# San José State University
# Department of English & Comparative Literature
# English 1A, First-Year Writing, Section 29, Fall, 2021

**Course and Contact Information**


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|---|---|
| Instructor: | Katharine Studer |
| Office Location: | On Zoom (zoom link on Canvas) |
| Telephone: | (415) (404-0439) |
| Email: | studerk2011@hotmail.com |
| Office Hours: | Friday 9:00-10:00 am |
| Class Days/Time: | Tuesday and Thursday 10:45-12:00 |
| Classroom: | Zoom link on Canvas |
| Prerequisites: | Reflection on College Writing |
| GE/SJSU Studies Category: | GE Area A2 Written Communication |


**Course Description**

English 1A is an introductory writing 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 gives form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. Students will learn to communicate clearly and effectively; since written expression is utilized in every profession, students will learn skills in this class that they will use later in life.

## Technology Intensive, Online Course

This course meets online, via Zoom. I will use Canvas, the SJSU learning management system to publish instructional materials, lessons, and activities. You will submit your work in Canvas discussions; everyone will have access to and may be asked to comment on each other's posts. Thus, you will need regular access to the Internet and a computer. To produce and share your work, you will need word processing software (any software that allows you to save files in pdf or .docx format). Canvas will give you access to Google docs for collaborations, as well as presentation software (i.e. PowerPoint or Google Slides). Canvas includes video and audio recording abilities. If you need help to access these technologies, please contact the Student Technology Service Desk.

**Faculty Web Page and Canvas Messaging**

Course materials such as syllabus, handouts, notes and assignment instructions can be found on Canvas learning management system course website. You are responsible for checking the messaging system to learn of any updates.

**GE Learning Outcomes**

ENGL 1A Learning Outcomes (GELO)

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

1. Read actively and rhetorically;
2. Perform the essential steps in the writing process (prewritng, 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.

**Required Texts/Readings**

**No Required Textbook**

We will not use a textbook. Instead, we will use the Purdue Owl website, officially titled the Purdue University Online Writing Lab (MLA Style Guide - link will be posted on canvas) and the readings that are placed in our canvas shell. I will require that you learn to locate appropriate texts and readings from The New York Times, The Washington Post, and other online news outlets.

## Other equipment / material requirements

Daily internet access
Access to a desktop, laptop, or tablet

**Course Requirements and Assignments**

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. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

## Reading

English 1A is a reading intensive course, and you will be required to complete reading assignment frequently. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. All reading must be completed by the beginning of each class period. Many of our in-class activities and major assignments will relate to the assigned selections. In addition, you must submit reader responses, which will be turned in periodically throughout the semester (as noted on the schedule).

## Writing

This is a comprehensive course---every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class

requires a minimum of 8000 words, or at least 4000 of which must be in revised final draft form. Your must complete all major assignments to pass the class.

## Canvas Discussion Posts

You must submit ten Discussion Board Posts over the course of the semester in which you will answer prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (150+words) to the posted prompt and write a comment (50+) words responding to your peer's responses.

## Peer Edit Workshop

Workshops are an important part of the writing process; they give an opportunity to get valuable feedback from your peers and they help the evaluator understand the writing assignment and reflect on their own work. Each workshop will be listed on the class schedule. You must turn in all workshop material with the final copy of the essay. If you miss a workshop, your essay will be graded down one full letter grade. Additionally, the rough draft must be submitted within 24 hours of the rough draft due date to avoid losing points.

Classroom Protocol

All students are expected to treat everyone in class with respect and in general to behave reasonable, responsible, and courteous at all times. Even though we will laugh and have fun in class, we want to keep a professional atmosphere where every class member feels comfortable. It is okay if we don't agree with each other. You are invited to use your written words to convince

us to listen to your point of view. We will after all be writing persuasive essays. Here are the expectations:

1. PLEASE turn on your camera and be a part of the class, if we meet online or on Zoom.
2. Do not sleep, read or do other work during class. Be attentive when your classmates are talking.
3. Don't leave class if you are assigned to a breakout room. I don't take attendance until the last 10 minutes of class. Stay and get counted as present.
4. Use your absences wisely. If are sick, or are experiencing COVID symptoms you are not expected to be in class. Send me an email and let me know your situation.
5. Listen to your class mates' ideas respectively and objectively.
6. Let's encourage each other. Allow our class to be the place where support and encouragement are always offered.

