

San José State University
School/Department
English 1A, First Year Writing, Section 4, Spring, 2021

Course and Contact Information

Instructor:	Jessica Mejia Salazar
Office Hours:	Mon/Wed 3:30-4:30pm.
Email:	Jessica.Mejia@sjsu.edu
Class Days/Time:	Mon/Wed 4:30-5:45pm
Virtual Classroom Links:	Via Zoom and Canvas
Prerequisites:	The <i>Reflection on College Writing</i> in Canvas.
GE/SJSU Studies Category:	A grade of C- (minus) or better in this course satisfies General Education Area A2

Our Course Description

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences using a variety of genres.

How Will Instruction Be Delivered in This Course?

Technology Intensive, Hybrid, and Online Courses

Our course will be technology intensive with an online, hybrid delivery format. This will require us to have access to technologies, which may include a laptop, smartphone, and/or tablet with video conferencing capabilities. We will need internet connectivity to participate in online Zoom classroom activities and to review/submit assignments via Canvas. Some software applications we may use throughout the semester include Zoom, Canvas, SJSU Google Suite, a PDF reader, etc. If you need to borrow laptops, iPads, and more, please contact [Student Computing Services](#). If you need software training, please contact [Student Technology Training Center](#). 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.

During the first two weeks of class, we will also discuss and collaborate on Zoom etiquette for our classroom, such as turning on video cameras during Zoom classes, when to mute our microphones, the possibility of the instructor recording lectures, what happens if our internet becomes “unstable” during Zoom, etc.

This Course Uses Canvas Messaging

Course materials such as syllabus, handouts, notes, assignment instructions and prompts, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. Log in and look for English 1A among the courses in your account. I will use Canvas messaging and announcements to update you, so be sure to be on the check for emails from me via Canvas. They will populate in your email account linked to Canvas, as well as directly in your Canvas inbox.

What Will We Study in This Course?

What General Education Goals Will We Achieve in This Course?

Upon successful completion of this GE 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.

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 discussions.

Writing: Writing is at the heart of our class. Assignments will give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

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

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. Our class will work towards creating a brave space for each other.

“Safe spaces” tend to mean a space where everyone feels comfortable to share their opinions, experiences, feelings, ideas, and concerns openly. However, “safe spaces” are often not how they appear; what feels safe to one person might feel hostile, inauthentic, or inattentive to another. On the other hand, brave spaces require and create critical and authentic dialogue by using group constructed equitable norms (Arao & Clemens, 2013).

What Are The Required Texts/Readings For Our Course?

Textbooks

Our course reading assignments will be available for free on Canvas, online, or through MLK Library databases.

- [Writing Unleashed](#) by Priebe, Marman, and Anderson (free online)
- [You, Writing! A Guide to College Composition](#) by Glynn, Hallsten-Erickson, and Swing (free online)

Other Readings

Students will also be responsible for locating other free reading materials (online or through the MLK Library databases) throughout the course in support of their writing projects.

What SJSU Resources Are Available to Us?

The University provides all students several resources to help us successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support.

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Accessible Education Center](#)

Our Course Requirements and Assignments

We will divide our study time in this course among the following activities:

<i>Assignments</i>	<i>Final Draft Word Count</i>	<i>Final Due Date</i>	<i>Main GELO Targets</i>
<i>Daily and Genre Encounter Group Projects</i> <i>*Actual date(s) based on class progression in module scenarios.</i>	1400	TBA*	1-4
<i>Persuasive Letter</i>	1000	10/5	3,4
<i>Business Plan to Investor</i>	1000	11/2	3,4
<i>Class Portfolio: Reflection Essay, Annotated Bibliography, & Supporting Documents</i>	600	12/10	2,5
<i>Participation, Discussion Boards, Quizzes & In-class Writing</i>	4000	n/a	1,2

Responding to Discussion Boards in Canvas. Before each class session and during the sessions, we will compose responses directly in Canvas discussions. The prompts for these discussions are designed to guide us through our learning journeys. They are paced to help you meet course learning outcomes and produce work that meets our collective learning needs.

Meeting with Fellow Writers Online During Class Time. During the 2 hours and 30 minutes we spend together on Mondays and Wednesdays in Zoom, we will use the readings and Canvas discussion boards to advance our learning in real time as a team. Your participation in these sessions is instrumental to your and to our success.

Adapting to Daily Encounters. While understanding rhetoric in a fictional landscape, we will work through various scenarios based on the landscape's contextual settings. These different scenarios are dynamic and our individual, group, and class decisions will create/change opportunities within the landscape. When we move from our fiction landscape to a real-world setting, we'll continue these encounters through the lens of genre.

