

The Bubble: Information Culture & Fake News

Through the lens of the information bubble, we'll explore the writing process and the goals, dynamics, and genres of written communication. We'll interpret and analyze texts to develop clear thinking and effective writing that give form and coherence to complex ideas. We will practice these skills by writing for various audiences and rhetorical situations.

At the start of the semester, we will each choose an issue we feel is important to the discussion of the information bubble. Through in-class discussions, writing prompts, and course assignments, we will expand our understandings of these issues and build a writing portfolio based on our own voices, research, and knowledge. As a final culminating experience, we will create a call to action multimodal project to reflect our deep understanding of our issue and will promote societal change to our chosen audiences.

GE Area A2 Course Description

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

GE Area A2 Learning Outcomes (GELO)

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

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.

Required Texts/Readings (Required)

Textbook: Palmquist, Mike, and Barbara Wallraff. *Joining the Conversation*. 3rd ed., Bedford/St Martins, 2017. ISBN: 978-1-319-11887-7

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.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) to learn of any updates.

Technology Intensive/ Hybrid Requirements

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

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 debate.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare each other for both academic and real-world writing scenarios. Assignments will give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Together, we will learn how to embrace writing moving forward.

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

Final Experience: We will be compiling a portfolio at the end of the semester that consists of selected examples of your writing produced for our class. Every portfolio will include:

- All drafts (including prewriting materials): Stasis Analysis, Finding Your Voice and Connecting, Multimodal Footprint
- Final completed papers: Stasis Analysis, Finding Your Voice and Connecting
- Multimodal Footprint
- Course Reflection essay

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. Please come and discuss any issues about such material with [me](#).

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. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0". **Note:** students must receive a C or higher to pass the course.

Course grades will be calculated using the following scale:

Grade Calculations

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Requirements for specific assignments will vary, but in all cases grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year 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.

A **"B" 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" 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" 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.

More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (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) (http://www.sjsu.edu/senate/docs/F15-12.pdf)

Assignment, Word Count, GELO outcomes, and Grade Calculations

Assignment	Word Count	GELO	% of Course Grade
10 Discussion boards	1500	2, 3	15%
Stasis Analysis (incl. process materials)	1500	1-5	15%
Finding Your Voice and Connection (incl. process materials)	1500	1-5	15%
Leaving Your Footprint (incl. process materials)	1500	1-5	15%
Portfolio Reflection	1000	1-5	10%
Annotated Index	1000	2-4	10%
Presentation	n/a	2, 3	5%
Engagement	n/a	n/a	15%

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.

Before we dive 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 in the past? 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

ENGL 1A/ Composition, Fall 2018, Course Schedule

**Calendar subject to change with fair warning.
Readings listed should be read BEFORE class.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Read: Chapter 1 In Class: Getting to Know You and Introduction to Genre and our Syllabus
2	8/27	Due: Discussion Post on Canvas (1) Read: Chapter 2 In Class: Why Write? Joining the Conversation/ Stasis Analysis (Assignment #1)
2	8/29	Due: Discussion Post on Canvas (2) Read: Chapter 3 In Class: Writing Situations and Why We Are Still Speaking Greek
3	9/3	No Class: LABOR DAY
3	9/5	Due: Discussion Post on Canvas (3) Read: Chapter 17 In Class: Why Structure and Organization Matter/ In Class Exploratory Essay
4	9/10	Due: Discussion Post on Canvas (4) Read: Chapter 8 In Class: Pre-writing Strategies/Workshop for Stasis Analysis (Assignment #1)
4	9/12	Read: Chapter 16 In Class: Thesis/Audience/Writing Situation
5	9/17	Due: Draft of Stasis Analysis (Assignment #1) Read: Chapter 5 In Class: Peer Review/Collaboration
5	9/19	Due: Discussion Post on Canvas (5) In Class: Genre Revisited/Genre Hopping
6	9/24	Due: Final Draft of Stasis Analysis (Assignment #1) Read: Chapter 10 In Class: Genre Cont. Argument/Audience/So What?
6	9/26	Due: Discussion Post on Canvas (6) Read: bell hooks (on Canvas site) In Class: Using Your Voice to Connect & Argue Your Issue (Assignment #2)
7	10/1	Due: Final Draft of Stasis Analysis (Assignment #1) Read: Chapter 4 In Class: How to Use Sources/Different Types of Sources
7	10/3	Due: Discussion Post on Canvas (7) Read: Chapter 12 and 13 In Class: Library/Research Day
8	10/8	Due: Discussion Post on Canvas (8) Read: Chapter 15

Week	Date	Topics, Readings, Assignments, Deadlines
		In Class: Citation/Plagiarism/Copyleft
8	10/10	Read: Chapter 18 In Class: TBD
9	10/15	Due: Draft #1 of Assignment #2 In Class: Peer Review/Workshop
9	10/17	Due: Discussion Post on Canvas (9) Read: Chapter 22 In Class: Revision/Reworking (not just punctuation and grammar)
10	10/22	Due: Final Draft of Assignment #2 In Class: Multimodality and Contributing to the Conversation (Assignment #3)
10	10/24	Due: Discussion Post on Canvas (10) Read: Chapter 19 In Class: Multimodality Cont./ Your Cultural Artifact
11	10/29	In Class: Conferences (Gauging Where We Are At)
11	10/31	In Class: Conferences (Gauging Where We Are At)
12	11/5	Read: on Canvas In Class: Kairos-Writing For Such a Time as This!/ In Class Essay #2
12	11/7	In Class: Revisiting Argument/Audience/Context for Multimodality Workshop: Textual Artifact
13	11/12	No Class: VETERAN'S DAY OBSERVED
13	11/14	Due: Draft #1 of Assignment #3 In Class: Peer Review
14	11/19	Read: Chapter 6 In Class: Reflection and the Writing Process, Annotated Index
14	11/21	No Class: BEGINNING OF THANKSGIVING BREAK
15	11/26	Due: Final Draft of Assignment #3 Read: Chapter 20 In Class: Presenting Your Work
15	11/28	In Class: Presentations and Call to Action Workshop: Presentations
16	12/3	In Class: Building a Portfolio Workshop: Portfolios and Final Reflection Essay
16	12/5	In Class: Presentations
17	12/10	In Class: Presentation (Final Instruction Day)
Final Exam	12/12	Due: ePortfolios In Class: 8:30-9:30am Presentations