

**San José State University**  
**Humanities and Arts/English and Comparative Literature**  
**ENGL 1A, First Year Writing, Sect. 26, Fall 2019**

**Course and Contact Information**

<b>Instructor:</b>	Alayna Mills
<b>Office Location:</b>	Faculty Office Building (FOB) 220
<b>Telephone:</b>	(408) 924-4476
<b>Email:</b>	<a href="mailto:Alayna.mills@sjsu.edu">Alayna.mills@sjsu.edu</a> (preferred contact method)
<b>Office Hours:</b>	Thursdays 1:30-3:30 or by appointment
<b>Class Days/Time:</b>	Tu/Th 10:30-11:45a
<b>Classroom:</b>	Boccardo Business Center (BBC) 121
<b>Prerequisites:</b>	Completion of Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication

**English 1A Course Description**

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

**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.

**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](#) and Canvas to learn of any updates.

**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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>"



**Reading:** We'll read a lot in this class, some of which I hand-selected for you to read (because I 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:

- RCW Assignments 1, 3, and 5
- One of your final completed papers: Stasis Analysis, Finding Your Voice and Connecting
- Annotated Bibliography of Student Work
- 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.

### **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.

\*\*If you have any difficulty with having access to technology please contact me as soon as possible so I can help with any needed technology arrangements.

### **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**

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

## Assignment, Word Count, GELO outcomes, and Grade Calculations

Assignment	Word Count	GELO	% of Course Grade
10 Discussion boards	1500	2, 3	10%
In Class Writing	1500	2,3,5	10%
Stasis Analysis (incl. process materials)	1500	1-5	20%
Multimodal Argument (incl. process materials)	1500	1-5	20%
Portfolio: Reflection, Annotated Bibliography, and Supporting Documents	2000	1-5	20%
Presentation	n/a	2, 3	5%
Engagement	n/a	n/a	15%

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

We will be putting our final portfolios together during our final exam period. Our final exam will be on: **Friday December 13<sup>th</sup>- 9:45-12:00p**

### 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)

## **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 do you think would be a reasonable, fair, clear policy on issues such as late or absent attendance, late papers, technology use in class, & etiquette behaviors (e.g. emailing, eating in class, sleeping, or talking over the instructor)?

Anticipate how conflicts could arise in each of these areas 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.

# ENGL 1A/ Composition, Fall 2019, Course Schedule

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

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	<b>In Class:</b> Getting to Know You and Introduction to Genre and our Syllabus
2	8/27	<b>Due:</b> Discussion Post on Canvas (1) <b>Read:</b> Chapter 1 <b>In Class:</b> Why Write? Joining the Conversation/ Stasis Analysis (Assignment #1)
2	8/29	<b>Due:</b> Discussion Post on Canvas (2) <b>Read:</b> Chapter 2 <b>In Class:</b> Writing Situations and Why We Are Still Speaking Greek
3	9/3	<b>Due:</b> Email Introduction of Your Topic <b>Read:</b> TBD <b>In Class:</b> Reading Critically
3	9/5	<b>Due:</b> Discussion Post on Canvas (3) <b>Read:</b> Rhetoric PDF and Video on Canvas <b>In Class:</b> Rhetorical Analysis: Uncovering Ethos, Pathos, and Logos
4	9/10	<b>Due:</b> Group Rhetorical Analysis of Assigned Paragraph <b>Read:</b> Chapter 8 <b>In Class:</b> Pre-writing Strategies/Workshop for Stasis Analysis (Assignment #1)
4	9/12	<b>Due:</b> Prewriting and Outline of Stasis Analysis <b>Read:</b> PDF on Canvas about Intros, Transitions and Conclusions <b>NO CLASS: WORKSHOP YOUR DRAFT OF STASIS ANALYSIS ESSAY</b>
5	9/17	<b>Due:</b> Draft of Stasis Analysis (Assignment #1) <b>Read:</b> Chapter 5 <b>In Class:</b> Peer Review/Collaboration
5	9/19	<b>Due:</b> Discussion Post on Canvas #4 <b>Read:</b> TBD <b>In Class:</b> Evidence, Sources, and Plagiarism
6	9/24	<b>Due:</b> Discussion Post on Canvas #5 <b>Read:</b> TBD <b>In Class:</b> Genre Cont. Argument/Audience/So What?
6	9/26	<b>Due:</b> Rhetorical Analysis of a Music Video <b>Read:</b> TBD <b>In Class:</b> Rhetorical Analysis Redux
7	10/1	<b>Due:</b> Final Draft of Stasis Analysis (Assignment #1) <b>Read:</b> Chapter 4 <b>In Class:</b> How to Use Sources/Different Types of Sources
7	10/3	<b>Read:</b> TBD <b>In Class:</b> Reflection and Mindfulness Essay (Due on Canvas same day)

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	10/8	<b>Due:</b> Discussion Post on Canvas #6 <b>Read:</b> TBD <b>In Class:</b> TBD
8	10/10	<b>Read:</b> bell hooks (PDF) <b>In Class:</b> Why Your Voice Matters? Assignment #2
9	10/15	<b>In Class:</b> Introduction to Argument-Convincing vs Persuading.
9	10/17	<b>Due:</b> Argumentative Thesis <b>Read:</b> PDF on Ethos, Pathos, and Logos in Argument <b>In Class:</b> Arguing with Ethos, Pathos, and Logos- Group project
10	10/22	<b>Due:</b> Presentation of Argument <b>In Class:</b> Evidence and Common Fallacies
10	10/24	<b>Due:</b> Discussion Post on Canvas #7 <b>Read:</b> Chapter 19 <b>In Class:</b> Multimodality-Joining the Conversation
11	10/29	<b>Due:</b> Draft of Proposal for Multimodal Argument <b>In Class:</b> What is a textual Artifact? Scavenger Hunt
11	10/31	<b>Happy Halloween!</b> <b>In Class:</b> Essay!
12	11/5	<b>Read:</b> on Canvas <b>In Class:</b> Kairos-Timing Really is Everything
12	11/7	<b>In Class:</b> Revisiting Argument/Audience/Context for Multimodality <b>Workshop:</b> Textual Artifact
13	11/12	<b>Due:</b> Discussion Post on Canvas #8 <b>Read:</b> TBD <b>In Class:</b> TBD
13	11/14	<b>In Class:</b> TBD
14	11/19	<b>Due:</b> Final Draft of Multimodal Artifact <b>In Class:</b> Presentations
14	11/21	<b>In Class:</b> Presentations, Intro to Self Reflection Essay and Annotated Bibliography
15	11/26	<b>Due:</b> Draft of Self Reflection and Annotated Bibliography <b>In Class:</b> Peer Review
15	11/28	NO CLASS THANKSGIVING BREAK
16	12/3	<b>In Class:</b> Portfolios and Final Reflection Essay
16	12/5	<b>In Class:</b> Portfolios
Final Exam	12/13	<b>Due:</b> ePortfolios