

English 1A: First-Year Writing, Sections 72, 74, and 77, Fall 2022
Department of English & Comparative Literature
San José State University

Instructor:	Ume Ali (OO-me ah-LEE)
Email:	ume.ali@sjsu.edu
Office Hours:	Tuesday and Thursday 1:30 - 3:30pm (Zoom link)
Class Days/Time:	s72 TTh 9:00 - 10:15am s74 TTh 10:30 - 11:45am s77 TTh 12 - 1:15pm
Classroom:	s72 BBC 221 s74 BBC 221 s77 Sweeney Hall 413
Prerequisites:	Reflection on College Writing (RCW)
GE/SJSU Studies	
Category:	GE Area A2 Written Communication

Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that gives form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. Students will learn to communicate clearly and effectively; since written expression is utilized in every profession, students will learn skills in this class that they will use later in life.

Technology Intensive Course

This is an onsite course, meetings will be held in person at the designated place and time listed above. However, this course also heavily utilizes Canvas, the SJSU learning management system, to publish instructional materials, lessons, and activities. All major assignments will be submitted on Canvas; students will have access to and may be asked to comment on each other's posts. 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 in pdf or .docx format). 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.

Required Texts

No textbook. Free online and digital texts: Online Writing Lab (owl.purdue.edu), *The Norton Field Guide to Writing*, and *Bad Ideas About Writing* (available as free pdfs on Canvas > Files. Please download onto your device for easy offline access).

Course Content

Diversity:

SJSU studies place emphasis on diversity (in reading material, authors, and audiences). You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate.

Writing:

Writing assignments give you 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. English 1A classes require multiple assigned essays.

Reading:

There will be a substantial amount of reading for this class, some of which will come from assigned texts and some of which will be from sources you locate on your own.

Revision and Reflection:

At the end of the semester, you are required to turn in a portfolio that consists of selected examples of writing you produced for our class, and a reflection on your revision process. Detailed instructions will be posted on Canvas, and we will discuss this project throughout the semester.

Course Requirements

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of 45 hours for each unit of credit (normally 3 hours per unit per week), including preparing for class, participating in course activities, and completing assignments. These activities and assignments include:

1. 10 journal posts
2. 2 essays
3. 1 portfolio + reflection
4. 1 multimodal presentation
5. Engagement (class participation via in-class quick writes, workshop, discussions, and/or comments on Canvas posts)

Assignments (all assignments will be submitted on Canvas)

Journal Posts:

Members of the class are expected to write 10 journal posts based on assigned readings and class discussions. Your 300-500 word post should not simply summarize or repeat points raised in the readings or class, but **should build upon those points to advance our discussion**. You are welcome to discuss your reactions (liked or disliked, agreed or disagreed, etc., and why). I will evaluate blog posts based on evidence

that you have read the assigned readings and have attempted to **expand upon the issues raised in a thoughtful way**. Some specified posts will be reflective essays, in essence you will be writing about your writing process.

Essays:

We write effective essays by building a strong writing process. Essays aren't assigned with only a prompt and a deadline in the near future. We will brainstorm, outline, pre-write, write, workshop and revise. **Essays require 1500 - 2000 words of thoughtful research, analysis, and commentary.** Essays should be typed, double spaced, and in 12pt Times New Roman font. Since this course studies process as much as the finished product, you will also be expected to submit pre-writes (outlines), rough drafts, and reflections.

Process:

As this course is geared towards understanding writing as a process, not just a product, you will incorporate the necessary steps (pre-writing, writing, revising etc.) to build effective writing habits which can be applied in any writing situation. Components of this process (outline, workshop reflection etc.) will be taught and evaluated throughout the semester.

Engagement:

Students will earn engagement (or participation) credit for actively engaging with the material we cover, with their peers, and with their own work. As this is an in-person course, participation **will primarily be based on your attendance, 1-on-1 check-ins with your instructor, your responses to quick writes and journal posts, as well as your verbal participation in large and small group class discussions.**

Final Presentation & ePortfolio:

Students will create a final multimodal presentation in the form of an artifact (collage, Tiktok video, poster, dance, podcast etc) to present a relevant message or PSA to a chosen audience. Students must use modes other than the essay or powerpoint. This is your chance to combine our curriculum on communication/composition studies and your personal interests and passions. Students will also put together a final portfolio of selected process pieces and assignments completed over the semester, as well as a reflection essay.

