

**San José State University**  
**Department of English & Comparative Literature**  
**English 1A, Section 11: First-Year Writing Composition**

*“What can free us from the apparent hopelessness of steadfast arguments contending with each other, of narratives come bluntly up against each other? Can the text of one narrative become the text of another narrative without sacrifice? If there is to be hope, we have to see each other, to know each other, to be present to each other, to embrace each other.”*

*–Jim W. Corder, from “Argument as Emergence, Rhetoric as Love”*

## Course and Contact Information

<b>Instructor:</b>	Rachel A. Crawford
<b>Virtual Office Link:</b>	<a href="#">Crawford Office Hour Zoom Link</a>
<b>Office Hours:</b>	M/W 8:30-9:30am (and by appointment)
<b>Email:</b>	<a href="mailto:rachel.crawford@sjsu.edu">rachel.crawford@sjsu.edu</a>
<b>Telephone:</b>	Not available by phone
<b>Class Days/Time:</b>	T/Th 10:30-11:45am
<b>Virtual Classroom Link:</b>	<a href="#">Zoom Link to Class</a>
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I



## Course Format

This course meets online, via Zoom. I will use Canvas, the SJSU Learning Management System to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your work and we will participate in discussion boards and peer review activities. Because of this, you will need regular access to the Internet and a computer.

To produce and share your work, you will need software that allows you to save files as .doc or .docx. Canvas gives you access to Google docs for collaborations, as well as presentation software. Canvas includes video and audio recording abilities with Studio. If you need help to access these technologies, please contact the Student Technology Service Desk.

As a student, you are entitled to free access to Microsoft Office, so visit [this link to the Microsoft Office 365 website](#) if that is something you need (you must use your SJSU email, which you can access by visiting [this link to the most popular one.SJSU applications](#) and then by clicking on “My Email G Suite”).

## Management Page and MySJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas course website, which you can access by clicking on [this link to Canvas](#). Log in and look for “FA20: ENGL-1A Sec 11 - First Year Writing” among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas. They will populate in your sjsu.edu email account, in your Canvas inbox, and in any other email you link in Canvas (more on this later).

## **English 1A – Course Description**

Students take a risk when they attend college. Most of them leave the comfort of home and the close-knit environment of high school to an intimidating college campus. Students arrive at new schools and search for connections within university life, with new friends, and with new teachers. These are the connections that build a community.

But all of that has changed this semester with the emergence of COVID-19 and social distancing. This fall, students are not arriving on campuses, they are not moving away from home and into dorms, and they are not making connections with others they meet in person on campus. From my experience as a mother, as a high school English teacher, and as a college instructor, people learn best when they feel connected to a community. So how are we going to join and build this community at a distance?

This semester in our class, we are going to explore the concept of “community.” The Merriam-Webster Dictionary online defines a [community](#) as ① “a unified body of individuals,” ② “a social state or condition,” and ③ “a society at large.” Merriam-Webster goes into further detail about those three basic definitions. As a class, these are some of the questions we are going to think about, consider, and explore:

- What makes a community?
- How and why do people join communities?
- What does it take to be part of a community (or to stay in one)?
- Why is it so important to be part of communities?
- How do people tear down communities?
- How do people build up communities?
- How do communities succeed, and how do they fail?
- How do we engage within communities?
- How do we feel a sense of belonging to a community, especially in light of COVID-19?
- What happens when the various communities we are part of are at odds with each other? How do we face the conflicts, the disagreements, the arguments, especially when they are so drastically opposed?

Because communities are made up of people, it is important to think about ways in which people communicate with each other within their own communities and with those outside them. Every day, with or without realizing it, we participate in a series of rhetorical exchanges within our various communities. Perhaps a friend is trying to persuade us to go for pizza while we are trying to stick to our Keto diet. When we turn on the TV, the President is using his peculiar rhetoric to excite a crowd. Or maybe a loved one is trying to explain why the person you’re dating is wrong for you. In all of these situations, people are using rhetorical strategies to encourage us to see things from a specific point of view or to convince us to change our minds.

While we explore communities this semester, we are going to use and develop our critical reading and writing skills to better understand rhetorical strategies and how they work. We will analyze a range of texts, which will focus on the influential forces that surround us on a daily basis. As we read, we will assess the rhetorical tactics the authors use, how they work, how effective they are, and how we can use them to communicate within our own communities as well as to those outside them.

