

San José State University

Humanities and the Arts

Department of English and Comparative Literature

English 1A, First Year Writing, Section 39, Fall, 2021

Course and Contact Information

Instructor:	Christopher Dizon
Office Location:	Zoom
Telephone:	Please Contact via email.
Email:	Christopher.J.Dizon@sjsu.edu
Office Hours:	By appointment on Tuesday 10:30 to 12:30PM via Zoom
Class Days/Time:	Tuesdays and Thursdays 9:00 AM to 10:15 PM
Classroom:	Sweeney Hall Room 314
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication. To earn graduation credit in this category, you must complete the course with a grade of C- or better.

Course Format

Technology Intensive, Hybrid, and Online Courses

I will use Canvas, the SJSU learning management system to publish instructional materials, lessons, and activities. You will submit your work in Canvas discussions; everyone will have access to and use everyone else's posts for our research. Thus, you will need regular access to the Internet and a computer. To produce and share your work, you will need word processing software (any software that allows you to save files as .doc or .docx) a. Canvas will give you access to Google docs for collaborations, as well as presentation software (i.e. PowerPoint or Google Slides). Canvas includes video and audio recording abilities. If you need help to access these technologies, please contact the Student Technology Service DeskService Learning (SL) Courses or Credit Bearing Internships (Suggested, if applicable, but not mandatory)

Course Description

In this course, you will write a lot. The major assignments provide practice in three different kinds of writing (genres) adapted to specific purposes, occasions, and audiences. We will examine storytelling, critical analysis, and persuasive writing to determine the pillars of each template and how they contribute to rhetorical thinking. To take on these tasks, we will take a gamified approach that alternatively analyzes the practice of critical thinking and its various forms. Think of each assignment as a game, and each task as means of scoring experience to level up.

The readings scheduled in the syllabus are free and provided online through Canvas. We will look at a diverse set of texts to serve as models for our own writing to assess and adapt. Each reading short reading will be accompanied by a short writing response that will fold into your larger projects.

Course Goals

In this course, you will explore an issue that matters to you through three major projects: a personal narrative, an expository essay, and a persuasive essay. Each essay will refine an essential component of critical thinking. In addition, the shorter assignments will offer your opportunities to practice rhetoric with a focus on audience, purpose, and context. Overall, the main goal is to improve our insight through writing and process.

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

1. 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.
2. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
3. Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Course Learning Outcomes (CLO)

Over the duration of the course, we'll explore three genres of writing to develop your sense of academic rhetoric and critical thinking. To examine this practice in writing, we'll analyze three major genres of writing. The readings scheduled in the syllabus will provide examples of each major genre of writing in the personal narrative, the expository essay, and the persuasive argument. We'll begin by exploring how Campbell's monomyth operates socially in media and explore how certain templates operate and appeal to an intended audience. We'll practice this in writing and through a gamified approach of strategic role play.

Required Texts/Readings

Textbook

You will not be required to purchase a textbook for this class. The readings scheduled in the syllabus will all be read as part of our collaboration to understand what defines good writing. With our study of genres and templates, we will examine how to adjust our writing and thinking to achieve a particular outcome. We'll also analyze each other's work as a means of how models of texts and reading influence the writing process. You will also find readings of your own as you explore how the monomyth applies/does not apply to help us think about the social issue you are asking us to explore with you. The reading assignments and texts will be provided via canvas.

Other technology requirements / equipment / material

Access to steady wi-fi for zoom sessions, office hours, and discussion board posts.

Course Requirements and Assignments

You will be required to write discussion posts alongside reading assignments. Each post should be around 250 words. Discussion board posts will help you analyze the text and count for 30% of your grade. We will also compose three major writing projects in the personal narrative, the expository essay, and the persuasive essay. Each essay will be composed in stages and will be worth 20% of your grade. Furthermore, each essay will be

explained in further detail when assigned. The final project will end with e-portfolio which will also be explained in depth at the date of assignment.

“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.”

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.

Grading Information

Personal Narrative (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

Expository Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

Persuasive Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

Discussion Board Posts (30 points)

Each discussion board post is worth 1 point for about 30 posts in total. Half a point is awarded for completing the task, and another half point is awarded for completing the assigned writing prompts. Complete these posts before class to be prepared for discussion and any other activities.

Portfolio (10 points)

Annotated Bibliography 5

Reflection Essay 5

Total points possible: 100

Determination of Grades

- Grades will be determined for the course, by the three major writing assignments, discussion board posts, and the e-portfolio.
- Extra credit options are not available.
- While discussion board posts may be turned in late, draft materials on peer review workshop dates cannot be made up. If an emergency occurs, please let me know a day in advance, and we will work together to find a solution.

A = An "A" will be worth 90 to 100 percent of the points possible.

B = A "B" will be worth 80 to 89 percent of the points possible.

C = A "C" will be worth 70 to 79 percent of the points possible.

D = A "D" will be worth 60 to 69 percent of the points possible.

F = An "F" will be worth 50 to 59 percent of the total points possible.

Grading Information for GE Area A2 Courses

- **The basic skills you learn in this course satisfy GE Area A2. You must pass with a C- or better to earn credits for CSU graduation requirement.**
- **For 100W (Area Z) courses, include the following statement:**

“This course must be passed with a C or better as an SJSU graduation requirement.”

- **For upper division GE courses (R, S, V) include the following paragraph:**

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

We will develop a classroom etiquette and discuss what elements are necessary for a safe and respectful learning environment. This information will be posted in Canvas on a collaboration page set up for the discussion of classroom norms.

