

# San José State University

## College of Humanities

### Department of English

#### English 1A, First Year Writing

#### Section 35 Fall 2021

#### Course and Contact Information

Instructor(s):	Ian Power-Luetscher
Office Location:	
Telephone:	N/A
Email:	<a href="mailto:Ian.Power-Luetscher@sjsu.edu">Ian.Power-Luetscher@sjsu.edu</a>
Office Hours:	Tuesday and Thursdays 1 P.M.-2 P.M. or by appointment
Class Days/Time:	Tuesday and Thursdays 9:00 A.M.-10:15 A.M.
Classroom:	Boccardo Business Center 124
Prerequisites:	<a href="#"><i>Reflection on College Writing</i></a>
Satisfies GE Area A2:	Written Communication I (with a grade of C- or better)

#### Course Requirements:

You should have web access and the ability to download and view readings. All materials and assignments will be shared in class or accessible through the web via Canvas.

You will also need to have access to a laptop or desktop computer with Microsoft word, Google docs or an equivalent word processing program that allows you to save in Docx. format. Google Drive is free and autosaves so that you don't lose your work, it is the best choice for editing as well, since it allows us both to edit together in real time.

It will also be helpful if you can effectively navigate the Purdue OWL (<https://owl.english.purdue.edu/owl/>) website as we will use it for some MLA and APA Citation and Source information.

#### Course Description for English 1A

English 1A prepares you to join scholarly conversations across the university. You will explore how reading and writing support the kinds of inquiry that you will engage to tackle any writing task—whatever the subject and whatever the discipline.

This class serves as an introduction to the kinds of writing that you will be expected to produce at the college level. As an introductory course, there will be an emphasis on writing as a process as well as on

techniques used in academic writing. This class emphasizes essay structure, informative and persuasive writing; we will drill the skills associated with locating, evaluating, integrating, and citing source material, including multimodal sources. We will also review conventions of paragraph and sentence structure, punctuation, grammar, and usage.

**This is a technology intensive in person class.**

This course meets in person while observing social distancing and other safety considerations to prevent the spread of COVID-19. We will use the Canvas platform and our in-person sessions to go over instructional materials, lessons, and activities. You will be responsible for writing discussion posts, in class writing activities and responses when appropriate. In addition to this you will be responsible for keeping up with our larger unit projects and polished drafts.

To reiterate, 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 as .doc or .docx) and some multimedia or multimodal accessibility. Google Suite, (Google Docs and Slides) is a free and easily accessible platform to use.

Here are a few links to things that can aid you on the technology front if you need equipment or tech support:

-Equipment loans: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>

-Student computing services:

<https://library.sjsu.edu/student-computing-services/student-computing-services>

**GE Learning Outcomes (GELO)**

English 1 A- GE Learning Outcomes (GELO)

Upon successful completion of this GE 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 our 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**

There is no required textbook for this class but we will be reading excerpts from *The Norton Field Guide to Writing* as well as other materials related to the craft of writing. The reading materials will be delivered via the online class platform in PDF format and as in-class handouts.

You will also be responsible for researching your own articles and readings to help complete your writing projects.

### **Other Technology Requirements/Equipment/Material**

Access to steady wi-fi.

### **Classroom Protocol**

Classroom etiquette as well as safety procedures will be adopted in order to foster an inclusive, equitable and respectful learning ecology. Just be respectful and kind to one another and things will go smoothly.

### **Don't Plagiarize! It's an easy way to fail!**

### **University Policies**

Per [University Policy S16-9](#), 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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

### **Student Resources**

SJSU Writing Center: <https://www.sjsu.edu/writingcenter/>

Computer Services: <https://library.sjsu.edu/student-computing-services/student-computing-services>

MLK Library: <https://library.sjsu.edu>

### **Library Liaison**

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students [a library resource page for the Department of English and Comparative literature](#). The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera's contact page by clicking on [this link](#).

### **Special Needs or Accommodations**

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.

If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

## Time Commitment for a 3 credit course

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.

ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

## Course Requirements and Assignments

The goal of this course is to introduce you to college writing and hone your skills to a level where you will be prepared for future classes. To do this, you will complete three cumulative projects: a literacy narrative/biography, an expository multimodal writing project, and a persuasive paper exploring an issue that matters to you. In preparation for each of these projects, you'll complete reading assignments, writing activities and discussion board posts to help you develop your ideas and practice craft. At the end of the semester, you will have a portfolio of work to reflect on your progress as a writer.

Over the course of the semester you will write 8000 words, or approximately 16 pages (single spaced). Half of this writing (4000 words) will be informal, but the other 4000 words must be polished, and intended for a college-level readership. This formal polished writing is what will go into your E-Portfolio at the end of the semester.

You will be required to complete in-class free writes, short discussion posts and responses to reading assignments in order to help you analyze texts and the rhetorical techniques being used; this will make up a large portion of the 4000 words of informal writing we will do.

The three major writing projects will be composed in stages and worth 60% of your grade. The final project will be an e-portfolio of your writing assignments and a reflection on the experience of completing them.

## Course Goals/Big Ideas/Overarching Questions

There are three questions which will guide us on the path to becoming college level writers:

1. How can our personal histories drive our writing?
2. How can we use writing to share knowledge?
3. How can we shape our writing to persuade others?

We will answer these questions with genre exposure and practice. That means that we will be writing a lot this semester. In the words of Blake Griffin, “You have to fall in love with the **process** of becoming great.”

On your journey to become great, you will complete three major writing projects:

- A Literacy Narrative**
- An Expository/Multimodal Writing Project**
- A Persuasive Paper exploring an issue that matters to you.**

Before we begin work on each of these projects we will first analyze and look at what makes the writing in this genre successful. Through exposure and analysis we will be able to develop a map of the skills we need in these different genres of writing. Then in the future you can employ your ‘tool belt’ of strategies when you encounter these kinds of tasks in classes and in life beyond college.

In addition to genre analysis and preparation for each of these projects, we will also complete reading assignments and discussion posts geared around helping us to develop our craft. After each of the modules we will reflect on what we’ve accomplished. At the end of the semester, you will have a portfolio of work to display your progress as a writer.

### **Major Project and Grading Information**

**NOTE: ALL ASSIGNMENTS ARE DUE AT THE END OF THE DAY on DATE LISTED**

#### **Discussion/Participation (100 points) (10%) of your grade GELO #1 GELO #4**

- Discussion posts. (30 points)
- Responses to others. (20 points)
- Portfolio Conferences (20 points)
- Class Participation (30 points)

#### **Unit 1: How can our personal histories drive our writing?**

##### **Literacy Narrative-Project #1 (200 points) (20% of your grade) GELO #2 GELO #3 GELO #5**

- Outline and draft proposal: 40 points DUE MONDAY 9/13
- Rough draft: 50 points DUE MONDAY 9/20
- Edits 40 points DUE MONDAY 9/27
- Final draft: 50 points DUE MONDAY 10/4
- Reflection Paragraph: 20 points DUE MONDAY 10/11

#### **Unit 2. How can we use writing to share knowledge?**

##### **Expository Multimodal Project- Project #2 (250 points) (25% of your grade) GELO #3 GELO #4**

- Process/How-To Mini Practice: 25 Points DUE THURSDAY 10/14
- Hermit Crab Assignment: 25 Points DUE MONDAY 10/25
- Compare/Contrast Practice: 25 Points DUE THURSDAY 10/28
- Multimodal Proposal Due 15 Points MONDAY 11/1
- Script/Rough draft: 60 points DUE MONDAY 11/8
- Multimodal Project: 90 points DUE MONDAY 11/15
- Reflection Paragraph: 10 points DUE THURSDAY 11/18

#### **Unit 3. How can we shape our writing to persuade others?**

**Persuasive Paper- Project #3 (200 points) GELO #1 GELO #2 GELO #3 GELO #4 GELO #5**

Topic proposal: 30 points DUE TUESDAY 11/23

Outline of Argument 30 points: DUE TUESDAY 11/23

Rough draft: 50 points DUE MONDAY 12/29

Final draft: 90 points DUE THURSDAY 12/6

**Final Writing E-Portfolio DUE 12/10 (250 points) GELO #1 GELO #2 GELO #3 GELO #4 GELO #5**

Polished Literacy Narrative: 50 points

Polished Expository Project: 50 points

Polished Persuasive Paper: 50 points

Final Reflection: 50 points (to be completed as final exam 7:15 AM-9:30 AM Friday December 10th)

