

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Section 18, Spring 2020**

**Course and Contact Information**

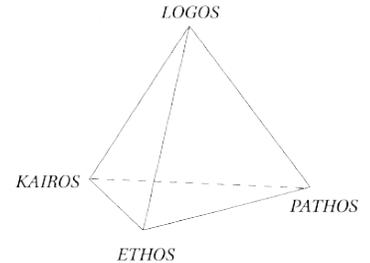
<b>Instructor:</b>	Chelsea Criez	<b>Class Days/Time:</b>	T/TH 13:30 – 14:45
<b>Office Location:</b>	FOB 224	<b>Classroom:</b>	Clark 225B
<b>Telephone:</b>	(408) 924-4025	<b>Prerequisites:</b>	Reflection on College Writing
<b>Email:</b>	<a href="mailto:Chelsea.criez@sjsu.edu">Chelsea.criez@sjsu.edu</a>	<b>GE/Studies</b>	GE Area A2 Written Communication
<b>Office Hours:</b>	T/TH 12:00- 13:00 or by appt.	<b>Category:</b>	

**Course Descriptions**

English 1A is an introductory course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

**GE Area A2 Course Description**

English 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies the student is a capable college-level writer and reader of English.



**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 effectively in several genres
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

**What We'll Be Reading**

Students will be reading a variety of essays, articles, and chapters from a diverse range of sources. Each required reading can be located on Canvas. Students will be responsible for locating other reading materials in support of their writing projects.

“If you don’t have the time to read, then you don’t have the time (or the tools) to write” –Stephen King

## Technology Requirements

Many of our scheduled meetings will be dedicated to working on current drafts and projects, so it is highly recommended that you obtain a laptop or other portable device suitable for writing, researching, and editing. Students may rent laptops from the Library or the A.S. Print & Technology Center in the East Wing of the Student Union, 2<sup>nd</sup> floor.

Though some of our meetings will require the use of technology, students are discouraged from using technology during class lectures and discussion. Students distracted by the use of technology will lose participation points.

## Communication

I will use Canvas as my main source of communication. There, I will post regular announcements and send out mass emails. I suggest installing the Canvas app and enabling push notifications so you do not miss any important information sent to you.

## Course Content: What You Should Expect

*Content Note:* Sometimes projects and class discussions include material of a sensitive nature. In this course, you may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. You are encouraged to discuss issues about such material with me.

*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 that generate meaningful public debate. Readings of this course will include writing of different genders and from different socio-economic classes.

*Writing:* Writing assignments shall give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. ENGL 1A classes require three out-of-class essays.

*Reading:* There will be a substantial amount of reading for this class, some of which will come from texts I assign and some of which will be from sources you locate.

*Final Experience:* You are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing produced for our class. Requirements for the Final Portfolio will be discussed in class.



## Course Requirements and Assignments: What You'll Be Graded On

*Participation:* In this course, in-class discussion is vital for understanding complex ideas and growth as a writer. Each day, you will be assigned points based on contribution to class discussions, whether it be for group discussion or class discussion. If you are absent—physically or mentally—and unable to participate, you will not receive points for that day.

*Online Discussion:* Because discussion is vital for learning, weekly online discussion posts will be held in addition to in-class discussions. Each week there will be a different topic for discussion, and to earn points for these weekly discussions, students must respond to the main prompt as well as reply to two of their classmates' responses.

*Essays:* There will be two assigned essays for this class, both centering on a single topic that you will explore over the course of the semester. Your first essay will be a proposal-email, explaining the importance of your chosen topic, and your second essay will be a research essay of the history of your topic as well as a rhetorical analysis, discussing the many sides to an issue. Each essay will require a Rough Draft, Writer's Memo, and Final Draft. Expectations for these requirements will be discussed in class.

*Source Analyses:* Because your second essay is a rather hefty assignment, you will use these analyses to spread out your workload, preventing any procrastination for the Essay 2 deadline. In these analyses, you will analyze a source you are considering for your research paper, examining its credibility, logic and reasoning, and emotional appeals. You are not required to use a submitted Source Analysis in your final research paper.

*Presentation:* At the end of the semester, you will present your topic and findings through a multimodal presentation.

*Portfolio:* Once you have completed each of your essays, you will reflect on your progress in the Reflection on College Writing portfolio you began over the summer.