Assignment	Word Count	Points	% of Final Grade	GELO
Journal Posts (10)	400	20	20	1, 2, 3, 4, 5
Essays (2)	2,000	100	40	1, 2, 3, 4, 5
Process (2)	-	100	30	1, 2, 4, 5
Engagement	-	100	10	1, 2, 3, 4, 5

Grading Policy

This course must be passed with a C- or better as a CSU graduation requirement. Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's strengths in clarity, organization, effective argumentation, effective use of sources, and grasp of language. All assignments are graded on an A-F scale. The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay 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.

A "B" essay demonstrates competence in the same categories as an "A" essay, but may not be fully developed in one or more of those areas, and suitably responds to the topic.

A "C" essay will complete the minimum requirements of the assignment, may not effectively develop or present ideas and evidence.

A "D" essay will neglect to meet all the requirements of the assignment, and may be superficial in its treatment of the topic. It may lack development of or focus on the topic, which can interfere with overall coherence.

An "F" essay does not fulfill the requirements of the assignment.

GE Learning Outcomes (GELO)

Upon successful completion of the 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.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates.

Late work

Major assignments will be graded down a full letter grade for each day they are late, and may only be submitted up to **two days (or a whole week) late**. In case of extenuating circumstances, please communicate with me **in advance**, and I may be willing to work out a new deadline for you. All assignments must be turned in for a passing grade.

Classroom Protocol

In English 1A, much of the learning happens in class. Therefore, it is imperative that you attend each class session and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments.

***Class discussions will sometimes include material of sensitive nature. In this course, students may encounter materials that differ from, and perhaps, challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with **me**.

***If you have special needs or accommodation requests, message me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve.

University Policies

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. can be found at:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

Covid-19 Campus Policy

On December 22, 2021, the CSU announced that all CSU campuses will require students, faculty and staff accessing university facilities to receive a COVID-19 vaccine booster shot to remain in compliance with the CSU's vaccination policy. The CSU's new requirement calls for boosters to be received by February 28, 2022, or six months after an individual received the final dose of the original vaccination, whichever is later. Medical and religious exemptions may apply. **At SJSU, all booster-eligible students who are registered for hybrid or in-person classes are required to update their vaccination status and upload a record of their booster shot by January 31, 2022.** Further information can be found at:

<https://www.sjsu.edu/healthadvisories/vaccination.php>

General Expectations, Rights and Responsibilities of the Student:

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. It is recommended that students seek clarification or discuss concerns with their instructor.

Course Schedule:

***Schedule is tentative and subject to change at any given time. It is the student's responsibility to check Canvas for updated assignment deadlines and assigned work.

Week	Date	Readings, Assignments, Discussions, Deadlines (<i>all assignments/readings are due on the date in which they are listed and should be completed before class.</i>)
1	Aug 23	Introductions & Ice Breaker Skits
1	Aug 25	Discussion: "First-Year Composition Should be Skipped" Bad Ideas (pg 24-29) Syllabus, Canvas, SJSU Writing Center, Purpose of FYW, process, portfolios, and classroom norms
2	Aug 30	Discussion: Rhetorical Situations "You Can Learn to Write in General" Bad Ideas (pg30) "Rhetorical Situations" Norton (pg 55-67) Small Group Activity: Zombie Apocalypse
2	Sept 1	Discussion: Comparing rhetoric <u>Article</u> (https://tinyurl.com/muysktfc) In class writing exercise: respond to rhetorical differences Assign Journal 1
3	Sept 6	Due: Journal 1 [My Writing Journey] Assign Essay 1: Film Analysis (Critical Analysis Essay) In class: Film review vs Film Critical Analysis <u>Article</u> (https://tinyurl.com/2abx34be) Jurassic World <u>Review</u> (https://tinyurl.com/4tjd9et6) Jurassic World <u>Criticism</u> (https://tinyurl.com/2s48cf6a) What are the components of a critical analysis?
3	Sept 8	Discussion: How do I start writing my essay? "Research Starts with Answers" Bad Ideas Bad Ideas (pg 226-230) "Research Starts with a Thesis Statement" Bad Ideas (pg 231-235) Assign Thesis + Annotated Bib "Parts of a Thesis Sentence" <u>OWL Module</u> "Evaluating Sources" <u>OWL Module</u>
4	Sept 13	Due: Thesis + Annotated Bib (minimum 5 sources) for Film Essay (Workshop in small groups) In Class: Discuss Intros & begin intro paragraphs

