



San José State University
Humanities and Arts, Department of English and Comparative Literature

English 1A, First-Year Writing, Section 74

Fall 2021

Instructor: Amber Sylva

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Office Hours: Monday 11:00 am-12:00 pm, 4:00 pm-6:00 pm and by appointment

Class Days/Time: Monday 12:30 pm- 1:45 pm
Wednesday Asynchronous on Canvas

Classroom: BBC 123

Prerequisites: Completion of Reflection on College Writing

GE/SJSU Studies Category: GE Area A2 Written Communication

Technology Intensive, Hybrid, and Online Courses

You can find course materials such as syllabus, handouts, notes, and assignment instructions on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. Furthermore, there are both synchronous and asynchronous activities in the course, some conducted in person whereas others online through Canvas. You will need access to stable WiFi and a computer to complete course assignments.

Course Description

English 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences, purposes, and contexts. You will learn to communicate clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. The theme of this course is “Community and Social Injustice.” Therefore, our writings will focus on bringing our diversities together to build a community that will enhance our lives and the lives around us.

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Course in GE Area A2 cultivate an understanding of the written 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)

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 course, students will be able to:

1. demonstrate the ability to *read actively and rhetorically*;
2. perform the essential steps in the *writing process* (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;
3. **articulate an awareness of and write according to the rhetorical feature 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

All required texts will be available for purchase in the SJSU bookstore.

Can I use I? By Catherine Prendergast ISBN: 978-0-986-14571-1

Other Readings

Any additional readings will be posted to the Canvas course site and/or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Other technology requirements / equipment / material

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 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Library Liaison

Peggy Cabrera, peggy.cabrera@sjsu.edu, 408-808-2034, Dr. Martin Luther King Jr. Library

How is Our ENGL 1A Course Designed? I am glad you asked!

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 meaning public debate. Moreover, because we are diverse, we are able to learn about other cultures. Our diversity will benefit our classroom and SJSU community.

Diversity is beautiful and accepted here. 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 materials with **me**.

Writing: We are all writers in a writing class; therefore, we will explore the writing process together that will help our writing by prewriting, writing, and rewriting. Each writing assignment will allow us to prepare for both academic and real-world writing scenarios. Together, we will learn how to embrace writing moving forward.

The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. The reflective essay will accompany a portfolio of your writing that will be compiled in-class during our last meeting. You must also submit your Annotated Bibliography along with your reflective essay. In-depth descriptions of each assignment will be gone over in class and will also be available under the “Assignments” tab in Canvas.

Please note that all essays adhere to proper MLA format. Essays must be double-spaced and typed in 12-point Times New Roman font. The student’s name, professor’s name, course number and section, and the due date must be located at the top left corner of the first page. Please see the *Essay Sample* under the “Files” tab on Canvas for more information on how to properly format your essays.

Procedures

All major assignments are to be turned in electronically via Canvas **AND** a printed copy by the beginning of class. Any assignments that are not turned in by class start time will be considered late. In order to turn in your paper, you must be in class. In other words, a classmate/friend/relative cannot turn in your paper for you. No Exceptions.

If you are ill and unable to turn in a printed copy, please email me **before** the start of class on the due date; however, you are still required to submit an electronic copy before the start of class. In order for any missing assignments to be accepted, documentation must be provided. An example, if you are sick and unable to turn in your first major assignment, you must provide a doctor’s note (clearing your absence) in order for the assignment to be accepted without penalty. If you do not have proper documentation, then the late policy will be implemented.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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**. All assignments must be turned in to pass the class, even though assignments turned in more than 5 days after the due date will earn a “0.” **Please note:** Students must receive a C- or higher to pass the course.

Course grades will be calculated using the following scale:

97% - 100%= A	94% - 96%= A	90% - 93%=A-
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87% - 89% = B+	84% - 86%=B	80% - 83%=B-
77% - 79% = C+	74% - 76%=C	70% - 73%=C-

Grade Calculations

Requirements for particular 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. The following are the criteria by which essays are typically evaluated in 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 the 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 weakness 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

Assignment Calculations

Assignment	Word Count	GELO outcomes.	Grade
In-class Diagnostic Essay	650+	2-4	0% (0 pts)
10 Discussion Boards	2,100	2,3	10% (100 pts)
“My Community” Essay (incl. process materials)	1,000	1-5	5% (50 pts)
“Social Injustices within My Community” Essay (incl. process materials)	1,250	1-5	10% (100 pts)
“Ways to Improve My Community” Essay (incl. process materials)	1,500	1-5	15% (150 pts)
Annotated Bibliography	1,000	2-4	15% (150 pts)
Portfolio Reflection Essay	1,000	1-5	15% (150 pts)
Presentation, Write Up, and	750+	2-5	20% (200 pts)

Reflection			
Engagement/Participation (daily in-class assignments) (5 pts./day)	n/a	n/a	10% (100 pts)

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.

