

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing Composition, Sec 09, Spring 2021

Course and Contact Information

Instructor:	Monica Lopez
Office Location:	FOB 117
Email:	monica.lopez01@sjsu.edu
Office Hours:	Thursday 3:00-4:00, and by appointment
Class Days/Time:	Tuesday/Thursday 1:30-2:45
Classroom:	Online
Prerequisites:	Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

Section 17 Description

This section English 1A will focus our attention on popular culture using the text *The World Is a Text: Writing About Visual and Popular Culture*. This book encourages students to write about popular culture. A majority of your attention will be directed to popular culture (movies, tv, social media, celebrities, sports, technology, etc.) and cultural and linguistic identity.

Technology requirements

This course meets online via Zoom. We will use Canvas for instructional materials, assignments, and peer editing. Regular access to a laptop or computer with internet access. Laptops and iPads may be checked out from SJSU Student Computing Service at no cost.

<https://library.sjsu.edu/student-computing-services/lending-policies>

Please contact the Student Technology Service Desk for any technical support.

GE Learning Outcomes (GELOs)

Upon successful completion of this course, students will be able to:

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

Required Texts/Readings

- *The World Is a Text: Writing About Visual and Popular Culture* (Updated Compact Edition). Jonathan Silverman and Dean Rader. ISBN: 978-1554813797
- All additional readings will be available on Canvas

Course Requirements and Assignments

1. ***Fashion Essay (persuasive essay)***, Rough Draft: 09/14, Revised Draft: 09/21, 100pts/10% [GELOs 1-5]
You will write a paper analyzing a fashion trend. After reading the chapter “Reading and Writing about Fashion” in *The World Is a Text*, you will choose an article regarding any fashion trend of your interest (clothes, cars, shoes, accessories, etc.) and analyze the purpose of the article and persuade the reader to agree with your opinion. Your essay needs to be two pages long and follow the MLA guidelines.
2. ***Music Essay (research essay)***, Rough Draft: 10/07, Revised Draft: 10/14, 150pts/15% [GELOs 1-5]
You will write a research paper on a song of your choice. After reading the chapter “Reading and Writing about Music” in *The World Is a Text*, you will choose a song, analyze it, and research the historical and social context that influences the song. You will include at least two outside sources to supplement your own analysis. Your essay needs to be 3-4 pages long and follow the MLA guidelines. Include a work cited page.
3. ***Multimodal Presentation***, 11/02, 150pts/15% [GELOs 1-5]
You will create a multimodal presentation on your music essay. You can use Tumblr, WordPress, PowerPoint, or another preapproved source to present your findings to the class. You will be communicating the importance of the visual and audio effects of your presentation. Your presentation must be 5-7 minutes long.
4. ***Final Essay***, 12/15, 250pts/25% [GELOs 1-5]
Our final essay will be a self-reflection essay (approximately 500-600 words) in which you argue that you have developed an understanding of the course’s learning goals (specifically GELO2) and have developed strategies for working toward those goals. An annotated bibliography of your writing will be included as

evidence of your progress as a writer. This may include any writing you have done this semester along with materials that support the arguments you make in the self-reflection. Your e-portfolio must be submitted for full credit.

5. **Discussion Board** 25% [GELOs 1-5]

You will submit your reader responses through the discussion board. Your reader response is a quick response in regards to your assigned readings. Reader responses need to be posted before the start of the class and must consist of at least 150 words.

6. **Participation** 10% [GELOs 1,4]

Each student will need to come to class prepared and ready for discussion.

Grading Policy

Essays are evaluated and graded on the following criteria for first-year writing courses. These criteria were taken directly from the SJSU website:

- An “A” range 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” range 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” range 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” range 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.
- **Late papers will be marked down 1/3 letter grade per day (including weekends).**

Please Note: To pass ENGL 1A, you must earn a "C-" or higher

Grading Scale

Grade	Percentage	Overall Points
A	93% - 100%	930 - 1000
A-	90% - 92%	900 - 920
B+	86% - 89%	860 - 899
B	83% - 85%	830 - 859
B-	80% - 82%	800 - 829
C+	76% - 79%	760 - 799
C	73% - 75%	730 - 759

C-	70% - 72%	700 - 729
D+	66% - 69%	660 - 699
D	63% - 65%	630 - 659
D-	60% - 62%	600 - 629
F	>59%	>599

Extra Credit

Extra credit is available throughout the semester. The goal of the extra credit is to continue to enhance your writing skills. There are three different ways to earn extra credit:

1. Camera On- It is an interesting time to be in college. Even though we are distance learning, I hope to still build a sense of community within our Zoom classroom. It is easier to connect with our classmates when we can see faces rather than black screens. You will receive 10 points extra credit for keeping your camera on.
2. Participation- You must be present to win. If you attend all classes, you will receive 40 points extra credit. If you miss one class, you will receive 20 points extra credit. Any additional classes missed result in forfeiting participation extra credit.

