

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing, Section 95, Fall, 2021

Course and Contact Information

Instructor: Jennifer Bean
Office Location: Zoom
Telephone: Not available via telephone
Email: Jennifer.bean@sjsu.edu
Office Hours: TH 2:00-3:00 (and by appointment)
Class Days/Time: Tuesday & Thursday (12:30-13:45)
Classroom: Zoom
Prerequisites: Reflection on College Writing
GE/SJSU Studies Category: GE Area A2 Written Communication I (C- or better satisfies GE Area A2)

Course Description

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.

In this course, we will also interpret and analyze texts, and explore how authors effectively use rhetorical tactics and strategies. In addition, we will focus on the development of critical thinking skills. You will also learn to write effectively, using rhetorical strategies, to communicate complex ideas and to write persuasively while considering the rhetorical situation, the audience, the purpose for writing, and the genre. You have probably used the writing process in your previous education, but what are rhetorical strategies? Even if you haven't realized it, you participate in lots of rhetorical exchanges daily. For example, perhaps your parents are trying to persuade you to visit them on the weekend while you have tickets to a concert in another city. Someone is always trying to convince you of something, and the most convincing appeals rely on effective rhetorical strategies.

This semester, we will explore the personal, social, cultural, and political issues that surround social media. Students will read and write about issues connected to social media from a variety of perspectives, including diverse ethnic, socioeconomic, geographic, and academic backgrounds. We will read and analyze important arguments about social media, and our class discussions will explore the complexities that surround the choices we make when we post (or don't post).

Course Format

This course meets online via Zoom. This requires you to have access to some technology, such as a laptop, a smartphone, and/or a tablet with video conferencing capabilities. We will use Canvas, the SJSU Learning Management System, for instructional materials, activities, and assignments. Therefore, you will need regular access to the internet and technology for this class. If you need to borrow laptops, tablets, and other electronics, please contact [Student Computing Services](https://library.sjsu.edu/student-computing-services/student-computing-services) at <https://library.sjsu.edu/student-computing-services/student-computing-services>.

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 IT Service Desk at <https://www.sjsu.edu/it/support/service-desk/index.php>.

Messaging

To communicate with me, please email me directly at my SJSU email address, which is located on the first page of this syllabus. Course materials, such as the syllabus, handouts, assignment instructions, etc. can be found on Canvas. I will use Canvas messages and announcements to update you on classroom issues and assignments, so be sure to check for emails from me via Canvas. They will be sent to your sjsu.edu email account, your Canvas inbox, and any other email you link in Canvas. You are responsible for regularly checking with the messaging system through MySJSU or Canvas to learn of any updates.

GE Learning Outcomes (GELO)

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 Texts/Readings

Textbook

- *Writing Unleashed* by Priebe, Marman, and Anderson (free online at <https://open.umn.edu/opentextbooks/textbooks/writing-unleashed>)
- *You, Writing! A Guide to College Composition* by Glynn, Hallsten-Erickson, and Swing (free online at <https://open.umn.edu/opentextbooks/textbooks/you-writing-a-guide-to-college-composition>)
- *Humans R Social Media* by Daly, Leach, Ferriere, and Fountain (free online at <https://open.umn.edu/opentextbooks/textbooks/humans-r-social-media-open-textbook-edition>)

Other Readings

- Various articles, essays, and other content may be posted on Canvas.

Other Technology Requirements / Equipment /

- A laptop, computer, or tablet with internet connectivity is needed for this course.

Library Liaison

Our library liaison is Peggy Cabrera. Please contact her at Peggy.Cabrera@sjsu.edu or visit her page at https://libguides.sjsu.edu/prf.php?account_id=41832 if you need help finding resources for class assignments. She has set up a library resource page with tutorials to help you to understand academic research.

Course Requirements and Assignments

Reading: There will be a lot of reading for this class, all of which you will find through links on Canvas. These reading assignments serve as the foundation for class discussions and will help us develop our writing topics. You must complete all assigned readings before class.

Writing: We will also be writing a lot in this course. Assignments will provide 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. More instructions will be posted on Canvas for all major assignments.

Assignments	Word Counts	GELOs
Canvas Discussion Posts (DP)	100-200	1,3-5
Canvas Discussion Responses (DR)	50-150	1,3-5
Out-of-class Writing Projects	1,500	1-5
Final ePortfolio & Reflection	500-750	1,2,4,5
Peer Review Revision Exercises	500	2
In-class Tasks	1,500	1,3-5
Multimodal Essay & Presentation	NA	1-5

Canvas Discussion Posts (DPs): DPs should build upon readings and class discussions and advance our understanding, not summarize materials. DPs may include thoughtful questions that push us further in our inquiry. DPs may also include your reactions to the reading (liked, disliked, agreed, disagreed, etc. and why), observations of how this reading can be applied to our class theme (social media), or the relationship of a reading to your own ideas and opinions about a topic or to another reading. DPs will be evaluated based on evidence that you completed the reading and have attempted to expand the conversation about the topic in a thoughtful manner.