## **English 1A – General Education Learning Outcomes (GELOs)**

Upon successful completion of this course, students 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

## **Required Reading and Materials**

### TEXTS

- Miller, Richard E. and Ann Jurecic. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016. ISBN: 9781457681813
- Selected chapters from *Writing Spaces: An Open Textbook Project* [writingspaces.org/essays](http://writingspaces.org/essays)
- Various readings posted on Canvas and other reading materials in support of writing projects.

### MATERIALS

- A laptop or computer with internet connectivity
  - Laptops and iPads may be checked out from the SJSU Student Computing Service at no cost. <https://library.sjsu.edu/student-computing-services/lending-policies>

## **SJSU Resources**

The University provides all students several resources to help you successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)

## **SJSU Library**

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students a [library resource page for the Department of English and Comparative literature](#).

The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera's contact page by clicking on [this link](#).

## **Course Requirements for English 1A**

### **WRITING**

Writing assignments shall give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form.

Assignments, Word Counts, GELOs

<b>Assignments</b>	<b>Word Counts</b>	<b>GELOs</b>
Canvas Discussion Posts (4)	200 each	1, 3-5
Canvas Discussion Responses (8)	100 each	1, 3-5
Writing Projects (3)	1,500 each	1-5
Final Reflection	500-750	1, 2, 4, 5
Peer Review Revision Exercises	500	2
In-Class Participation Writing	1,500	1, 3-5
Multimodal Presentation	N/A	1-5

### **TIME MANAGEMENT**

SJSU classes are designed in such a way that, in order to be successful, students 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. Please plan accordingly.

## **English 1A – Course Content**

### **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 that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.

### **READING**

There will be a substantial amount of reading for this class, some of which will come from *Habits of the Creative Mind* and links I post in Canvas, and some of the reading material will be from sources for the major writing assignments you complete this semester. These reading assignments will serve as the foundation for class discussions and aid in the development of writing topics.

### **WRITING**

I will provide detailed assignment sheets for each major assessment. I will also discuss each assignment as they come up in the semester.

**Canvas Discussion Posts (DP) and Canvas Discussion Responses (DR)** – You will write at least four DPs over the course of the semester in response to the assigned readings. DPs should not simply summarize or repeat points raised in the readings or class, but should build upon those points to advance the discussion of rhetorical strategies. You are welcome to discuss reactions to the reading (liked or disliked, agreed or disagreed, etc., and why); an observation for how it enlightens the work of the class; or the relationship of a reading to your own thoughts and opinions about the topic. DRs must directly

address the points classmates bring up in their posts and may include questions. I will evaluate the DPs and DRs based on evidence that you have completed the assigned readings and have attempted to expand thoughtfully upon the issues raised. I will not grade these DPs and DRs based on format, usage, or grammar, but I appreciate reading error-free prose.

In-Class Writing – You will engage in daily writing activities in response to prompts given in class (no make-ups). You will also participate in peer review activities.

Out-of-Class Writing Projects – There will be three major writing projects: ①research essay that maps an issue; ②essay that analyzes persuasion; and ③artifact that contributes to the discussion through multimodal means (includes a corresponding reflection and presentation). These essays will have multiple steps of the writing process, but you will write them outside of class and go through the revision process before finalizing them. All out-of-class writing projects must be submitted via Canvas and adhere to the MLA formatting and citation guidelines that we will discuss in class.

Multimodal Artifact, Presentation, Reflection – In a group, you will create and present to the class a multimodal artifact that corresponds to the third major writing project. You will work together to write a critical reflection in regard to the rhetorical choices you made when creating your artifact.

## FINAL EVALUATION

All first-year writing students are required to turn in a portfolio at the end of the semester that consists of a reflection and an annotated bibliography of their writing. Required in every portfolio are the following:

- a self-reflection essay (approximately 500-600 words) in which you argue that you have developed an understanding of the course's learning goals (specifically GELO 2) and have developed strategies for working toward those goals.
- An annotated bibliography of your writing that includes evidence of your progress as a writer. This may include any writing you have done this semester along with materials that support the arguments you make in the self-reflection.

## Determination of Grades

### GRADING, LATE POLICY, AND MISSED WORK

This course must be passed with a C- or better as a CSU graduation requirement. You must submit all work 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, because life happens, contact me BEFORE THE DEADLINE. It is *possible* that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and you should not assume I will be lenient. Misuse of this policy by any one student will result in having this option removed for all students. Extra credit *may* be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered.

