

San José State University
Department of English & Comparative Literature English
1A, First-Year Writing, Section 91, Fall-2021

Course and Contact Information

Instructor:	Dr. Lee Patterson
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Phone:	TBA
Office Hours:	Tue. And Thur.12:30 PM – 1:30 PM, & by appt.
Class Days/Time:	MoWe 7:15am-8:30am
Classroom:	Clark Building 306
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Description

ENGL 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.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, prompts, assignment instructions, etc. can be found on Canvas (login at <http://sjsu.instructure.com>). Log in and look for “FA21: ENGL-1A Sec 91 - 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.

ENGL 1A - GE Learning Outcomes (GELO)

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

1. demonstrate the ability to read actively and rhetorically.
2. demonstrate the ability to 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. demonstrate the ability to integrate their 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.

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a 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 meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.
Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Required Texts/Readings

- **Lunsford, Andrea A.** *Everything's An Argument, 8th Edition*. Bedford/St. Martin's Press, 2018. (You can purchase this text through the campus bookstore or elsewhere online. It does not matter if you get the physical or digital version.)
- **Other readings** will be incorporated throughout the semester in line with our class needs. As well, students will be responsible for locating other materials (online or through the MLK Library databases) in support of their writing projects.

Please note: sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

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](#).

Other Available SJSU Resources

The University provides all students several resources to help us 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.

- [Accessible Education Center](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Other Campus Resources](#)

Course Requirements and Assignments

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/out-of-class assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

Time Commitment

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.

It's a writing course, I know, but let's do some math. 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.

Assignments

Assignment sheets will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, and possibly aural, digital, visual). There will also be reading assignments and options for group projects.

Assignment	Word Count	GELO
Participation / daily writing / in-class work / reflection	n/a	1-4
Discussion boards / responses	2500	1, 3, 4
Paying Attention (incl. process materials)	1500	1-5
Connecting, Reflecting, Arguing (incl. process materials)	1500	1-5
Textual Artifact (incl. process materials)	1500	1-5

Presentation	n/a	2, 3, 4
Portfolio	1000	1-5

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Grading Information

The course will be graded according to a labor-based learning contract. Labor-based contracts are based on the idea that you earn credit for doing the work of learning. The contract weighs all the work you submit equally—discussion posts, in-class writing, peer response, as well as the projects, essays, and portfolio. The smaller assignments are no less “weighty” in our learning process since they build the ground for understanding the major assignments. Your final reflection essay will make the learning you did throughout the semester explicit.

Terms of the Learning Contract

By signing up for this 15-week 3-unit course, you agree to attend each class and perform at least 7½ hours of work per week outside of class toward our collective understanding and exploration of writing and rhetoric.

Late Policy

Grade point deductions for late work are applied. Each day an assignment is late, a half- letter grade will be deducted.

Final Grade

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

Extra Credit

There is no extra credit built into our syllabus. There is ample opportunity for everyone to learn defined in the work I have laid out for us. If a unique opportunity arises, I reserve the right to change my mind, but it is unlikely.

Course Grades

Course grades will be calculated using the following scale:

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

Important Grading Information for GE A2 Courses

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

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, dropping and adding, accommodations, 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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

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.

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

Calendar subject to change with fair warning

Readings listed should be read BEFORE class

Readings marked with an asterisk (*) are on Canvas

DB = Discussion Board (250 words in CQ format)

Course Schedule

Week	Topics, Readings, Assignments, Deadlines
1	<p>Read Before Class: Canvas, and SJSU Email Guides</p> <p>In Class: Syllabus / Canvas. Preliminary Discussion of Genre including Articles by Gerald Graff, Jia Tolentino, and criticism videos from YouTube.</p> <p>Class:</p> <ul style="list-style-type: none"> • Only <i>officially enrolled</i> students will be permitted to stay in class. • Ice-breaker activity, review of Syllabus • Preliminary discussion of Genre and “Hidden Intellectualism” by Gerald Graff and other resources <p>Due By Sunday 11:59pm: DB#1 response to “Hidden Intellectualism”</p>
2	<p>Read Before Class: Read 288-294 of <i>Everything’s an Argument</i> (Developing Proposals)</p> <p>Due Before Class: DB #2: Brainstorming for Project 1/Genre Explained</p> <p>In Class: Discussion: Genre, Making Connections / “Therefore” and “However” / Discussion of article: Virginia Posterel – “The Truth about Beauty”</p>
3	<p>Read Before Class: Read 24-31 of <i>Everything’s an Argument</i> (Understanding Arguments in Rhetoric / Kairos)</p> <p>Due Before Class: Proposal for Project #1 (700 words)</p> <p>In Class: Thesis statements; Plagiarism exercise; Discussion of article: Porochista Khakpour – “Reality TV Goes Where Football Meets the Hijab”</p>
4	<p>Due Before Class: DB #3: Critical Review Search and Response; Draft One (half the final word count) of Project #1 assignment</p> <p>In Class: Peer Review; reflection on revising; Reverse Outline requirement</p>
Week	Topics, Readings, Assignments, Deadlines
5	<p>Student Conferences: schedule to-be-made, posted on Canvas, Meeting place TBA</p>
6	<p>Read Before Class: Read 168-174 of <i>Everything’s An Argument</i></p> <p>Due Before Class: Final Draft of Project #1</p> <p>DB #4: Long-form News Search and Response</p>

	In Class: Complete Conferences; introductions workshop; paragraph workshop; rhetorical and Rogerian argument strategy; discussion of DB #4
7	Read Before Class: Selections from Jonathan Haidt + Other selections (“Beyond WEIRD Morality”) Due Before Class: DB #5: Jonathan Haidt reflections In Class: Complete Discussion of DB#4 Reading rhetorically; rhetorical analysis; discuss Jonathan Haidt; Introduction to Project #2 (Rhetorical Analysis of Field Artifacts)
8	Read Before Class: Selections from “Keywords” Due Before Class: Proposal for Project #2: Rhetorical Analysis of Field Artifacts In Class: “Keywords” in-class writing activity; choose from pg 187 – 192, 193 – 196, 218 – 223 as an essay to discuss with group
9	Due Before Class: Draft One (half the final word count) of Project #2 assignment In Class: Peer Review; reflection on revising; Reverse Outline requirement
10	Student Conferences: schedule to-be-made, posted on Canvas, Meeting place TBA

Week	Topics, Readings, Assignments, Deadlines
11	Due Before Class: Final Draft of Project #2 In Class: Alterity Discussions and Articles; Chimamanda Adichie TED Talk, Claudia Rankine, Malcolm X speeches, Martin Luther King, W.E.B. DuBois; Introduction to Project #3 (Multigenre Persuasive Campaign and Rhetorical Rationale)
12	Due Before Class: DB #6: Reflection on Field of Study In Class: Introduction to Multimodal Analysis and Composition; List of Genres activity; Everything’s a Remix selections; In-Class Activity for Remediation/Remix
13	Reading: Read 388-397 of <i>Everything’s an Argument</i> Due Before Class: Draft One of Project #3 assignment In Class: Peer Review; reflection on revising
14	Portfolio Workshop; “Works of Art”/ “Aura” / selections of lyrical essays Discussions including “Essays in Idleness” by Kenko
15	Due Before Class: Draft One of Portfolio assignment In Class: Peer Review; reflection on revising
16	In Class: PRESENTATIONS
17	In Class: PRESENTATIONS
Final Exam	Our regular Zoom class, 2:15PM-4:30PM DUE (on Canvas): Completed Draft of Portfolio

