

San José State University
Department of English and Comparative Literature
ENGL 1A, Section 19, Spring, 2021

Course and Contact Information

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| Instructor(s): | Amanda Emanuel Smith, Ph.D. |
| Office Location: | Office hours will be held through Zoom |
| Telephone: | N/A |
| Email: | amanda.smith@sjsu.edu |
| Office Hours: | Wednesdays 12:00-1:00 pm PST and by appointment |
| Class Days/Time: | T/TH 3:00-4:15 via Zoom |
| Classroom: | This online course will be conducted virtually through Zoom and Canvas |
| Prerequisites: | Reflection on College Writing (Directed Self-Placement) |
| 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 and rhetorical situations.

Section Specific Course Description

As members of this “writer’s workshop” we will examine the influence of cultural myths on identity. Together we will tackle reading and writing assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation and preservation of these myths have impacted our past, mold our present, and could affect our future as members of a campus and global community.

We will look at specific myths in order to frame our understanding of them more generally, analyzing how internalized norms teach us how to navigate the society in which we live. We will see how these norms privilege some groups while marginalizing others. We will also reflect on the extent to which these myths - these (arbitrary) ideals that indicate right and wrong, better and lesser than - are upheld in language, rhetoric. Together we will learn that words are not neutral; they creates worlds.

We will look closely at three chapters of *Rereading America*, each of which will address a specific cultural myth. Together we will decide on which chapters to focus. This means that you will have a say in the direction of this class, including readings and assignments.

Course Format

Technology Intensive, Hybrid, and Online Courses

This is an online course. As such, you will need a laptop or tablet to access Canvas and Zoom. You will also need a stable Internet connection to participate in synchronous discussions and to submit your assignments.

GE Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

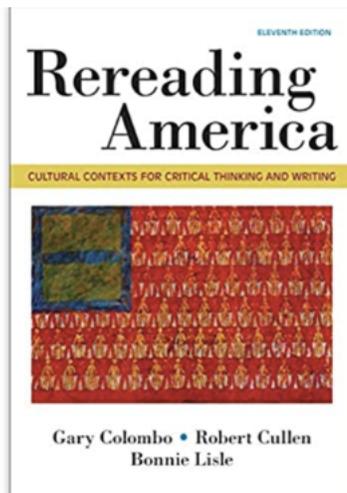
- (1) read actively and rhetorically;
- (2) perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- (3) articulate an awareness of and write according to the rhetorical features of texts, such as 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) demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Required Texts/Readings

Textbook

For this class you will need to rent or buy:

Rereading America: Cultural Contexts for Cultural Thinking and Writing. Eleventh Edition. Eds. Gary Colombo, Robert Cullen and Bonnie Lisle.



ISBN-13: 978-1319056360

ISBN-10: 1319056369

NOTE: We will be reading texts that can only be found in the eleventh edition of this anthology; please make sure you have the correct edition of the textbook.

Other Readings

Any additional readings will be posted in Canvas.

Course Requirements and Assignments

For this course, you will write a total of three section-specific essays and one general portfolio reflection. You will also complete a number of shorter reading and writing exercises to prepare you for different writing situations.

We will not follow a traditional grading scheme. Instead, we will utilize a grading contract for both the evaluation of work and determination of grades.

Determination of Grades

Grading Contract:¹

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.

The default grade for this course is a “B+.” If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a “B+.” If you miss in-class activities, turn in assignments late, fail to increase your work’s intensity, or fail to submit assignments, your grade will be lower.

You will not be graded or given a point value for each assignment; instead, you will receive feedback from your peers and writing coach for each major assignment. In addition, you will receive a note of “does not meet expectations,” “meets expectations,” or “exceeds expectations” on each of your revised major assignments.

You are guaranteed a “B+” if you meet the following conditions:

- 1.) You complete the majority (88%) of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. You may miss 12% of minor assignments without penalty. Note: In-class assignments cannot be made up as the result of an absence.*
- 2.) You participate in all in-class activities. As a class, we will figure out what “participation” means and when someone should or should not receive credit for it.*
- 3.) You abide by the classroom protocol we establish as a writing/learning community.*
- 4.) You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.*
- 5.) You complete all major and minor assignments on time.
 - a. All major assignments must receive a note of “meets expectations” or higher in feedback.**

¹ Adapted from Professor Angela Clark-Oates’s ENGL 220D syllabus, Dr. Ti Macklin’s ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

- b. *You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.*
- c. *All submissions must be complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed “missed.” You will not receive credit for missed work.*
- d. *To receive credit for this course, you must complete all major assignments. This means, if you fail to turn in a major assignment, you will not receive a passing grade for ENGL 1A.*
- 6.) *You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.*
- 7.) *You will honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).*
 - a. *Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.*

****NOTE:** *The B+ grade is contingent on your behavior as an engaged member of our learning community.*

“A” Grades:

The grade of A depends on the quality of work you produce. To receive an A as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the note of “exceeds expectations” on your portfolio reflection.