*Reading Reflections:* For each class meeting when reading was assigned, you have the option of completing a Reading Reflection. In your Reading Reflections, you will discuss your thoughts on the reading, what you are taking away from the reading, and compare it to any other readings assigned for that day. These will be submitted online before the class for which they were assigned.

*Miscellaneous Assignments:* Throughout the semester, there will be various assignments offered to improve students' grades in the course.

\*Completion of the two essays, presentation, and final portfolio is required to pass the class\*

## Grading Policy

All work must be submitted 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, contact me BEFORE THE DEADLINE. Assignments turned in more than 5 days after the due date will earn a "0". Note: students must receive a C- or higher to pass the course. However, any assignment that is not required to pass the class (e.g. reading reflections, discussion posts, etc.) will not be accepted if submitted late.

Course grades are calculated on a “Fill the Bucket” model which requires students to select assignments to complete as they see fit. This model allows students free agency to best fit their schedule in order to build time management skills. Students must complete some non-required assignments in order to earn a passing grade for this course.

Course grades will be calculated using the following point scale:

930 – 1,000 = A	800 – 820 = B-	670 – 699 = D+
900 – 929 = A-	770 – 799 = C+	630 – 669 = D
870 – 899 = B+	730 – 769 = C	600 – 629 = D-
830 – 869 = B	700 – 729 = C-	0 – 599 = F

### What Determines Your Grade:

Requirements for specific assignments will vary, but in all cases, grades will reflect the assignment’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, 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” 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” 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” 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” 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.

### How Your Overall Grade Will Be Calculated:

Assignment	Word Count	GELO	Points Possible
Essay #1*	1000	2, 3, 4, 5	150
Essay #2*	1000	1-5	150
Presentation*	500	3, 4	100

Portfolio*	500	1-5	100
Discussion Posts	N/A	1-5	70
Participation	N/A	N/A	120
Source Analyses	1000	1, 3, 5	50
Reading Reflections	N/A	1, 3, 5	200
Other Assignments	N/A	N/A	150

\*These assignments are required to pass the class. All other assignments are optional and may be submitted in order to earn points to fill your bucket towards a higher grade.

### 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

The Final Examination for this course will take place Tuesday, May 19<sup>th</sup> in room Clark 225B from 12:15 – 14:30. “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

### My Responsibilities

Just as you have responsibilities to succeed in this class, I have responsibilities to help you succeed. My responsibilities include (but are not limited to) providing you with useful feedback on drafts, responding to emails in a timely manner, being available during stated office hours, following the syllabus and keep transparency about changes and reasoning behind changes, and creating and maintaining an environment in which you feel comfortable and may learn effectively.

### Our Classroom Protocol

To be successful in the class, you must be present for each meeting. Being present means that you attend class and actively participate in class and group discussions and activities. If you are not present (physically or mentally) for our class meetings, your absence will reflect in your grade.

### 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/>”

## English 1A, Section 18, T/TH 13:30 – 14:45

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/21	<b>No Class</b>
<b>Unit 1: The Writing Process</b>		
1	1/23	<i>First Day</i> <b>Read:</b> “How to Email Your Professor” & AWN “Intro to College Writing” <b>In Class:</b> Go over syllabus, Introductions, Canvas, Email Etiquette
2	1/28	<b>Read:</b> Pendergast “What if I Don’t Understand My Assignment?” Pendergast “What Should I Write About?,” AWN “Ideas Into Text,” & HWA “Claiming Topics” <b>In Class:</b> Essay 1 Assigned, Brainstorming
2	1/30	<b>Read:</b> AWN “Organization and Outlining” & Pendergast “How Do I Outline My Paper?” <b>Due:</b> Week 2 Discussion, Syllabus Quiz <b>In Class:</b> Outlining, Writing Workshop
3	2/4	<b>Read:</b> CW “Planning” & Lamott “Shitty First Drafts” <b>In Class:</b> Drafting, Writing Workshop
3	2/6	<b>Read:</b> Pendergast “Peer Review” <b>Due:</b> Week 3 Discussion, Essay 1 Rough Draft & Writer’s Memo <b>In Class:</b> Peer Review
4	2/11	<b>Read:</b> AWN “Revision,” & CW “Revising” <b>In Class:</b> Revising Global Issues, Writing Workshop
4	2/13	<b>Read:</b> AWN “Editing” & EW “Editing” <b>Due:</b> Week 4 Discussion <b>In Class:</b> Revising Local Issues, Writing Workshop
5	2/18	<b>Read:</b> PP “Motives of Style” & CW “Editing and Proofreading” <b>In Class:</b> Editing, Word Choice
5	2/20	<b>Read:</b> CW “Planning Research and Evaluating Sources” & CW “Conducting Research” <b>Due:</b> Week 5 Discussion, Essay 1 Writing Center Visit, Essay 1 Final Draft