Composing A Persuasive Letter. After establishing ourselves in our fictional landscape, we will closely examine one stakeholder that pertains to the class fictional rhetorical situation, use rhetorical modes and appeals to forward the stakeholder's arguments and claims, and will identify the stakeholder's place in their community and other contextual settings.

Creating Your Own Organization. Beginning in Week 8, we will start to develop and draft website and business plans for individual research projects. This project will make an argument that contributes to the existing discourse of your rhetorical situation. Your project will demonstrate an awareness of the place of your contribution in its communities and the arguments/perspectives of the rhetorical situation.

Reflecting on What You Take Away from This Class for Future Learning. In the last class module, we will generate material for your final reflection essays and gathering samples from our course archive to document your learning history. By May 20 at 5:00 p.m. you will submit your class portfolio for evaluation.

How Much Work Will We Be Expected to Do In This Course?

To be successful in this course, you should plan to spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities ([University Policy S16-9](#)).

So let's do some math. In this course we earn 3 units (3 x 45). The course of study is 15 weeks, excluding holiday breaks (3x45/15). That means we are signing up to do a minimum of 9 hours of study per week. Two and a half of those hours will be completed within our Zoom sessions, when I will design and direct our study. The remaining 7.5 hours a week, you will work on your own or with your peers to complete assignments.

What Is The Final Examination or Evaluation For Our Course?

All learning experiences culminate in some sort of final assessment—an opportunity for a student to gauge how far they have come since beginning the course ([University policy S17-1](#)). In this course, our learning culminates in a Reflection and Portfolio Assignment. In this assignment, we will gather from the Canvas archive samples of our coursework that account for our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning.

How Will We Be Graded in This Class?

The course will be graded according to our learning contract. A contract learning system guides you to regularly monitor and describe your own progress as you work toward a culminating project—in this class, that will be the class portfolio. The contract weighs equally all the work you submit. The smaller assignments are no less “weighty” in our learning process since they build our effective understanding in the class portfolio.

What Are the Terms of the Learning Contract?

By signing up for this 15-week 3-unit course, you agree to perform at least 7.5 hours of work a week outside of class time toward our collective exploration of writing and rhetoric. The products of your labor (see our course requirements and assignments on page 3) each be awarded points toward your final course grade.

The grade you earn in the course is based on the points you earn in each learning activity.

Each activity in the modules is worth 2 points. You will earn one point for each of the following:

1 point for Completeness

- You complete and submit the tasks outlined in the assignment.

1 point for Relevance to Our Collaborative Study

- You explicitly apply what we are reading and discussing together in Canvas and on Zoom to each task you do and submit.
- You submit work that advances our collaborative study—that is, work that contributes observations, curiosities and questions, confusions or insights useful to our collective study of writing and rhetoric.

How Will Each Contribution to Our Shared Learning Be Evaluated?

I will use the following rubric to score assignments completed in Canvas.

Does the work submitted help us to achieve our research goals?		
Criteria	Ratings	Points Possible
Completeness	+ 1.5 Completes & submits the tasks outlined.	0 – 1.5 point
Relevance	+ .5 Explicitly applies to each task what we've read and discussed together in Canvas and on Zoom. Contributes observations, curiosities and questions, confusions or insights useful to our collective study.	0 – 0.5 point
Total Points		0 – 2 points

What is Our Late Policy?

You can submit late work up to three days after an assignment is due with the following late penalties:

- -0.5 point for one day late
- -1 points for two days late
- -1.5 points for three days late

How Will You Calculate Course Grades?

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

There is no extra credit built into our syllabus. There is ample opportunity for everyone to learn defined in the work I have laid out for us. I can't imagine any of us having the bandwidth for extra credit!

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>0 to 59%</i>

Grading Information for GE A2 Courses:

This course must be passed with a C- or better as a CSU graduation requirement.

What Is Our Classroom Protocol?

For a class like this one, much of the learning happens in class. Before we dive into our course content, we need clear expectations of our learning community. 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.

Where Can We Read the University Policies?

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity.

If we decide as a class to record our Zoom classes, University policy ([S12-7](#)) requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you can use an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).

Any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center](#) (AEC), and the instructor.

Academic Dishonesty: Students who are suspected of cheating/plagiarism will be referred to the [Student Conduct and Ethical Development](#) office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

ENGL 1A-4 / First Year Writing, Spring 2021, Course Schedule

This schedule is subject to change with fair notice via email, Canvas, or in class.

