

# First Year Writing Section 89

## ENGL 1A

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

---

Class Days/Time: MW 9:00-10:15am

Classroom: Clark Building 225B

GE/SJSU Studies Category: Satisfies GE Area A2 Written Communication I (with a grade of C-or better)

## Contact Information

---

### Instructor: Amanda Shipman

Email: [amanda.shipman@sjsu.edu](mailto:amanda.shipman@sjsu.edu)

Office: Faculty Office Building 212

Phone: (916) 752-0974

### Office Hours

MW 11a-12p

Faculty Office Building 212

## 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

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.

## \* 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>)

## 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://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)  
(<https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

## Course Learning Outcomes (CLOs)

---

Upon completion of this course, students will be able to:

1. Demonstrate the ability to read actively and rhetorically
2. Demonstrate the ability to 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. Demonstrate the ability to integrate their 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.

## Course Materials

---

### The Norton Field Guide to Writing with Readings and Handbook

Author: Bullock et al

Edition: 4

ISBN: 9780393264388

(Books can be purchased or rented from any source. I recommend the campus bookstore for convenience, Chegg for rentals, and Amazon for speed, and Abebooks for budget.)

### Excerpts

Selected readings from other sources such as *Writing Spaces Vol. 1*, *Writing Arguments*, and *Everything is an Argument*. Links will be provided on Canvas.

## Course Requirements and Assignments

---

This course will feature three writing assignments and one multimodal presentation, completed throughout the semester. Each is worth 10-15% of the total class grade. The total peer review feedback completed during class will count for an additional 10%, and the weekly written responses are also worth 10% of the total class grade.

Additionally, participation in class activities and discussion will be noted during class and will count for 10% of the total class grade.

### Modules: Weekly Responses

Each week, there will be a Module Response due either on Wednesday or Thursday of said week. Most of the weekly responses will be written during class time, but the content is not dependent on attendance in most cases, meaning a student who has to miss class for whatever reason can still achieve full credit for the weekly response. However, this does not apply to peer review days, in which cases the Module Response is a reflection on the peer review process, which must be completed in class. Module Responses are posted and submitted on Canvas in their corresponding Module tab.

### First Major Assignment: Literacy Narrative

The literacy narrative assignment is intended to familiarize the student with genre, audience, and purpose. The purpose of this assignment is to inform the instructor of your literacy journey, through personal anecdotes and careful consideration of elements of the literacy narrative genre. Ample time will be given to study conventions of the literacy narrative, look at examples, ask questions, and workshop in class.

### Second Major Assignment: Rhetorical Analysis

After learning about four of the forms of rhetorical appeal (Ethos, Pathos, Logos, Kairos), this task is intended to allow the student to demonstrate an ability to analyze multimedia persuasion. Students will write an essay in which they assess the techniques and effectiveness of a television commercial intended to persuade a select audience to buy their product. In doing so, students are expected to point out examples of rhetorical appeal.

### Third Major Assignment: "Argusasive" Essay

Students will use what they learned in rhetorical analysis to craft an essay that appeals to an appropriate imagined audience on the topic of their choosing. This essay combines elements of an argumentative and a persuasive essay, meaning it will take into account a specific audience and their potentially alternative views. In addition to this, students must conduct a light amount of

research (2-3 sources) which they are to integrate into their essay, which will utilize both emotional and logical appeal.

## Third and a Half Assignment: Multimodal Presentation

After completing the arguasive essay, students will transform their claim into a multimodal presentation, to be delivered in front of an audience of your classmates. In doing so, students will understand the changes necessary to appeal to different audiences along the same purpose, and the value of multimedia in the argumentative space. The claim can be delivered in any format, but for those which involve no words (i.e. diorama, interpretive dance, painting), a 500-word explanation is required. For others (i.e. presentation, song, podcast), a written explanation will not be necessary, as the assignment itself should meet the word count.

## Final Assignment: Portfolio

This course will feature a final culminating project worth a total of 25% of the final grade, whereby students will argue that they have met the learning objectives for this course. The reflection (approximately 500-600 words) will be addressed to an audience of Writing Program teachers, arguing that you have developed an understanding of course learning goals and have developed strategies for working toward them. The portfolio is an assembly of the Reflection on College Writing, one major assignment from the course, the final reflection, and an annotated bibliography. The annotated bibliography describes work you have done in the period between your Reflection on College Writing and your selected major assignment that best evidences the claims your essay makes about your learning and your writing process.

## ✓ Grading Information

Feedback will be given both through peer review and by the instructor. For this reason, drafts must be submitted by their respective deadlines, in order to exchange hard copies with peers. Grades are determined by attendance, completion, and weekly assignments and drafts completed prior to sessions. There are several projects throughout the course of the semester which will be graded by the completion and submission of multiple drafts. Peer review will also be graded by completion, and subsequently returned to the initial writer for review.

