

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sections 30, 50 & 72, Fall 2019

Instructor:	Dr. Yuching (Jill) Yang
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Office Hours:	Tuesdays and Thursday 9:30-10:30 am, 12-1 pm and by appointment
Class Days/Time/Room:	Section 30: TR 10:30-11:45 am (Sweeney Hall 411) Section 50: TR 1:30-2:45 pm (Sweeney Hall 413) Section 72: TR 3:00-4:15 pm (Boccardo Business Complex 121)
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

ENGL 1A General English Learning Outcomes (GELO)

Upon successful completion of the course, you 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.

Course-specific Theme:

Digital writing and social change

Technology-infused activities and literacy development are nowadays considered not as a choice but requirements for almost every aspect of our daily interaction. Digital literacy is considered as a set of competence to gain full participation in a knowledge society and make further contribution. In this writing course, we will explore more how technology and literacy affect our locating, consuming and creating new information. Moreover, these communication and interaction with other people would become the forces for social changes. One way of understanding the relationship between arguments and actions is through understanding how rhetorical strategies are employed in the arguments. You will analyze the effectiveness of different strategies, evaluate their effectiveness regarding their purposes, and discuss the potential impact on the movement of social changes in different contexts and cultural products. As you examine assigned readings, you are required to record in the Reading Journals (RJs) your thoughts, ideas and reactions to the content, as well as reflect on your own experiences. Your RJs will also help you generate, explore or develop your own interested topics for the three projects for this course--globalization of English, institutional policies, and digital composition.

Course Learning Outcomes (CLO)

1. develop sophisticated audience- and situation-sensitive reading and writing *strategies*
2. use these strategies to make convincing, appropriate *arguments* to the particular audience in formal and informal settings
3. identify and evaluate key *rhetorical strategies*, with an emphasis on *ethos*, *logos*, *pathos*, and *kairos*
4. explore the complexity of an issue by seeking *multiple perspectives*
5. engage in a variety of *research methods* to study and explore the topics— may include both primary research (such as fieldwork and observation) and secondary research (such as library and Internet research)
6. use a variety of organizational strategies (for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

Required Readings

- *Everything's an Argument with Readings. 7th Ed.* Lunsford, A. A., Ruskiewicz, J. J., & Walters, K. (2016). ISBN-10: 1-319-08574-1; ISBN-13: 978-1-4576-9864-4
- Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in- class writing as well as out of class revisions.

Reading: In addition to being writing intensive, English 1A is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences. The readings represent diverse voices, genres—from personal narratives to speeches, from arguments to humorous essays.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio- economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: We will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: You will share your ideas or opinions orally to class in group discussion, student-teacher conferences and PowerPoint presentation of the proposal project.

Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

1. Attendance

Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. If a student has been out of school for one or more days, he should report to his

instructors upon his return to inquire about making up the work. Students who know in advance that they will miss one or more classes should inform their instructors about their plans.

2. **Writing Projects (WPs)*3**

There will be three writing projects in this course—rhetorical analysis, proposal and critical evaluation. For each project, you need to produce a rough draft, a revised draft and a final product based on my and your peers’ feedback. More detailed instruction will be given at the beginning of the writing project. You will also be required to complete a reflection essay (e.g. self-assessment) in class on the due day of your writing project submission. Note that if you do not submit your writing projects by the assignment deadline, you will lose **10 points by class days** from your final writing project grade.

3. **Rhetorical Analysis (RA)*5**

After learning different rhetorical appeals, or strategies, you should learn how to use them to analyze the readings, either textual or visual products. For a rhetorical analysis, please do the following:

- 1) Find an article on a topic that interests you or relevant to the project.
- 2) Print the article (or photocopy it) or save in a word file and insert “comments” to record your analyses.
- 3) In the margins, track the rhetorical moves that the author is making. You might consider some of the following questions for these marginalia:
 - a. What is the author doing to you as the reader?
 - b. How does the piece begin? Why?
 - c. What does the middle of the piece contain? Why?
 - d. How does the piece end? Why?
 - e. Do you see the use of ethos, pathos, and/or logos? How so?
 - f. What other rhetorical techniques are used (e.g., rhetorical questions, allusions, repetition, analogy, etc.)?
- 4) In each RA, provide at least 10 analyses by answering any of the questions listed above or your own thoughts on the rhetorical strategies, the ones being used or the ones missing, which affect the persuasiveness of the article.

4. **Reading Journals (RJ) *12**

Each time you are assigned reading from our textbook or online materials, please complete a journal entry and post them in Canvas. You can choose to respond to one or all the chapters assigned. Your thoughts and questions help us to orient our discussion and follow-up assistance and adjustment of teaching schedules.

