

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 100A, Writing Competency through Genres, Section 2, Fall 2020**

**Course and Contact Information**

<b>Instructor:</b>	Alesya Petty
<b>Office Location:</b>	FOB 224/Zoom
<b>Email:</b>	Message through Canvas (Alesya.Petty@sjsu.edu)
<b>Office Hours:</b>	W 2:00-3:00 or by appointment on Zoom
<b>Class Days/Time:</b>	10:30-11:45AM
<b>Classroom:</b>	Zoom
<b>Prerequisites:</b>	<b>Passed ENGL 1B or equivalent; taken WST at least once without passing.</b>

**Course Description**

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

**Course Goals**

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;*
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;*
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;*
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;*
- e. Critically read, interpret, and synthesize multiple texts;*
- f. Write well organized, well developed essays with a clear thesis;*
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;*
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.*

## Required Texts/Readings

### Textbook

This class is textbook free and uses open resources and instructor-created materials.

- **Coelho, Paulo (1993).** *The Alchemist* NY: HarperCollins, ISBN 978-0-06-112241-5
- **Recommended:** *The Bedford Handbook – tenth edition* or other MLA/APA handbook (online resource familiarity such as *The Owl at Purdue* also works).

### Other technology requirements / equipment / material

We will be using Canvas throughout the course. Login URL: <http://sjsu.instructure.com>

You will need either a laptop for writing in-class journals or a green book if you wish your journals to be handwritten.

**If you are not already familiar with Canvas:** Please note that it should NOT have the “www” at the start of the URL like many other websites. It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>. Username: your SJSU 9-digit ID number. Password: Self-generated password for your SJSUOne account

• Turnitin.com: We will be using Turnitin.com for the main writing assignments. The turnitin software is already embedded within Canvas, so you do not need an additional password to access turnitin.com.

### Library Liaison

*Peggy Cabrera*      *Phone: (408) 808-2034*      *Email: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)*

### Participation in the Course

To build a learning community and to create an engaging classroom environment close to that of an in-person studying, it is important to be visible to others as much as possible during live meetings. It is hard to interact with others when they are not visually present. To provide additional support between live sessions, zoom recordings will be available after the class, usually within 1-2 hours. Please, refrain from doing unrelated-to-class activities during live meetings just as you would do it in a traditional classroom; it can help create an atmosphere of learning and engagement. If you have back to back courses, please use the break time for stepping away from the meeting.

Your participation is based on your contribution to the learning that we do together as a class weekly in our discussions and group work in live sessions as well as outside of class. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Frequent tardiness and absences may have a negative impact on your participation, and you will be missing on important feedback and interaction with peers.

### Cell Phones

Make sure you are not distracted by information not relevant to class on your phone.

## Leaving the Class Meetings

Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes and watch for Canvas or email messages and contact other classmates to confirm if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume immediately that the meeting is not going to take place. Same goes for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or announcement from the instructor about how to proceed further.

## Late Work

***Late submissions are accepted with a 10% penalty per day late*** (set automatically in Canvas). All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class work will be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

## Extra Credit

Though there is no specific extra credit for this course, some assignments such as refresher writing practice quizzes, discussion posts, and peer-reviews are built into the course to reward consistent participation and engagement in ways similar to extra credit.

## Course Requirements and Assignments

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

**Eligibility points:** During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14<sup>th</sup> week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

**Final grade:** In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. **The portfolio is worth 70% and the final exam is worth 30% of the final grade.** (see grading rubric and grading scale included in this greensheet). ***To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.***

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good

standing in the course and have excellent, consistent participation in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