## Attendance

Please attend all classes unless you are sick. I will give you an abundance of writing advice and help during class. I will break the assignments down and help you gather your ideas. Excessive absences will lead to failure in the course. Please see University Policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed

therein, but because active participation is frequently essential to ensure maximum benefits for all members of the class."

## Class Participation

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on-time. However, during these times of Covid transmission, I will excuse your absence if you are sick or having symptoms. Please keep me informed.

## Canvas and Electronic Devices

Most of our course materials will be posted on Canvas: syllabus, readings, Discussion prompts, Assignments Sheets and assignment drop boxes. You should check the Canvas site continually throughout the semester and you will want to use Canvas materials during class. However, please don't waste class time by texting, or being on social media. If you are on your phone during class, it must be used for class activities. I won't allow you make up class work, if you are present but doing other activities. Each in class assignment will be due by the end of class.

## Late Policy

I will give you 1 late pass to be used at your discretion during the semester. A late pass means you are permitted to use it to turn in a late assignment without a grade deduction. You can use it up to 48 hours after the assignment due date. After that, I will deduct one whole letter grade for assignments that are turned in 24 hours late and 2 letter grades for assignments that are 48 hours late. Assignments that are turned in 48 hours beyond the due date will receive a 50% deduction. If you have a sickness or an emergency, please contact me immediately.

## Assignment Word Count and Learning Goals

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|---|---|
| 1. Response Essay – 1500 words | GELO 1,2,3,4,5 |
| 2. Synthesis Essay – 2000 words | GELO 1,2,4,4,5 |
| 3. Remix Project/Presentation – 500 words | GELO 1,2,3,4,5 |
| 4. Portfolio and Final Reflection Letter – 500 words | GELO 1,2,3,4,5 |
| 5. Discussion Board Posts – 1000 words | GELO 1,2,3,4,5, |
| 6. In class writing and peer review – 1500 words | GELO1,2,3,4,5 |

### Grading Policy

The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay 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.

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 of errors.

A”C” range essay will complete the requirements of the assignment, but it will show weakness 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.

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 grades ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

**To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.**

## Grade Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

| Assignment | Percent Final Average |
|---|---|
| In-class participation: in-class writing, | |
| grammar exercises, group work, discussion | 15% |
| Canvas Discussion Posts | 10% |
| Reflective Essay | 15% |
| Response Essay | 20% |
| Synthesis Essay | 20% |
| Remix Project | 10% |
| Reflective Letter | 10% |
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|---|---|
| Total | 100% |

Assignment Point Values

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|---|---|
| In-class participation: in-class writing, | |
| grammar exercises, group work, discussion | 200 |
| Canvas Discussion Posts | 200 |
| Reflective Essay | 100 |
| Response Essay | 150 |
| Synthesis Essay | 150 |
| Remix Project | 100 |
| Reflective Letter | 100 |
| Total | 1000 |
| | |
| Every Assignment must be completed! | |
| Percentages and Final Grades | |

A plus = 1000 to 970 points
A = 969 to 940 points
A minus = 939 to 900 points
B plus = 899 to 870 points
B = 869 to 840 points
B minus = 839 to 800 points
C plus = 799 to 770 points
C = 769 to 740 points
C minus = 739 to 700 points
D plus = 699 to 670 points
D = 669 to 512 points
D minus = 639 to 600 points
F = 599 points or lower

## University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. http://www.sjsu.edu/gup/syllabusinfo.

## ENGL 1A, First-Year Writing, Fall 2021 Course Schedule

Reading Assignments must be completed by day they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas. Bring the texts we are using for the day with you to class.