## GRADING BREAKDOWN

Course grades are calculated using the following scale:

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

## WEIGHTING OF GRADES

Assignment	Point Value	% of Total
Canvas Discussion Posts (4)	10 each	10%
Canvas Discussion Responses (8)	5 each	10%
Writing Projects (3)	50 each	30%
Final Portfolio and Reflection	50	10%
Multimodal Project and Presentation	50	10%
Peer Review and Revision Exercises (4)	10 each	10%
Participation – attendance, in-class writing, discussions (30)	varies	20%

## DEPARTMENT GUIDELINES ON GRADING ESSAYS

Requirements for each assignment 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.

The following are the criteria by which writing is typically evaluated in first-year writing courses:

**An “A” writing assignment** 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” writing assignment** 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” writing assignment** 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” writing assignment** 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” writing assignment** does not fulfill the requirements of the assignment.

## Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you are in class on Zoom every day, on time, and ready to participate in class activities and discussions.

This course will cover topics that are contentious and potentially upsetting to our ways of thinking. We may encounter materials that differ from, and perhaps challenge, our ideas, beliefs, and understanding of reality. Please discuss issues about such material with me. It is important to remain respectful to all of us during Zoom sessions and on assignments. If you have a question at any time about what is appropriate, please contact me for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

If you have requests for special needs or accommodations, see me as soon as possible. Failure to do so may result in forfeiture of the accommodations students may deserve.

### **University Policies**

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Additionally, policies pertaining specifically to Freshmen English students can be found at the following link: [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html).

# English 1A, Section 11, Fall 2020, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and/or in class. Look to Canvas for the most updated course schedule and information regarding the readings.

**\*\*Readings should be read BEFORE the class session on which they are listed.\*\***

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	<b>WELCOME!</b> <b>DUE:</b> Update Canvas account and profile (by end of day) <b>In Class:</b> Introductions; syllabus review; Canvas; class norms; survey and diagnostic essay
2	8/25	<b>DUE:</b> “Reflection on College Writing” (upload to Canvas by end of day) <b>Read:</b> Miller and Jurecic, Preface and Chapter 1 – “Orienting” <b>In Class:</b> Writing exercise; WP #1 Assigned; annotating/interacting with texts
	8/27	<b>DUE:</b> WP #1 Proposal (upload to Canvas by end of day) <b>Read:</b> Miller and Jurecic, Chapter 2 – “Beginning” <b>In Class:</b> Writing exercise; essay questions/clarifications; curiosity
3	9/1	<b>DUE:</b> Canvas DP #1 (post on Canvas by end of day) <b>Read:</b> Pollan (Canvas) <b>In Class:</b> Writing exercise; rhetorical strategies; annotated bibliographies
	9/3	<b>DUE:</b> Canvas DR #1 (post on Canvas by end of day) Annotated Bibliography of research material for WP #1 (upload to Canvas BEFORE class) <b>Read:</b> Miller and Jurecic, Chapter 3 – “Paying Attention” excerpt from <i>Everyone’s an Author</i> (Canvas) <b>In Class:</b> Writing exercise; rhetorical situation
4	9/8	<b>DUE:</b> Canvas DR #2 (post on Canvas by end of day) Draft of WP #1 Introduction (upload to Canvas BEFORE class) <b>Read:</b> Carroll – “Backpacks vs. Briefcases . . .” (Canvas) Grainger – “The Science Behind Ketogenic Diets . . .” (Canvas) <b>In Class:</b> Writing exercise; peer review; reading rhetorically
	9/10	<b>DUE:</b> Revision of WP #1 Introduction and a draft of WP #1 body paragraph (upload to Canvas BEFORE class) <b>Read:</b> Miller and Jurecic, Chapters 4 and 5 – “Asking Questions” and “Exploring” <b>In Class:</b> Writing exercise; peer review
5	9/15	<b>DUE:</b> Revision of WP #1 paragraph and next paragraph (upload to Canvas BEFORE class) Canvas DP #2 (post on Canvas by end of day) <b>Read:</b> Miller and Jurecic, Chapters 6 and 7 – “Connecting” and “Reflecting” <b>In Class:</b> Writing exercise; MLA formatting and citations; considering rhetorical situations when writing
	9/17	<b>DUE:</b> Canvas DR #3 (post on Canvas by end of day) <b>Read:</b> Boyd – “Murder! (Rhetorically Speaking)” (Canvas) <b>In Class:</b> Writing exercise; group activities