Canvas Discussion Responses (DRs): DRs should directly address the points and issues raised by classmates in their posts. Feel free to ask questions and debate respectfully. DRs will be evaluated based on evidence that you completed the reading and have attempted to expand the conversation about the topic in a thoughtful manner.

In-class Tasks: You will engage in writing exercises in response to prompts given in class. You will also engage in peer reviewing activities. All such in-class tasks will be assessed. In the event of an absence, there is NO opportunity to make-up these tasks.

Out-of-class Writing Projects: There will be three writing projects this semester. These projects will have multiple steps (pre-writing, organizing, writing, revising, and editing) and will be written outside of class. All such assignments must be submitted through Canvas and adhere to MLA formatting and citation guidelines. See [Purdue OWL](https://owl.purdue.edu/owl/purdue_owl.html) at https://owl.purdue.edu/owl/purdue_owl.html for details about MLA formatting guidelines.

Time Management: “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.”

Final Examination or Evaluation - “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Final Evaluation: All first-year writing students must submit a portfolio at the end of the semester that consists of a reflection and an annotated bibliography. The following elements are required:

- You must write a self-reflection (500-600 words) in which you argue that you have developed an understanding of the class’s learning goals (especially GELO 2) and have developed strategies for working towards those goals.
- You must create an annotated bibliography of your writing which includes evidence of your progress as a writer. This may include writing assignments you have done this semester alone with materials that support the arguments you made in the self-reflection.

Grading Information

As a CSU graduation requirement, **students must pass this course with a C- or better.** All work should 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 can’t meet a deadline, contact me BEFORE THE DEADLINE. It is *possible* that the penalty for submitting late work may be waived or modified. There is, however, no guarantee that that will be the case.

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 general criteria by which writing is typically evaluated in first-year writing courses. More specific rubrics will be provided, as appropriate, on Canvas.

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.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% or lower</i>

Assignment	Point Value	% of Grade
Canvas Discussion Posts (DPs)	5 each	10%
Canvas Discussion Responses (DRs)	5 each	10%
In-class Tasks	5 each	15%
Writing Projects	100 each	15% each
Final Portfolio & Reflection	100	10%
Participation	varies	10%

Classroom Protocol

Due to the nature of the course, much of the learning will happen in class. Therefore, it is imperative that you attend class (via Zoom) every day, on time, prepared to participate in class activities, and having already completed the reading assigned for the day. During the first weeks of class, we will create a Zoom etiquette protocol as a class. These rules will be posted on Canvas and students will be expected to adhere to them as part of their participation grade.

In this class, we may encounter topics that are controversial and potentially upsetting/ challenging to our ideas, beliefs, and understanding of reality. It is vital that we remain respectful of all people during Zoom meetings and in assignments. Some examples are potentially disrespectful comments would be disparaging comments about one's race, ethnicity, gender, sex, disability, national origin, religion, and/or sexual orientation. Disrespectful and disparaging comments will not be tolerated. If you are unsure if something is inappropriate, please contact me for assistance.

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>). Make sure to visit this page to review and be aware of these university policies and resources.

To learn more about relevant policies regarding Frosh English, please see the webpage at <https://www.sjsu.edu/english/frosh/program-policies.php>.

Additional Information

Diversity: SJSU is a diverse learning community. We will engage in integrated reading and writing assignments to explore complex issues that generate meaningful public debate. Our course is designed to include an emphasis on a diverse range of voices and viewpoints.

Trigger Warning: Tasks, class discussions, and/or readings may include material of a sensitive nature. We may encounter materials that challenge your ideas, beliefs, and understanding of reality. Our class will work towards creating a safe space in which we can learn together.

English 1A: First-Year Writing, Fall 2021 Course Schedule

This schedule is subject to change. Notice will be given on Canvas and/or in class. See our Canvas page for the most up to date information regarding our schedule, readings, and due dates. Readings should be completed BEFORE the class session on which they are listed!

Key	
<i>HRSM</i>	<i>Humans R Social Media</i>
<i>WU</i>	<i>Writing Unleashed</i>
<i>YU</i>	<i>You, Writing!</i>
Red	Discussion Board Assignment
Purple	First Draft Due
Blue	Final Draft Due
Green	Oral Presentation

