

San José State University
Department of English & Comparative Literature
English 1A, First-Year Writing, Section 18, Fall, 2020

Course and Contact Information

Instructor: Alexandra Carrillo

Virtual Office Link: <https://sjsu.zoom.us/j/97164373023?pwd=dll0SGtNTG5mb2FJU3pLNTA3ZFVpdz09>

Office Hours: Mon/Wed 3:00 PM - 4:00 PM

Email: Alexandra.Carrillo@sjsu.edu

Telephone: Not available by phone

Class Days/Time: Mon/Wed 1:30PM - 2:45PM

Virtual Classroom Link: <https://sjsu.instructure.com/courses/1375453>
<https://sjsu.zoom.us/j/95845662172?pwd=VHN0RjZvcW5jRXVtaWxNSFdaWm9KZz09>

Prerequisites: *The Reflection on College Writing* in Canvas

GE/SJSU Studies Category: A grade of C- (minus) or better in this course satisfies General Education Area A2

Course Description

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

When we read articles, books, or other types of texts we need to be aware of what audience the authors are trying to reach. How do they achieve the effect they want in their writing?

Understanding how others choose to craft their texts will shape our communication style and how we can understand the communication of others. Also, throughout the semester we will be

helping each other refine our writing and ideas to create a community that supports individual and group learning.

Course Format

This Is a Technology-Intensive, Online Course

This course meets online, via Zoom. I will use Canvas, the SJSU learning management system to publish instructional materials, lessons, and activities. You will submit your work in Canvas discussions; everyone will have access to and use everyone else's posts for our research. Thus, you will need regular access to the Internet and a computer. To produce and share your work, you will need word processing software (any software that allows you to save files as .doc or .docx) a. Canvas will give you access to Google docs for collaborations, as well as presentation software (i.e. PowerPoint or Google Slides). Canvas includes video and audio recording abilities. If you need help to access these technologies, please contact the Student Technology Service Desk.

This Course Uses Canvas Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions and prompts, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. Log in and look for English 1A among the courses in your account. 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 and in your Canvas inbox.

GE Learning Outcomes (GELO) Upon successful completion of this 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. Use college-level language with clarity and grammatical proficiency.

Course Learning Outcomes (CLO)

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

1. Write clear, effective essays in a variety of styles.
2. Understand and communicate complex ideas.

3. Read actively to participate in class discussions, writing exercises, and Canvas posts.

Required Texts/Readings:

Clean, Well-Lighted Sentences by Janis Bell ISBN 9780393337150

Additional readings will be available on Canvas.

Library Liaison

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 a library resource page for English students here:

<https://libguides.sjsu.edu/c.php?g=230087&p=1527085>

You will find her contact page here: https://libguides.sjsu.edu/prf.php?account_id=41832

English 1A Course Requirements and Assignments Credit hours:

In accordance with University Policy S12-3, I have designed this class with the expectation that students will spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

Final Evaluation

For a final evaluation of your progress in this course you will compile and turn in a portfolio of work you have completed. Your portfolio should include a reflective letter on your experience in class, a reflection on your presentation, and significant revisions of your three essays.

Grading Information

Departmental grading scheme requirements for particular assignments will vary, but in all cases essay 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 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.

- 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.
- 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 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.

There are 1000 points possible to gain through completing assignments and participating in class. A grade of at least C- is required to pass this class.

Essay 1 - 100 points

Essay 2 - 100 points

Final essay - 200 points

Canvas posts - 300 points

Participation - 100 points

Presentation - 100 points

Portfolio - 100 points

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 640 points

D minus = 639 to 600 points

F = 599 points or lower

Classroom Protocol: We will work together in our first class meeting to decide our classroom protocol. The link below is a place for us to work on policies we want to be present in our classroom and make suggestions.