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
6	9/22	<b>DUE:</b> Final draft of WP #1 – (upload to Canvas by end of day) <b>Read:</b> Haller – “Walk, Talk, Look, Eat . . .” (Canvas) <b>In Class:</b> Writing exercise; WP #2 Assigned
	9/24	<b>ONLINE MEETING: RESEARCH DAY</b> <b>DUE:</b> Canvas DR #4 (post on Canvas by end of day) Proposal WP #2 (upload to Canvas by end of day) <b>Read:</b> Miller and Jurecic, Chapters 8 and 9 – “Making Space” and “Time and Practicing”
7	9/29	<b>DUE:</b> Annotated Bibliography for WP #2 (upload to Canvas BEFORE class) <b>Read:</b> Miller and Jurecic, Chapter 10 – “Planning and Replanning” Lessner and Craig – “Finding Your Way In” (Canvas) <b>In Class:</b> Writing exercise; critical free writing and auditory/dialogic generative outlining; sign up for writing conferences
	10/1	<b>DUE:</b> Introduction for WP #2 (upload to Canvas BEFORE class) <b>In Class:</b> Writing exercise; reading rhetorically; peer review
8	10/6	<b>DUE:</b> Revision of Introduction for WP #2 and body paragraph (upload to Canvas BEFORE class) <b>In Class:</b> Writing exercise; peer review
	10/8	<b>ONLINE MEETING: RESEARCH DAY</b> <b>DUE:</b> Canvas DP #3 (post on Canvas by end of day)
9	10/13	<b>DUE:</b> Canvas DR #5 (post on Canvas by end of day) <b>In Class:</b> Writing conferences
	10/15	<b>In Class:</b> Writing conferences
10	10/20	<b>DUE:</b> Final draft of WP #2 – (upload to Canvas by end of day) <b>In Class:</b> Writing exercise; WP #3 Assigned ; visual rhetoric
	10/22	<b>DUE:</b> WP #3 Proposal (upload to Canvas BEFORE class) Canvas DR #6 (post on Canvas by end of day) <b>Read:</b> Miller and Jurecic, Chapter 11 – “Arguing” <b>In Class:</b> Artifact proposal/elevator pitch; project questions/clarifications; group activities
11	10/27	<b>DUE:</b> Canvas DP #4 – last one! (post on Canvas by end of day) <b>Read:</b> Miller and Jurecic, Chapter 12 – “Diverging” <b>In Class:</b> Writing exercise; scavenger hunt; group activities
	10/29	<b>DUE:</b> Canvas DR #7 (post on Canvas by end of day) Draft of artifact (upload to Canvas BEFORE class) <b>Read:</b> Giles – “Reflective Writing and the Revision Process . . .” (Canvas) <b>In Class:</b> Writing exercise; peer review; group activities; sign up for office hour meeting
12	11/3	<b>DUE:</b> Revision of artifact (upload to Canvas BEFORE class) Draft of reflection (upload to Canvas BEFORE class) <b>Read:</b> Klein – “Beyond Black on White . . .” (Canvas) <b>In Class:</b> Writing exercise; peer review; group activities

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	11/5	<b>DUE:</b> Reflection revision (upload to Canvas BEFORE class) Canvas DR #8 (post on Canvas by end of day) <b>Read:</b> Klein – “Beyond Black on White . . .” (Canvas) <b>In Class:</b> Writing exercise; group activities
13 Creative Writing Week	11/10	<b>In Class:</b> Writing exercise; presentation details and signups; group activities
	11/12	<b>In Class:</b> Writing exercise; peer review; group activities
14	11/17	<b>DUE:</b> Draft of Presentation Materials (upload to Canvas BEFORE class) Final draft of WP #3 (upload to Canvas by end of day) <b>In Class:</b> Writing exercise; peer review; group activities
	11/19	<b>DUE:</b> Revision of Presentation materials (upload to Canvas BEFORE class) <b>In Class:</b> Writing exercise; peer review; Final ePortfolio assigned; ePortfolio logistics; group activities
15	11/24	<b>ONLINE MEETING: RESEARCH DAY</b> <b>DUE:</b> Final presentation materials for WP #3 (upload to Canvas by end of day)
	11/26	<b>Thanksgiving</b>
16	12/1	<b>In Class: PRESENTATIONS</b>
	12/3	<b>In Class: PRESENTATIONS</b>
FINAL	12/13	9:45am-12pm <b>DUE:</b> Final ePortfolio with Reflection (upload to Canvas by end of final time) <b>In Class:</b> Writing exercise; ePortfolio; final farewell