

San José State University

**College of Humanities and Arts, Dept. of English and Comp.
Literature**

English, Engl. 1A -29

Course and Contact Information

Instructor:	Kirsten Schwartz
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Office Hours:	By appointment via Zoom M-F 8-4pm
Classroom:	Zoom
Prerequisites:	The <i>Reflection on College Writing</i> is a prerequisite to English IA.
GE/SJSU Studies Category:	English 1A satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

Welcome, college students!

Your years in college are years of exploration and discovery. In this course we will blend observing and understanding civic responsibility with fine tuning our written communication. Together we will establish a daily pattern of reading *The New York Times*, along with other texts and modalities, to explore the ways that we as global citizens ‘join in the conversation’ through reading and writing in multiple genres, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

SJSU studies include an emphasis on diversity. I invite you to join me in reading *The New York Times* as the main text for our reading precisely to engage and find in these pages a full range of voices in our democratic conversation on global issues.

Catalog Description of English 1A

English 1A fulfills the Written Communication I requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with the special attention to the nature of writing in the university. Students in these courses develop college level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

Course Format

This is an online course that will be organized by Modules within Canvas combined with weekly synchronous learning via Zoom technology.

Technology Intensive, Hybrid, and Online Courses

This course is online and will require the appropriate technology. Reliable access to our Canvas Learning Management System through hardware such as a computer or smart phone is vital. You will also need to be able to procure and access a subscription to The New York Times and Eli Review; be prepared to subscribe to these two services in our first class meeting over Zoom during the first week of classes. Should you require assistance in obtaining the necessary hardware or connectivity, let’s talk (or reach out to CAPS directly).

Communication and Information

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System -course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas or through your SJSU email to learn of any updates. I will also work to send weekly announcements through Canvas. For help with using Canvas, see [Canvas Student Resources page](#).

What You Will Learn In English 1A

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)

Upon successful completion of this 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

This course invites you into a learning community and supports adopting good habits around college writing. Through a variety of activities, writing assignments, projects in this course, you will continuously practice together in a community all phases of the writing process: prewriting, organizing, writing, revising, and editing that will allow you to meet the course's GELOs.

For more information on the English 1A curriculum is designed to meet these learning outcomes as well as information about how to earn A2 credit, see the English Department's program syllabus.

Table 1 maps how this course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Major Assignments (by category)	Target # of Words	GE Learning Objective
Reflective Writing Work in Eli and Reflection for Portfolio	3000	GELO 1, 2, 3, 4, 5
Informational Writing	2500	GELO 2, 3, 4, 5
Argumentative Essays	2500	GELO 2, 3, 4, 5
Multimodal Project	1000	GELO 1, 2, 3, 4, 5

Table 1: Summary of Writing Assignments for English

“Success in this course is based on the expectation that students will 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, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Required Texts/Readings

There are no formal textbooks required for this course. On the first day, we will be subscribing to the NYT online and to Eli Review, a platform where you will be posting weekly writing and get lots of practice following a full writing process! Other than that, I will supply links to required readings or post required readings within Canvas.

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or

performance, a final portfolio of work, or other appropriate assignment.” In our courses, we will create a portfolio at the end of the semester as our culminating activity.

Grading Information

University policies are as following:

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12* (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- *University Grading System Policy F18-5* (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

I follow a contract grading policy; simply fulfilling the obligations outlined in the contract earns you a B. Putting forth strong effort and participation combined with completing all of your work earns you an A. Not fulfilling your duties under the contract earns you a grade lower than a B. You will quickly note in our class that there is a continual process of “Read/Reflect/Review/Revise” with a lot of discussions in between. Keep up (come to every Zoom class, prepared) and engage with this process and you will be fine. For each assignment, you will be given a detailed guide or rubric outlining how your work will be evaluated. Each out of class assignment will be reviewed both as a process and as an end product (show your work!).

Additionally, University Policies regarding grading in Stretch English are as measured in two parts. Grades in the fall are based on measured progress toward proficiency in the learning outcomes outlined above. To earn credit in the course, you will need to have completed all of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 of the CLO categories to earn credit in English 1AF.

How Grades are Calculated

Final grades for English are based equally on all the work that you produce in the semester. Assignments are 85% of your grade and Participation/Effort makes up the remaining 15%. Homework/discussions/major essays are all equally weighted. All major assignments must be turned in to pass this class.

Classroom Protocol

While we will spend some time in our first class Zoom meeting determining our classroom norms and what you come up with may change what I have written here, there are a few norms that I would like to suggest so that we can meet the requirements of our coursework. They are as follows:

Attend Every Class Come to class on time, every time and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed. You have several resources you can draw on to find this out: you can consult the syllabus or check schedule updates in Canvas to find out what work you missed; your classmates may be able to provide you copies of notes or a summary of the lessons they learned; there may be assignments or class work posted among the discussions in Canvas. With over 67 students to communicate with this term, it is not feasible that I be your sole or even primary resource. I am available during office hours and by appointment to help you locate assignments and course materials and to understand them. But I cannot repeat the lesson for you. Emailing me is not a resource for finding such information.

Visit me During my Office Hours. These hours are for your benefit and in college there is an expectation that you, as a student, will take responsibility for your own educational experience.

Turn in All Work On Time. As a rule, without **prior** communication via face-to-face discussion or email, deadlines must be honored and I will not accept late work. With prior communication so that alternatives can be put into place, I will accept late work accompanied with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and the work must be turned in by the newly assigned due date; there are no exceptions to this. These policies are in place to be fair to your classmates who also have demanding schedules, and as Stretch is a sequenced step-by-step, collaborative approach to developing your writing, missing an original due date is very cumbersome to everyone in the class.

Share Your Work and Your Opinion. We will be sharing our work in Zoom classes and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and by posting to the Discussion board assignments. Participation is worth a total of 15% of your entire grade, so participating fully is not only beneficial to your writing and to the collective community in our classroom, but also beneficial for your overall grade!

Follow Standards of Good Classroom Netiquette. Be courteous to one another and be respectful of all of the opinions shared in our online classroom, including online discussions. We are a diverse group and can learn so much more from each other when we feel comfortable enough in our community to share. Class is best when we are all participating in the same conversation, together. Please make the wise choice to stay on task in our Zoom sessions and ignore the urge to check your social media, unless asked to do so by me for the sake of the discussion at hand. If you are going to eat during class, make it a light snack that won't interfere with your

participation. Recording in our classroom is never allowed without the express consent of all. If you wish to record something, please let me know beforehand so that I can obtain permission from the class. I will be recording our Zoom sessions so if you need access to the sessions, please let me know. Follow Your Obligations Under our Class Norms, which will be set each semester.

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.

Course Schedule

Week of	Major Assignment
17 February	Informational Writing
24 March	Argumentative Writing (Op Ed)
28 April	Multimodal Project
12 May	Final Portfolio