- 1) Each journal should be posted to “Discussion” board in Canvas, 150-200 words each.
- 2) For each reading, do 2-3 of the following:
 - ✓ Summarize the key concepts in the chapter
 - ✓ **Connect concepts to other learning, personal experiences, or your observations**
 - ✓ **Stop and clarify unfamiliar language/examples through some research of your own**
 - ✓ **Ask questions**
 - ✓ **Evaluate what you have read**

5. **Participation, Written Peer Response/Review (for all three projects)**

You will be required to respond to your peers' drafts at least three times during the semester. And at the same time, your drafts will be given feedback by your peers. I will give you a peer response form for each assignment. The peer response session will take place in class, and that means you need to have your draft of each assignment done **BEFORE** the day the peer response takes place. If you do not have a draft prepared on the day a peer review workshop takes place, you will lose your grade on the peer response. We will practice and evaluate peer review techniques periodically, and you will be given instructor feedback to help you become an effective peer reader.

6. **Portfolio**

KEEP ALL OF YOUR WRITING for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-assessment pieces and in-class entries. At the end of the semester, you will review all your work to analyze and evaluate your progress to complete a 500-600 word reflection essay, in which you argue how the work you've done help achieve the learning goals (GELO), and include all the work you reference in the appendix. Keep backup copies of your work on the thumb drive required for the course—and/or a secure server. You should also keep hard copies of all of your papers.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	Grade Value
In-class participation, peer-review workshops and peer feedback	500	GELOs 1, 2	100 (10%)
Reading Journals *12	2000	GELOs 1, 2, 3	100 (10%)
Rhetorical Analysis *5	1000	GELOs 1, 2, 3	50 (5%)
Writing Project #1 rhetorical analysis	2000	GELOs 1, 2, 3	200 (20%)
Writing Project #2 proposal	2000	GELOs 1, 2, 3	200 (20%)
Writing Project #3 evaluation	2000	GELOs 1, 2, 3	150 (15%)
Group presentation of WP#2	500	GELOs 1, 2, 4	50 (5%)
Final exam: reflection essay	500	GELOs 2, 3	50 (5%)
Totals			1000 points (100%)

Other Readings

Additional readings can be found in Canvas or distributed in class.

Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken

down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale. All assignments 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” 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.

English 1A Grading: A – F

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B= above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Point Grade Scale

A 930 and above	B- 800-829	D+ 670-699
A- 900-929	C+ 770-799	D 630-669
B+ 870--899	C 730-769	D- 600-629
B 830-869	C- 700-729	F Below 600

Classroom Protocol

Participation Work

You are expected to participate cooperatively, constructively, and to the best of your ability in all classes and conference activities. Participation work includes oral and written responses to readings and other course material, in class writing, group work, drafts, revision work, and anything else we do in the course of the writing process for each project. Homework is due at the beginning of class; late or incomplete work will receive partial credit. Participation work in done in class, and you need to attend regularly to keep work and grades up-to-date.. Participation activities will equal 10% of the course grade. It all adds up, so make every effort to come to class and keep up with assignments. Furthermore, be aware that **absence is not an excuse for not**

being prepared for class. If you are absent, call/email a classmate and find out what the assignment for the next class is--and come to class prepared.

Missing Major Project Deadlines

How students can find out about work missed because of absence.

If you miss any regular class (not including in-class essays and exams), it is your responsibility to find out what you have missed by checking available materials, contacting classmates. Please do not email me about the content of the missed class as I do not have time to write a personal recap for the 1.5-hour lesson that I taught when you chose not to be there.

How and when students can make up missed in-class essays and exams.

If you miss an in-class essay or exam, you must message me through Canvas before the deadline to arrange for a make-up that must be complete within 2 weeks after the due date. If you miss an in-class essay without communicating by the due date, you will be denied the opportunity to make up an in-class essay. There is a half-grade penalty for missing due dates for all essays, exams and projects. Presentations cannot be made up. Additional 20% point reduction rule applies for each day a submission is late.

How and when students can contact instructor to request an extension.

If you know of any conflict ahead of time and need an extension, you must message me in advance to set up a time to discuss your circumstances. You may not ask for an extension the day before a paper is due. Extension are considered on individual basis and are considered only in exceptional situations.

Classroom Environment

Please silence your cell phones during class time. We should all give the class and each other our full attention for the duration of the session. If you answer a phone, text message, or use other course-irrelevant media during class, you will receive no participation credit for that day and I reserve the right to ask you to leave the class.

Please note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

Communication

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other

miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

University Policies

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP’s Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo>

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to “Announcement” in Canvas. Unless specified otherwise, readings are from “Everything’s an Argument with Readings.” Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

