

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 1A, First Year Writing, Section 28, Spring, 2020**

**Course and Contact Information**

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Office Hours:	Mon/Wed 11:00am-12:00pm
Class Days/Time:	Mon/Wed 12:00-1:15pm
Classroom:	Boccardo Business Complex (BBC) 128
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

**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. GE Area: A2 Prerequisite: Completion of Reflection on College Writing

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity to participate in classroom activities and/or submit assignments. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

**GE Learning Outcomes (GELO)**

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. We have designed this course to ensure that you meet these outcomes.

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

1. Demonstrate the ability to **read actively and rhetorically**. *This is satisfied by the Stasis Essay, Rhetorical Analysis, Op-Ed, and Multimodal Artifact assignments, as well through class readings and activities.*

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. *This is satisfied by the Stasis Essay, Rhetorical Analysis, Op-Ed, and Multimodal Artifact, and Class Portfolio process materials and assignments, as well through discussion boards and in-class peer review workshops.*
3. Articulate an awareness of and write according to the **rhetorical features** of texts, such as purpose, audience, context, and rhetorical appeals. *This is satisfied by the Stasis Essay, Rhetorical Analysis, Op-Ed, and Multimodal Artifact assignments, as well through class discussions and activities.*
4. Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several **genres**. *This is satisfied by the Stasis Essay, Op-Ed, and Multimodal Artifact assignments, as well through class readings and activities.*
5. Demonstrate **college-level** language use, clarity, and grammatical proficiency in writing. *This is satisfied by the Stasis Essay, Rhetorical Analysis, Op-Ed, and Multimodal Artifact assignments, as well through class discussions and activities.*

### **Course Learning Outcomes (CLO) - How is Our ENGL 1A Course Designed?**

- Writing assignments will give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing.
- More specific descriptions and instructions will be distributed for all major assignments.
- Each assignment will also be discussed in class.
- This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

**Diversity:** SJSU is a diverse campus. As such, our course is designed to include an emphasis on our diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

**Writing:** Writing is at the heart of our class. Our exploration of writing will allow us to prepare each other for both academic and real-world writing scenarios. Assignments will give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Together, we will learn how to embrace writing moving forward.

**Reading:** We'll read a lot in this class, some of which I hand-selected for you to read (because I think they're awesome) and some of which will be from sources you locate.

**Final Experience:** We will be compiling a portfolio at the end of the semester that consists of selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk about this more as a group later in the semester. Additionally, quizzes throughout the semester will be combined into a final exam format.

**Trigger Warning:** Please note: Sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

### **Required Texts/Readings**

In lieu of a textbook, course readings will be available on Canvas, online, or through MLK Library databases. Students should be prepared to print approximately 75-100 pages over the course of the semester.

## Other Readings

Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

## Other technology requirements / equipment / material

- Available and reliable source for printing
- Internet access
- Computer access
- Access to a laptop, smartphone, and/or tablet for in-class activities (you can check out a laptop from the MLK library—come see me if you need help!)
- Firefox or Google Chrome for Canvas
- SJSU Email and Google Drive Applications
- A small binder for course modules, assignments, and other readings
- Binder paper or spiral notebook
- Pens, Pencils, and Highlighters (in an array of colors)

## Course Requirements and Assignments

<i>Assignment</i>	<i>Word Count</i>	<i>Final Due Date</i>	<i>Main GELO Targets</i>	<i>% of Course Grade</i>
<i>Stasis Essay (incl. process materials)</i>	<i>1000</i>	<i>2/19</i>	<i>1,3</i>	<i>15%</i>
<i>Rhetorical Analysis (incl. process materials)</i>	<i>1000</i>	<i>3/4</i>	<i>1,3</i>	<i>10%</i>
<i>Op-Ed (incl. process materials)</i>	<i>1000</i>	<i>3/18</i>	<i>3,4</i>	<i>15%</i>
<i>Multimodal Artifact (incl. process materials)</i>	<i>1500</i>	<i>4/20</i>	<i>3,4</i>	<i>20%</i>
<i>Class Portfolio: Reflection, Annotated Bibliography, &amp; Supporting Documents</i>	<i>1500</i>	<i>5/19</i>	<i>2,5</i>	<i>20%</i>
<i>Participation, Discussion boards, Quizzes, and In-class Writing</i>	<i>2000</i>	<i>n/a</i>	<i>1,2</i>	<i>10%</i>
<i>Final Exam</i>	<i>n/a</i>	<i>5/19</i>	<i>3,4</i>	<i>10%</i>

Course requirements, reading materials, learning activities, and assignments contribute to and/or are aligned with our GE learning outcomes. General expectations, roles and responsibilities of students, due dates and assignment weights will be discussed in class and/or through Canvas.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment. The Department of English and Comparative Literature requires a final portfolio to be submitted for ENGL 1A courses. Additionally, our course will also have a final examination.

