

San José State University
Department of English & Comparative Literature ENGL 1A: First-Year Writing, Section
84, Fall 2022

Course and Contact Information

Instructor:	Dr. Colton Saylor
Office Location:	NA
Telephone:	NA
Email:	colton.saylor@sjsu.edu
Office Hours:	Mondays and Wednesdays, 10:00AM-11:00AM (or by appointment if necessary)
Class Days/Time:	Tuesdays and Thursdays, 3:00PM-4:15PM
Classroom:	Zoom
Prerequisites:	Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	GE Area A2 Written Communication 1

Course Management Page and one.SJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through one.SJSU to learn of any updates.

Online Format

Our course will be meeting synchronously during our assigned course meeting time unless otherwise noted by myself. You can access our Zoom sessions via the course Canvas page. On certain days, class will break out early so that you can complete an online assignment. These days are marked on the course schedule at the end of this document. Please contact me immediately if you have any concerns about connecting to Zoom.

ENGL 1A 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.

In this section specifically, we will think and write about a topic that plays an integral part of our daily lives: race and the politics of inclusion/exclusion. We will explore issues and topics around identity and access in media, popular culture, and even our own university.

Our overall purpose is to utilize the essay form and argumentative strategies to take a greater stake in our daily lives—to utilize writing and critical thinking to become more active participants in our culture(s).

ENGL 1A 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

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Grade %
Essay # 1: Rhetorical Analysis*	1,000-1,250	1-5	15
Street Art Analysis	750	2-5	5
Essay # 2: Synthesis*	1,250-1,500	1-5	17.5

Essay # 3: Profile*	1,750-2,000	1-5	20
Profile Presentation	N/A	3, 4	2.5
Essay Outlines (x3)	N/A	2	7.5 (2.5 each)
Literacy Diagnostic	500	1, 3, 5	5
Visual Literacy Diagnostic	500	1, 3, 5	5
<i>Not Your Model Minority</i> Response	250	1, 3, 5	2.5
Profile Response	500	1, 3, 5	5
<i>Brother Outsider</i> Activity	250	1, 3, 5	2.5
Workshop Reflections	750 (250x3)	2, 5	7.5 (2.5 each)
Course Reflection*	500	1-5	5

* - assignment requires rough draft and final draft

Bolded – letter-grade assignments

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Required Texts

Available for Purchase through Canvas page

There, There, Tommy Orange (ISBN: 978-0525520375)

A Small Place, Jamaica Kincaid (ISBN: 978-0374527075)

Other required readings can be found either linked in the syllabus or as PDFs in Canvas.

Grading Policy

This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (either hardcopy or on computer/tablet). If you do not attend class, you will not be participating, which will reflect on your final grade.

Extension Policy

I will grant extensions (no questions asked) for the following assignments:

Essay # 1: Rhetorical Analysis

Essay # 2: Synthesis

Essay # 3: Profile

All other assignments must be submitted by the times listed on this syllabus and Canvas.

Peer Review Workshops: The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

Late papers for **Major Essays** will be docked half a letter grade each day they are late. Late papers for credit/half credit/no credit assignments (all responses, reflections, etc.) will receive half credit.

Students must receive a C- or higher to pass the course

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

An "A" range 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 with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

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

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a

convincing argument as to why you need to have it out.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Relevant policies for FROSH English can also be found at http://www.sjsu.edu/english/frosh/program_policies/index.html

Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

1A, First-Year Writing, Fall 2022, Course Schedule

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Zoom Session: Introduction
1	8/25	Reading: Frederick Douglas, " Learning to Read and Write "; Amy Tan, " Mother Tongue "; Zoom Session: Discuss Readings On Canvas: Literacy Diagnostic Due 8/27, 11:59PM
2	8/30	Reading: Barbara Smith, " Racism and Women's Studies "; Purdue OWL: " Rhetorical Situations " Zoom Session: Introduce Rhetorical Analysis; Assign Essay #1
2	9/1	Reading: Sherrilyn A Ifill, " Racial Justice Demands Affirmative Action "; " Developing an Outline "; Excelsior OWL: " Traditional Outlining " Zoom Session: Practice Rhetorical Analysis
3	9/6	Review: Sherrilyn A Ifill, " Racial Justice Demands Affirmative Action " Zoom Session: Outline Workshop On Canvas: Essay #1 Outline due 9/12
3	9/8	Read: Bret Stephens, " The Curse of Affirmative Action " Zoom Session: Discuss Reading; Review Essay Structure

4	9/13	Zoom Session: Peer Review Workshop #1 On Canvas: Complete Workshop Reflection #1 (Due 9/14, 11:59PM) Essay #1 Final Draft Due 9/18, 11:59PM
4	9/15	Zoom Session: Thesis Workshop
5	9/20	Read: Emily Raboteau, “Know Your Rights!” (PDF on Canvas) Zoom Session: Introduce Visual Rhetoric On Canvas: Visual Literacy Diagnostic Due 9/22
5	9/22	Read: Aaron Huey, “Pine Ridge” ; watch Aaron Huey TED Talk Zoom Session: Practice Visual Analysis
6	9/27	1:1 Conferences
6	9/29	1:1 Conferences
7	10/4	Zoom Session: Visual Analysis Presentations
7	10/6	Zoom Session: Visual Analysis Presentations
8	10/11	Watch in Class: <i>Not Your Model Minority</i> Zoom: Discuss Film On Canvas: Complete <i>Not Your Model Minority</i> Response (Due 10/14, 11:59PM)
8	10/13	Read: Richard Kahlenberg, “Affirmative Action Should be Based on Class, Not Race” Zoom Session: Discuss Readings
9	10/18	Read: Essien, Ly, and Jena, “Op-Ed: Why affirmative action bans hurt health equity” Zoom Session: Discuss Reading
9	10/20	Read: Richard Sander, “The affirmative-action trap” ; Gallup Survey On Canvas: Essay #2 Outline Due 10/24, 11:59PM
10	10/25	Zoom Session: Thesis Workshop
10	10/27	Zoom Session: Peer Review Workshop On Canvas: Complete Workshop Reflection #2 (Due 10/28, 11:59PM); Essay #2 Final Draft Due 11/5, 11:59PM
11	11/1	Reading: Emily DuRue, “The Changing Face of San Jose’s Japantown” Zoom Session: Discuss Reading; Introduce Profile Essay

11	11/3	Find and read an example of a profile piece on any subject and bring it to class; Purdue OWL: “Conducting Research” (all sub-headings) Zoom Session: Profile Essay Show and Tell On Canvas: Profile Response (Due 11/7, 11:59PM)
12	11/8	Watch in class: Brother Outsider
12	11/10	Zoom Session: Discuss <i>Brother Outsider</i> On Canvas: Complete <i>Brother Outsider</i> Activity (Due 11/12, 11:59PM)
13	11/15	Read: Vanessa Angelica Villarreal, “La Cancion de la Nena” Zoom Session: Discuss Reading On Canvas: Essay #3 Outline Due 11/20, 11:59PM
13	11/17	Zoom Session: Formatting/Citation Workshop
14	11/22	Zoom Session: Peer Review Workshop On Canvas: Complete Workshop Reflection #3 (Due 11/23, 11:59PM); Essay #3 Final Draft Due 12/10, 11:59PM
14	11/24	HOLIDAY-NO CLASS
15	11/29	Zoom Session: Presentations and Portfolio Prep On Canvas: Complete Course Reflection (Due 12/8, 11:59PM)
15	12/1	Zoom Session: Presentations and Portfolio Prep
16	12/6	Zoom Session: Presentations and Portfolio Prep
	12/9	ePortfolios Due 12/9, 5:00PM