**Total points possible: 1000**

**NOTE: YOUR FINAL COMPLETED E-PORTFOLIO is DUE by 9:30 A.M. December 10th**

**The reflection essay portion of the E-Portfolio will be completed in class as the final exam during our designated final exam time: 7:15 AM-9:30 AM Friday, December 10th**

**Grading Scale (This course must be passed with a C- or better as a CSU graduation requirement)**

**A+ = 97-100% of the total points possible.**

**A = 93-96% of the total points possible.**

**A- = 90-92% of the total points possible.**

**B+ = 87-89% of the total points possible.**

**B = 83-86% of the total points possible.**

**B- = 80-82% of the total points possible.**

**C+= 77-79% of the total points possible.**

**C = 73-76% of the total points possible.**

**C- = 70-72% of the total points possible.**

**D= 60-69% of the total points possible.**

**F= 59% or below of the total points possible.**

**English 1A-Fall 2021-Course Schedule**

**Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines	DUE DATES
Week 1  Thursday 8/19	8/19	<p><b>Welcome to Class!</b>  <b>In Class:</b> Introduce ourselves, COVID-19 etiquette, syllabus discussion of why writing and reading is important for life  Introduction to Project #1 The Literacy Narrative</p> <p><b>Read for Next Time:</b> Read Sherman Alexie’s essay “Superman and Me.”  <b>Discussion Post: Post#1</b>  <b>Assignment:</b> Finish first discussion post/Read Alexie Story</p>	<p>Major due dates will be listed here but make sure you do the reading and discussion posts by the next class!</p> <p>Discussion Post 1 Due by midnight 8/23</p>
Week 2  Tuesday 8/24	8/24	<p><b>In Class:</b> Discussion of “Superman and Me” By Sherman Alexie.  Brainstorm/Freewrite about first literacy memories.  Read “  Why do we write? “A Young Poet’s Inspiration” NY Times  <b>Read for Next Time:</b> “Obituary” by Lois-Ann Yamanaka  <b>Discussion Post: #2</b>  <b>Assignment:</b> Close read “Obituary” by Lois-Ann Yamanaka. Ask questions and notice what works well? what do you like?</p>	<p>Close read “Obituary” by Lois-Ann Yamanaka and be prepared to discuss it.</p> <p>Post #2 Midnight 8/25</p>
Week 2  Thursday 8/26	8/26	<p><b>In Class:</b> Introduction to literacy narratives and an example. Discuss memory techniques and Pain+Time = Comedy or compelling writing  <b>Read for Next Time:</b> literacy narrative example  <b>Discussion Post #3</b>  Assignment: Discussion Post Paragraph</p>	<p>Read first sample literacy narrative in class</p>
Week 3  Tuesday	8/31	<p><b>In Class:</b> Mapping out our literacy narrative and an introduction to the genre of personal narrative.  Memoir Techniques, listing etc.  Discuss the first sample literacy narrative  <b>Read for Next Time:</b> “The Writing Process”  <b>Discussion Post:</b> N/A  <b>Assignment:</b> Reading examples</p>	<p>Read “The Writing Process”</p>

