



San José State University  
Humanities and Arts, Department of English and Comparative Literature

## English 1A, First-Year Writing, Section 19

Spring 2020

Instructor:	Amber Sylva
Office Location:	Faculty Office Building (FOB) 222
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Office Hours:	Monday 4:00pm-6:00pm <b>and</b> by appointment
Class Days/Time:	Monday/Wednesday 1:30pm-2:45pm
Classroom:	Sweeney Hall 411
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

## **Course Management Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

## **Course Description**

English 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, purposes, and contexts. You will learn to communicate clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. The theme of this course is “Community;” therefore, our writings will focus on bringing our diversities together to build a community that will enhance our lives and the lives around us.

## **GE Area A2 Course Description**

ENGL 1A fulfills the written communication general education requirement. Course in GE Area A2 cultivate an understanding of the written process and 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 the student is a capable college-level writer and reader of English.

## **GE 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 this course, students will be able to:

1. demonstrate the ability to *read actively and rhetorically*;
2. perform the essential steps in the *writing process* (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the *rhetorical feature* of texts, such as purpose, audience, context and rhetorical appeals;
4. integrate your 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**

All required texts will be available for purchase in the SJSU bookstore.

*Can I use I?* By Catherine Prendergast ISBN: 978-0-986-14571-1

*Speaking of Writing: A Brief Rhetoric* By Allegra Goodman and Michael Prince ISBN:978-1-55481-434-3

## **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.

## **Other technology requirements / equipment / material**

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 at

<http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

## **Library Liaison**

Peggy Cabrera, [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu), 408-808-2034, Dr. Martin Luther King Jr. Library

## **How is Our ENGL 1A Course Designed? I am glad you asked!**

**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. Moreover, because we are diverse, we are able to learn about other cultures. Our diversity will benefit our classroom and SJSU community.

**Writing:** We are all writers in a writing class; therefore, we will explore the writing process together that will help our writing by prewriting, writing, and rewriting. Each writing assignment will allow us to prepare for both academic and real-world writing scenarios. Together, we will learn how to embrace writing moving forward.

**Reading:** Writing and reading go hand-in-hand. So, we will read a lot in this class, some of which will be hand-selected for you and some of which will be from sources you locate and find of interest.

**Final Experience:** We will be compiling a portfolio throughout the semester that consists of selected examples of your writing that you produce in our class. Every portfolio will include:

- All drafts (incl. prewriting materials): “Literacy Narrative”
- All drafts (incl. prewriting materials): “Critical Essay”
- Paragraph about English 1A
- All drafts (incl. prewriting materials): Major assignment from class
- All drafts (incl. prewriting materials): “Annotated Bibliography”
- Course Reflection Essay (Final Draft)

Diversity is beautiful and accepted here. 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 materials with **me**.

### **Course Assignments and Requirements**

English 1A Section 19 consists of twenty-nine class meetings and seven major assignments. Two of these assignments will be written essays exploring various aspects of genres. Each essay will begin with a brief (**no more** than 250 words) proposal that is to be turned in on the specified due date (please refer to our class syllabus). Your proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After the instructor has approved your proposal, you will need to prepare a rough draft of your essay and **bring two printed copies to class for peer-review (one for me and one to workshop)** on our **workshop** days. The presentation assignment will consist of a collaboration with a peer in the form of a multimodal (MM) group project; however, if you would like to work alone, that is acceptable too. Students will use their “A Problem Within My Community” and “Learning to Build Community” writing assignments to compare/contrast with their student colleague. This presentation is to enhance our awareness of the diversity within our classroom community and our SJSU community. Furthermore, this assignment will give the students a chance to use their rhetorical skills to help others understand the importance of kindness and acceptance. Each students’ portion of the presentation is to be 8-10 minutes in length.

Not sure what a multimodal project is? We will go over multimodality in detail during class, and it will be posted in Canvas, too. But, in short, a multimodal project uses different modes of communication written, oral, and possibly aural, digital, visual.

The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. The reflective essay will accompany a portfolio of your writing that will be compiled in-class during our last meeting. You must also submit your Annotated Bibliography along with your reflective essay. In-depth descriptions of each assignment will be gone over in class and will also be available under the “Assignments” tab in Canvas.

Please note that all essays adhere to proper MLA format. Essays must be double-spaced and typed in 12-point Times New Roman font. The student's name, professor's name, course number and section, and the due date must be located at the top left corner of the first page. Please see the *MLA Writing Example* and under the "Files" tab in Canvas for more information on how to properly format your essays.

