

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 100A, Writing Competency through Genres, Section 02, Spring 2020**

**Course and Contact Information**

<b>Instructor:</b>	Erik L. Johnson
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<b>Office Hours:</b>	Tuesday 9–10 am; Tuesday and Thursday 2–3 pm; and by appointment
<b>Class Days/Time:</b>	Monday and Wednesday 9–10:15 am
<b>Classroom:</b>	HGH 227
<b>Prerequisites:</b>	<b>Passed ENGL 1B or equivalent; taken WST at least once without passing.</b>
<b>Canvas:</b>	<a href="http://sjsu.instructure.com">http://sjsu.instructure.com</a>

**COURSE DESCRIPTION**

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C minus 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 or instructor-selected readings.

**COURSE LEARNING OUTCOMES (CLOs)**

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**

### **Textbooks**

Two texts are required:

- 1) Grant, Adam (2016). *Originals: How Non-Conformists Move the World*. New York: Penguin, ISBN 978-0-14-312885-4 (paperback). Available via the SJSU Spartan Bookstore. You will need a print copy.
- 2) English 100a Course Reader, created by Stacey Knapp. Order the print and digital package here: <https://www.magcloud.com/browse/issue/680464>. Digital copies are immediately available in your Digital Library on Magcloud, and print copies arrive in approximately one week. Plan on bringing your 100a Reader to every class session.
- 3) In addition, you will need a style manual (print or electronic) or a reliable style website (such as the Purdue Online Writing Lab) that you are comfortable referring to for questions about grammar and citation format.

If you do not have a preferred style manual or website that you already use, a **recommended** style text, Hacker and Sommers, *A Pocket Style Manual*, 8<sup>th</sup> ed., Bedford/St. Martin's, ISBN 978-1-31905-740-4, is on order at the SJSU Spartan Bookstore. If you are unfamiliar with the term "style manual," purchasing this book will make your life easier!

### **Other Readings**

Short additional readings, including writing advice handouts and samples of the kinds of writing that you will be producing, will be posted on Canvas and discussed in class throughout the semester.

### **Other technology requirements / equipment / material**

- Canvas: We will be using Canvas throughout the course. Login URL: <http://sjsu.instructure.com>
- Criterion: We will be using Criterion, an online editing program. The Criterion site is at <https://criterion.ets.org/>. You will have to register by creating a user name and password and entering our Class Access Code: **AGGF – CAKX**
- Laptop: Bringing a wifi-enabled laptop to class will make it far easier to complete in-class activities and assignments. If you do not have a laptop, you can borrow one for no charge from SJSU Computing Services on the fourth floor of King Library for 24 hours or 7 days at a time. See <https://library.sjsu.edu/student-computing-services/student-computing-services> or call 408-808-2470 for more information.

## LIBRARY LIAISON

Peggy Cabrera

Phone: 408-808-2034

Email: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)

## 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's 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 or Evaluation

Wednesday, April 29, 9–10:15 am, in class

## Grading Information

### Description of Assignments

Assignment	Description (Course Learning Objectives Met)	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	1500	Maximum 25 eligibility points

Assignment	Description (Course Learning Objectives Met)	Word count	Assessment
	the author and how these strategies contributed to the purpose of the document. (CLOs a, b, c, d, f, g)		
<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). (CLOs a, b, c, d, e, h)	1500	Maximum 25 eligibility points
<b>Five Critical Reading Reflection Journals</b>	During the semester, you will read sections of a full length work of fiction or non-fiction ( <i>Originals</i> by Adam Grant) and respond to what you read in a series of required reflective journals. These will be timed essays written by hand in class. At the end of the semester, place these required journals in your portfolio (CLOs a, d, e, f, g).	2000	Maximum 25 eligibility points
<b>Cover Letter</b>	This is a 1-2 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. (CLOs a, d, g)	200-300	Maximum 5 eligibility points
<b>Homework, quizzes, &amp; participation</b>	I will award up to 15 points based on your performance on short in-class and homework assignments given throughout the semester and up to 5 points for active and helpful participation in class discussions. (CLOs a, b, c, e, g)		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> <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 <b>which show instructor's comments</b> and/or a rubric marked by the instructor;</li> <li>• Five CRR journals, including at least two in-class, handwritten journals;</li> </ul>	3200 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
<b>Final Exam</b>	An in-class, timed essay, common across all sections of 100A. (CLOs a, b, d, f, g)	500 words	Scored according to

Assignment	Description (Course Learning Objectives Met)	Word count	Assessment
			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 or Missed Work:** In-class work cannot be made up unless arranged prior to the assignment. Major essays/ journals will be scored one-third of a grade lower for each calendar day late. In other words, if an essay is turned in one day late and receives a base grade of B, the grade will drop to a B minus. For in-class journals only, you may arrange a make-up by appointment with me during the same week, for partial credit in most cases. To receive full credit or to make up an in-class journal after the week has passed, be prepared to supply documentation of an unavoidable absence by means of a doctor’s note, note from an SJSU advisor or support office, etc.
- Incompletes:** No incompletes will be given for 100A.