<https://docs.google.com/document/d/16rFFOLAr1YoZFck9AIBYpXy6wGM7MN-SjPYhMARKbKQ/edit?usp=sharing>

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Academic integrity: The University Academic Integrity Policy F15-7 requires you to be honest in all your academic coursework.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Attendance:

Attending the first day of class is essential for maintaining your spot in this course. If you cannot attend the first class meeting you must email me before class to let me know.

Though it would be preferable that every person could make it to every class, I understand that is not always possible. If I have to cancel class, I will send out an email. If you know you cannot make it to class beforehand, please let me know, especially if it is a peer workshop day.

As you go through college you will have to miss class for a variety of reasons. Sometimes it will be out of your hands, and sometimes you will have to make a choice. If you have physical health or mental health reasons for missing class, please try to weigh what would be best for you on that day. Your academic career is important just as your health is important. Some days it will be better to push yourself to come to class even if you don't want to, and other times it would be better to stay away from class for the day. Only you can evaluate that for yourself, and your skill in that area will grow if you exercise that right to choose what is best for you.

If you have missed or know you will miss at least 3 class days this semester, please drop into the office hour I have on Zoom. You will find the link above. If you cannot make it to office hours we can set up a different time to meet on Zoom.

If you miss a peer workshop day you will be required to meet with me for a one-on-one session about your assignment so that you do not lose the opportunity for feedback and class credit. Please try to make a greater effort to attend those days if possible, as your absence affects not only your experience in class but also the experience of your peers.

Assignments:

Nearly every class period we will have a group discussion on the reading and a short writing period. You may revise your quick write and use it for your weekly Canvas post. Canvas posts should consist of a short quote (1-3 lines), a short summary of the reading, and your analysis of the reading (200-250 words). Canvas posts will be due Wednesday before midnight and can be on the reading from either Monday or Wednesday.

Aside from your weekly canvas posts, this class requires you to write three essays, give one presentation in class, and complete a final portfolio.

First essay:

Personal Narrative: for this essay you will write about a personal experience related to a hobby or something you enjoy doing. (1000-1500 words)

Second essay:

Compare and Contrast: for this essay you will find two academic sources that have differing opinions on the same subject. In your essay you will paraphrase their arguments and provide an argument of your own showing which research is better documented and argued. (1000-1500 words)

Final essay:

Research Paper: for this essay you will combine personal experience with academic research. Choose a symbol or superstition that is important to you and in your essay write about how it is impactful to you personally while also drawing on historical and/or sociological sources about how that symbol or superstition impacts society at large. (2000-2500 words)

Presentation on final essay: Your presentation will last 5-7 minutes and will be a way for you to showcase the research and subject matter of your final paper to the class. Acceptable

presentations will include a slideshow and speech or a video with a voice over. Optional: a hand out of your key points or additional information for the class. Not having a slideshow or a video as part of your presentation will result in 25% off of your total presentation grade.

Late assignments: For each full week that an assignment is late, 10% of the total possible points will be deducted from your total. If you know you need to turn something in late, let me know before the due date by email so you will not lose points. It will always be better for you to turn in something instead of nothing!

Participation: Joining class discussions and posting meaningful Canvas comments in response to your fellow students all count as participation. Low participation will affect your overall grade.

In class work:

In addition to the peer workshops for your essay, we will be doing short writing assignments in class. In class you will have 5-10 minutes to write thoughts on the reading or do the reading exercise and discuss it in your groups. You may use these in class writing exercises as the basis for your weekly Canvas post if you wish.

Peer workshop:

Peer workshop days will be an opportunity for a few of your classmates to look over your essay draft and give you written and spoken feedback in small groups. I will return a copy of your draft to you with feedback as soon as possible after the peer workshop day. When evaluating your peers' essays, please leave them constructive criticism and practical ways they can revise their paper. More information about this will be given out in class and on Canvas. On peer workshop days submit a Word doc (.doc or .docx) copy of your essay on Canvas before class so that you can receive feedback. If you cannot attend a peer workshop day, email me.

