

First Year Writing Section 81

ENGL 1A

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/18/2022

Contact Information

Class Days/Time: T/Th 9:00 AM - 10:15 AM

Classroom: Sweeney Hall (SH) 413

Instructor: Dr. David Coad

Email: david.coad@sjsu.edu

Office: Faculty Offices Building (FOB) 115

Office Hours

Tuesday, Thursday, 12:00 PM to 1:00 PM, FOB 115 or Zoom by appt

Course Description and Requisites

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. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A 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 ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Late Work Policy

Assignments that are late up to one week will incur a 10% blanket deduction, and up to 2 weeks late will incur a 20% deduction. After 2 week late, I will no longer accept the late work. This applies to all large and small assignments, except Peer Review on Peerceptiv. All peer review assignments must be turned in on time to receive credit due to the coordinated nature of this assignment.

Exceptions

In some cases, exceptions may be granted for emergencies, crises, or other unexpected situations. Please contact me as soon as possible (at least 24 hours before the due date) if you need to request an extension. I will listen without judgment and seek to help you succeed in the course.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

Theme: Humans and Digital Technologies. Every day, you read and write digital texts. From posting a comment on Instagram to writing a to-do list on a note taking app, digital reading and writing are a key part of our everyday lives. This CWT 1 course will walk you through a progression of experiences with digital reading, writing, and rhetoric. First, we will dive into your own history as a reader

and writer of digital texts. Second, we will write a thoughtful analysis of the ways people impact and interact with any 1-2 digital technologies. Third, you will develop a digital project that allows you to see rhetorical composing choices in practice. Examining several areas of digital technology such as social media, website/app design, and digital advertising will give us insights into the digital world. In the 21st century's tech-heavy world, it is easy to forget the human impact and role in digital technologies. This class will help you think critically and write about how human beings influence everything digital. Technology impacts us and we impact technology. Through this lens, we will explore how we as humans can make ethical and wise choices when building and using digital technologies.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech

Author: Sara Wachter-Boettcher

Publisher: Norton

ISBN: 978-0393356045

Availability: Campus Bookstore or online retailer

Price: About \$15

Peerceptiv

Peerceptiv is a web platform for giving and receiving detailed peer feedback on your essays.

Availability: Peerceptiv.com

Price: \$16.50

Laptop or Tablet and Internet Access

You should bring your laptop or tablet to class every day, charged and ready to use. Many other course materials will be accessed on Canvas including assignment instructions, in-class tasks, and additional readings.

Access to Readings on Canvas

We will read additional free readings related to writing pedagogy from reputable online sources such as the online textbooks *Writing Spaces* and *Bad Ideas About Writing*, as well as online resources for grammar and citation such as the Purdue Online Writing Lab (OWL).

☰ Course Requirements and Assignments

Project 1: Your History as a Writer

When we think of *writing*, we should include digital writing, and personal writing, not just formal academic writing. In your Project 1, you will describe how you see yourself as a reader and writer of all kinds of texts, focusing on reading and writing skills that you have developed and now consider yourself to be strong in. (5 pages)

Project 2: Technology Analysis

For Essay 2, you will choose 1-2 digital technologies that you are interested in. The technologies you choose could be a device (smartphone, computer, iPod, etc.), an app (Twitter, Instagram, TikTok, a note-taking app, a text-to-speech app), a computer program (Microsoft Word, PowerPoint), an interactive website (Amazon, Prezi), or any other digital technology, past or present. Within your chosen technology, describe and analyze how people have impacted that technology, and how that technology has impacted people. You will also need to extensively quote our book *Technically Wrong* in your paper to support your points. Additional research is not required. (7 pages)

Project 3: Multimodal Project

For your multimodal project, you will develop a digital multimodal text as a reworking of your Essay 1 or Essay 2. You will also need to write a 2-3-page explanation of your rhetorical choices in the project. Your multimodal project could take on a number of forms, including a website, a Prezi, a video, a podcast, a screenshare video, or something else (if you have a unique idea, please propose it to me first to get it approved). (Multimodal project plus 2-page reflection)

Project 4: Concept Review

The Concept Review Assignment will review the major concepts in this course. Those concepts will include ideas about reading, writing, and rhetoric, as well as ideas from the technology-driven readings during the quarter. (2-3 pages)

Project 5: Portfolio of Projects with a Cover Letter

(This is the cumulative experience.) At the end of the term, you will collect your projects and write a 2-page (500-600 word) cover letter that explains how these pieces of writing are proof of your growth in your reading and writing skills this term.