## Determination of Grades

*Grading Rubric to be used in evaluating both the portfolio assignments and the final exam.*

### THE WRITING:

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	<div style="text-align: center;">  </div>
A	94-97	
A-	90-93	
B+	86-89	
B	82-85	
B-	78-81	
C+	73-77	
C	70-73	
C-	66-69	
D+	62-65	
D	58-61	
D-	57 or lower	
F	Not eligible for portfolio and final exam	

Serves as alternative satisfaction of the WST

Does not serve as alternative satisfaction of the WST

## Classroom Protocol

- Be on time!
- No use of cell phones during class!
- Use laptops for course-related activities only.
- Participate in small group and class discussions!
- Show respect for others' ideas! The best seminar discussions occur when students acknowledge and respond to each other's ideas, not when each student only speaks to the professor!
- 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. <https://libguides.sjsu.edu/plagiarism/how-to-avoid-plagiarism>

## STUDENT RESOURCES

### 1. Instructor Contact and Availability

Office hours are student-centered time, and I am happy to see you during them or at other scheduled times to discuss assignments, course material, or other aspects of your academic or intellectual life. You can come to my

office hours without emailing ahead. If you do email ahead, you will have priority if there is a wait. You can come to discuss an assignment at any stage—brainstorming, drafting, etc. There is no “minimum” amount you need to have done before coming; talking with an instructor can be helpful at any stage of the process! If you want to see me in person outside of office hours, or to talk via Skype or Zoom, email me to set up an appointment suggesting several times when you are available.

Emailing [erik.johnson@sjsu.edu](mailto:erik.johnson@sjsu.edu) is the best way to reach me. I generally respond to student emails within 1–2 days. If you email me after 6 pm or on the weekend, I may not see your email until the next business day.

## 2. 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.

## 3. SJSU Writing Center

The SJSU Writing Center has two locations: They conduct drop-in tutoring sessions in **Clark Hall, Suite 126**. They conduct regularly scheduled tutoring sessions by appointment on the **second floor in the MLK Library**. 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.

## 4. Your Peers!

Record the name and email of AT LEAST two classmates. You are each other’s first and best resource! If you miss a class or have questions about what’s going on, you should contact each other to catch up or share ideas.

1) Name: \_\_\_\_\_

Email: \_\_\_\_\_

2) Name: \_\_\_\_\_

Email: \_\_\_\_\_

# ENGL 100A, section 2, Writing Competency through Genres, Spring 2020

## Course Schedule

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

Week	Monday	Wednesday
Week 1 1/27-29	Course and class introduction. <i>Originals</i> Introduced. Strategies of reading and annotation (in-class practice).  <b>Homework:</b> Post “Who I am” paragraph on Canvas	“Who I am” on Canvas. Introduction to key concepts: discourse communities, genres, and rhetorical analysis.  <b>Before class:</b> Review English 100a Reader, pages 1–3; watch designated video lessons (evaluating the situation; clarifying the purpose)
Week 2 2/3-5	Discuss chapters 1–2 of <i>Originals</i> . Quotations/annotations checked.  Intro to Rhetorical Analysis assignment (RA) and sample texts.	<b>In-Class Journal 1</b>  Homework for next class – bring possible documents for analysis for the RA
Week 3 2/10-12	Discuss chapters 3–4 of <i>Originals</i> . Quotations/annotations checked.  Sample rhetorical analysis papers.	<b>In-Class Journal 2</b>  Homework for next class: begin looking for a person to interview for the Discipline Investigation assignment
Week 4 2/17-19	<b>DUE in class: First draft of Rhetorical Analysis Peer Review</b>	Writing Center Intro and Workshop— Revising for Clarity: Verbs and their Subjects
Week 5 2/24-26	<b>DUE date: Second Draft of RA Conferences</b>	<b>Second Draft of RA Conferences</b>
Week 6 3/2-4	<b>DUE date: Semi-Final draft of RA</b>  <b>In class:</b> Discipline Investigation prep; requesting an interview and writing effective interview questions.	<b>In-Class Journal 3</b>  <b>DUE date:</b> Identify interview subject for DI on Canvas.
Week 7 3/9-11	Discuss chapter 7 of <i>Originals</i> ; DI Prep.  <b>Before class:</b> Post discussion and mock interview questions for small group breakout on Canvas.	DI Prep: quotation and paraphrase  <b>Before class:</b> review TEA paragraphs and Connecting Ideas (links on page 2 of 100a Reader); review library plagiarism and paraphrasing tutorial pages at <a href="https://libguides.sjsu.edu/plagiarism">https://libguides.sjsu.edu/plagiarism</a>

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
Week 8 3/16-18	Discuss <i>Originals</i> , chapter 8 and Actions for Impact  <b>Before class:</b> Post discussion questions on Canvas for small group breakout.	<b>Before class:</b> Post notes from interview with DI interview subject on Canvas.  In-class writing workshop: Rhetorical strategies and modes of writing (100a Reader, pages 4–6).
Week 9 3/23-25	<b>DUE date: First draft of Discipline Investigation &amp; Peer Review</b>	<b>In-Class Journal 4</b>
Week 10 3/30-4/3	<i>Spring Recess</i> <i>No classes!</i>	<i>Spring Recess</i> <i>No classes!</i>
Week 11 4/6-8	<b>DUE date: Second draft of DI Conferences</b>	<b>DUE date: Second draft of DI Conferences</b>
Week 12 4/13-15	<b>DUE date: Semi-Final draft of DI</b> Cover Letter workshop	<b>In-Class Journal 5 (Final Exam Prep)</b> <b>DUE date: Cover Letter draft</b>
Week 13 4/20-22	Portfolio Workshop; students notified if they are eligible for final exam.	Portfolio preparation workshop for eligible students.
Week 14 4/27-29	<b>Portfolio Submission Deadline</b> Affidavit forms signed in class.  Final exam prep.	<b>Final Exam DONE In Class</b>
Week 15 5/4-6	No more 100A (whole) class meetings!	
Week 16 5/11		Regular final exams begin
Tuesday– Thursday 5/12–5/14	<b>RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS</b>	

Note about the calendar: Until I know you as a class, it is really hard to predict where we will be each week. I will likely adjust readings and smaller assignments to address grammar and writing topics that emerge as common concerns in the journals students produce during the semester.

The best place to keep up to date is to come to class, as I announce all work in class and write it on the board. As this is not an online course, I do not post all in-class assignments on Canvas (especially the smaller ones).