

San José State University
Department of English and Comparative Literature
English 1A: First Year Writing, Section 45, Fall 2019

Course and Contact Information

Instructor:	Claire Tromblee
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Office Hours:	Monday 12:00 PM-1:00 PM and Wednesday 3:00 PM-4:00 PM and by appointment
Class Days/Time:	Monday/Wednesday 1:30-2:45 PM
Classroom:	Hugh Gillis Hall 217
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

Canvas and Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course website. You are responsible for regularly checking with the messaging and announcement system through Canvas to learn any updates. You can contact me via email or Canvas messenger. I check email more often.

English 1A Course Description

English 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.

Course Goals

As modern human beings, we are practiced and professional readers and writers. From texting a friend to catching up on the news to figuring out the perfect caption for a photo, we are constantly communicating using the written word. In this class, you will be exploring an issue that matters deeply to you through three major projects along with readings and minor assignments. At the end of the semester, you will reflect back on your projects and the progress you have made as a writer by assembling a portfolio.

Course Learning Outcomes (CLO)

Reading:

This course will expose you to a wide variety of genres and perspectives. In order to gain an understanding of a genre, you will need to read samples of that genre. This course will therefore require a fair amount of reading to

familiarize yourself with the styles and expectations associated with each genre and to observe how a rhetorical situation is contextualized given a certain audience, purpose, and perspective.

Readings will consist of texts I assign that will be available through Canvas. You will also be required to find and read your own sources that pertain to your individual projects.

Writing:

In this course, you will be writing a lot. All of the major assignments in this course will provide you opportunities to practice writing about real situations and real-life issues. Your projects will build upon one another to help you develop critical thinking skills, improve your understanding of rhetorical concepts, and give you opportunities to hone your writing skills. They will also give you space to understand yourself, your communities, your place in our world, and the characteristics, communities, and places of others around you.

GE Learning Outcomes (GELO)

In addition to the learning objectives stated above, English 1A also measures the learning goals of GE Area A2.

Upon successful completion of the 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

Commitment to diversity

SJSU studies include an emphasis on diversity. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues and generate meaningful public debate. Contents for the course will include writers of different cultural backgrounds, socio-economic backgrounds, ethnicities, genders, and abilities. **Our classroom is a safe environment and a venue for open, respectful communication.**

Please note: Sometimes our course will contain material of a sensitive nature that differs from and perhaps challenges our ideas, beliefs, and understanding of reality. I encourage you to discuss any problems you have about such material with me.

Required Texts/Readings

Textbook

You are not required to purchase a textbook for this class.

Other Readings

All readings will be available as a PDF through Canvas or online (linked through Canvas).

Other technology requirements / equipment / materials

- Laptop/other type of access to online reading materials/Canvas in class

- (You can check out a laptop from the MLK library—see me if you need help getting access to technology)
- Binder paper and pens/pencils for quick writes in class

You must bring all materials to class daily in order to fully participate!

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- Assignment sheets will be given on the day project is assigned.
- More specific directions will follow and students will be able to ask questions about each project assigned.
- This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form.
- Where hard copies are indicated in the schedule, **bring hard copies to class and STAPLE YOUR PAPERS.** I will not accept unstapled papers.
- The table below explains the breakdown of word-count requirement for assignments, discussion posts, process materials, etc. and how each assignment meets the General Learning Outcomes of the course.

Discussion posts

Discussion posts will be required along with every reading assigned in the class to help you discern the main ideas of each reading. These will be around 250 words and will be worth 10% of your total grade. They **must** be completed and submitted to Canvas **before** the beginning of the class period they are due. Missed discussion posts cannot be made up.

Projects

You will submit 3 projects (major assignments) for this class. These projects will include a variety of genres and will be further explained when assigned. The written components of each project will be around 1500 words per project. Point values are explained under “Grade Calculations.” A large part of this class will be learning how to revise your work, so we will spend a lot of time on the process of completing these projects; this means you will be required to write and submit progress checks and rough drafts. **Rough drafts are worth 10% of the final grade for each project.** If you don’t submit a rough draft you will lose 10% of your project grade.

Presentation

You will be required to do a brief presentation on Project 3 at the end of the year. This presentation is worth 5% of your grade.