## Late Work Policy

The policy for late work is simple: almost every deadline is soft, the exception being rough draft deadlines for in-class peer review days. The only penalty for late weekly responses is potentially falling behind in class discussions and overall course progress. An extension may be requested anytime 24+ hours prior to the due date of a major assignment. A major assignment will be accepted up to 3 days late, after which point a deduction of 5 points will be made from the assignment's overall score.

## Breakdown

| Assignment              | Word Count | Points Possible    | Due Date                | Percent of total grade | GEOLO Satisfied |
|-------------------------|------------|--------------------|-------------------------|------------------------|-----------------|
| Weekly Responses        | 200 each   | 5 each; 70 total   | Wed of each week        | 10%                    | 1 & 4           |
| Literacy Narrative      | 650        | 15                 | Wed Sept 7 @ Midnight   | 10%                    | 3               |
| Rhetorical Analysis     | 1,300      | 20                 | Wed Sept 28 @ Midnight  | 10%                    | 1,2,5           |
| Argumentative Essay     | 1,500      | 30                 | Wed Oct 26 @ Midnight   | 15%                    | 2,3,5           |
| Multimodal Presentation | 500        | 15                 | Nov 14, 16, or 21       | 10%                    | 3 & 4           |
| Participation           | N/A        | 2.6 each; 70 total | 27 of ~29 class days    | 10%                    | 4               |
| Peer Review Feedback    | ~100 each  | 10 each; 30 total  | Sept 21; Oct 17; Nov 30 | 10%                    | 2 & 4           |

|                  |      |          |                      |     |       |
|------------------|------|----------|----------------------|-----|-------|
| Final Reflection | 600  | 15       | Thurs Dec 8 @ 9am    | 15% | 2,3,5 |
| Final Portfolio  | ~350 | 50 total | Thurs Dec 8 @ 9:30am | 10% | 1,2,5 |

## Criteria

| <i>Grade</i>   | <i>Points</i>       | <i>Percentage</i> |
|----------------|---------------------|-------------------|
| <i>A</i>       | <i>282-300</i>      | <i>94 to 100%</i> |
| <i>A minus</i> | <i>270-281</i>      | <i>90 to 93%</i>  |
| <i>B plus</i>  | <i>261-269</i>      | <i>87 to 89 %</i> |
| <i>B</i>       | <i>252-260</i>      | <i>84 to 86%</i>  |
| <i>B minus</i> | <i>240-251</i>      | <i>80 to 83%</i>  |
| <i>C plus</i>  | <i>231-239</i>      | <i>77 to 79%</i>  |
| <i>C</i>       | <i>219-230</i>      | <i>73 to 76%</i>  |
| <i>C minus</i> | <i>210-218</i>      | <i>70 to 72%</i>  |
| <i>D</i>       | <i>209 or below</i> | <i>-69%</i>       |

## 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>) (<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

| Week Of   | Unit; Module     | Readings Due                                 | Assignments Due  |
|-----------|------------------|--|--|
| Aug 21-27 | Unit 1; Module 1 | Mon: None<br>Wed: Ch 1& 4-8 in your textbook | Mod 1 Response will be completed during class time, due 10am |