University Policies

For information regarding the following policies, please see the syllabus information web page at:
<http://www.sjsu.edu/gup/syllabusinfo/>

General Expectations, Rights and Responsibilities of the Student

Student Technology Resources

Course Requirements and Assignments

SJSU Peer Connections

Attendance and Participation

SJSU Writing Center
 SJSU Counseling & Psychological Services
 Consent for Recording of Class and Public Sharing of
 Instructor Material
 Dropping and Adding
 Campus Policy in Compliance with the American
 Disabilities Act
 Academic integrity
 Accommodation to Students' Religious Holidays

English 1A / First Year Writing, Fall 2021, Course Schedule

The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs 8/19	Welcome! In class: Syllabus, Class etiquette, Once Upon a Time Read for next meeting: Power and Responsibility by Fingerroth Discussion post: Syllabus questions + Fingerroth
2	Tues 8/24	In class: Storytelling + Quest narrative + Jigsaw Audience, Purpose, and context--- Read for next meeting: Anne Lamont's Shitty First Drafts Discussion post: Shitty First Drafts
2	Thurs 8/26	In class: The Personal Narrative + Neil Gaiman exercise + Ali's Gravestone/Odyssey + What is the purpose of a story? Read for next meeting + Discussion post: "Sea Urchin" by Lee
3	Tues 8/31	In class: Machado's body + Prompt Jar + Story Revision Read for next meeting: Emily Flake Discussion post: 5 Essay topics + Why readers care
3	Thurs 9/2	In class: Essay ideas + Social media outlines Read for next meeting: David Bardeen Discussion post: Personal Narrative Outline + Werewolf Rhetoric Response Personal Narrative: Outline and essay proposal
4	Tues 9/7	In class: David Bardeen + Prompt Jar + Revision + Beginning Rough Drafts Read for next meeting: Carmen Maria Machado
4	Thurs 9/9	In class: Workshop + Machado's Letter Read for next meeting: "A Black Woman Wishes" by Lockington Personal Narrative: Rough Draft + Peer review
5	Tues 9/14	In class: Lockington + Genre Analysis: ROCKBAND + Personal Narratives What is expository writing? What is a genre?

		Read for next meeting: “Movies like Avatar”
5	Thurs 9/16	In class: Rock band + Genre Improv: How to make a movie + Personal Narratives Read for next meeting: Among Us Imposter Tips Discussion post: Avatar outline + Top 100 list
6	Tues 9/21	In class: Critical Analysis + Writing to Explain + Imposter Tips + Explaining Fandom to Dinosaurs + 5 essay topics Read for next meeting: Present an example of a good explanation Discussion post: Explain fandom to an audience Personal Narrative: Final Draft + Draft letter
6	Thurs 9/23	In class: Critical Analysis + Writing to Explain + Expository Essay Define the genre with 4 images and captions (Dolly Parton Meme) Read for next meeting: “The Jersey Shore” by Cadiz Discussion post: Robot Training (How To)
7	Tues 9/28	In class: Expository Essay Templates + Visual Rhetoric: Direct Analysis + Indirect Analysis Werewolf Rhetoric Explanation Read for next meeting: Diane Metzger Expository Essay: Outline + Draft proposal
7	Thurs 9/30	In class: Quote Sandwich Template + Werewolf Rhetoric 1 Read for next meeting: Discussion Post: Werewolf Rhetoric reflection
8	Tues 10/5	In class: Criteria and Contrast Read for next meeting: Chicken Sandwich War
8	Thurs 10/7	In class: Peer review workshop Expository Essay: Rough draft + Peer review
9	Tues 10/12	In class: Expository Essay + Chicken Sandwich War Read for next meeting: “Read Animal Rights” by Singer Discussion post: Violent communication + Animal Rights
9	Thurs 10/14	In class: Persuasive Argument Violence + Animal Rights Read for next meeting: The First-Year dilemma by Horn Discussion post: Animal rights
10	Tues 10/19	In class: Villain Monologues + Werewolf Rhetoric 2: with mystery guest. Discussion post: Find an argument and outline its details. Construct a counter argument in a formal debate. Expository Essay: Final draft + Draft letter
10	Thurs 10/21	In class: The Persuasive Essay + 5 Arguments and 5 Counterarguments Read for next meeting: The importance of Context by Busiek Discussion board: The ingredients of a formal argument
11	Tues 10/26	In class: Zombie Rhetoric + Rhetorical Fallacies Read for next meeting: “Is the internet making us smarter?” by Shirky Discussion board: How to win your argument

11	Thurs 10/28	In class: Appeal to emotion, logic, and ethos. How do we appeal to the audience? Read for next meeting: “Sorting out villainy” by Smith Discussion board: Dear Future Me
12	Tues 11/2	In class: Cranberry and Free How do we appeal to the audience? Read for next meeting: Why the Revolution by Gladwell Persuasive Essay: Outline + Essay proposal
12	Thurs 11/4	In class: Cranberry and Free Read for next meeting: “A day in the life of your child on Adderall” by Rowe Discussion board: Google + Swipe Right
13	Tues 11/9	In class: Google + Swipe Right Read for next meeting: “Is google making us stupid?” By Carr Discussion board: What is the claim?
13	Thurs 11/11	In class: Analyzing the argument Read for next meeting: “The Pleasure of Eating” by Berry Discussion board: Eating + Alien Food Fight Persuasive Essay: Rough draft + Peer review
14	Tues 11/16	In class: Alien Food Fight + Persuasive Essay + Confirmation Bias + Research
14	Thurs 11/18	In class: E-portfolios 1: Top 5 most memorable activities Persuasive Essay: Full draft + Draft letter
15	Tues 11/23	In class: E-portfolios 2: Learning outcomes and reflection
15	Thurs 11/25	Happy Thanksgiving---
16	Tues 11/30	Final draft of e-portfolio and portfolio reflections due at 9:00 am on Canvas
16	Thurs 12/2	Last Day of in class instruction: Werewolf Rhetoric 3