4	Sept 15	Due: Journal #2 [Intro Paragraph] Workshop Intro Paragraphs as a class Assign Example Film Analysis
5	Sept 20	Due: Evaluations of Example Film Essay Example Essay Critique (come to class having read the assigned essay, ready to critique in groups) In class: Outlining Essay I
5	Sept 22	Due: Journal #3 [Film Analysis] Discussion: Writing a draft How do you begin a draft? “ <i>Shitty First Drafts</i> ” Excerpt by Anne Lamott
6	Sept 27	In Class: Work on Essay Draft 1-on-1 Check-ins (Outline + Draft in progress)
6	Sept 29	Due: Film Essay Draft Assign Peer Reviews Zombie Apocalypse Activity
7	Oct 4	Discussion: Workshop Basics “What do I say about someone else’s draft?” Canvas files Peer Review Worksheet Discuss Rubric/Grading What NOT to do when providing feedback to peers
7	Oct 6	Workshop Essay 1
8	Oct 11	Due: Essay 1 Final Draft Discussion: Semiotics + Visual Analysis Semiotics Video (https://www.youtube.com/watch?v=R7VA95JdbMQ) Assign Journal #4 Visual Analysis Video (https://www.youtube.com/watch?v=i-5VNlhPWeg)
8	Oct 13	Discussion: Logos, Pathos, Ethos Understanding Rhetorical Appeals Link (https://tinyurl.com/cushrx9e) Rhetorical Appeals in Ads Link (https://tinyurl.com/5ftva5c4)
9	Oct 18	Due: Journal #4 [Ad Analysis] Discussion: Social Activism + Call to action PSAs Posters Article (https://posterhouse.org/blog/a-brief-history-of-psas/)

		Assign Journal #5 “This is America” Video (https://www.youtube.com/watch?v=VYOjWnS4cMY)
9	Oct 20	Due: Journal #5 [Song + Social Analysis] Discussion: How do you respond to social issues? “How Social Justice Became a New Religion” Article (https://tinyurl.com/3t3c4dny) In Class Writing: Respond to article Intro to Essay 2: Advocacy Essay (Persuasive)
10	Oct 25	Assign: Mid Semester Evaluations (in Canvas Quizzes) Discussion: Components of a Social Advocacy Paper Research/generate Thesis + Outline (must be approved by end of class)
10	Oct 27	Due: Journal #6 [Essay Proposal] Discussion: Mid Semester Evaluations Sample Advocacy Essay Evaluate as a class
11	Nov 1	Discussion: Work on Draft 1-on-1 Proposal Check-ins
11	Nov 3	Due: Essay 2 Draft Assign Peer Reviews Discussion: Portfolio Demonstration + Using Portfolium. Begin accumulating portfolio documents, assign reflection
12	Nov 8	In Class: Complete Self Reflection for ePortfolio Workshop and submit final draft in class as Journal #7
12	Nov 10	Workshop Essay 2
13	Nov 15	Due: Essay 2 Final In Class: Activism + Social Media = <i>Slactivism</i> Promoting your cause on various platforms
13	Nov 17	Intro to Multimodal Presentation “Don’t just tweet, DO something!” Begin researching Multimodal Example multimodal projects
14	Nov 22	Due: Journal #9 [Multimodal Topic + Plan]

14	Nov 24	THANKSGIVING HOLIDAY
15	Nov 29	Work on Presentations Final Check-ins (Multimodal) (Last day to submit missing assignments)
15	Dec 1	Due: Multimodals Begin Final Presentations (SIGN UP for slots)
16	Dec 6	Last Class Finish Presentations In Class Journal #10 [Letter to your former self regarding English 1A] Submit: ePortfolio
17	Dec 13	Last day to submit ePortfolio