One of the goals of this class is to help you become a clear and effective writer. Standard academic grammar and spelling is part of that, but it is not the main focus of this class. We will spend some time on grammar rules, but ultimately I want us all to focus our time on being able to take what we read and think and present it in a way that other people can understand. For your small Canvas responses, in class writing assignments, essay drafts, and essays you will be expected to write as clearly as possible so that I and your fellow students can understand you. Writing with the best grammar and spelling you can achieve is part of being an effective writer along with writing engaging and informative content.

42099 / English 1A, Fall 2020, Course Schedule

CWS = Clean, Well-Lighted Sentences

TBD = To be determined

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/19	Introductions/Syllabus/Canvas discussion
1	8/24	Read before class on Canvas: "Toolbox" pt 1 by Steven King In class: Small group discussion/Writing exercise
2	8/26	Read before class on Canvas: "Toolbox" pt 2 by Steven King In class: Small group discussion/Writing exercise
2	8/31	Read before class: CWS Ch. 1 In class: small group discussion/writing exercise
3	9/2	Read before class on Canvas: "Shitty First Drafts" by Anne Lamott In class: small group discussion/writing exercise
3	9/7	Labor Day - NO CLASS
4	9/9	Read before class on Canvas: "Writing critiques, Response Papers, and Book/Film Reviews" by Shan-Estelle Brown <i>Essay prompt on Canvas</i> In class: TBD
4	9/14	Read before class on Canvas: "Someone to read your drafts" by Anne Lamott In class: writing exercise/discussion on peer feedback
5	9/16	<i>Essay draft due on canvas before class</i> Read before class: CWS Ch. 2 In class: peer workshop
5	9/21	Read before class on Canvas: "Failure: An Appreciation" by Rebecca Brown In class: small group discussion/writing exercise
6	9/23	Essay due on Canvas Read before class: CWS Ch. 3 In class: TBD

6	9/28	Read before class on Canvas: "Perfectionism" by Anne Lamott In class: small group discussion/writing exercise/essay prompt
7	9/30	Read before class on Canvas: "Tips on Becoming a Running Novelist" by Haruki Murakami In class: small group discussion/writing exercise
7	10/5	<i>Essay draft due on Canvas before class</i> In class: peer workshop
8	10/7	CWS Ch. 4 In class: small group discussion/writing exercise
8	10/12	Essay due on Canvas In class: TBD
9	10/14	Read before class on Canvas: "Index cards" by Anne Lamott In class: small group discussion/writing exercise
9	10/19	Read before class on Canvas: "Citing Your Sources" by Shan-Estelle Brown <i>Essay prompt on Canvas</i> In class: small group discussion/writing exercise
10	10/21	CWS Ch. 5 <i>Essay proposal due on Canvas before class</i> In class: Proposals exercise
10	10/26	Read before class on Canvas: "The Critical Research Paper" by Shan-Estelle Brown In class: small group discussion/writing exercise
11	10/28	<i>First draft of final essay due in class</i> In class: peer workshop
11	11/2	Read before class on Canvas: "Outnumbering the Dead" by John McManus In class: small group discussion/writing exercise
12	11/4	<i>Second draft of final essay due in class</i> In class: peer workshop

12	11/9	Read before class: CWS Ch. 6 In class: small group discussion/writing exercise
13	11/11	Veterans Day - NO CLASS
13	11/16	Read before class: CWS Ch. 7 In class: small group discussion/writing exercise
14	11/18	Final Essay Due on Canvas In class: TBD
14	11/23	Read before class on Canvas: "Why I Read" by Elena Georgion In class: small group discussion/writing exercise
15	11/25	NO CLASS
15	11/30	In class: presentations
16	12/2	In class: presentations
Final Portfolio	12/9	Final portfolio due on Canvas

This syllabus and schedule is subject to change. Always check Canvas for the most recently updated version.