

# San José State University

## Department of English and Comparative Literature English 1A: First Year Writing, Section 42, Fall 2021

Instructor:	Mario John Chris
Office Location:	TBD
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Office Hours:	TBD and by appointment ( <a href="https://sjsu.zoom.us/j/2233754437">https://sjsu.zoom.us/j/2233754437</a> )
Class Days/Time:	M W 2:15–3:30 pm
Classroom:	Boccardo Business Center 121
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

### Course Description: What are we going to be doing in our section of English 1A?

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.

Imagine you bump into your best friend from middle school at Trader Joe's. You approach them with a friendly greeting, but they look confused. "I'm sorry, who are you?" they ask. How do you answer?

The next day, you are creating an internet dating profile. You upload some of your most flattering pictures (which ones do you pick?!) and are confronted with a textbox in which you must say something about yourself. What do you write?

Now, you are applying for a job at the Trader Joe's where you saw your friend. Part of the application process requires you to submit a résumé. What do you say about yourself this time?

There are so many contexts in which we are asked to represent ourselves—in speech, writing, and other communicative mediums—across a variety of scenarios. In each of these scenarios, there are implicit questions at work: Who are you? What do you care about? Why do you care about it, and why should others care about it, too?

We are going to explore these questions this semester by writing on topics important to us, and in contexts which are meaningful to us. Along the way, we will consider some other questions: What can we *do* with language? What *can't* we do? What does language *do* to us?

## **GE Learning Outcomes (GELOs): What skills will I be learning in this class?**

Upon successful completion of the 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);
3. identify and analyze the rhetorical features of a text, including its purpose, audience, and context;
4. integrate your ideas and those of others by presenting, analyzing, developing, and criticizing ideas effectively in different genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## **Course Content: How and where can we access it?**

Where can I find out what we are doing each week? How do I get in touch with the instructor?

We will use Canvas for all course content. On Canvas, you can find this syllabus and any periodic handouts, discussions, and assignments. You can access your Canvas account by going to <https://sjsu.instructure.com> and entering your log-in information.

I will periodically be sending announcements via Canvas. An easy way to keep track of these announcements is to have Canvas send notifications to your email. To set your notifications, press the Account button on the left panel of your Canvas homepage, then click “Notifications” at the top. If you can’t find it, the screenshots on the following webpage are helpful: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434>.

For general help with using Canvas see the [Canvas Student Resources page](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) (<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>).

**If you need to communicate with me, please send me an email (to [mario.chris@sjsu.edu](mailto:mario.chris@sjsu.edu) or as a message on Canvas). I check my email regularly and will respond within 48 hours.**

If you do not have a computer, you can loan one from the SJSU library’s Student Computing Services. For up to date information on how to check out laptops—and many other audio/visual technologies—go to <https://library.sjsu.edu/student-computing-services/student-computing-services>.

## Required Texts: What will I be reading in this class?

Weekly readings and/or videos will be posted on Canvas. You will discuss your shared readings with your classmates on Canvas and in the classroom. You will additionally conduct research and read materials relevant to the topic(s) of your major assignments in this course.

## Course Requirements and Assignments: How is this class organized and what work will I be doing?

Classwork consists of the following 5 components:

1. **Participation (GELOs 1–5)**—You will read the assigned materials and post (or respond to a classmate’s post) on the corresponding Canvas discussion before class. Your Canvas posts must be 100 words each. During class, you will engage in activities by contributing your thoughts on the assigned materials. We will also start each class with a timed free-write in our journals; your journal will be for your eyes only, unless you choose to share.
2. **Major Assignment #1 (GELOs 2, 5)**—You will submit drafts and revisions of a 1000-word personal essay (due dates provided in the course schedule at the end of the syllabus). You will also workshop your classmates’ drafts. More information to follow via additional handouts.
3. **Major Assignment #2 (GELOs 1, 2, 4, 5)**—You will submit drafts and revisions of a 1000-word multimodal research project (due dates provided in the course schedule at the end of the syllabus). You will also workshop your classmates’ drafts. More information to follow via additional handouts.
4. **Rhetorical Reflection (GELOs 2, 3, 5)**—You will submit drafts and revisions of an 800-word reflection on the rhetorical strategies you used and the revisions you made in your major assignments (due dates provided in the course schedule at the end of the syllabus). You may choose to reflect on major assignments #1 and #2 in conjunction with each other or separately. You will also workshop your classmates’ drafts. More information to follow via additional handouts.
5. **Presentation (GELOs 3, 4)**—You will deliver a 5-minute presentation on your major assignment #2 and field questions from your classmates. You will also respond to your classmates’ presentations on Canvas. More information to follow via additional handouts.
6. **Final Portfolio (GELOs 1–5)**—In lieu of a final exam, you will assemble and submit a final portfolio containing the latest drafts of your major assignments and your rhetorical reflection (due date provided in the course schedule at the end of the syllabus). More information to follow via additional handouts.

