

**San José State University**  
**Department of English & Comparative Literature**  
**English 1A: First Year Writing, Section 29, Fall 2020**

**Course and Contact Information**

<b>Instructor:</b>	Jada Patchigondla
<b>Office Location:</b>	Online on Zoom
<b>Telephone:</b>	TBA
<b>Email:</b>	<a href="mailto:jada.patchigondla@sjsu.edu">jada.patchigondla@sjsu.edu</a>
<b>Office Hours:</b>	TBA
<b>Class Days/Time:</b>	Tuesdays and Thursdays 10:30-11:45 am
<b>Classroom:</b>	Online on Zoom
<b>Prerequisites:</b>	Completion of Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area 2 Written Communication I (with a grade of C or better)

**Course Description**

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

**Our Topic for English 1A for Fall 2020**

Our main inquiry will examine the influence of cultural myths on identity. We will explore readings and written assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We will look at specific myths like the myth of the family, the myth of accessibility of education, and one other myth that you will choose from our book, *Rereading America*. Our goal is to recognize the interconnectedness between and the power that comes with applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

## **GE Learning Outcomes (GELO)**

Upon successful completion of this 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

## **Course Accommodation & Accessibility**

If you need course adaptations or accommodations because of a disability, or if you need 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” [Academic Senate Policy F06-2 \[pdf\]](#)

## **How to Prepare for Class Sessions.**

- Do the readings that are listed under “For next time” on the Daily Schedule on the syllabus. These are your homework readings for the next class. Most of the time you’ll have some readings and some sort of Canvas post, so complete those before the following class session. For example, if the syllabus says “for next time, read pages 1-10 in *Rereading America*” at the end of a Wednesday class, read those before the following Monday’s class (which is the “next time”).
- We will use reading and writing to collaborate in researching on our topic on cultural myths, and writing about it. You will come to our zoom class sessions ready to discuss readings and do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples, and workshop drafts.
- You will need some type of electronic device—laptop, desktop computer, or tablet to attend class. Your device should have a camera. Using a phone is possible, but it will be difficult as all aspects of Zoom are not always available on the phone version. Please use your phone to attend Zoom only in emergency situations (for example, if your computer or tablet is not working).

## **Where to Find Course Assignments and Materials**

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on Canvas. You are responsible to check your MySJSU email and/or Canvas announcements to learn of any updates to our schedule.

## **Textbooks and Readings**

- *Rereading America* (10<sup>th</sup> edition) by Gary Colombo, Robert Cullen, and Bonnie Lisle
- *They Say/I Say* (4<sup>th</sup> edition) by Gerald Graff and Cathy Berkenstein (make sure to get the one WITHOUT readings)
- Other readings (and videos) provided throughout the semester through email or Canvas

## **Course Commitment**

At SJSU, one hour of in-class work means three hours spent outside of class. Our course is a 3 unit course, which means you will spend 3 hours in class per week and 9 hours outside of class doing work (reading, writing, preparing, studying, etc.) related to our class.

## **The Work You Will Do in This Course: An Overview**

**The Assignments:** You will write four major essays in this class. They will be a Narrative, a Rhetorical Analysis, and two Argument Essays. Some of these will be digital/multimodal assignments in which you will be able to utilize technology and images to write. There will be other minor assignments that you will post on Canvas throughout the semester.

## **Self-Reflection and ePortfolio**

At the end of the fall semester, you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

## **Our Daily Learning Activities.**

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class.

## **How Your Work Will be Graded**

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but will also take charge of our own learning and success.

This class is meant to improve your skills and experiences as college-level writers. You will have point values or letter grades assigned to each assignment. You will also receive feedback on your writing from me. After you receive feedback and a grade from me, you will respond to my feedback so I know you have read and understand it. There will be percentage points for each unit of work you do (listed below). You will also have an opportunity to revise your work and submit it for a better grade if you wish. You will be guided and mentored during the writing, researching, revising, and learning processes, while taking on the role of student mentor yourself.

