

**San José State University**  
**Department of English & Comparative Literature**  
**English 1A, Section 85: First-Year Writing Composition**

*“What can free us from the apparent hopelessness of steadfast arguments contending with each other, of narratives come bluntly up against each other? Can the text of one narrative become the text of another narrative without sacrifice? If there is to be hope, we have to see each other, to know each other, to be present to each other, to embrace each other.”*

*–Jim W. Corder, from “Argument as Emergence, Rhetoric as Love”*

### **Course and Contact Information**

<b>Instructor:</b>	Rachel A. Crawford
<b>In-Person Office:</b>	FOB 220
<b>Virtual Office Link:</b>	<a href="#">Crawford Office Hour Zoom Link</a>
<b>Office Hours:</b>	T/Th 2:00-4:00pm (and by appointment)
<b>Email:</b>	<a href="mailto:rachel.crawford@sjsu.edu">rachel.crawford@sjsu.edu</a>
<b>Telephone:</b>	Not available by phone
<b>Class Days/Time:</b>	T/Th 12:30-1:45pm
<b>In-Person Classroom:</b>	Tuesdays: BBC 223
<b>Virtual Classroom Link:</b>	Thursdays: <a href="#">Zoom Link to Class</a>
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I



### **Course Format**

This course meets in-person on Tuesdays AND online synchronously via Zoom on Thursdays. I will use Canvas, the SJSU Learning Management System to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your work and we will participate in discussion boards and peer review activities. Because of this, you will need regular access to the Internet and a laptop computer that you bring to in-person class every Tuesday.

To produce and share your work, you will need software that allows you to save files as .doc or .docx. Canvas gives you access to Google docs for collaborations, as well as presentation software. Canvas includes video and audio recording abilities with Studio. If you need help to access these technologies, please contact the Student Technology Service Desk.

As a student, you are entitled to free access to Microsoft Office, so visit [this link to the Microsoft Office 365 website](#) if that is something you need (you must use your SJSU email, which you can access by visiting [this link to the most popular one.SJSU applications](#) and then by clicking on “My Email G Suite”).

### **Management Page and MySJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas course website, which you can access by clicking on [this link to Canvas](#). Log in and

look for “FA21: ENGL-1A Sec 85 - First Year Writing” among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas. They will populate in your sjsu.edu email account, in your Canvas inbox, and in any other email you link in Canvas (more on this later).

### **English 1A – Course Description**

Students take a risk when they attend college. Most of them leave the comfort of home and the close-knit environment of high school to an intimidating college campus. Students arrive at new schools and search for connections within university life, with new friends, and with new instructors. These are the connections that build a community. From my experience as a student, mother, high school English teacher, and college instructor, people learn best when they feel connected to a community. So how are we as a class going to join and build communities?

The Merriam-Webster Dictionary online defines a [community](#) as “a unified body of individuals,” “a social state or condition,” and “a society at large.” Merriam-Webster goes into further detail about those three basic definitions. As a class, these are some of the questions we are going to think about, consider, and explore:

- What makes a community? What does it take to be part of one (or to stay in one)?
- Why is it so important to be a part of communities? How do we engage within them?
- How do people build up and tear down communities?
- How do communities succeed, and how do they fail?
- What happens when the various communities we are part of are at odds with each other?
- How do we face the conflicts, disagreements, and arguments, especially when they are so drastically opposed?

Because communities are made up of people, it is important to think about ways in which people communicate with (and influence) each other. We are going to use and develop our critical reading and writing skills to better understand rhetorical strategies and how they work. We will focus heavily on audience, purpose, and context as we analyze a range of “texts.” As we read, watch, and listen, we will assess the rhetorical tactics people use, how they work, how effective they are, and how we can use them to better communicate with others.

### **English 1A – General Education Learning Outcomes (GELOs)**

Upon successful completion of this course, students 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 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 Reading and Materials**

TEXTS

Various articles, essays, podcasts, videos, and other content posted on Canvas, as well as reading materials in support of writing projects.