### University Credit Hour Requirement

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 and Grading Information

Assignment	Description	Word count	Assessment
<b>Rhetorical Analysis</b>	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.	1500	Maximum 25 eligibility points
<b>Discipline Investigation</b>	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).	1500	Maximum 25 eligibility points
<b>Five Critical Reading Reflection Journals</b>	Throughout the semester, you will read sections of a full-length work of fiction ( <i>The Alchemist</i> ) and respond to what you read in a series of reflective journals. Most of these will be timed essays written in class. At the end of the semester, you will place all of these journals in your final portfolio.	2000	Maximum 25 eligibility points
<b>Cover Letter</b>	This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments (RA or DI) is your best work and why.	200-300	Maximum 5 eligibility points
<b>Homework, quizzes, &amp; participation</b>	Discussion Questions checked, Canvas Discussions, participation in class/group discussion, final work on <i>The Alchemist</i> .		Maximum 20 eligibility points
	<b>By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.</b>		<b>Maximum 100 points; minimum 70 points</b>
<b>Final Portfolio</b>	The portfolio must include the following: <ul style="list-style-type: none"> <li>• The Portfolio Checklist initialed and signed by both student and instructor;</li> </ul>	3200 words of final,	Scored according to the scoring

	<ul style="list-style-type: none"> <li>• A clean, final draft of the cover letter – 200-300 words</li> <li>• A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above);</li> <li>• First and intermediate draft of each of the two main writing assignments which show instructor’s comments and a rubric marked by the instructor;</li> <li>• Five CRR journals, including two in-class, handwritten journals;</li> <li>• The assignment sheets for all assignments;</li> </ul>	polished writing	rubric by two readers. Worth 70% of your grade.
<b>Final Exam</b>	An in-class, timed essay, common across all sections of 100A.	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

**GRADING:** 100A is graded A-F. CR/NCR is not an option in this course because a “credit” in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

- **Penalty for Late/missed work:** for in class journals you must arrange a make-up before the day of the in class activity (possible full credit based on individual situation). Peer review counts toward each of your major essays’ final score and cannot be made up so mark your calendar!
- **Incompletes:** No incompletes will be given for 100A.

**THE WRITING: Determination of Grades – Rubric to be used in evaluating both the major assignments (although point scale will vary) and the final exam.**

4	<ul style="list-style-type: none"> <li>• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions.</li> <li>• is well-organized and thoroughly developed.</li> <li>• shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc.</li> <li>• intelligently addresses the assignment.</li> </ul>
3	<ul style="list-style-type: none"> <li>• meets most of the rhetorical expectations of the assignment, including purpose, format, etc.</li> <li>• is somewhat organized but may require more development.</li> <li>• contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader’s understanding.</li> <li>• may address some parts of the assignment better than others.</li> </ul>

2	<ul style="list-style-type: none"> <li>• meets few rhetorical expectations of the assignment.</li> <li>• shows weak development and cohesion and/or inappropriate rhetorical choices.</li> <li>• shows an accumulation of grammar and syntactical errors that interfere with readers' understanding.</li> <li>• omits or misunderstands major parts of the assignment.</li> </ul>
1	<ul style="list-style-type: none"> <li>• fails to meet the rhetorical expectations of assignment.</li> <li>• fails to organize and develop ideas.</li> <li>• contains grammar and syntactical errors that seriously interfere with readers' understanding.</li> <li>• fails to address the assignment.</li> </ul>

Guide to the four categories

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

Letter grade to percentage scale

A+	98-100		
A	94-97		
A-	90-93		
B+	86-89		
B	82-85		
B-	78-81		
C+	73-77		
<u>C</u>	<u>70-73</u>		Serves as alternative satisfaction of the WST
C-	66-69		Does not serve as alternative satisfaction of the WST
D+	62-65		
D-	58-61		
D-	54 or lower		
F	Not eligible for portfolio and final exam		

**Classroom Protocol:**

- Be on time!
- Ignore your phone – not me or your classmates!
- Show respect for others' ideas! Don't you wish people did this more often?
- Participate in small group and class discussions!
- Keep up with readings/assignments/papers and come to class prepared!
- Participation "points" – I do not grade on attendance (it is college, after all). But, the work we do in class cannot be made up so this is where you will see a loss of points! Lack of attendance will both affect your overall success and my ability to prepare you for your next writing class at SJSU!

## 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/>"

## Important Course Policies

1. Statement of Plagiarism: The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:
  - 1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:
  - 1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
  - 1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.(available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 100A course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. [www.sjlibrary.org/services/literacy/info\\_comp/plagiarism.htm](http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm)

## Student Resources

### 1. SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## 2. SJSU Writing Center

The SJSU Writing Center is located in the MLK Library and Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## SJSU Counseling Services

The SJSU Counseling Services office is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## LLD/ENGL 100A Writing Competency through Genres Course Schedule

*Subject to change with fair notice made in-class or Canvas announcement.*

CR - Course Reader available on Canvas. Readings are due before the class.