<b>Assignments</b>	<b>Percentage Points</b>
The Narrative	15%
Rhetorical Analysis (multimodal)	20%
Argument Essay 1	20%
Argument Essay 2	20%
Reading Responses	15%
Participation	10%
<b>TOTAL:</b>	<b>100%</b>

## **DAILY SCHEDULE**

### **WEEK 1**

Thursday, August 20

Introductions

Intro to course, syllabus, and materials

**For next time:** Complete MODULE 1; read “Preface: Demystifying Academic Conversation” in *They Say/I Say*

### **WEEK 2**

Tuesday, August 25

Discussion: academic conversation

Canvas Post: My Reading History

Syllabus activity

**For next time:** read “Thinking Critically, Challenging Cultural Myths” (pages 1-14) in *Rereading America*; start working on MODULE 2

Thursday, August 27

Continue working on MODULE 2

**For next time:** read pages 16-24 and 25-40 in *Rereading America*; read “Entering Class Discussions” (pages 162-165) in *They Say/I Say*; continue working on MODULE 2

### **WEEK 3**

Tuesday, September 1

Discussion on readings

Group work & discussion on readings

Lesson and discussion: metacognitive learning

**For next time:** read “Writing a Narrative” chapter on Canvas; Discussion Post 1; continue working on MODULE 2

Thursday, September 3

Continue working on MODULE 2

**For next time:** read pages 44-52 and 61-75 in *Rereading America*; read “Reading for the Conversation” (pages 173-183) in *They Say/I Say*; continue working on MODULE 2

## **WEEK 4**

Tuesday, September 8

Discussion Post #3

Class discussion on readings

*They Say/I Say* & the use of templates

Review and brainstorm: topics in the myth of the model family (group work)

**For next time:** continue working on MODULE 2

Thursday, September 9

**For next time:** read Narrative PROMPT on Canvas; do freewriting post on Canvas; continue working on MODULE 2

## **WEEK 5**

Tuesday, September 15

Intro to Adobe Spark

Create Adobe Spark account in class & post to Canvas

Discussion: the writing process

Intro to OWL

In-class prewriting: Narrative

One-on-one conferences on Narrative

**For next time:** continue working on Narrative

Thursday, September 17

One-on-one conferences continued

**For next time:** revise and post revised Narrative on Canvas for peer review by 9/18; do Peer review by 9/20

## **WEEK 6**

Tuesday, September 22

Discussion: Reflecting to Learn

Lesson: revision process (Purdue OWL)

**For next time:** work on revising final draft of Narrative and post Adobe Spark Link on Canvas by 9/25; post Narrative Reflection by 9/25; read “The Art of Summarizing” (pages 30-42) in *They Say/I Say*; ALL work in MODULE 2 should be complete by 9/25

Thursday, September 24

Start MODULE 3

**For next time:** read “Why Are All the Cartoon Mothers Dead?” (pages 86-94) in *Rereading America*; read pages 91-100 (“Saying Why It Matters”) in *They Say/I Say*; continue working on MODULE 3

## **WEEK 7**

Tuesday, September 29

Discussion Post #5

Intro to Rhetorical Analysis

Cartoon Mothers discussion

Rhetorical analysis writing workshop

**For next time:** write Rhetorical Analysis freewrite on Canvas; continue working on MODULE 3

Thursday, October 1

Group work on freewrite and where to go from here

Writing day!

**For next time:** write Rhetorical Analysis draft and post it to Canvas by 10/4; continue working on MODULE 3

## **WEEK 8**

Tuesday, October 6

Peer review on Rhetorical Analysis

**For next time:** revise rhetorical Analysis; post Rhetorical Analysis final draft & Reflection on Canvas by 10/9; ALL work in MODULE 3 should be completed by 10/9

Thursday, October 8

Intro to the myth of education empowerment readings

Read & discuss Fast Facts (p. 100) in class

In-class Discussion Post #4

**For next time:** read pages 101-122 in *Rereading America*; post Reading Response #4 by 10/11 on Canvas; start working on MODULE 4

**NOTE: Schedule for weeks 9-16 will be given in week 8**