

San José State University
Department of English & Comparative Literature
English 1A, First-Year Writing, Section 10, Spring, 2021

Course and Contact Information

Instructor: Alexandra Carrillo
Virtual Office Link:
Office Hours: Tues 2:00PM-4:00PM or by appointment
Email: Alexandra.Carrillo@sjsu.edu
Telephone: Not available by phone
Class Days/Time: Mon/Wed 10:30PM - 11:45PM
Virtual Classroom Link:
Prerequisites: The *Reflection on College Writing* in Canvas
GE/SJSU Studies Category: A grade of C- (minus) or better in this course satisfies General Education Area A2

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.

When we read articles, books, or other types of texts we need to be aware of what audience the authors are trying to reach. How do they achieve the effect they want in their writing? Understanding how others choose to craft their texts will shape our communication style and how we can understand the communication of others. Also, throughout the semester we will be helping each other refine our writing and ideas to create a community that supports individual and group learning.

Course Format

This Is a Technology-Intensive, Online Course

This course meets online, via Zoom. 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). 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 Desk.

This Course Uses Canvas Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions and prompts, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. Log in and look for English 1A among the courses in your account. 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 and in your Canvas inbox.

GE Learning Outcomes (GELO) Upon successful completion of this course, you 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. Use college-level language with clarity and grammatical proficiency.

Course Learning Outcomes (CLO)

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

1. Write clear, effective essays in a variety of styles.
2. Understand and communicate complex ideas.
3. Read actively to participate in class discussions, writing exercises, and Canvas posts.

Required Texts/Readings:

All required readings will be available on Canvas.

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 a library resource page for English students here: [SJSU Research Guides: English & Comparative Literature: Getting Started](#)

You will find her contact page here: [Peggy Cabrera](#)

English 1A Course Requirements and Assignments Credit hours:

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 Evaluation

For a final evaluation of your progress in this course you will compile and turn in a portfolio of work you have completed. Your portfolio should include a reflective letter on your experience in class, a major assignment you have completed in class, an annotated bibliography of completed work, and materials from the *Reflection on College Writing* course.

Grading Information

There are 1000 points possible to gain through completing assignments and participating in class. A grade of at least C- is required to pass this class.

Essay 1 - 100 points

Essay 2 - 100 points

Final essay - 200 points

Canvas posts - 300 points

Participation - 100 points

Presentation - 100 points

Portfolio - 100 points

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 640 points

D minus = 639 to 600 points

F = 599 points or lower

Classroom Protocol:

If you would like to be called by a name that differs from the official roster, please let me know so that I can call you the appropriate name in class. If you would like to change your preferred name, there are instructions here: [SJSU Preferred Name Setting](#)

Feel free to let me know your pronouns at the start of the semester or you can add them to your Zoom name.

Participation is not based solely on attendance, efforts to contribute with relevant questions and comments as part of our in-class discussion will count toward your participation much more than just being present for class.

We will discuss additional classroom protocol aspects on the first day of class.

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, 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](#) (<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.

Academic integrity: The University Academic Integrity Policy F15-7 requires you to be honest in all your academic coursework.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Attendance:

Attending the first day of class is essential for maintaining your spot in this course. If you cannot attend the first class meeting you must email me before class to let me know.

Though it would be preferable that every person could make it to every class, I understand that is not always possible. If I have to cancel class, I will send out an email. If you know you cannot make it to class beforehand, please let me know, especially if it is a peer workshop day. Please

try to make a greater effort to attend those days if possible, as your absence affects not only your experience in class but also the experience of your peers.

As you go through college you will have to miss class for a variety of reasons. Sometimes it will be out of your hands, and sometimes you will have to make a choice. If you have physical health or mental health reasons for missing class, please try to weigh what would be best for you on that day. Your academic career is important just as your health is important. Some days it will be better to push yourself to come to class even if you don't want to, and other times it would be better to stay away from class for the day. Only you can evaluate that for yourself, and your skill in that area will grow if you exercise that right to choose what is best for you.

If you have missed or know you will miss at least 3 class days this semester, please drop into the office hour I have on Zoom. You will find the link above. If you cannot make it to office hours we can set up a different time to meet on Zoom.

Assignments:

Nearly every class period we will have a group discussion on the reading and a short writing period. You may revise your quick write and use it for your weekly Canvas post. Canvas posts should consist of a short quote (1-3 lines) and your analysis of the reading (75-100 words). Canvas posts will be due before the class session that the reading is assigned to.

Aside from your weekly canvas posts, this class requires you to write three essays, give one presentation in class, and complete a final portfolio.

Presentation on final essay: Your presentation will last 4-6 minutes and will be a way for you to showcase the research and subject matter of your final paper to the class. Acceptable presentations will include a slideshow and speech or a video with a voice over. Not having a slideshow or a video as part of your presentation will result in 25% off of your total presentation grade. Not presenting in class will result in a zero unless you contact me and make other arrangements ahead of your presentation date.