## Grading Information

Requirements for specific assignments will vary, but in all cases 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. 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.

*More guidelines on grading information and class attendance can be found from the following university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

## Determination of Grades

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**. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a “0”.

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>0 to 59%</i>

## Grading Information for GE Area A2

This course must be passed with a C- or better as a CSU graduation requirement.

## Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

Before we dive into the course content, we need clear expectations of our learning community so we can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive in the past? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

## 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.

# ENGL 1A-28 / First Year Writing, Spring 2020, Course Schedule

*This schedule is subject to change with fair notice via email, Canvas, or in class.*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines CF = Course Files (accessible via Canvas)
1	1/27	<b>In Class:</b> Our Syllabus, Brief Intro to Genre, and <a href="#">Stasis Essay assigned</a>
1	1/29	<b>Read Before Class:</b> “Why It Matters: The Writing Process” (CF) <b>Due Before Class:</b> Email to Professor <b>In Class:</b> The Writing Process and Pre-writing Strategies
2	2/3	<b>Read Before Class:</b> “Reading Actively and Rhetorically” (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Rhetorical Situations, Active Reading, and Stakeholder Handout
2	2/5	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Stakeholder Handout <b>In Class:</b> Organizing & Evaluating Sources, <a href="#">Stasis Essay Sketch</a>
3	2/10	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Composing, Paraphrasing, and Plagiarism
3	2/12	<b>Due Before Class:</b> <a href="#">Stasis Essay Complete Draft</a> <b>In Class:</b> Introduction to Revision and Peer Review Workshop
4	2/17	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Editing and Proofreading
4	2/19	<b>In Class:</b> Rhetorical Appeals in Arguments, <a href="#">Rhetorical Analysis assigned</a> <b>Due:</b> <a href="#">Stasis Essay Final Draft</a>
5	2/24	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Types of Arguments, Rhetorical Strategies, and <a href="#">Rhetorical Analysis Sketch</a>
5	2/26	<b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Rhetorical Analysis Writing Session <b>Due:</b> <a href="#">Rhetorical Analysis Complete Draft</a>
6	3/2	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Revising Your Analysis
6	3/4	<b>In Class:</b> Using Your Voice to Connect & Argue Your Issue, <a href="#">Op-Ed assigned</a> <b>Due:</b> <a href="#">Rhetorical Analysis Final Draft</a>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> CF = Course Files (accessible via Canvas)
7	3/9	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> <b>Op-Ed Sketch</b> and <b>Draft Writing Session</b>
7	3/11	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> <b>Op-Ed Draft Writing Session</b>
8	3/16	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> <b>Op-Ed Draft Writing Session</b>
8	3/18	<b>In Class:</b> Understanding Multimodality, <b>Multimodal Artifact assigned</b> <b>Due:</b> <b>Op-Ed Final Draft</b>
9	3/23	<b>Read Before Class:</b> Handout/s on Canvas (CF) <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Multimodality in the Real World
9	3/25	<b>In Class:</b> TBA <b>Due:</b> <b>Multimodal Artifact Proposal</b>
10	3/30-4/3	Spring Break
11	4/6	<b>Read Before Class:</b> TBA <b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Analyzing Visual Arguments
11	4/8	<b>Due Before Class:</b> <b>Complete Multimodal Artifact Prototype</b> and <b>Rationale Draft</b> <b>In Class:</b> Presenting Your Ideas
12	4/13	<b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> Revising Your Artifact Materials
12	4/15	<b>In Class:</b> Multimodal Artifact Presentation Rehearsal
13	4/20	<b>Due Before Class:</b> <b>Multimodal Artifact</b> and <b>Rationale Final Draft</b> <b>In Class:</b> <b>Multimodal Artifact Presentation Showcase</b>
13	4/22	<b>Due Before Class:</b> Discussion Board on Canvas <b>In Class:</b> <b>Portfolios, Annotated Bibliography, &amp; Final Reflection Essay assigned</b>
14	4/27	<b>In Class:</b> Final Reflection Essay Writing Session
14	4/29	<b>In Class:</b> TBA <b>Due:</b> <b>Annotated Bibliography and Final Reflection Complete Draft</b>
15	5/4	<b>In Class:</b> Revising Your Portfolio
15	5/6	<b>In Class:</b> Editing Your Portfolio
16	5/11	<b>In Class:</b> Portfolio Guidelines and Final Exam Prep <b>Due:</b> <b>Annotated Bibliography</b> and <b>Final Reflection Essay</b>
Final Exam	5/19	<b>Due:</b> <b>Portfolios</b> <b>In Class:</b> Final Exam in BBC 128 from 9:45am-12:00pm