RJ: Reading Journal

EA: *Everything’s an Argument*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 8/22	Topics: Syllabus; Course overview and Canvas orientation; Assignments: - Post your introduction and any questions or concerns about syllabus in “Discussion.”
2	T 8/27	Topics: Review and discuss syllabus and course goals/objectives; Benchmark writing Assignments: - RJ#1: Ch. 1 Everything is an Argument (pp. 3-27)
2	Th 8/29	Topics: Intro to WP#1 (assignment sheet can be found on Canvas) Assignments: - RJ#2: EACh. 6 Rhetorical Analysis (pp. 87-118)
3	T 9/3	Topics: WP#1 cont’d; Analyze Argument Construction in Public Service Announcements and Commercials; In-Class Practice Rhetorical Analysis (A) Assignments: - RJ#3: Ch. 2 Pathos (pp. 28-39), Ch. 3 Ethos (pp. 40-50), Ch. 4 Logos (pp. 51-70)
3	Th 9/5	Topics: Brainstorming topics for WP#1 (Writing a range of polling questions and do a quick survey of the whole class). Assignments: - RJ#4: Ch. 14 Visual Rhetoric (pp. 330-343), Ch. 16 Multimedia Arguments (pp. 361-375) - Find one public service announcement or advertisement (words + images) for your WP#1 and post it in “Discussion”
4	T	Topics: Sketch out a Fallacious Advertisement; Exchange and Identify Problems; In-Class Practice Rhetorical Analysis (B)

	9/10	Assignments: - Rhetorical Analysis (#1): Pick one article from Ch. 24 (pp. 568-599) and complete rhetorical analysis of it. Upload your work to Discussion
4	Th 9/12	Topics: Documenting Sources; Collaborative Planning of Analysis; Analysis Drafting Refer to as necessary: Ch. 20 Documenting Sources “APA style” (pp. 287-502). Assignments: - RJ#5: Ch. 5 Fallacies of Argument (pp. 71-80)
5	T 9/17	Due: Your 3-Page Analysis and the Actual Announcement/Advertisement posted to “Assignments”. Topics: Analysis Highlighting; Analysis Peer Response
5	Th 9/19	Due: Rhetorical Analysis of an Article–flip sides (#2); Ideas for Creating Your Advertisement Poster (words + images) Topics: Poster Peer Response; Justification Drafting
6	T 9/24	Due: Your Poster Topic: Justification Peer Response
6	Th 9/26	Due: Final WP #1 poster and justification essay Topics: WP #1 Reflection; Share Results of WP #1 with the Class
7	T 10/1	Topics: Intro to WP#2 Assignments: - RJ #6: Ch. 12 Proposals (pp. 272-306)
7	Th 10/3	Topics: Evaluate the Credibility of Online News Sites; Practice and work with Quotes, Paraphrases, and Signal Words Assignments: - RJ#7: Ch. 19 Evaluating & Ch. 20 Using Sources (pp. 427-454)
8	T 10/8	Library session (TBA)
8	Th 10/10	Due: Rhetorical Analysis of any article (#3) Topics: Database Overview: Opposing Viewpoints Assignments: - RJ#8: Ch. 15 Presenting Arguments (pp. 344-360)
9	T 10/15	Due: 2/+ Articles from Opposing Viewpoints Database for Your Proposal (different views) Topics: Evidence & Audience Activity; Interviewing Two Ways Activity; Other Primary Research: Surveys, Observations, Photos, Artifact Collection Assignments: - RJ#9: Ch. 18 Finding Evidence (pp. 412-426)
9	Th 10/17	Due: Your Proposal Plan (Problem, Potential Sources, Creative Solution, and Counter-Arg.) Topics: Collaborative planning activity for your primary research Assignments: - RJ#10: Ch. 13 Style in Arguments (pp. 307-329)
10	T	Due: Rhetorical Analysis of Any Article (#4); your opposing viewpoints sources

	10/22	Assignments: - RJ#11: Ch. 7 Structuring Arguments (pp. 121-150)
10	Th 10/24	Due: 2+ Primary Sources Topics: Presentation Planning
11	T 10/29	Due: Post to Canvas your 5-Minute Presentation slides (Include enough material/structure so we can give you useful feedback—intro., thesis, evidence, etc.) Presentation Day I
11	Th 10/31	Presentation Day II
12	T 11/5	Due: Revised Draft of WP#2 Topics: Proposal Highlighting; Proposal Peer Response
12	Th 11/7	Due: Final WP#2 (6 Pages) Topics: WP #2 Reflection; WP#3 Overview
13	T 11/12	Due: Rhetorical Analysis of an Evaluation (#5) Topics: Brainstorm Your Areas of Expertise; Developing Standards/Criteria Assignments: - RJ #12: Ch. 10 Evaluations (pp. 210-239)
13	Th 11/14	Due: Choose a piece to evaluate, study it, and take notes Topics: Collaborative Planning
14	T 11/19	Due: Bring your evaluation notes Topics: Evaluation Peer Response; Evaluation Highlighting with Draft
14	Th 11/21	Due: WP#3 1st draft (3 pgs. min.) Topics: Evaluation Drafting
15	T 11/26	Due: Expanded WP#3 draft (annotated bibliography) Topics: Evaluation Peer Response
15	Th 11/28	THANKSGIVING HOLIDAY
16	T 12/3	Due: WP#3 final draft (4-5 pgs.) Topics: prepare for reflection writing
16	Th 12/5	Share Results of WP #3 with the Class; Resubmission of WP#1 or WP#2; Complete and submit your portfolio online
Final Exam		See official SJSU exam schedule online.