Rough Drafts and Peer Review

For each major essay and project, you will turn in partial and full rough drafts before turning in your final draft. You will also give and receive feedback on your drafts with your peers on the Peerceptiv website. Rough drafts and peer reviews must be turned in on time to receive credit. This policy is due to the fact that your peers are relying on you to give them feedback and visa versa. You are expected to give detailed, timely revision advice to your peers in the Peerceptiv system.

In-Class Participation

Participation in class is a key part of learning in college. You are expected to come to class having done the readings and ready to discuss your ideas with your peers in small group and whole class discussion. I respect your right to not always share your deepest thoughts, but come ready to explain something about the reading, and ready to ask questions about things you don't understand. We are here to learn together as a community!

✓ Grading Information

Grades Posted on Canvas: Grades will be posed on Canvas as soon as I am done grading an activity or assignments. Please be patient, as I have a lot of students. Grades for major projects should be posted about 1 week after the due date (up to 9 days when needed). Please be sure to check your grades regularly to make sure they are accurate. If you think there was a typographical error in

grading, let me know ASAP. Otherwise and the vast majority of the time, our discussions will be about how you can improve your work for next time.

Project #	Project Name	Length	Percent of Final Grade	CLOs
Project 1	Your History as a Writer	5 pages	15%	1-5
Project 2	Technology Analysis	7 pages	20%	1-5
Project 3	Multimodal Project	Video, podcast, or website + 2-page reflection	15%	1-5
Project 4	Concept Review	2-3 pages	10%	1, 3, 4, 5
Project 5	Portfolio with Cover Letter	Portfolio + 2-page cover letter	10%	1, 2, 3, 5
N/A	Rough Drafts & Peer Review on Peerceptiv	N/A	20%	2
N/A	In-Class Participation	N/A	10%	1 & 3

Breakdown

Range	Grade
97-100	A
94-96	A-
91-93	B+
88-90	B
85-87	B-
82-84	C+
79-81	C
76-78	C-
73-75	D+
70-72	D
67-69	D-
Below 67	F

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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<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.

Course Schedule

When	Topic	Notes
Tu, Aug 23	Introductions to your peers and instructor and the course requirements	Nothing due on first day of class
Th, Aug 25	Seeing yourself as a writer	<ul style="list-style-type: none"> • Reading: "See Yourself as a Writer" by Todd Taylor • Writing: Your Goals for this Class due on Peerceptiv
Tu, Aug 30	What is rhetoric? How is it useful?	<ul style="list-style-type: none"> • Reading: Excerpt from <i>Understanding Rhetoric</i> by Elizabeth Losh, et al. • Writing: Feedback on Your Goals for this Class due on Peerceptiv by 8am
Th, Sept 1	How is the "five-paragraph essay" useful and/or problematic?	<ul style="list-style-type: none"> • Reading: "The Five-Paragraph Essay is Rhetorically Sound " by Quentin Vieregge, & "The Five Paragraph Essay Transmits Knowledge " by Susan Naomi Bernstein and Elizabeth Lowry, both from the book <i>Bad Ideas About Writing</i> • Writing: Project 1 proposal due on Peerceptiv
Tu, Sept 6	What makes a strong "writing process"?	<ul style="list-style-type: none"> • Reading: "There is One Correct Way of Speaking and Writing" by Anjali Pattanayak, & African American Language is Not Good English by Jennifer M. Cunningham, both from the book <i>Bad Ideas About Writing</i>
Tu, Sept 13	Peer review day	<ul style="list-style-type: none"> • Writing: Rough draft of Project 1 (at least 3 pages to get full credit) due
Th, Sept 15	Is grammar rhetorical?	<ul style="list-style-type: none"> • Reading: "Punctuation's Rhetorical Effects" by Kevin Cassell • Writing: Peer Review due on Peerceptiv
Tu, Sept 20	One-on-one meetings to discuss your Project 1 draft	<ul style="list-style-type: none"> • Writing: Revision plan for Project 1 due on Canvas (if not completed already) • Come to your meeting prepared with questions about your project!
Th, Sept 22	How did we get here? A history of communication technology	<ul style="list-style-type: none"> • Reading: "A Short History of Educational Technology" by A. W. Bates • Writing: Project 1: Your History as a Writer Due on Canvas
Tu, Sept 27	Who gets to design digital technologies?	<ul style="list-style-type: none"> • Reading: <i>Technically Wrong</i>, Chapters 1 & 2
Th, Sept 29	How do tech companies define what's "normal"?	<ul style="list-style-type: none"> • Reading: <i>Technically Wrong</i>, Chapter 3 • Writing: Project 2 Proposal due by 8am on Peerceptiv
Tu, Oct 4	Does tech put us in a box?	<ul style="list-style-type: none"> • Reading: <i>Technically Wrong</i>, Chapter 4 • Writing: Peer review of Project 2 Proposal due on Peerceptiv by 8am
Th, Oct 6	Is there room for yourself in your writing? How do you build your ethos as a writer?	<ul style="list-style-type: none"> • Reading: "Constructing Scholarly Ethos in the Writing Classroom" by Kathleen J. Ryan & "Leave Yourself Out of Your Writing" by R. Joseph Rodríguez from the book <i>Bad Ideas About Writing</i>
Tu, Oct 11	Why does tech try to make us always happy? Why does tech track our every move?	<ul style="list-style-type: none"> • Reading: <i>Technically Wrong</i>, Ch. 5-6 • Writing: Brief Draft of Project 2 Due on Peerceptiv by 8am