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/19	Read Before Class: Syllabus Topic: Introductions; syllabus; Canvas; diagnostic essay <b style="color: red;">DUE: Update Canvas account, Canvas profile, & survey (by 11:59 PM)
2	8/24	Read Before Class: “Chapter 2: Old to New Media (HRSM); Article (see Canvas for details) Topics: Annotating texts; context; purpose; audience; genre
2	8/26	Read Before Class: <i>WU</i> (pgs. 7-16) Articles (see Canvas for details) Topic: Annotating texts; rhetorical situations; writing exercises <b style="color: red;">DUE: DP #1 (by 11:59 PM), DR #1 (due Sunday by 11:59 PM)
3	8/31	Read Before Class: <i>YU</i> (pgs. 11-23); <i>WU</i> (pgs. 121-124) Topics: The writing process, writing exercises; purpose; genre
3	9/2	Read Before Class: <i>Chapter 1: Identity (HRSM)</i> Topics: Persuasive writing; rhetoric; writing exercises <b style="color: red;">Due: DP #2 (by 11:59 PM), DR #2 (due Sunday by 11:59 PM)
4	9/7	Read Before Class: <i>WU</i> (pgs. 70-72 & 34-41) Topics: Writing Project #1: Open Letter; context; genre; purpose; rhetoric
4	9/9	Read Before Class: <i>YW</i> (pgs. 63-74) Topics: Rhetoric; audience; purpose; writing exercises <b style="color: red;">Due: DP #3 (by 11:59 PM), DR #3 (due Sunday by 11:59 PM)
5	9/14	Read Before Class: <i>Chapter 5: Equity (HRSM)</i> Topics: Rhetoric; audience; writing exercises
5	9/16	Read Before Class: <i>WU</i> (pgs. 129-131); Article (see Canvas for details) Topics: Peer Reviewing; writing exercises <b style="color: red;">Due: DP #4 (by 11:59 PM), DR #4 (due Sunday by 11:59 PM)
6	9/21	<b style="color: purple;">Due Before Class: “Open Letter” Draft Due Topics: Writer’s Memo; Peer Review Workshop
6	9/23	Read Before Class: <i>TW</i> (pgs. 82-94) Topics: Revising; context; audience; writing exercises
7	9/28	Read Before Class: <i>Chapter 6: Algorithms (HRSM)</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Topics: Revising; rhetoric; audience; writing exercises
7	9/30	Read Before Class: <i>YW</i> (pgs. 117-138); <i>WU</i> (pgs. 140-146) Topics: Editing; connectors; writing exercises Due: DP #5 (by 11:59 PM), DR #5 (due Sunday by 11:59 PM)
8	10/5	Read Before Class: <i>WU</i> (pgs. 51-56) Topics: Check-in; Writing Project #2: Business Plan, writing exercises DUE: Writing Project #1: Open Letter FINAL DRAFT due on Canvas
8	10/7	Read Before Class: <i>Chapter 3: Privacy and Publics (HRSM)</i> ; <i>Article</i> (see Canvas for details) Topics: Writing Project #2: Business Plans; writing exercises Due: DP #6 (by 11:59 PM), DR #6 (due Sunday by 11:59 PM)
9	10/12	Read Before Class: <i>Articles</i> (see Canvas for details) Topics: Writing Project #3: Multimodal Essays; writing exercises
9	10/14	Read Before Class: <i>Articles</i> (see Canvas for details) Topics: Writing Project #3: Multimodal Essays; writing exercises Due: DP#7 by 11:59 PM), DR #7 (due Sunday by 11:59 PM)
10	10/19	Read Before Class: <i>Chapter 8: Information (HRSM)</i> Topics: Writer's Memo, Peer Review Workshop Due Before Class: Writing Project #2 First Draft Due
10	10/21	Read Before Class: <i>YW</i> (pgs. 140-151), <i>Article</i> (See Canvas for details) Topics: Research; writing exercises Due: DP#8 by 11:59 PM), DR #8 (due Sunday by 11:59 PM)
11	10/26	Read Before Class: <i>Articles</i> (see Canvas for details) Topics: writing exercises; rhetoric; audience
11	10/28	Due Before Class: "Writing Project #3" Draft Due Topics: Writer's Memo, Peer Review Workshop Due: DP#9 by 11:59 PM), DR #9 (due Sunday by 11:59 PM)
12	11/2	Read Before Class: <i>WU</i> (pgs. 45-46) Topics: Check-in; annotated bibliographies; writing exercises
12	11/4	Read Before Class: <i>YW</i> (37-54) Topics: Reflection essays, writing exercises
13	11/9	Read Before Class: <i>YW</i> (pgs. 37-54) Topics: Reflection essays, writing exercises Due Before Class: Business Plan FINAL draft due Due: DP #10 by 11:59 on 11/15, DP #10 (due Sunday by 11:59 PM)
13	11/11	Veteran's Day (Campus Closed)
14	11/16	Due Before Class: Multimodal Essay FINAL draft due Multimodal Presentations (See sign-up sheet for details)
14	11/18	Multimodal Presentations (See sign-up sheet for details)
15	11/23	Due Before Class: Reflection Essay Draft Due Topics: Writer's Memo; peer review workshop
15	11/25	Thanksgiving Holiday (Campus Closed)
16	11/30	Due Before Class: Annotated Bibliography Draft Due Topics: Writer's Memo, Peer Review Workshop

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/2	Topics: Revising and editing your portfolio; conferencing
Final Exam	TBA	TBA