## Procedures

All assignments are to be turned in electronically via Canvas **AND** a printed copy by the beginning of class. Any assignments that are not turned in by class start time will be considered late. In order to turn in your paper, you must be in class. In other words, a classmate/friend/relative cannot turn in your paper for you. No Exceptions.

If you are ill and unable to turn in a printed copy, please email me **before** the start of class on the due date; however, you are still required to submit an electronic copy before the start of class. In order for any missing assignments to be accepted, documentation must be provided. An example, you are sick and unable to turn in your first assignment, you must provide a doctor's note (clearing your absence) in order for the assignment to be accepted without penalty.

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details

about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## 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**. All assignments must be turned in to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0". **Please note:** Students must receive a C or higher to pass the course.

Course grades will be calculated using the following scale:

97% - 100%= A+	94% - 96%=A	90% - 93%=A-
87% - 89% = B+	84% - 86%=B	80% - 83%=B-
77% - 79% = C+	74% - 76%=C	70% - 73%=C-
69% - 65%=D+	64%-60%=D-	0% - 59%= F

## Grade Calculations

Requirements for particular assignments will vary, but in all cases, grades will reflect the assignment'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 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.
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- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of the 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 weakness 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

Assignment Calculations	Word Count	GELO outcomes.	Grade
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In-class Diagnostic Essay	650		0% (0 pts)
10 Discussion Boards	2100	2,3	10% (100 pts)
"A Problem Within My Community" Essay (incl. process materials)	1500	1-5	10% (100 pts)
"Learning to Build Community" Essay (incl. process materials)	1500	1-5	15% (150 pts)
Annotated Bibliography	1000	2-4	15% (150 pts)
Portfolio Reflection Essay	1000	1-5	15% (150 pts)
Presentation, Write Up, and Reflection	500+	2-5	10% (100 pts)
Elevator Pitch	250	2-5	5% (50 pts)

Engagement/Participation (daily in-class assignments, participation, active engagement et cetera)	n/a	n/a	20% (200 pts)
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### 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. If you are not in class, there is no way that you are able to participate. So, make sure that you are in attendance because I want to hear your opinions and thoughts about what we are learning. Your voice matters.

It is important for you to have a say in your learning environment. I am interested in your comments and concerns. Therefore, before we delve 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? 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.

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

Syllabus is subject to change at any given time. It is the student's responsibility to check the syllabus on Canvas for changes periodically.

## English 1A / First-Year Writing, Spring 2020 M/W 1:30-2:45pm

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>*Readings and assignments listed are to be completed <b>BEFORE</b> class</i></p> <p><i>*Calendar subject to change with fair warning. Changes will be found on Canvas and accompanied by an email</i></p> <p><i>{SW= Speaking of Writing, C=Canvas, CIUI=Can I use I}</i></p>
1	M: Jan 27	<b>In Class:</b> “Getting to Know You” activity, our class syllabus, classroom norms
1	W: Jan 29	<b>Read:</b> SW Note to Students and Chapter One (11-35) <b>In Class:</b> Writing Diagnostic Essay Discuss the Benefits of Writing, Writing Situations, and Stasis Theory Handout
2	M: Feb 3	<b>Due:</b> Discussion Post on Canvas (1) <b>Read:</b> CIUI Pages 1-38 <b>In Class:</b> Class discussion, Introduction to Genre (MOD), Letters to Professor Crawford’s English 2
2	W: Feb 5	<b>Due:</b> Discussion Post on Canvas (2) <b>Read:</b> CIUI pages 39-75 <b>In Class:</b> Library Research Day *Meet in the MLK Library 2 <sup>nd</sup> floor
3	M: Feb 10	<b>Due:</b> Discussion Post on Canvas (3) <b>Read:</b> CIUI pages 76-130, <b>AND</b> SW Chapter Ten (302-316) <b>In Class:</b> “How to Write with Style” By Vonnegut <b>AND</b> “Shitty First Drafts” By Lamont <b>Drafting a Proposal</b>
3	W: Feb 12	<b>Due:</b> Proposal of “A Problem Within My Community” (Assignment #1) <b>Read:</b> SW Chapter Seven (193-208) <b>In Class:</b> How Can I “Listen in” on Writing Conversations
4	M: Feb 17	<b>Read:</b> SW Chapter Seven Cont. (209-228) <b>In Class:</b> Drafting and Revision  Pre-writing Strategies/ Workshop for Stasis Theory (Assignment #1)
4	W: Feb 19	<b>Due:</b> Draft of “A Problem Within My Community” (Assignment #1), Submit your draft via Canvas BEFORE class. <b>In Class:</b> Paper workshop *Bring a hard copy of your paper*
5	M: Feb 24	<b>Due:</b> Discussion Post on Canvas (4) <b>Read:</b> SW Chapter Two (37-52) <b>In Class:</b> Rhetoric and the Rhetorical Situation, and Why Structure and Organization Matter?