Additional activities not mentioned in the schedule are posted on Canvas, so check it regularly.

Some Canvas discussions are threaded and are on-going, with new responses due by the next class meeting.

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
Week 1 8/19		Course and class introduction. <i>The Alchemist</i> Introduced.
Week 2 8/24-26	“ <i>Who I am</i> ” on Canvas. CR: Key concepts: discourse communities, genres, and rhetorical analysis. RA prompt and all the materials. Start searching for possible documents for RA.	CR: DI prompt and all the materials. Looking for a person to interview. Brainstorm list of questions. Start the interview set up.
Week 3 8/31-9/2	<b>DUE:</b> Revised List of questions for DI interview. Group work on RA in class. Document for RA with annotations due.	<b>In-Class timed writing Journal 1. NO zoom</b>
Week 4 9/7- 9	<b>Labor Day! NO Class</b>	<i>DQs for Alc. due.</i> Journal 2 prep.

Week 5 9/14-16	<b>In-Class timed writing Journal 2. NO zoom</b>	<b>DUE: First draft of RA(before class) &amp; In-Class Peer Review. <u>Conferences Set.</u></b> Revising draft for instructor conference.
Week 6 9/21-23	<b>DUE: Conference Draft of RA</b> <i>Writing Center Appointment recommended</i>	<b>DUE: Conference Draft of RA</b> <i>Writing Center Appointment recommended</i>
Week 7 9/28-9/30	Journal 3 prep. <i>Writing Center Appointment recommended</i>	<b>In-class timed writing Journal 3. No zoom.</b> <b>DUE: Semi-Final Draft of RA.</b> <i>Writing Center Appointment recommended</i>
Week 8 10/5-7	<b>DUE: Interview transcript.</b> DI prep work. <i>Writing Center Appointment recommended</i>	<b>DUE: First draft of DI (before class) &amp; In-class Peer Review. <u>Conferences Set.</u></b> <i>Writing Center Appointment recommended</i>
Week 9 10/12-14	<b>DUE: DQs for Alch.</b> Journal 4 prep. <i>Writing Center Appointment recommended</i>	<b>In-Class timed writing Journal 4. No zoom.</b> <i>Writing Center Appointment recommended</i>
Week 10 10/19-21	<b>DUE: Conference draft of DI. Conferences.</b> <i>Writing Center Appointment recommended</i>	<b>DUE: Conference draft of DI. Conferences.</b> <i>Writing Center Appointment recommended</i>
Week 11 10/26-10/28	<b>DUE: Semi-Final draft of DI.</b> Portfolio, Cover Letter, Final Exam. <i>Writing Center Appointment recommended</i>	<b>DUE: Cover Letter draft. Class Workshop.</b> <i>Writing Center Appointment recommended</i>
Week 12 11/2-4	Final Exam and Journal 5 Prep. <i>Writing Center Appointment recommended</i>	<b>In-Class timed writing Journal 5 (exam practice). No zoom.</b> <i>Writing Center Appointment recommended</i>
Week 13 11/9-11	Journal 5 feedback and exam prep. <i>Writing Center Appointment recommended</i>	<b>Veteran's Day! NO class.</b>
Week 14 11/16-18	<b>Portfolio set up check &amp; workshop for eligible students.</b>	<b>PORTFOLIO DUE before class. FINAL EXAM During Class Time.</b>
Week 15 11/23-25	<b>No more class meetings</b>	<b>Thanksgiving Holiday! NO Class.</b>
Week 16 11/30-12/2	<b>Portfolio Scoring</b>	
Week 17	<b>PORTFOLIO RESULTS</b>	

**Note about the calendar:** Until I know you as a class, it is really hard to predict where we will be each week. The best place to keep up to date is to come to class, as I write all homework on the board. As this is not an online course, I do not post all assignments on Canvas (especially the smaller ones).

You can check 2020/21 [Academic Calendar](#)