i>Can I Use I</i> (pp. 33-45, 73-79)</p> <p>In class: Peer review workshop</p>
5	T 2/19	<p>Due: Discussion Board 4 Read: <i>Can I Use I</i> (pp.80-96, 124-129) “Annoying ways people use sources”</p> <p>In class: Citing sources Feedback on rough drafts</p>
5	Th 2/21	<p>Due: Discussion Board 5 Read: “Backpacks vs. Briefcases: Steps towards Rhetorical Analysis”</p> <p>In class: Begin rhetorical analysis Mini group project with the reading</p>
6	T 2/26	<p>Read: <i>Can I Use I</i> (97-123) “Commonplaces, Ideologies, and Audience”</p> <p>In class: Project 2 assigned Commonplaces, ideologies</p>
	Th 2/28	<p>Due: Project 1 and process materials (On Canvas) Bring a copy of the text/artifact you’re analyzing</p> <p>In class: More rhetorical analysis Student feedback</p>
7	T 3/5	<p>Due: Discussion Board 6 Bring a copy of the text/artifact you’re analyzing Read: “Reasoning with Audiences: Logic on the Ground of Critical Situation”</p> <p>In class: Enthymeme</p>
7	Th 3/7	<p>Due: Project 2 progress check (On Canvas) Read: Sample student essay</p> <p>In class: Group project In-depth textual analysis</p>
8	T 3/12	<p>Due: Discussion Board 7</p> <p>Read/In class: TBD</p>
8	Th 3/14	<p>Due: Complete rough draft of Project 2 (Bring 3 hard copies)</p> <p>In class: Peer review workshop</p>

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
9	T 3/19	Due: Discussion Board 8 Read: “Establishing Character and Credibility” In class: Situated and invented ethos
9	Th 3/21	Due: Discussion Board 9 Read: TBD; will post on Canvas In class: Project 3 assigned Kairos/Multimodal Assignments Begin drafting proposals
10	T 3/26	Due: Discussion Board 10 In class: Visual rhetoric
10	Th 3/28	<u>Due on 3/30 (Sunday by midnight):</u> Project 2 and process materials (On Canvas) In class: Proposals for Project 3 due Sign up for Conferences
11	4/1 ~ 4/5	Happy Spring Break! No class.
12	T 4/9	In class: Rationale for Project 3
12	Th 4/11	No class meeting. Online discussion board.
13	T 4/16	Conferences
13	Th 4/18	Conferences
14	T 4/23	In class: Presentation assigned Presentation sign-ups
14	Th 4/25	Due: Complete rough draft of Project 3’s Multimodal Artifact and Rationale In class: Peer review workshop
15	T 4/30	In class: Portfolio assigned
15	Th 5/2	In class: Portfolio Reflection Presentations
16	T 5/7	In class: Presentations
16	Th 5/9	Due: Project 3 (proposal, rationale, and process materials) In class: Presentations
Final Day	Mon 5/20 9:45am-12pm	Due: Final draft of ePortfolio at noon, include portfolio reflection (Submit in two places on Canvas)