|               |                  |  |   |
|---------------|------------------|--|---|
| Aug 28-Sept 3 | 1; Module 2      | <p><b>Mon:</b> <i>Everything is an Argument</i> Ch 1 (link on Canvas)</p> <p><b>Wed:</b> Pg 83-93 in your textbook &amp; "Shitty First Drafts" (link on Canvas)</p>  | Mod 2 Response will be completed during class time, due 10am  |
| Sept 4-10     | 1; Module 3      | <p><b>Mon:</b> Optional "Literacy Narrative" by Professor</p> <p><b>Wed:</b> "I Need You to Say I" (link on Canvas) &amp; Pg 640-644 in your textbook</p>  | <p>Literacy Narrative gradable draft due Wed the 7th @ Midnight</p> <p>Mod 3 Response due Thursday the 8th @ Midnight</p>                     |
| Sept 11-17    | Unit 2; Module 4 | <p><b>Mon:</b> <i>Everything is an Argument</i> Ch 6 (link on Canvas)</p> <p><b>Wed:</b> "Backpacks vs Briefcases" (link on Canvas)</p>  | Mod 4 Response will be completed during class time, due 10am  |
| Sept 18-24    | 2; Module 5      | <p><b>Mon:</b> <i>Writing Arguments</i> Ch 7 (link on Canvas)</p> <p><b>Optional:</b> "Why Visit Your Campus Writing Center?" (link on Canvas)</p> <p><b>Wed:</b> Ch 30 in your textbook &amp; <i>Writing Arguments</i> Ch 2</p> | <p>Rhetorical Analysis rough draft due Wed the 21st @ 9am</p> <p>Mod 5 Response is available on Wed the 21st @ 10:15am and due @ Midnight</p> |
| Sept 25-Oct 1 | 2; Module 6      | <p><b>Mon:</b> Ch 33-34 in your textbook</p> <p><b>Optional:</b> Ch 52-53</p> <p><b>Wed:</b> Ch 29-31 in your textbook</p>   | Mod 6 Response will be completed during class, due 10am   |
| Oct 2-8       | 2; Module 7      | <p><b>Mon:</b> "Reflective Writing and the Revision Process" (link on Canvas)</p> <p><b>Wed:</b> Optional <i>Everything is an Argument</i> Ch 5 (link on Canvas)</p>   | <p>Rhetorical Analysis due Wed Oct 5 @ Midnight</p> <p>Module 7 Response due Thurs Oct 6 @ Midnight</p>                                       |
| Oct 9-15      | Unit 3; Module 8 | <p><b>Mon:</b> Ch 13 in your textbook (only pages 169-182) &amp; <i>Writing Arguments</i> Ch 5 (link on Canvas)</p> <p><b>Wed:</b> Ch 27-28 in your textbook &amp; "So You've Got a Writing Assignment" (link on Canvas)</p>     | Mod 8 Response will be completed during class time, due 10am  |
| Oct 16-22     | 3; Module 9      | <p><b>Mon:</b> Ch 36 in your textbook</p> <p><b>Wed:</b> Ch 46 in your textbook</p>  | <p>"Argusasive" Essay rough draft due 9am Wed the 19th</p> <p>Mod 9 Response due Wed the 19th @ Midnight</p>                                  |

|               |              |   |  |
|---------------|--------------|---|--|
| Oct 23-29     | 3; Module 10 | <p><b>Mon:</b> Ch 47-48 in your textbook &amp; <i>Writing Arguments</i> Ch 4 (link on Canvas)</p> <p><b>Optional:</b> "Finding the Good Argument" (link on Canvas)</p> <p><b>Wed:</b> Ch 49-50 in your textbook</p> | If Mod 10 Response does not get finished in class, it is due @ Midnight on Wed the 16th  |
| Oct 30-Nov 5  | 3; Module 11 | <p><b>Mon:</b> Textbook Ch 62 (only pages 750-758) &amp; <i>Writing Arguments</i> Ch 17 (link on Canvas)</p> <p><b>Wed:</b> Optional <i>Writing Arguments</i> Ch 5 reread (link on Canvas)</p>                      | <p>"Argusasive" Essay due Wed Nov 2 @ Midnight</p> <p>Mod 11 Response due Thurs Nov 3 @ Midnight</p>   |
| Nov 6-12      | 4; Module 12 | <p><b>Mon:</b> <i>Writing Arguments</i> Ch 9 (link on Canvas) &amp; Ch 9 in your textbook</p> <p><b>Wed:</b> Ch 54-56 in your textbook</p>  | Mod 12 Response will be completed during class time  |
| Nov 13-19     | 4; Module 13 | <p><b>Mon:</b> Ch 58 in your textbook and <i>Writing Arguments</i> Ch 6 (link on Canvas)</p> <p><b>Wed:</b> <i>Everything is an Argument</i> Ch 14-15 (link on Canvas)</p>  | Module 13 Response will be due Tues Nov 15 @ Midnight (multimodal presentations during the day)  |
| Nov 20-26     | 4; Module 14 | <p><b>Mon:</b> <i>Everything is an Argument</i> Ch 16 (link on Canvas) &amp; Ch 40 in your textbook</p> <p><b>Wed:</b> No School</p>  | We will be finishing multimodal presentations, and there is no Mod 14 Response as Wed begins the Thanksgiving Holiday  |
| Nov 27- Dec 3 | 5; Module 15 | <p><b>Mon:</b> Ch 21, 32, &amp; 42 in your textbook</p> <p><b>Wed:</b> Optional Ch 68 (only pages 947-52) in your textbook</p>  | <p>Rough Draft of Final Reflection due Wed Nov 30th @ 9am</p> <p>Mod 15 Response will be completed after class</p>   |
| Dec 4-10      | 5; Module 16 | <p><b>Mon:</b> None/Last Day of Class</p> <p><b>Thurs Dec 8 @ 9:30am is the due date of the final portfolio (including reflection and bibliography)</b></p>   | <p>There will be no Mod 16 Response, as Mon is the last day of class</p> <p>Though we will not be meeting after Monday, I am open for conferences as the deadline for the final portfolio approaches</p> |