It is important for you to have a say in your learning environment. I am interested in your comments and concerns. Therefore, before we delve into the course content, we need clear expectations of our learning community, so you 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 (Required)

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 at

English 1A / First-Year Writing, Fall 2021

Hybrid (M In-person, W Asynchronous) Section 74

Mondays we will meet in person. Wednesdays will be on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
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1	M: Aug 23	In Class: “Getting to Know You” activity and our class Syllabus. In-class writing diagnostic essay.
1	W: Aug 25 Online	Due: Discussion Post on Canvas (1) Read: Canvas “How to Write with Style” By Vonnegut AND “Shitty First Drafts” By Lamont In Class: Class discussion, Introduction to Writing Genres
2	M: Aug 30	Due: Discussion Post on Canvas (2) Read: Canvas “Why Writing Matters” AND “The Elements of Composition” In Class: Discuss the Benefits of Writing, Writing Situations, and *Play Jeopardy*
2	W: Sept 1 Online	Due: Discussion Post on Canvas (3) Read: Canvas “Strategies for Starting” AND “Writing a Proposal” In Class: How Can I “Listen in” on Writing Conversations/ Drafting a Proposal
3	M: Sept 6	*Labor Day* No School
3	W: Sept 8 Online	Due: Proposal of “My Community” (Assignment #1) Read: Canvas “Academic Argument: Thesis and Organization” pages 164-180 In Class: Why Structure and Organization Matter
4	M: Sept 13	Read: Canvas “Academic Argument: Thesis and Organization” pages 181-191 In Class: Outline (Assignment #1)
4	W: Sept 15 Online	Read: Canvas “Advice to My College Freshman” In Class: Audience, Context, Purpose and Rhetorical Appeals
5	M: Sept 20	Due: Draft of “A Problem Within My Community” (Assignment #1) Read: Canvas “Giver’s Gain” In Class: Peer Review/Collaboration/ Workshop *Bring 3 printed copies*
5	W: Sept 22 Online	Due: Discussion Post on Canvas (4) Read: CIUI pages 1-38 In Class: Research and proposal writing (Assignment #2)
6	M: Sept 27	Read: CIUI pages 39-75 AND “Article on Injustice” In Class: Grammar **Writing Outside**
6	W: Sept 29 Online	Due: Discussion Post on Canvas (5) AND Proposal of “Social Injustices within My Community” (Assignment #2) Read: Canvas “So-What” AND CIUI pages 76-130 In Class: Argument, Audience, So What?
7	M: Oct 4	Due: Final Draft of “A Problem Within My Community” (Assignment #1) In Class: Using Your Voice to Connect & Argue Your Issue **Writing Outside**

7	W: Oct 6 Online	Due: Discussion Post on Canvas (6) In Class: TBD
8	M: Oct 11	Due: Draft of “Social Injustices within My Community” (Assignment #2) In Class: Paper workshop *Bring 3 hard copies of your paper*
8	W: Oct 13 Online	Due: Discussion Post on Canvas (7) Read: Canvas “Proper Citation” In Class: How to Use Sources/Different Types of Sources, Parenthetical Citations
9	M: Oct 18	Due: Discussion Post on Canvas (8) In Class: TBD
9	W: Oct 20 Online	Due: Proposal for “Ways to Improve My Community” (Assignment #3) In Class: Set up Portfolios, Audio reading Ethos/Pathos/Logos
10	M: Oct 25	Due: Final Draft “Social Injustices within My Community” (Assignment #2) Read: Canvas “The Writing Process” In Class: Write to Think/Learn, The Writing Process **Writing Outside**
10	W: Oct 27 Online	Due: Discussion Post on Canvas (9) In Class: TBD
11	M: Nov 1	Due: Draft for “Ways to Improve My Community” (Assignment #3) In Class: Paper workshop *Bring 3 hard copies of your paper*
11	W: Nov 3 Online	Read: Annotated Bibliography Article on Canvas In Class: Research, Sources *Bring Laptops or another device to conduct research*
12	M: Nov 8	Read: Canvas Reading “Transitions” In Class: Transitions
12	W: Nov 10 Online	Due: Draft of “Annotated Bibliography” Assignment #3 Read: PDF on Multimodality (MM)
13	M: Nov 15	Due: Presentation Write-Ups In Class: Let’s Analyze Some Stuff! In Class: Start of Presentations
13	W: Nov 17 Online	Due: Discussion Post on Canvas (10)
14	M: Nov 22	Due: Final draft of “Ways to Improve My Community” (Assignment #3) In Class: Presentations
14	W: Nov 24	No Class Instruction
15	M: Nov 29	Due: Reflective essay and Annotated Bibliography In Class: Presentations
15	W: Dec 1 Online	In Class: TBD

16	M: Dec 6	In Class: Presentations (Last Day of Instruction)
Final Exam	T: Dec 14	Due: ePortfolios including Final Reflection and Annotated Bibliography In Class: Presentations and Growth Sharing Exercise 12:15 pm- 2:30 pm <i>Bring laptop or other device to class.</i>