

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sections 45, 46, 87, Fall 2020

Instructor:	Kristin FitzPatrick Ezell
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Office Hours:	Fridays 10:00-11:40 a.m. and by appointment
Class Days/Time:	Section 87: MW 9:00-10:30 a.m. Section 45: TR 10:30-11:45 p.m. Section 46: TR 12:00-1:30 p.m.
Class Location:	Zoom (100% online. Please see Zoom Links below.) Section 87: https://sjsu.zoom.us/meeting/tJcqO2srzgiGNSQ39-FCBv2sJT2nlvxxwNCJ/ics?icsToken=98tyKuCrqTguHtWWuBuHRRowqB4jCLOjzmHZHjY1urUy8TgZwQBWkJch2YLxzBsDH Section 45: https://sjsu.zoom.us/meeting/tJ0tdOytpj8qGdGLmvlD0e57S0mSfL47d6vm/ics?icsToken=98tyKuChrgvH9yRsBqCRox5AojCZ-xiClfjad6sBLzDwQDZ1ahBbJPAbRTRI_U Section 46: https://sjsu.zoom.us/meeting/tJMLc--trzkgG9Q3j3bdfQ6ImMWwZ-4d_7PZ/ics?icsToken=98tyKuCvpj8sH9WXsxiHRRowEGo-gM-zmHpejfpszxW2ASRVU1XfO891JYgyRNzv
Prerequisite:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Welcome to First-Year Writing!

Canvas and Email

Course materials such as syllabus, handouts, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking your Canvas Inbox to learn of any updates. You can choose to have these messages forwarded from Canvas to another email address.

ENGL 1A Course Description

ENGL 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.

ENGL 1A General English Learning Outcomes (GELO)

Upon successful completion of the 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. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Course Learning Outcomes (CLO)

1. develop sophisticated audience- and situation-sensitive reading and writing *strategies*
2. use these strategies to make convincing, appropriate *arguments* to the particular audience in formal and informal settings
3. identify and evaluate key *rhetorical strategies*, with an emphasis on *ethos*, *logos*, *pathos*, and *kairos*
4. explore the complexity of an issue by seeking *multiple perspectives*
5. engage in a variety of *research methods* to study and explore the topics— may include both primary research (such as fieldwork and observation) and secondary research (such as library and Internet research)
6. use a variety of organizational strategies (for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

How to Prepare for Class Sessions:

This course will involve a lot of reading, writing, analyzing, critiquing, and revising. Each day we will have in-class writing exercises, group work, peer review, presentations, and more activities that all build toward the current essay assignment or project.

Please save all class work (whether written in class or out of class) both on Canvas AND in at least one other place that does not require Internet access to retrieve it (on a laptop, disk, etc.). Laptops are available for checkout in the library.

Online Learning and Access to Canvas and Zoom:

This semester, our course will consist of 100% online instruction. This means we will not meet in person at all.

We will use Canvas and Zoom a lot in this course. Canvas is where you will find course materials, turn in assignments, and communicate via email. Zoom is where we will have live virtual meetings. Please keep audio muted when you are not speaking, but keep video unmuted as much as possible so that we can see each other.

Most instruction will be synchronous, which means that we will meet via Zoom during our scheduled class meeting time on many class days. You will receive advance notice about days when instruction will be asynchronous, which means instruction is done on your own time rather than during the scheduled class meeting time.

Office hours will be conducted via Zoom, at a different link than the regular class meeting link. All links will be posted on Canvas in the Online Learning Resources Module. Appointments are recommended but not required for office hour meetings.

Where to Find Course Materials:

Our required texts are:

- *Everything's an Argument with Readings, 8th Ed.* Lunsford. Macmillan Higher Education/Bedford St. Martin's. 2019. ISBN: 9781319056261(available through public libraries, Spartan Bookstore, other booksellers)
- *What the Eyes Don't See.* Mona Hanna-Attisha. Available free from SJSU to all first-time freshmen.
- You will be asked to research other texts and materials related to the required books. These materials will be provided on Canvas.

Other Materials You Will Need to Have Available for this Class:

- laptop with consistent Internet connection
- a folder to keep all coursework together (if you print it).
- notebook and pen/pencil or electronic folder for typed notes
- access to your assignment files

Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least

4000 of which must be in revised final draft form. Assignments include in-class/timed writing as well as out of class revisions.

Reading: In addition to being writing intensive, English 1A is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences. The readings represent diverse voices, genres—from personal narratives to speeches, from arguments to humorous essays.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas and your own understanding of them by identifying your own interpretative lens.

Research: We will read about and discuss basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: You will share your ideas or opinions orally to class in group discussion, presentations, and student-teacher conferences.

Requirements and Assignments

The Time You Will Spend on This Work

Faculty at SJSU design courses to help you achieve specific learning goals integral to your progress toward a bachelor's degree. In a 3-unit course like this one, faculty expect that students will spend *a minimum* of forty-five hours for each unit of credit (normally three hours per unit per week in a 15-week term). This time includes preparing for class, participating in course activities, completing assignments, and seeking needed support. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

You may find that in order to support your success with the course assignments, you need to put in additional time. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need.

Attendance

It is important to attend every class meeting, small group meeting, and conference for your own benefit as well as for the benefit of your small group and the whole class. Attendance alone shall not be used as a criterion for grading. If you have missed one or more days, please check in with me catching up. Students who know in advance that they will miss one or more classes should inform me and their small group members about their plans.

Writing Projects

There will be four major writing projects in this course—rhetorical analysis, profile, multimodal group presentation, and critical essay. For each project, you need to produce at least one draft and a final product based on my and your peers’ feedback. More detailed instruction will be given at the beginning of each writing project. You will also be required to complete a reflection essay (e.g. self-assessment) upon completion of each major project. There is also an essay as part of the portfolio.