Formatting Requirements (applies to all assignments): **Your assignments must be typed, double-spaced, and in 12-point Times New Roman font, and you must cite your sources in MLA format.**

How much time will I spend on this class?

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 practicums. 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 6½ 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.

Your classmates and I are grateful to you for spending this time on our collective learning. If you would like to learn more about SJSU's requirement that course syllabi include time expectations to complete credits, please see <https://www.sjsu.edu/senate/docs/S16-9.pdf>.

## Grading Information: How will I be graded?

The weights of the different course components and assignments toward your final grade are specified in the table below. Your grade for the major assignments and the rhetorical reflection will be decided by your highest-scoring draft for the corresponding assignment. You will be given the option to make additional revisions in your final portfolio.

**If you need a deadline extension, please don't hesitate to contact me** (preferably at least 24 hours in advance), and we can discuss your options.

Course Component	Weight toward Final Grade
Participation	10%
Major Assignment #1	20%
Major Assignment #2	30%
Rhetorical Reflection	10%
Presentation	10%
Final Portfolio	20%

The grading rubric—or *how* your assignments are graded—will be determined collectively in class. This rubric will include an opportunity for extra-credit (please remember to add a note in your submission indicating the extra-credit portion).

<b>Grading Rubric</b>	
	<b>Max Points</b>
Is the assignment . . . completed?	TBD
organized and well thought out?	TBD
rhetorically compelling?	TBD
using language clearly and effectively?	TBD
(extra-credit) synthesizing information from a previous assignment?	TBD
<b>Total Points (not including extra-credit):</b>	TBD

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

96–100% = A+	93–95% = A	90–92% = A-
86–89% = B+	83–85% = B	80–82% = B-
76–79% = C+	73–75% = C	70–72% = C-
66–69% = D+	63–65% = D	60–62% = D-
0–59% = F		

## **Library Liaison: Who can I talk to at the library if I need research help?**

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 a [library resource page \(https://libguides.sjsu.edu/english\)](https://libguides.sjsu.edu/english) for students in the Department of English and Comparative literature. The tutorials on this page will help you with your academic research process. You can find Peggy Cabrera’s contact page at [https://libguides.sjsu.edu/prf.php?account\\_id=41832](https://libguides.sjsu.edu/prf.php?account_id=41832). For more general or real-time librarian assistance, you can chat with a librarian during regular business hours: <https://library.sjsu.edu/ask-librarian/ask-librarian>.

## **University Policies: What are the policies that apply to all SJSU courses, including this one?**

Per [University Policy S16-9 \(https://www.sjsu.edu/senate/docs/S16-9.pdf\)](https://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 the [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.

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.

## Course Schedule

Week	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
1	<p>Monday (8/23/21):</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review syllabus and how to use Canvas</li> <li>• Design rubric together</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Reading and Listening Respectfully” and post 100 words to Canvas on the discussion “Reading and Listening Respectfully”</b></li> </ul> <p>Wednesday (8/25/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Reading and Listening Respectfully”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Reading Rhetorically” and post 100 words to Canvas on the discussion “Reading Rhetorically”</b></li> </ul>	GELO 1
2	<p>Monday (8/30/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Reading Rhetorically”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Avoiding Fallacies of Argument” and post 100 words to Canvas on the discussion “Avoiding Fallacies of Argument”</b></li> </ul> <p>Wednesday (9/1/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Avoiding Fallacies of Argument”</li> <li>• Major Assignment #1 introduced</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Developing an Argument through Research” and post 100 words to Canvas on the discussion “Developing an Argument through Research”</b></li> </ul>	GELOs 1, 2, 3
3	<p>Monday (9/6/21):</p> <ul style="list-style-type: none"> <li>• <b>NO CLASS (Labor Day)</b></li> </ul>	GELOs 1, 3, 4