#### MATERIALS

A laptop computer with internet connectivity

- Laptops and iPads may be checked out from the SJSU Student Computing Service at NO COST. <https://library.sjsu.edu/student-computing-services/lending-policies>

### SJSU Resources

The University provides all students several resources to help you successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

[Counseling and Psychological Services \(CAPS\)](#)

[Peer Connections](#)

[SJSU Cares](#)

[Spartan Food Pantry](#)

[Student Technology Resources](#)

[Writing Center](#)

### SJSU Library

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](#).

### Course Requirements for English 1A

#### WRITING

Writing assignments shall give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form.

#### Assignments, Word Counts, GELOs

Assignments	Word Counts	GELOs
Canvas Discussion Posts	200 each	1, 3-5
Canvas Discussion Responses	100 each	1, 3-5
Writing Projects	500-1,500 each	1-5
Final Reflection	500-750	1, 2, 4, 5
Peer Review Revision Exercises	500	2
In-Class Participation and Writing	2,000	1, 3-5
Multimodal Presentation	N/A	1-5

#### TIME MANAGEMENT

SJSU classes are designed in such a way that, in order to be successful, students are expected to 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. Please plan accordingly.

## **English 1A – Course Content**

### DIVERSITY

SJSU studies include an emphasis on diversity. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and socio-economic classes.

### READING

There will be a substantial amount of reading for this class, some of which will come from *Habits of the Creative Mind* and links I post in Canvas, and some of the reading material will be from sources for the major writing assignments you complete this semester. These reading assignments will serve as the foundation for class discussions and aid in the development of writing topics.

### WRITING

I will provide detailed assignment sheets for each major assessment. I will also discuss each assignment as they come up in the semester.

Canvas Discussion Posts (DP) and Canvas Discussion Responses (DR) – You will write many DPs over the course of the semester in response to assigned readings and class discussion topics. DPs should build upon the reading to advance the discussion of rhetorical strategies. You are welcome to discuss reactions, an observation for how it enlightens the work of the class, or the relationship of a reading to your own thoughts and opinions about the topic. DRs must directly address the points classmates bring up in their posts and may include questions. I will evaluate the DPs and DRs based on evidence that you have attempted to expand thoughtfully upon the issues raised. I will not grade these DPs and DRs based on format, usage, or grammar, but I appreciate reading error-free prose.

In-Class Writing – You will engage in daily writing activities in response to prompts given in class (no make-ups). You will also participate in peer review activities.

Out-of-Class Writing Projects – There will be four major writing projects. These projects will have multiple steps of the writing process, but you will write them outside of class and go through the revision process before finalizing them. Formatting and citation guidelines will vary with the projects, but MLA is generally a preferred guide.

Multimodal Artifact, Presentation, Reflection – In a group, you will create and present to the class a multimodal artifact for the final writing project. You will work together to write a rhetorical analysis in regard to the choices you make when creating your artifact.

### FINAL EVALUATION

All first-year writing students are required to turn in a portfolio at the end of the semester that consists of a reflection and an annotated bibliography of their writing. Required in every portfolio are the following:

a self-reflection essay (approximately 500-600 words) in which you argue that you have developed an understanding of the course’s learning goals (specifically GELO 3) and have developed strategies for working toward those goals.

An annotated bibliography of your writing that includes evidence of your progress as a writer. This may include any writing you have done this semester along with materials that support the arguments you make in the self-reflection.

## Determination of Grades

### GRADING, LATE POLICY, AND MISSED WORK

This course must be passed with a C- or better as a CSU graduation requirement. You must submit all work on time. If there is a reason you cannot make a deadline, because life happens, contact me BEFORE THE DEADLINE. Extra credit *may* be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered.

### GRADING BREAKDOWN

Course grades are calculated using the following scale:

93% – 100% = A	80% – 82% = B-	67% – 69% = D+
90% – 92% = A-	77% – 79% = C+	63% – 66% = D
87% – 89% = B+	73% – 76% = C	60% – 62% = D-
83% – 86% = B	70% – 72% = C-	0% – 59% = F

### WEIGHTING OF GRADES

Assignment	Point Value	% of Total
Canvas Discussion Posts	5-10 each	10%
Canvas Discussion Responses	5-10 each	10%
Writing Projects	20 each	30%
Final Portfolio and Reflection	20 each	10%
Multimodal Project and Presentation	20 each	10%
Peer Review and Revision Exercises	varies	10%
Participation – attendance, in-class writing, discussions	varies	20%

### DEPARTMENT GUIDELINES ON GRADING ESSAYS

Requirements for each assignment 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.