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>In Class:</b> Essay 2 Assigned, Sources
		<b>Unit 2: Rhetoric</b>
6	2/25	<b>Read:</b> Boyd “Murder! Rhetorically Speaking” & HWA “Critical Thinking” <b>In Class:</b> Murder Mystery
6	2/27	<b>Read:</b> Skinnell “Faking the News Introduction” <b>Due:</b> Week 6 Discussion, Essay 1 GELO Reflection <b>In Class:</b> Intro to Rhetoric
7	3/3	<b>Due:</b> Murder Mystery Follow Up <b>No Class</b> —Out of Class Activity
7	3/5	<b>Read:</b> See Canvas Page on Rhetoric <b>Due:</b> Week 7 Discussion <b>In Class:</b> Rhetoric (Kairos)
8	3/10	<b>Read:</b> See Canvas Page on Rhetoric <b>Due:</b> Mindfulness Activity <b>In Class:</b> Rhetoric (Ethos)
8	3/12	<b>Read:</b> See Canvas Page on Rhetoric <b>Due:</b> Week 8 Discussion, Source Analysis #1 <b>In Class:</b> Rhetoric (Logos)
9	3/17	<b>Read:</b> See Canvas Page on Rhetoric <b>In Class:</b> Rhetoric (Pathos)
9	3/19	<b>Read:</b> See Canvas Page on Rhetoric <b>Due:</b> Week 9 Discussion, Source Analysis #2 <b>In Class:</b> Rhetoric (Forming an Argument), Mock Trial Assigned
10	3/24	<b>Read:</b> EW “Integrating Sources,” Stedman “Annoying Ways Students Use Sources,” & CW “Building Credibility” <b>In Class:</b> Plagiarism, Writing Workshop
10	3/26	<b>Due:</b> Week 10 Discussion, Essay 2 Rough Draft & Writer’s Memo <b>In Class:</b> Peer Review
11	3/31	<b>Spring Break—No Class</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	4/2	<b>Spring Break—No Class</b>
12	4/7	<b>Read:</b> Mock Trial Handouts <b>In Class:</b> Mock Trial Workshop
12	4/9	<b>Due:</b> Week 12 Discussion <b>In Class:</b> Mock Trial
13	4/14	<b>Read:</b> Writing Center Handouts “Intros” & “Conclusions” <b>In Class:</b> Intros & Conclusions, Writing Workshop
		<b>Unit 3: Multimodality</b>
13	4/16	<b>In Class:</b> Writing Workshop
14	4/21	<b>Read:</b> Writing Center Handout “Editing for Style,” WCS “Special Effects,” & Klein and Shackelford “Beyond Black on White” <b>Due:</b> Week 13 Discussion, Mock Trial Analysis <b>In Class:</b> Final Touches, Writing Workshop
14	4/23	<b>Read:</b> CW “Oral Presentations” & EW “Designing Presentation and Using Other Media” <b>Due:</b> Week 14 Discussion, Essay 2 Writing Center Visit, Essay 2 Final Draft <b>In Class:</b> Presentation and Portfolio Assigned, Portfolio Quiz
15	4/28	<b>In Class:</b> Presentation Workshop
15	4/30	<b>Due:</b> Week 15 Discussion, Essay 2 GELO Reflection <b>In Class:</b> Presentations
16	5/5	<b>In Class:</b> Presentations
		<b>Unit 4: Reflection</b>
16	5/7	<b>Due:</b> Presentation GELO Reflection <b>In Class:</b> Semester Wrap Up & Portfolio Workshop
Final Exam	5/19 Tuesday	<b>In Class:</b> Portfolio Workshop Clark 225B 12:15 – 14:30

*\*Syllabus is subject to change\**