Plagiarism Policy

Cite your sources. If you plagiarize, you will receive an automatic 0 on your assignment. If you are unsure of rules in plagiarism, please visit the website Purdue OWL: Avoiding plagiarism.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>".

English 1A: First Year Writing, Spring 2021

Course Schedule

Students will be notified in class or through Canvas of any changes to the syllabus before the due dates

Complete reading and writing assignments BEFORE the start of class.

The World Is a Text: WIT

Discussion Board: DB

Week 1:

Thursday 01/28

Introduction

Week 2:

Tuesday 02/02

Due: Read: "What Type of Learner Are You" (Posted on Canvas)

DB: Post to discussion board before class

Thursday 02/04

Due: Read WIT: Chapter 1: "Semiotics: The Study of Signs (and Texts)

DB: Post to discussion board before class

Week 3:

Tuesday 02/09

Due: Read WIT: Chapter 2: "Texts, the World, You, and Your Essays"

DB: Post to discussion board before class

Thursday 02/11

Due: Read WIT: Chapter 5: "From Semiotics to Lenses: Finding an Approach for your Essays" & "Notes on the New World" by Faith Adiele (Posted on Canvas)

DB: Post to discussion board before class

Week 4:

Tuesday 02/16

Due: Read WIT: Chapter 6: "How Do I Write About Popular and Visual Culture Texts? A Tour Through the Writing Process" & Chapter 16: "Reading and Writing About Fashion"

DB: Post to discussion board before class

****Bring in your Fashion Article****

Thursday 02/18

Due: Fashion Rough Draft Essay- Bring a copy to class for peer review workshop

Week 5:

Tuesday 02/23

Due: Read WIT: Chapter 9: “Knowing What a Good Paper Looks Like: An Annotated Student Essay” & Chapter 10: “How Do I Cite This Car? Guidelines for Citing Popular Culture Texts”

DB: Post to discussion board before class

Thursday 02/25

Due: Fashion Essay- Submit online

Week 6:

Tuesday 03/02

Due: Read WIT: Chapter 22: “Reading and Writing about Music”

DB: Post to discussion board before class

** Choose an artist and song for your music essay**

Thursday 03/04

Due: Read WIT: Chapter 7: “How Do I Formulate Arguments about Popular Culture Texts? A Rhetorical Guide”

DB: Post to discussion board before class

Week 7:

Tuesday 03/09

Due: Read WIT: Chapter 8: “Researching Popular Culture Texts”

DB: Post to discussion board before class

Thursday 03/11

TBD

Week 8:

Tuesday 03/16

We will be working on our essays during our Zoom

Thursday 03/18

We will be working on our essays during our Zoom

Week 9:

Tuesday 03/23

Due: Music Rough Draft Essay- Bring a copy to class for peer review workshop

Thursday 03/25

Due: Music Essay- Submit online

Week 10:
Spring Break

Week 11:
Tuesday 4/06

Due: Read “Invoking the Ancestors” by Aileen Suzara (Posted on Canvas)
DB: Post to discussion board before class

Thursday 04/08

Due: Read “How to Tame a Wild Tongue,” by Gloria Anzaldua and “Mother Tongue” by Amy Tan (Posted on Canvas)
DB: Post to discussion board before class

Week 12:
Tuesday 04/13

Due: Read “America and I” by Anzia Yizierska and “I Too” by Langston Hughes (Posted on Canvas)
DB: Post to discussion board before class

Thursday 04/15

Present multimodal project

Week 13:
Tuesday 04/20

Present multimodal project

Thursday 04/22

Present multimodal project

Week 14:
Tuesday 04/27

Due: Read “Confronting Environmental Racism in the Twenty- First Century” by Robert S. Bullard (Posted on Canvas)
DB: Post to discussion board before class

Thursday 04/29

Due: Read “70117” by A.J. Verdelle (Posted on Canvas)
DB: Post to discussion board before class

Week 15:
Tuesday 05/04

We will be working on our annotated bibliography in class

Thursday 05/06

We will be starting our “final essay” in class

Week 16:

Tuesday 05/11

Continue working on “final essay” in class

Thursday 05/13

Last Day of Instruction- Peer review workshop for “final essay” rough drafts

Final Exam

Portfolio due by 11:59 pm