Our Course Schedule Overview

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Blue= Major Assignment assigned Red= Major Assignment Rough Draft due Purple= Major Assignment Final Draft due</p>
1	1/27	<p>Read Before Class: Zoom, Canvas, and SJSU Email Guides In Class: Our Syllabus, Why We Write? Class: Via Zoom</p> <ul style="list-style-type: none"> You should prep to log on at least <u>five minutes</u> before class starts. If you have any trouble logging on, please email me at Jessica.Mejia@sjsu.edu. Please make sure your <u>Zoom Name is your full name</u> on this first day, otherwise you won't receive permission to enter the Zoom meeting. Only students officially enrolled will be permitted to join Zoom meeting. <p>Due By 11:59pm: Introduction Video, Class Survey</p>
2	2/1	<p>Read Before Class: Syllabus, <i>Writing Unleashed</i> (pgs 7-16), "Reading Actively and Rhetorically" PDFs Due Before Class: Reading 1 Annotations, Reading 1 Quiz In Class: Creating Our Class, Learning Rhetoric in a Fictional Landscape</p>
2	2/3	<p>Read Before Class: <i>You, Writing!</i> (pgs 11-23) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounter</p>
3	2/8	<p>Read Before Class: <i>Writing Unleashed</i> (pgs 34-41 & 121-124) Due Before Class: Discussion Board/s on Canvas In Class: Persuasive Letter assigned, Daily Encounter</p>
3	2/10	<p>Read Before Class: <i>You, Writing!</i> (pgs 37-54), Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounter</p>
4	2/15	<p>Read Before Class: <i>You, Writing!</i> (pgs 31-36), Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters</p>
4	2/17	<p>Read Before Class: <i>Writing Unleashed</i> (pgs 70-72 & 129-131) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters</p>

Week	Date	Topics, Readings, Assignments, Deadlines Blue= Major Assignment assigned Red= Major Assignment Rough Draft due Purple= Major Assignment Final Draft due
5	2/22	Read Before Class: Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters
5	2/24	Due Before Class: Persuasive Letter Draft due In Class: Writer's Memo, Daily Encounters, Peer Review Workshop
6	3/1	Read Before Class: <i>You, Writing!</i> (pgs 82-94) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters
6	3/3	Read Before Class: <i>Writing Unleashed</i> (pgs 140-146) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters
7	3/8	Read Before Class: Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters, Revising Your Persuasive Letter
7	3/10	Read Before Class: Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters, Editing Your Persuasive Letter
8	3/15	Due Before Class: Persuasive Letter Final Draft due In Class: Check-in #2, Classroom Protocol Review, Rhetoric and Multimodality in the Real World, Organization Website and Business Plan to Investor assigned
8	3/17	Read Before Class: <i>You, Writing!</i> (pgs 140-151), <i>Writing Unleashed</i> (pgs 51-56) Due Before Class: Discussion Board/s on Canvas In Class: Analyzing Visual Arguments
9	3/22	Read Before Class: Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Genre Encounter
9	3/24	Due Before Class: Organization Website Draft due In Class: Writer's Memo, Analyzing Like Designers, Peer Review Workshop
10	3/29	Spring Break! No Class!
10	3/31	Spring Break! Cesar Chavez Day! No Class!
11	4/5	Read Before Class: Handout/s on Canvas Due Before Class: Discussion Board/s on Canvas In Class: Genre Encounter
11	4/7	Read Before Class: <i>You, Writing!</i> (pgs 151-158) Due Before Class: Discussion Board/s on Canvas In Class: Genre Encounter

Week	Date	Topics, Readings, Assignments, Deadlines Blue= Major Assignment assigned Red= Major Assignment Rough Draft due Purple= Major Assignment Final Draft due
12	4/12	Due Before Class: Draft of Business Plan to Investor due In Class: Writer's Memo, Genre Encounter, Peer Review Workshop
12	4/14	Due Before Class: Organization Website Draft due In Class: Writer's Memo, Genre Encounter
13	4/19	Due Before Class: Discussion Board/s on Canvas In Class: Revising Draft of Business Plan to Investor
13	4/21	Due Before Class: Discussion Board/s on Canvas In Class: Editing Draft of Business Plan to Investor
14	4/26	Due Before Class: Organization Website and Final Draft of Business Plan to Investor Final due In Class: Check-in #3, Portfolios, Annotated Bibliography, and Reflection Essay assigned
14	4/28	In Class: Annotated Bibliography Pre-Writing Session
15	5/3	In Class: Reflection Essay Pre-Writing and Organization Session
15	5/5	In Class: Reflection Essay and Annotated Bibliography Composing Session
16	5/10	Due Before Class: Annotated Bibliography and Reflection Draft due In Class: Writer's Memo, Creating Your Portfolio, Peer Review Workshop
16	5/12	In Class: Revising Your Portfolio
17	5/17	In Class: Editing Your Portfolio
Final Exam	5/20	Due: Annotated Bibliography Final Draft, Reflection Essay Final Draft, and ENGL IA Portfolio due via Canvas on Thursday, May 20, 2021 by 5:00 pm PST.