The following are the criteria by which writing is typically evaluated in first-year writing courses:

**An “A” writing assignment** 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” writing assignment** 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” writing assignment** 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” writing assignment** 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” writing assignment** does not fulfill the requirements of the assignment.

### **Classroom Protocol**

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you are in class on campus on Tuesdays and on Zoom every Thursday, on time, and ready to participate in class activities and discussions.

This course will cover topics that are contentious and potentially upsetting to our ways of thinking. We may encounter materials that differ from, and perhaps challenge, our ideas, beliefs, and understanding of reality. It is important to remain respectful to all of us during class sessions and on assignments. If you have a question at any time about what is appropriate, please contact me for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

If you have requests for special needs or accommodations, see me as soon as possible. Failure to do so may result in forfeiture of the accommodations students may deserve.

### **Written Communication and Information Literacy Assessment Fall 2021**

This semester SJSU is assessing written communication and information literacy skills of students pursuing undergraduate degrees. The assessment is used to evaluate effectiveness of our General Education and writing curricula. This class has been selected for collection of student sample work. I will select random samples of work from this class to provide to a team of assessment experts. The work will be anonymized and cannot be traced back to you. The assessment will be done after the semester is over and will not affect your grade. Please let me know if you prefer to have your work excluded from this process.

### **University Policies**

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

Additionally, policies pertaining specifically to Freshmen English students can be found at the following link: [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html).

## English 1A, Section 85, Fall 2021, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and/or in class. Look to Canvas for the most updated course schedule and information regarding the readings.

\*\*Readings should be read BEFORE the class session on which they are listed.\*\*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/19 Zoom	<b>WELCOME!</b> <b>DUE:</b> Update Canvas account and profile (by end of day); post about syllabus; survey and essay <b>In Class:</b> Introduction; syllabus review; Canvas; survey and diagnostic essay
2	8/24 BBC 223	<b>DUE:</b> Introduce Yourself post on Canvas <b>Read:</b> “On Joining the Conversation” and “An Animal’s Place” and “With veganism on the rise, is meat cooked?” (Canvas) <b>In Class:</b> Review questions about syllabus; group work; discussion; rhetorical situation and strategies
	8/26 Zoom	<b>DUE:</b> Response to NPR reading; Question about WP #1 (post on Canvas by end of day) <b>Read:</b> Article from NPR.org <b>In Class:</b> Partner work; discussion on readings; WP #1 assigned; rhetorical situation and strategies continued; WP #1 conference sign-up
3	8/31 BBC 223	<b>DUE:</b> Post question about WP #1; response to readings <b>Read:</b> “On Going Down the Rabbit Hole” and “In a Divided Country, Communal Living Redefines Togetherness” (Canvas) <b>In Class:</b> Writing exercise; discussion on readings; questions about WP#1; writing a proposal; annotated bibliography
	9/2 Zoom	<b>DUE:</b> Proposal for WP #1 <b>Read:</b> Excerpt from <i>Everyone’s an Author</i> (Canvas) <b>In Class:</b> Group work; reading discussion; annotated bibliography; rhetorical strategies continued
4	9/7 BBC 223	<b>DUE:</b> Annotated Bibliography for WP #1 (upload to Canvas by end of day); post about the reading <b>Read:</b> “On Unlearning” (Canvas) <b>In Class:</b> Writing activity; discussion on the reading; annotated bibliography and MLA formatting; introductions; rhetorical strategies continued
	9/9 Zoom	<b>DUE:</b> Introduction for peer review (upload to Canvas BEFORE class); post response about the reading <b>Read:</b> Source for WP #1 <b>In Class:</b> Peer review; partner activity; incorporating sources into essay; writing activity; writing conference sign-up reminder
5 Writing Confer- ences	9/14 BBC 223	<b>DUE:</b> Introduction revision AND body paragraph draft for peer review (upload to Canvas BEFORE class); post response about the reading <b>Read:</b> “On Letting Go” (Canvas) <b>In Class:</b> Peer review; reading discussion; organizing and structuring essays