Week 3 Thursday	9/2	<p><b>In Class:</b> Discussion of Drafting, Planning and The Writing Process</p> <p><b>Read for Next Time:</b> Second sample literacy narrative</p> <p><b>Discussion Post:</b> N/A</p> <p>EXPANDED PARAGRAPH and OUTLINE FOR LITERACY NARRATIVE DUE <b>9/13</b></p>	Assignment: expanded Paragraph and Outline for Literacy Narrative
Week 4 Tuesday	9/7	<p><b>In Class:</b> Outlining your Literacy Narrative. Discussion of Second Sample Literacy Narrative</p> <p><b>Read for Next Time:</b> “A Brief Guide to the Narrative” from the Norton Field Guide</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> Finish your Outline for your Literacy Narrative</p>	<b>OUTLINE and PARAGRAPH DUE 9/13</b>
Week 4 Thursday	9/9	<p><b>In Class:</b> Drafting and conferencing for your Literacy Narrative working on outline</p> <p><b>Read for Next Time:</b> N/A</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> Finish Literacy Narrative Outline and begin DRAFTING</p>	
Week 5 Tuesday	9/14	<p><b>In Class: Exploring</b> Learning how to edit your own writing, DRAFTING DAYS</p> <p><b>Read for Next Time:</b> TBA</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> N/A</p>	<b>PROJECT#1 DRAFT LITERACY NARRATIVE DUE Midnight 9/20</b>
Week 5 Thursday	9/16	<p><b>In Class:</b> Introduction to Expository Writing Unit</p> <p>DRAFTING TIME FOR LITERACY NARRATIVE</p> <p><b>Read for Next Time:</b> How to be emotionally intelligent NY Times</p> <p><b>Discussion Post:</b> Discussion post #5</p> <p><b>Assignment:</b> Discussion #5 and reading</p>	
Week 6 Tuesday	9/21	<p><b>In Class:</b> Genres within expository writing</p> <p><b>Read for Next Time:</b> Find an Expository example and analyze it</p> <p><b>Discussion Post:</b> Post #6</p> <p><b>Assignment:</b> Find your own piece of expository writing to evaluate for class</p>	Edits for Literacy Narrative Due <b>9/27</b>
Week 6 Thursday	9/23	<p><b>In Class:</b> Peer editing groups</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> Finish Edits</p>	

Week 7 Tuesday	9/28	<b>In Class: How to do a reflection CONFERENCES</b> <b>Read for Next Time:</b> <b>Discussion Post: N/A</b> <b>Assignment: POLISHED DRAFT</b>	POLISHED DRAFT of LITERACY NARRATIVE 10/4  By Midnight
Week 7 Thursday	9/30	<b>In Class: Continue with Expository Writing Unit #2</b> <b>Read for Next Time: N/A</b> <b>Discussion Post:</b> <b>Assignment: Polished Draft Due 10/4</b>	<b>POLISHED DRAFT LITERACY NARRATIVE 10/4</b>
Week 8 Tuesday	10/5	<b>In Class: Introduction to PROJECT #2 Multimodal Project</b> <b>Read for Next Time: Process Writing Techniques</b> <b>Discussion Post: Post #7</b> <b>Assignment: "How To Practice</b>	
<b>Week 8</b> Thursday	10/7	<b>In CLASS: HOW TO GUIDE/PROCESS ESSAYS</b>	
Week9 Tuesday	10/12	<b>In Class: Practice process writing techniques for Expository writing. Flushing out our ideas</b> <b>Read for Next Time: N/A</b> <b>Discussion Post: N/A</b> <b>Assignment: Process Writing Practice Assignment</b>	
Week 9 Thursday	10/14	<b>In Class: Finalizing our Process Writing Practice Assignment</b> <b>Read for Next Time: N/A</b> <b>Discussion Post: N/A</b>	<b>Process Writing Practice assignment is DUE 10/14</b>
Week 10	10/19	<b>In Class: Introduction to the Hermit Crab Essay</b> <b>Read for Next Time: Examples of Hermit Crab Essays</b> <b>Discussion Post: TBA</b> <b>Assignment: Discussion and Reading</b>	
Week 10	10/21	<b>In Class: Drafting our Hermit Crab Essays</b> <b>Read for Next Time: N/A</b> <b>Discussion Post: N/A</b>	<b>Hermit Crab Essay DRAFT is DUE Monday 10/25</b>