	<p>Wednesday (9/8/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Developing an Argument through Research”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Developing an Argument’s Rhetoric” and post 100 words to Canvas on the discussion “Developing an Argument’s Rhetoric”</b></li> </ul>	
4	<p>Monday (9/13/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Developing an Argument’s Rhetoric”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Finding and Evaluating Sources” and post 100 words to Canvas on the discussion “Finding and Evaluating Sources”</b></li> </ul> <p>Wednesday (9/15/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Finding and Evaluating Sources”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Paraphrasing and Citing Sources” and post 100 words to Canvas on the discussion “Paraphrasing and Citing Sources”</b></li> </ul>	GELOs 1, 2
5	<p>Monday (9/20/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Paraphrasing and Citing Sources”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Revision and Editing” and post 100 words to Canvas on the discussion “Revision and Editing”</b></li> </ul> <p>Wednesday (9/22/21):</p> <ul style="list-style-type: none"> <li>• <b>DUE: DRAFT OF MAJOR ASSIGNMENT #1</b></li> <li>• Lesson: “Revision and Editing”</li> <li>• Rhetorical Reflection introduced</li> <li>• Review workshop procedure</li> <li>• <b>Homework (due before next class): Complete the “Pre-Workshop Handout” for each of your workshop partners’ Major Assignment #1 drafts</b></li> </ul>	GELOs 1–3, 5
6	<p>Monday (9/27/21):</p> <ul style="list-style-type: none"> <li>• Workshop on Major Assignment #1 (bring a hard copy of your draft)</li> </ul>	GELOs 1, 2, 4

	<ul style="list-style-type: none"> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Analyzing Sources” and post 100 words to Canvas on the discussion “Analyzing Sources”</b></li> </ul> <p>Wednesday (9/29/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Analyzing Sources”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Synthesizing Sources” and post 100 words to Canvas on the discussion “Synthesizing Sources”</b></li> </ul>	
7	<p>Monday (10/4/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Synthesizing Sources”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Conducting Primary Research” and post 100 words to Canvas on the discussion “Conducting Primary Research”</b></li> </ul> <p>Wednesday (10/6/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Conducting Primary Research”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Structuring Classical Oration” and post 100 words to Canvas on the discussion “Structuring Classical Oration”</b></li> </ul>	GELOs 2, 3
8	<p>Monday (10/11/21):</p> <ul style="list-style-type: none"> <li>• <b>DUE: REVISION OF MAJOR ASSIGNMENT #1</b></li> <li>• Lesson: “Structuring Classical Oration”</li> <li>• Major Assignment #2 introduced</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Structuring Rogerian Arguments” and post 100 words to Canvas on the discussion “Structuring Rogerian Arguments”</b></li> </ul> <p>Wednesday (10/13/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Structuring Rogerian Arguments”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Structuring Toulmin Arguments” and post 100 words to Canvas on the discussion “Structuring Toulmin Arguments”</b></li> </ul>	GELOs 2, 3

9	<p>Monday (10/18/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Structuring Toulmin Arguments”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Writing Arguments of Fact” and post 100 words to Canvas on the discussion “Writing Arguments of Fact”</b></li> </ul> <p>Wednesday (10/20/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Writing Arguments of Fact”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Writing Arguments of Definition” and post 100 words to Canvas on the discussion “Writing Arguments of Definition”</b></li> </ul>	GELOs 2, 3, 4
10	<p>Monday (10/25/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Writing Arguments of Definition”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Writing Evaluations and Reviews” and post 100 words to Canvas on the discussion “Writing Evaluations and Reviews”</b></li> </ul> <p>Wednesday (10/27/21):</p> <ul style="list-style-type: none"> <li>• <b>DUE: DRAFT OF MAJOR ASSIGNMENT #2</b></li> <li>• Lesson: “Writing Evaluations and Reviews”</li> <li>• <b>Homework (due before next class): Complete the “Pre-Workshop Handout” for each of your workshop partners’ Major Assignment #2 drafts</b></li> </ul>	GELOs 2, 3, 4
11	<p>Monday (11/1/21):</p> <ul style="list-style-type: none"> <li>• Workshop on Major Assignment #2 (bring a hard copy of your draft)</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Writing Proposals” and post 100 words to Canvas on the discussion “Writing Proposals”</b></li> </ul> <p>Wednesday (11/3/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Writing Proposals”</li> <li>• <b>Homework (due before next class): Read/watch materials</b></li> </ul>	GELOs 2, 3, 5