	9/16 Zoom	<b>DUE:</b> Draft of next body paragraph/s for peer review (upload to Canvas BEFORE class) <b>In Class:</b> Peer review; writing conferences
6	9/21 BBC 223	<b>DUE:</b> Final draft of WP #1 (upload to Canvas by end of day); WP #2 question <b>In Class:</b> Multimodal texts; scavenger hunt; WP #2 assigned; register for CLA event
	9/23 Zoom	<b>DUE:</b> WP #2 proposal (upload to Canvas by end of day); response to reading <b>Read:</b> Excerpts from <i>Citizen: an American Lyric</i> (Canvas) <b>In Class:</b> Writing activity; class discussion; WP #2 questions; group work; multimodal texts continued; register for CLA event
7 Writing Confer- ences	9/28 BBC 223	<b>DUE:</b> WP #2 image/s; response to Rankine event <b>Read:</b> Source for WP #2 emulation <b>In Class:</b> Writing activity; class discussion; group work
	9/30 Zoom	<b>DUE:</b> Draft of text for WP #2 <b>In Class:</b> Peer review; group work; writing conferences
8 Writing Confer- ences	10/5 BBC 223	<b>DUE:</b> Revision of text; draft of rhetorical analysis for WP #2 <b>In Class:</b> Peer review; group work; writing conferences
	10/7 Zoom	<b>DUE:</b> Final WP #2 (upload to Canvas by end of day) <b>In Class:</b> Group work; writing conferences
9	10/12 BBC 223	<b>DUE:</b> Response to readings; WP #3 question (post on Canvas by end of day) <b>Read:</b> Social media posts (Canvas) <b>In Class:</b> Presentations of WP #2; discussion on reading; WP #3 assigned; group work
	10/14 Zoom	<b>DUE:</b> WP #3 proposal (upload to Canvas by end of day) <b>Read:</b> WP #3 social media posts <b>In Class:</b> Writing activity; WP #3 questions; group activities
10	10/19 BBC 223	<b>DUE:</b> WP #3 draft of posts <b>In Class:</b> Peer review; group work
	10/21 Zoom	<b>DUE:</b> WP #3 post revision; draft of WP #3 rhetorical analysis <b>In Class:</b> Peer review; group work
11	10/26 BBC 223	<b>DUE:</b> Final WP #3 (upload to Canvas by end of day); WP #4 question (post on Canvas by end of day) <b>In Class:</b> Writing activity; group activity; WP #4 assigned; group work
	10/28 Zoom	<b>DUE:</b> WP #4 proposal <b>In Class:</b> Presentation of proposals; group work
12 Writing Confer- ences	11/2 BBC 223	<b>DUE:</b> Draft of artifact (upload to Canvas BEFORE class) <b>In Class:</b> Writing exercise; peer review; group activities
	11/4 Zoom	<b>DUE:</b> Draft of reflection (upload to Canvas BEFORE class) <b>In Class:</b> Writing exercise; peer review; presentation details and signups; group activities; writing conferences
13 Writing Confer-	11/9 BBC 223	<b>In Class:</b> Group work; writing conferences
	11/11	<b>Veteran's Day</b>

ences	No Class	<b>DUE:</b> Final artifact and reflection for WP #3 (upload to Canvas by end of day)
14	<b>11/16</b> BBC 223	<b>DUE:</b> Draft of Presentation Materials (upload to Canvas BEFORE class) <b>In Class:</b> Writing exercise; group activities; presentation details; final ePortfolio assigned
	<b>11/18</b> Zoom	<b>In Class:</b> Final ePortfolio
15	<b>11/23</b> BBC 223	<b>ONLINE MEETING: RESEARCH DAY</b> <b>DUE:</b> Final presentation materials for WP #4 (upload to Canvas by end of day)
	<b>11/25</b>	<b>Thanksgiving</b>
16	<b>11/30</b> BBC 223	<b>In Class: PRESENTATIONS</b>
	<b>12/2</b> Zoom	<b>In Class: PRESENTATIONS</b>
FINAL	<b>12/8</b> Zoom	12:15pm-2:30pm <b>DUE:</b> Final ePortfolio with Reflection (upload to Canvas by end of final time) <b>In Class:</b> Writing exercise; ePortfolio; final farewell