Week 11	10/26	<p><b>In Class:</b> Introduction to the Compare and Contrast Technique</p> <p><b>Read for Next Time:</b> Examples of Compare and Contrast in written and multimedia format</p> <p><b>Discussion Post: #8</b> Find an example of compare and contrast from the world and analyze it</p> <p><b>Assignment:</b> Find an example</p>	<p><b>Hermit Crab Essay DRAFT is DUE Monday 10/25</b></p>
Week 11	10/28	<p><b>In Class:</b> Drafting our Compare and Contrast Practice Assignment.</p> <p><b>Read for Next Time:</b> N/A</p> <p><b>Assignment:</b> Work on your draft</p>	<p><b>Compare and Contrast Practice assignment DUE Thursday 10/28</b></p>
Week 12	11/2	<p><b>In Class:</b> Introduction to Multimodal Projects and what they can do</p> <p><b>Read for Next Time:</b> Check out the multimodal form in the world</p> <p><b>Discussion Post:</b> Find a multimodal project and analyze it.</p> <p><b>Assignment:</b> Think about which expository assignment you'd like to make multimodal.</p>	<p>Multimodal Proposal DUE 11/2 Midnight</p>
Week 12	11/4	<p><b>In Class: Multimodal Projects</b></p> <p><b>Read for Next Time:</b> Writing a draft/outline</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> Have your rough draft planned out for your multimodal project</p>	<p>Working on Multimodal project</p> <p><b>ROUGH DRAFT OF Project #2 DUE 11/8</b></p>
Week 13	11/9	<p><b>In Class:</b> Conferences for Multimodal project</p> <p><b>Read for Next Time:</b> How to reflect on writing.</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> Finish draft</p>	
Week 13	11/11	<p><b>In Class:</b> Conferencing and creating our Multimodal Projects</p> <p><b>Read for Next Time:</b> N/A</p> <p><b>Discussion Post:</b> N/A</p> <p><b>Assignment:</b> Finalizing Multimodal Projects</p>	<p><b>PROJECT#2 MULTIMODAL PROJECT DUE 11/15</b></p>

Week 14	11/16	<b>In Class:</b> SHOWCASE OF MULTIMODAL PROJECTS <b>Read for Next Time:</b> <b>Discussion Post:</b> Reflection <b>Assignment:</b> N/A	Showcase and Reflect  MULTIMODAL PROJECT DUE 11/15
Week 14	11/18	<b>In Class:</b> UNIT 3: The Art of Persuasion and Ethos, Pathos, and Logos <b>Read for Next Time:</b> John Edlund <b>Discussion Post:</b> Write about the Edlund reading <b>Assignment:</b> Reading and thinking about your topic	<b>BEGINNING OF UNIT 3</b>
Week 15	11/23	<b>In Class:</b> Ethos Pathos and Logos at work in the world.  <b>Read for Next Time:</b> <b>Discussion Post:</b> N/A <b>Assignment:</b> Topic and Outline for your own Persuasive Op-Ed.	PERSUASIVE OP ED TOPIC AND OUTLINE DUE BY 11:59PM 11/23
Week 15	11/25	<b>In Class:</b> Begin drafting our Persuasive Op-Ed's <b>Read for Next Time:</b> N/A <b>Discussion Post:</b> N/A	<b>PERSUASIVE OP ED DRAFTING DAY</b>
Week 16	11/30	ROUGH DRAFT OF PERSUASIVE OP ED DUE TUESDAY 11/29  DRAFTING DAY	Email for help or feedback! Or come to office hours!  <b>OP-ED PERSUASIVE PAPER DRAFT DUE TUESDAY 11/29</b>
Week 16	12/02	Conferencing and editing our Op-Ed Papers.  DRAFTING IN CLASS	Email for help or feedback!  FINAL DRAFT OF OP-ED DUE 12/6
Week 17	12/7	<b>Tuesday 12/7 LAST DAY OF CLASS</b> <b>Finalizing our E-PORTFOLIO Due By 12/10 at 9:30 AM</b>	
Week 17	<b>FINAL EXAM WEEK</b>	<b>NO CLASS WORK ON YOUR FINAL E PORTFOLIO</b>  <b>We will complete our final reflection during the Final Exam time for Finals Week 12/8-12/14</b>	<b>FINAL EXAM- IN CLASS REFLECTION to be completed during exam time</b>

		<b><u>FINAL EXAM: 7:15 AM-9:30 AM Friday, December 10th</u></b>  <b><u>After your reflection is finished you may use any remaining final exam time to finalize your e-portfolio which is due at the end of the exam.</u></b>	<b>Final E-Portfolio due 12/10 at the end of the EXAM TIME</b>
<b>Final E PORTFOLIO DUE</b>	<b>12/10</b>	<b>Hand in your FINAL PORTFOLIO By 12/10 at 9:30 A.M.</b>	<b>Hooray you're done!</b>