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5	W: Feb 26	<b>Due:</b> Discussion Post on Canvas (5) <b>Read:</b> SW Chapter Six (164-186) <b>In Class:</b> Thesis, Organization, Context, Audience, and Purpose
6	M: March 2	<b>Due:</b> Final Draft of “A Problem Within My Community” (Assignment #1) <b>In Class:</b> Outside Writing Day: Reflect on Assignment #1
6	W: March 4	<b>Due:</b> Proposal of “Learning to Build Community” (Assignment #2) <b>In Class:</b> Argument/Audience/ So What? *Write letters* Genre
7	M: March 9	<b>Due:</b> Discussion Post on Canvas (6) <b>AND</b> Elevator Pitch (1-page MAX) <b>Read:</b> Revisit Chapter 2 of SW (37-52) <b>In Class:</b> Elevator Pitch Presentations, Letters to Professor Crawford’s English 2 class
7	W: March 11	<b>In Class:</b> Research and Writing Day for Writing Assignment #2
8	M: March 16	<b>Read:</b> SW Chapter 4 (98-117) <b>In Class:</b> Rhetorical Analyzing different mediums
8	W: March 18	<b>Due:</b> Discussion Post on Canvas (7) <b>In Class:</b> How to Use Sources/Different Types of Sources, Parenthetical Citations
9	M: March 23	<b>Due:</b> Draft of “Learning to Build Community” (Assignment #2) <b>Watch video that will be posted to Canvas BEFORE class.</b> <b>In Class:</b> Set up Portfolios, discuss video on Ethos/Pathos/Logos, Conflict
9	W: March 25	<b>Read:</b> Canvas: The Writing Process <b>In Class:</b> Write to Think/Learn, The Writing Process
10	M: March 30	<b>Spring Break!!</b>
10	W: April 1	<b>Spring Break!!</b>
11	M: April 6	<b>Due:</b> Discussion Post on Canvas (8) <b>Read:</b> Annotated Bibliography Example on Canvas  <b>In Class:</b> Discuss and Draft Annotated Bibliography
11	W: April 8	<b>Due:</b> Final Draft “Learning to Build Community” (Assignment #2) <b>Read:</b> SW Chapter 8 (232-249) <b>In Class:</b> TBD / Letters to Professor Crawford’s English 2 class

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12	M: April 13	<b>Read:</b> Canvas Reading “Transitions”  <b>In Class:</b> Transitions and Modes of Discourse and Language. Process Analysis
12	W: April 15	<b>Due:</b> Draft of “Annotated Bibliography” Assignment #3  <b>In Class:</b> Workshop *Bring 1 hard copy to class*
13	M: April 20	<b>Due:</b> Discussion Post on Canvas (9) Process Analysis
13	W: April 22	<b>Earth Day!</b>  <b>In Class:</b> Outside writing activity
14	M: April 27	<b>Due:</b> Reflective Essay and Annotated Bibliography <b>AND</b> Discussion Post on Canvas (10)  <b>Read:</b> SW Chapter 9 (260-279)  <b>In Class:</b> Presentations and Call to Action (MM questions), Work on ePortfolios, and Workshop. Bring laptop or other device to class. Go over dates for presentations.
14	W: April 29	<b>Due:</b> Presentations Write-Ups are due for all students. Start of Presentations <b>Read:</b> SW Chapter 9 cont. (280-294), <b>AND</b> PDF on Multimodality (MM) <b>In Class:</b> Presentations
15	M: May 4	<b>In Class:</b> Presentations
15	W: May 6	<b>In Class:</b> Presentations
16	M: May 11	<b>Last Day of Class Instruction!!!</b>  <b>Self-Reflection Day: Take time out of your day to reflect on all of your hard work and success/failures during the semester. Write about it.</b>  <b>In Class:</b> Presentations

Week	Date	<b>Topics, Readings, Assignments, Deadlines</b>  <i>*Readings and assignments listed are to be completed <b>BEFORE</b> class</i> <i>*Calendar subject to change with fair warning. Changes will be found on Canvas and accompanied by an email</i> <i>{SW= Speaking of Writing,</i> <i>C=Canvas, CIUI=Can I use I}</i>
Final Exam	M: May 18	<b>Due:</b> ePortfolios including <b>Final Reflection and Annotated Bibliography</b> <b>In Class:</b> Presentations, Donuts, and Growth Sharing Exercise 12:15pm- 2:30pm <i>Bring laptop or other device to class.</i>