Late assignments: For each full week that an assignment is late, 10% of the total possible points will be deducted from your total. If you know you need to turn something in late, let me know before the due date by email so you will not lose points. It will always be better for you to turn in something instead of nothing!

Peer workshop:

Peer workshop days will be an opportunity for a few of your classmates to look over your essay draft and give you written and spoken feedback in small groups. I will return a copy of your draft to you with feedback as soon as possible after the peer workshop day. When evaluating your peers' essays, please leave them constructive criticism and practical ways they can revise their paper. More information about this will be given out in class and on Canvas. On peer workshop days submit a copy of your essay on Canvas before class so that you can receive feedback. If you cannot attend a peer workshop day, email me.

One of the goals of this class is to help you become a clear and effective writer. Standard academic grammar and spelling is part of that, but it is not the main focus of this class. I want us all to focus our time on being able to take what we read and think and present it in a way that other people can understand. For your small Canvas responses, in class writing assignments, essay drafts, and essays you will be expected to write as clearly as possible so that I and your fellow students can understand you. Writing with the best grammar and spelling you can achieve is part of being an effective writer along with writing engaging and informative content.

25975/ English 1A, Spring 2021, Course Schedule

TBD = To be determined

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|--|
| 1 | 1/27 | Introductions/Syllabus/Canvas discussion |
| 2 | 2/1 | Read before class on Canvas: "Toolbox" pt 1 by Steven King In class: discussion/Writing exercise |
| 2 | 2/3 | Read before class on Canvas: "Toolbox" pt 2 by Steven King In class: discussion/Writing exercise |
| 3 | 2/8 | Read before class on Canvas: "Shitty First Drafts" by Anne Lamott In class: discussion/writing exercise |
| 3 | 2/10 | Read before class on Canvas: "Writing critiques, Response Papers, and Book/Film Reviews" by Shan-Estelle Brown In class: TBD <i>Essay prompt on Canvas</i> |
| 4 | 2/15 | Read before class on Canvas: "Citing Your Sources" by Shan-Estelle Brown In class: TBD |
| 4 | 2/17 | Read before class on Canvas: "Tips on Becoming a Running Novelist" by Haruki Murakami In class: discussion/writing exercise |
| 5 | 2/22 | Read before class on Canvas: "Someone to read your drafts" by Anne Lamott In class: discussion on peer feedback |
| 5 | 2/24 | <i>Essay draft due on canvas before class</i> In class: peer workshop |
| 6 | 3/1 | Read before class on Canvas: "Failure: An Appreciation" by Rebecca Brown In class: discussion/writing exercise |
| 6 | 3/3 | Essay due on Canvas |
| 7 | 3/8 | Read before class on Canvas: Exigency: What Makes My Message Indispensable to My Reader by Quentin Vieregge In class: small group discussion/writing exercise |
| 7 | 3/10 | Read before class on Canvas: "Perfectionism" by Anne Lamott In class: small group discussion/writing exercise/essay prompt |
| 8 | 3/15 | Read before class on Canvas: "How to Write Meaningful Peer Response Praise" by Ron DePeter |
| 8 | 3/17 | <i>Essay draft due on Canvas before class</i> In class: peer workshop |
| 9 | 3/22 | Read before class on Canvas: "The Critical Research Paper" by Shan-Estelle Brown In class: TBD |

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| 9 | 3/24 | Essay due on Canvas Prompt for final essay on Canvas |
| 10 | 3/29 | NO CLASS |
| 10 | 3/31 | NO CLASS |
| 11 | 4/5 | Read before class on Canvas: “Index cards” by Anne Lamott In class: discussion/writing exercise |
| 11 | 4/7 | Read before class on Canvas: “Assessing Source Credibility for Crafting a Well Informed Argument” by Kate Warrington, et al. In class: discussion/writing exercise |
| 12 | 4/12 | <i>First draft of final essay due in class</i> In class: peer workshop |
| 12 | 4/14 | Read before class on Canvas: “Outnumbering the Dead” by John McManus In class: discussion/writing exercise |
| 13 | 4/19 | <i>Second draft of final essay due in class</i> In class: peer workshop |
| 13 | 4/21 | Read before class on Canvas: Understanding Visual Rhetoric by Jenae Cohn In class: discussion/writing exercise |
| 14 | 4/26 | Read before class on Canvas: “An Introduction to and Strategies for Multimodal Composing” by Melanie Gagich In class: discussion/writing exercise |
| 14 | 4/28 | Final Essay Due on Canvas In class: TBD |
| 15 | 5/3 | Read before class on Canvas: “Why I Read” by Elena Georgion In class: small group discussion/writing exercise |
| 15 | 5/5 | <i>Reflection letter due in class</i> In class: Putting together your portfolio |
| 16 | 5/10 | In class: presentations |
| 16 | 5/12 | In class: presentations |
| 17 | 5/17 | In class: presentations |

This syllabus and schedule is subject to change. Always check Canvas for the most recently updated version.