	<p><b>for the lesson “Making Multimodal Arguments (part 1)” and post 100 words to Canvas on the discussion “Making Multimodal Arguments (part 1)”</b></p>	
12	<p>Monday (11/8/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Making Multimodal Arguments (part 1)”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Making Multimodal Arguments (part 2)” and post 100 words to Canvas on the discussion “Making Multimodal Arguments (part 2)”</b></li> </ul> <p>Wednesday (11/10/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Making Multimodal Arguments (part 2)”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Styling and Structuring Paragraphs” and post 100 words to Canvas on the discussion “Styling and Structuring Paragraphs”</b></li> </ul>	GELOs 2, 3, 5
13	<p>Monday (11/15/21):</p> <ul style="list-style-type: none"> <li>• <b>DUE: REVISION OF MAJOR ASSIGNMENT #2</b></li> <li>• Lesson: “Styling and Structuring Paragraphs”</li> <li>• Presentation and Final Portfolio introduced</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Styling and Structuring Sentences” and post 100 words to Canvas on the discussion “Styling and Structuring Sentences”</b></li> </ul> <p>Wednesday (11/17/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Styling and Structuring Sentences”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Word Choice and Diction” and post 100 words to Canvas on the discussion “Word Choice and Diction”</b></li> </ul>	GELOs 2, 3, 5
14	<p>Monday (11/22/21):</p> <ul style="list-style-type: none"> <li>• Lesson: “Word Choice and Diction”</li> <li>• <b>Homework (due before next class): Read/watch materials for the lesson “Preparing and Delivering Presentations” and post 100 words to Canvas on the discussion</b></li> </ul>	GELOs 2, 3

	<p align="center"><b>“Preparing and Delivering Presentations”</b></p> <p>Wednesday (11/24/21):</p> <ul style="list-style-type: none"> <li>• <b>NO CLASS (Thanksgiving week)</b></li> </ul>	
15	<p>Monday (11/29/21):</p> <ul style="list-style-type: none"> <li>• <b>DUE: DRAFT OF RHETORICAL REFLECTION</b></li> <li>• Lesson: “Preparing and Delivering Presentations”</li> <li>• <b>Homework (due before next class): Complete the “Pre-Workshop Handout” for each of your workshop partners’ Rhetorical Reflection drafts</b></li> </ul> <p>Wednesday (12/1/21):</p> <ul style="list-style-type: none"> <li>• Workshop on Rhetorical Reflection (bring a hard copy of your draft)</li> <li>• <b>Homework (due before next class): Post 100 words to Canvas on the discussion “TBD”</b></li> </ul>	GELOs 1, 3, 5
16	<p>Monday (12/6/21):</p> <ul style="list-style-type: none"> <li>• <b>PRESENTATIONS</b></li> <li>• <b>Homework (due before final): Post 100 words to Canvas on the discussion “Presentation Feedback”</b></li> </ul> <p>Wednesday (12/8/21):</p> <ul style="list-style-type: none"> <li>• <b>NO CLASS (Final exams)</b></li> </ul>	GELOs 1, 3, 5
Final	<p>Thursday (12/9/21) at 12:15–2:30 pm:</p> <ul style="list-style-type: none"> <li>• <b>DUE (by end of day): FINAL PORTFOLIO</b> (Major Assignment #1 + Major Assignment #2 + Rhetorical Reflection)</li> <li>• <b>PRESENTATIONS</b></li> <li>• <b>Homework (optional): Post 100 words to Canvas on the discussion “Presentation Feedback”</b></li> </ul>	GELOs 1, 3, 5