Final Examination (Portfolio):

At the end of the semester you will be required to turn in an ePortfolio that consists of selected examples of your writing that you produced for our class, including drafts. **Remember to keep all of your work!**

Required in every portfolio is:

- At least one major project from the class
- Portfolio reflection

- Annotated bibliography
- RCW materials

More in-depth directions will be given about the ePortfolio in class a few weeks before it is due.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELOs Satisfied
10 discussion posts	2500 (250 each)	2,3
Project 1 + process materials	1500	1-5
Project 2 + process materials	1500	1-5
Project 3 (including proposal and rationale)	1500	1-5
Portfolio reflection	1000	1-5
Presentations	n/a	2,3
Participation	n/a	n/a

The [University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

Grading Policy

- Unexcused late projects will be graded down a full letter grade for every day it is late—if it is a few hours late on the same day, it will be graded down by half a letter grade.
- **You must turn in all major projects to pass the class**, even though projects turned in more than 5 days after the deadline unexcused will earn a 0.
- Rough drafts are worth 10% of the final grade for each project. If you don't submit a rough draft you will lose 10% of your project grade.
- Contact me at least 24 hours before the due date if you can't make a deadline for a project—we can try to work something out.
- Missed discussion posts, small assignments, and in-class/participation assignments cannot be made up.

Grade Calculations

Assignment	Word Count	Points	%
10 discussion posts	2500 (250 each)	100 (10 pts each)	10%
Project 1 + process materials	1500	150	15%
Project 2 + process materials	1500	150	15%

Project 3 + process materials	1500	200	20%
Portfolio reflection	1000	150	15%
Presentation	n/a	50	5%
Participation	n/a	200	20%
TOTAL:	8000 words	1000 points	100%

Grade Scale

Course grades will be calculated using the following:

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

Students must receive a C- or higher as a CSU graduation requirement.

Requirements for specific assignments will vary, but in all cases, grades will reflect the paper's effectiveness, which is broken down into three major ideas: 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.

Classroom Protocol

Technology

This course will require the use of technology, so we will be working on and with laptops, cell phones, tablets, etc. throughout the semester for accessing readings, for writing, and for communicating with one another. I ask that you use technology in a way that is respectful to me and your fellow classmates and will facilitate a comfortable and productive working and learning environment for us all. The only time I will require phones

and laptops put away entirely will be during in-class quick writes and during presentations given by your peers, which will need your full attention. Along with this, I expect a classroom environment that recognizes and legitimizes a diverse pool of opinions and perspectives, even and especially when there are disagreements.

Participation + Absences

You are expected to participate daily in this class, and while you are not being graded on attendance itself, you will not be able to make up any missed work in class that counts toward your participation grade. Participation is worth 20% of your overall grade; each day you will receive points for participation, and you cannot make up those points. That being said, I am human and I understand that you are human too and sometimes life happens. If you absolutely need to miss a class, please let me know at least a few hours before that class period via email and we can try to work something out. Unexcused absences/absences not brought to my attention until during/after that missed class will not be redeemable.

Tardiness

Please try to show up on time. Again, I understand that things happen and we are all human, so I will not dock points unless your lateness becomes an unexplained habit.

Plagiarism

Do not plagiarize. The topics on which you'll be writing will be personal and/or specific to you and you will be constantly revising, so it will be quite obvious if you plagiarize. You are welcome to reference other people and sources as inspiration/for evidence, but your own ideas are far more interesting than the ones I have heard 1000 times—just don't copy other people.

Food + Drink

Feel free to eat/drink in my class. It's midday, we're hungry.

Over all

Come to class on time, actively participate, be kind to and respectful of one another, and try your best to demonstrate that you have done the readings.

University Policies

For information regarding the following policies, please see the syllabus information web page at:
<http://www.sjsu.edu/gup/syllabusinfo/>

General Expectations, Rights and Responsibilities of the Student	SJSU Counseling & Psychological Services
Student Technology Resources	Consent for Recording of Class and Public Sharing of Instructor Material
Course Requirements and Assignments	Dropping and Adding
SJSU Peer Connections	Campus Policy in Compliance with the American Disabilities Act
Attendance and Participation	Academic integrity
SJSU Writing Center	
Accommodation to Students' Religious Holidays	

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

English 1A: First-Year Writing, Fall 2018, Course Schedule

Calendar subject to change with notification.

Readings, assignments, discussion posts should be read and completed BEFORE that class.

