

**ENGL 1A-59 (43474) FIRST YEAR WRITING
(LECTURE)**

**MOWE 3:00-4:15PM / AUG 19, 2020- DEC 7,
2020**

INSTRUCTOR	Joseph Navarro Canvas and Zoom
OFFICE LOCATION	
EMAIL	Joseph.navarro@sjsu.edu
OFFICE HOURS	Monday and Wednesday
CLASS DAYS/TIME	MoWe 3:00-4:15PM
CLASSROOM	Canvas and Zoom
PREREQUISITES	Completion of Reflection on College Writing
GE/SJSU STUDIES CATEGORY	Satisfies GE Area A2 Written Communication I(with a grade of C-or better)

Canvas and Zoom

Zoom and course materials such as announcements, messages from the instructor, syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. Use this PDF to assist with setting up messages to your phone and personal email:

<http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf>

Textbook

Local Actions: Cultural Activism, Power, and Public Life in America. Ed. Melissa Checker and Maggie Fishman. Columbia U P: New York. 2004

Free eBook : <https://library.sjsu.edu/etextbooks>

Other technology requirements /
equipment / material

- Notebook
- Flash Drive / Cloud Storage / Personal

Email Account (3 save points)

- Internet Access
- Laptop or Desktop Computer (there are also several computer labs on campus)

ENGL 001A 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.

ENGL 1A Learning Outcomes (GELO)

1. Read actively and rhetorically;
2. 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. 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

Course Goals:

1. Students will begin by writing about their personal connections to an issue pertaining to literacy, their cultural and historical experience and observation on the issue, and their sense of what their personal literacy means as part of the American experience.
2. Students will explore history of an issue surrounding literacy for a community, group, individual in the state of California of their preference and further research regional and global differences—tracing the movement of the issue to different locations.
3. Students will engage the ethnographic and Translingual perspective of Checker and Fishman’s Local Actions: Cultural Activism, Power, and Public Life, which is tied to local, California responses and obstacles to literacy.
4. Students will contribute to a digital platform in the development of an Archive and Digital short in response to their writing and to publish their fieldwork and research about their local literacy issue.
5. Students will research social movements and advocacy relating to literacy in California and transnationally.

Grading Policy

A+ 100-98	B- 83-80
A 97-94	C+ 79-77
A- 93-90	C 76-73
B+ 89- 87	C- 73-70
B 86-83	D 69 or below

Course Structure

Late work

Any assignments submitted past their posted deadline will automatically receive a 10 point reduction. Students will still be permitted to submit the late work, and will be graded and awarded on the available points. The purpose of this arrangement is to allow for the submission of late work, but to understand that there is a penalty for failing to meet the deadline. First, you will only receive this opportunity for late work if you communicate in advance that you will be submitting late. Second, you will be able to utilize this small penalty, but large privilege to develop your own schedule for time management in relation to the structure I have provided.

Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

Participation (Attendance and Weekly check-in assignments)

- *Zoom sessions*—in this format we will work in break-out groups and have more class-based discussions. We will still utilize Canvas, Mentimeter and Padlet, but you will be able to directly communicate with both myself and your peers. Attendance will be taken during the first 10 minutes of class.
- *Pre-recorded lectures*—in this format a video will be posted with the content necessary for the day. You will not have to log into Zoom. All work will still be based on Canvas, and some of the videos might ask you to use Mentimeter and Padlet. You will have the class time to meet with your peer groups, and you may contact me directly via email. I will also notify you in advance if I will be in the course Zoom room to answer any questions.
- *Weekly check-in assignments*—these will be set up for the first 15 minutes of class, and you will have 1-2 each week. They will be in the form of Free writes or Critical responses and will contribute to your Participation points. For those unable to attend the lecture, you may still complete the assignment by its due date (usually at 11:59 pm of the night the assignment opens). See the above percentage breakdown for the Participation.

Discussions

Weekly Discussion posts that you will complete under the Discussions section of Canvas. ; late work with point deduction; no opportunity to revise; low-stakes assignments to assist with large assignments.

Projects

The term is staged through 5 major projects—each published on your WordPress website. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and community research. In all, the five major assignments will form the core of your ethnographic study of an Issue in California. All Twitter photos/videos will appear on the WordPress site to meet the multimodal requirements for each assignment.

The center of gravity for course; primary focus of outside writing and research; late work accept with point deduction; feedback will not be provided on late work; largest point total per assignment

- The feedback provided will allow for you to further focus your next assignment. It is advisable that you meet the soft-deadlines, and come to class with work in-progress so that you may generate more content with the class.

Digital short (Youtube): Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

Digital archive: blog, vlog, google doc. (5 totals posts for the term) Note: You will need to create a “Researcher Account” utilizing your school email if you decide to create a blog. For several of your projects, you will develop as either blogposts, vlog with script, or google doc (submitted one project at a time, but collectively stored).

Resources

- Peer Connections Tutoring and mentoring services. SSC 600, (408)924-2587
- Writing Center Writing resources, workshops, and one-on-one tutoring sessions. Clark Hall 126, (408)924-2308
- Academic Support Center: <http://www.sjsu.edu/global/about-sjsu/undergraduate-students/academic-support/index.html>
- Additional Support and Resources:
 - <https://www.sjsu.edu/access/resources/>
 - <https://www.sjsu.edu/undocuspartan/resources/campus-resources/index.html>

Sexual Harassment Reporting

Title IX requires higher education institutions to take necessary precautions to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported. To fully comply with Title IX, the CSU Chancellor's Office issued Executive Order 1095, which mandates educational training programs to help prevent sexual violence. For more information and resources, go to: <http://notalone.sjsu.edu/> & <http://www.sjsu.edu/wellness/OngoingEducation/>

District Non-Discrimination Statement

San José State University is committed to creating an atmosphere in which all persons and groups can work and study free of unlawful discrimination.

Use the link below to report concerning discrimination incidents.

<http://www.sjsu.edu/diversity/diversity-equity-inclusion/report-bias/>

Health Center Information:

The Student Health Center at San Jose State University is to work together to enhance individual and community well-being in support of student learning.

Services
Provided:
Illness and
Injury
Treatment
Preventive
Medicine
Women's



Health
HIV/AIDS information
Family PACT
Dermatology
Gender Affirming Care Services
Immunizations Podiatry
Sports Medicine

Travel Care
Laboratory
Pharmacy
Physical Therapy
Radiology
Physical Examinations
Allergies