When	Topic	Notes
Th, Oct 13	How do algorithms perpetuate inequity?	<ul style="list-style-type: none"> • Reading: Technically Wrong, Ch. 7 • Writing: Peer Review of Brief Draft of Project 2 Due on Peerceptiv by 8am
Tues, Oct 18	How do I make my reader really need to read my writing?	<ul style="list-style-type: none"> • Reading: "Exigency: What Makes My Message Indispensable to My Reader" by Quentin Vieregge • Writing: Project 2 Brief Draft Revision Plan Due on Peerceptiv by 8am
Th, Oct 20	Is digital tech dangerous?	<ul style="list-style-type: none"> • Reading: Technically Wrong, Ch. 9-10 • Writing: No writing due (continue to draft Project 2, as full rough draft is due on Tuesday!)
Tu, Oct 25	Peer review day	Writing: Full Rough draft of Project 2 Due (at least 5 pages for full credit) on Peerceptiv
Th, Oct 27	One-on-one meetings about your Project 2	Come to your meeting prepared with questions about your project!
Tu, Nov 1	What is multimodality?	<ul style="list-style-type: none"> • Reading: What are Multimodal Projects? by Kristin Arola, Jennifer Sheppard, and Cheryl Ball • Writing: Project 2: Technology Analysis Due on Camino by 8am
Th, Nov 3	How do I develop a multimodal project?	<ul style="list-style-type: none"> • Reading: "An Introduction to and Strategies for Multimodal Composing" by Melanie Gagich
Tu, Nov 8	What is genre theory and how is it useful?	<ul style="list-style-type: none"> • Reading: "Navigating Genres" by Kerry Dirk
Th, Nov 10	Peer review day	<ul style="list-style-type: none"> • Writing: Rough Draft of Multimodal Project Due on Peerceptiv
Tu, Nov 15	Is citation rhetorical?	<ul style="list-style-type: none"> • Reading: "Everything Changes, or Why MLA Isn't (Always) Right" by Janice R. Walker • Writing: Revision Plan for Multimodal Project due on Canvas
Th, Nov 17	Work day	Class work time on Multimodal Project
Tu, Nov 22	Intro to your Final Portfolio	<ul style="list-style-type: none"> • Writing: Project 3: Multimodal Project Due by 8am as a link on Camino
Tu, Nov 29	Review instructions for Final Portfolio and begin drafting your portfolio cover letter	No additional homework due today
Th, Dec 1	Review for Concept Review Assignment	<ul style="list-style-type: none"> • Writing: Peer Review of Outline or Brief Draft of Portfolio Cover Letter Due on Peerceptiv (if not completed in class already)
Tu, Dec 6	End-of-term celebration, teaching evaluations	Concept Review Due today on Canvas
Dec 14 @ 9:30		Portfolio Due on Canvas