Grades Lower Than “B+”:

“B,” “C,” “D,” or “F” grades occur when you miss more than 88% of minor assignments in the semester, fail to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a “B+” unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea:

I (Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Amanda Emanuel Smith) also agree to abide by the contract, and oversee it fairly and impartially.*

TABLE 1

| Assignment | Assignment Type | GE Learning Objective |
|----------------------|------------------------|------------------------------|
| Essay 1: Informative | Out of class writing | GELO 1,2 |
| Essay 2: Personal | Out of class writing | GELO 1,2,3,5 |
| Essay 3: Critical | Out of class writing | GELO 1,2,3,4,5 |
| Essay 4: Reflective | Timed writing | GELO 3,5 |
| Workshops (2) | Asynchronous (Canvas) | GELO 2 |

| | | |
|------------------------|-----------------------|----------------|
| Reading Responses (11) | Asynchronous (Canvas) | GELO 1,4 |
| Module Activities (15) | Asynchronous (Canvas) | GELO 1,2,3,4,5 |
| Participation | Synchronous (Zoom) | GELO 1,2 |

NOTE: 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

In lieu of a traditional final exam, each of the two semesters will culminate in a self-reflection essay (Essay 4) in which you will look back on - and make a claim about - the progress you have made toward achieving our GE Learning Objectives.

NOTE:

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>), 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.

Classroom Protocol

To be determined collaboratively after first two weeks of the semester.

Course Schedule: ENGL 1A, Section 19, Spring, 2021

Any revisions to this course schedule will be posted in Canvas.

Course Schedule

Schedule Key: **Asynchronous** indicates the work you will complete outside of class to prepare for the following week's Zoom sessions. The activities and instructions for asynchronous work can be found in Canvas modules; you will work through one module for each week of the semester. Each activity within the module will be labeled as out-of-class (asynchronous) or in-class (synchronous). **Synchronous** refers to our live Zoom sessions. We will meet synchronously twice weekly (T/TH) to discuss readings and key concepts and to support each other through the writing process. **RR** is a reading response. When **RR** appears on the course schedule under "synchronous," you should arrive to Zoom prepared to respond to the reading listed in the course schedule. This schedule will be updated with readings once we have decided on our course themes.

****NOTE:** Modules must be submitted before the start of class on the days on which they are due.

WEEK 1:

TH 1/28:

Synchronous:

Course Introduction

WEEK 2:

T 2/2:

Asynchronous:

DUE: "Week 2: Course Introduction" module

Synchronous:

Discussion: What is a cultural myth? Which myths can we, as a writing community, choose from?

TH 2/4:

Synchronous:

Breakout sessions/vote: three themes for semester

WEEK 3:

T 2/9:

Asynchronous:

DUE: "Week 3: Thinking Rhetorically" module

Synchronous:

Introduce Prompt 1

TH 2/11:

Synchronous:

RR: Introduction: Thinking Critically, Challenging Cultural Myths

WEEK 4:

T 2/16:

Asynchronous:

DUE: “Week 4: Rhetorical Situations” module

Synchronous:

Go over purpose, audience and genre and dissect rhetorical situation in Prompt 1

TH 2/18:

Synchronous:

RR:

WEEK 5:

T 2/23:

Asynchronous:

DUE: “Week 5: Genre” module

Synchronous:

Break-out/whole class sessions: Brainstorm: What is the myth of ___? How is it evidenced in our daily lives?

TH 2/25:

Synchronous:

RR:

WEEK 6:

T 3/2:

Asynchronous:

DUE: “Week 6: Organizing Ideas” module

Synchronous:

Introduce Prompt 2

TH 3/4:

Asynchronous:

RR:

WEEK 7:

T 3/9:

Asynchronous:

DUE: “Week 7: Personal Essay” module

Synchronous:

In-class essay 1: Informative

TH 3/11:

Synchronous:

RR:

WEEK 8:

T 3/16:

Asynchronous:

DUE: “Week 8: Eliminating Wordiness” Module

Synchronous:

Exercise: concise writing - eliminating filler words and nominalization

TH 3/18:

Synchronous:

RR:

WEEK 9:

T 3/23:

Asynchronous:

DUE: “Week 9: Concrete Language” module

Synchronous:

Exercise: creating scenes through dialogue and sensory language

TH 3/25:

Synchronous:

RR

WEEK 10:

SPRING BREAK 3/29-4/2