Portfolio

KEEP ALL OF YOUR WRITING for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-assessment pieces and in-class entries. At the end of the semester, you will review all your work to analyze and evaluate your progress to complete a **500-600 word reflection essay**, in which you argue how the work you’ve done help achieve the learning goals (GELO), and include all the work you reference in the appendix. Keep backup copies of all drafts of your work saved in multiple places both online and offline (i.e. on a thumb drive or a secure server). If you have access to a printer, you should also keep hard copies of all of your papers.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	Grade Value
In-class participation, peer-review workshops and peer feedback	750	GELOs 1, 2	30%
Reading Responses/Homework	750	GELOs 1, 2, 3	10%
Writing Project #1 Rhetorical Analysis	1000	GELOs 1-5	15%
Writing Project #2 Profile Essay	1000	GELOs 1-5	15%
Writing Project #3 Multimodal Group Presentation	500	GELOs 1-5	10%
Writing Project #4 Critical Essay	1500	GELOs 1-5	15%
Final exam: reflection essay	500	GELOs 2, 3	5%
Totals	6000		100%

How Will My Work Be Assessed and Graded in This Course?

My feedback on your work is intended to guide you both during your revision process and your entire writing process with future assignments. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Please note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the

determination of their course grades.” For more details, see University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf>

Feedback for Individual Assignments

We will both assess how effectively your finished writing is achieving the goals outlined for the course. This part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full semester of instruction.

Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale. All assignments 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” 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 with a solid command of grammar, mechanics, and usage.
- 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 and may contain some grammatical, mechanical or usage errors.
- 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 grammar, 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.

English 1A Grading: A – F

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B= above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Point Grade Scale

A 93% and above	B- 80.0-82.9%	D+ 67.0-69.9%
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A- 90.0-92.9%	C+ 77.0-79.9%	D 63.0-66.9%
B+ 87.0-89.9%	C 73.0-76.9%	D- 60.0-62.9%
B 83.0-86.9%	C- 70.0-72.9%	F Below 60.0%

Classroom Environment

Please keep distractions to a minimum during class meetings. It will be important to mute audio when you are not speaking. Please keep video on as much as possible, as it is easier to communicate and learn names and voices when we can see each other.

Please note that some course content may be sensitive. We will examine multiple perspectives. Please be considerate of others' contributions and viewpoints.

University Policies

The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You will find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

**A schedule of reading and writing assignments will follow.
Here is a list of Important Deadlines:**

Major Writing Projects:

Writing Project/Essay #1: Rhetorical Analysis Final draft due September 17

Writing Project/Essay #2: Profile essay Final draft due October 8

Writing Project #3: Multimodal Group Presentation Final draft due October 29

Writing Project/Essay #4: Critical Essay Final draft due November 19

Portfolio and Reflective Essay: due December 7

English 1A Schedule

Week 1: August 19-20

Introductions to course and classmates

Unit 1: Rhetorical Analysis Essay Unit

Week 2: August 24-27

Read: Flint police article and prologue to *What the Eyes Don't See*

Write: Reading Journals

Introduce Library search system/begin looking for articles to use for Essay #1

Week 3: August 31-September 3

Read chapter 1 of *What the Eyes Don't See*

Read chapters 1 and 5 (Rhetorical Analysis chapter) from *Everything's an Argument*

Find an article to use for Essay #1

Write a brief summary of the article and a list of ways it enhances your understanding of/builds your curiosity about topics in the book.

Check in with your group about your potential essay topics and discuss examples of global citizenship shown in chapter 1 of the book

Week 4: September 7-10

Read: chapter 2-4 of *WTEDS*

Write: outline and first draft for Essay #1

Small group conferences and peer review

Week 4: September 14-17

Small group conferences and peer review

Campus Reading Program events

Unit 2: Profile Essay Unit

Week 5: September 21-24

Read/watch: selections from Part 2 of *Everything's an Argument*, Chapter 5-6 of *WTEDS*, interview with Jason From/*Wrongfully Convicted* podcast

Write: Reading journals, self-reflections, interview questions, outline for Profile Essay

Week 6: September 28-October 1

Read/Watch: Bruce Ballenger excerpt about Profile Essays, selected NYT Saturday Profiles, chapter 7 of *WTEDS*

Write: first draft of Profile Essay for peer review

Week 7: October 5-8

Read: chapters 8-11 of *WTEDS*

Conferences during class time (to discuss drafts)

Revise essay and turn in final draft

Unit 3: Multimodal Group Presentation Unit

Week 8: October 12-15

Read: Part 3 in *Everything's an Argument* (Style and Presentation, especially Multimodal Arguments), chapters 12-14 of *WTEDS*

Write: Reading journal, outline for presentation

Week 9: October 19-22

Read: Research for presentation, chapters 15-17 of *WTEDS*

Write: draft of presentation

Week 10: October 26-29

Read: Chapters 18-19 of *WTEDS*

Turn in final draft of Profile Essay

Unit 4: Critical Essay Unit

Week 11: November 2-5

Read: selections from Part 4 of *Everything's an Argument* and chapters 20-21 of WTEDS

Write: outline and draft of group presentation

Week 12: November 9-14

Read: Chapters 22-23 of WTEDS

Group conferences and peer review

No class on 11/11 (Veteran's Day)

Week 13: November 16-19

Read: chapters 24-25 and epilogue of WTEDS

Group conferences and peer review on 11/16

Final draft of Critical Essay due on 11/19

Week 14: November 23-24

Read: Portfolio Guidelines

Write outline for reflection essay

Week 15: November 30-December 3

Prepare portfolio and reflection essay

December 7: Portfolios due

Special thanks to Drs. Baer and Yang for some of the material in this document.