“Homework”=to do **for next class**. “Due”=due **that day in class**. Major project due dates are in **red**.

Final: Friday December 13th 12:15 PM-2:30PM

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/21	<p>Welcome!</p> <p>In class: Introduction, syllabus, intro survey, getting to know each other</p> <p>Homework: Reading 1 Discussion post 1</p>
2	M 8/26	<p>Due: Discussion post 1</p> <p>In class: Why do we write? Project 1 assigned</p> <p>Homework: Reading 2 Discussion post 2</p>
2	W 8/28	<p>Due: Discussion post 2</p> <p>In class: Communities and stakeholders</p> <p>Homework: Reading 3 Discussion post 3</p>
3	M 9/2	No class—Labor Day
3	W 9/4	<p>Due: Discussion post 3</p> <p>In class: Researching—How and where to start?</p> <p>Homework: Reading 4 Discussion post 4</p>
4	M 9/9	<p>Due: Discussion post 4</p> <p>In class: Writing an essay: structure, thesis</p> <p>Homework: Progress check: Project 1 (Canvas Wednesday at 12 PM)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	W 9/11	Due: Progress check: Project 1 (Canvas at 12 PM) In class: The writing process—why and how we peer review Homework: Rough draft: Project 1 (bring 3 hard copies to class)
5	M 9/16	Due: Rough draft: Project 1 (bring 3 hard copies to class) In class: Peer review workshop Homework: Work on Project 1
5	W 9/18	In class: Finding “credible” sources—what is credibility? How do you give credit? Homework: Reading 5 Discussion post 5
6	M 9/23	Due: Discussion post 5 In class: Rhetorical analysis + group work Project 2 assigned Homework: Reading 6 Discussion post 6
6	W 9/25	Due: Discussion post 6 In class: TBD Homework: Final draft: project 1
7	M 9/30	Due: FINAL draft: Project 1 (Canvas at 12 PM) In class: Project 1 debrief Narrowing your focus/project 2 quick write
7	W 10/2	In class: Commonplaces + ideologies Source workshop Homework: Progress check: Project 2
8	M 10/7	Due: Progress check: Project 2 (Canvas at 12 PM) In class: Enthymeme Homework: Reading 7 Discussion post 7
8	W 10/9	Due: Discussion post 7 In class: Situated and invented ethos Homework: Rough draft: Project 2 (bring 3 hard copies to class)
9	M 10/14	Due: Rough draft: Project 2 (bring 3 hard copies to class) In class:

Week	Date	Topics, Readings, Assignments, Deadlines
		Peer review workshop
9	W 10/16	In class: Midpoint survey Project 3 assigned Homework: Reading 8 Discussion post 8
10	M 10/21	Due: Discussion post 8 In class: Multimodality Homework: Reading 9 Discussion post 9
10	W 10/23	Due: Discussion post 9 In class: Visual rhetoric Homework: Final draft: Project 2
11	M 10/28	Due: FINAL draft: Project 2 (Canvas at 12 PM) In class: Assignment debrief day Homework: Reading 10 Discussion post 10
11	W 10/30	Due: Discussion post 10 In class: Project 3 proposal workshop Homework: Proposal: Project 3
12	M 11/4	Due: Proposal: Project 3 (Canvas at 12 PM) In class: Rationalizing your project
12	W 11/6	In class: Portfolio assigned and explained Talk about annotated bibliography
13	M 11/11	No class—Veterans Day (Proposal comments returned via Canvas)
13	W 11/13	In class: In-class working day and conferences
14	M 11/18	Homework: Rough draft: Project 3 rationale (bring 3 hard copies to class) In class: In-class working day and conferences
14	W 11/20	Due: Rough draft: Project 3 rationale (bring 3 hard copies to class) In class: Project 3 peer review workshop Presentation sign ups
15	M 11/25	In class: Portfolio reflection

Week	Date	Topics, Readings, Assignments, Deadlines
15	W 11/27	No class—Happy Thanksgiving!
16	M 12/2	In class: Presentations
16	W 12/4	In class: Presentations
17	M 12/9	Due: FINAL draft: Project 3 plus rationale (11:59 PM to Canvas) Homework: Finish portfolio (+ annotated bibliography and reflection) due FRIDAY In class: Presentations
Final Exam	F 12/13 12:15- 2:30	Due: Final draft of e-portfolio and portfolio reflection due at 2:30 PM on Canvas