



San José State University

Department of English & Comparative Literature

English 1A, Fall 2022 Section 92

Course and Contact Information

Instructor(s):	Victoria Thorp
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Office Hours:	Tues and Thurs in person from 12-1pm at FOB 112 or remote by appointment
Class Days/Time:	Tuesday/Thurs 10:30 am-11:45 am in person
Classroom:	Sweeney Hall 348
Prerequisite:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2

"Being a good writer is 3% talent, 97% not being distracted by the Internet."

—Anonymous

Course Description

English 1A is an introductory course designed to help you develop and deepen your ability to communicate in writing, which is a skill that will facilitate academic success as you move forward through the university. By reading and interpreting both traditional and multimodal texts in a supportive classroom environment, you will both improve your reading skills and learn how to utilize rhetorical frameworks to give shape to your writing for various audiences and in different genres. This section of English 1A will use the theme of **identity** as a constant thread that will weave our reading and writing selections together and offer a personal lens through which students will engage in written reflection and discussion. Questions we will consider include... How are identities formed and how do they change over time? How can a group, such as our English 1A class or SJSU, create an identity that is inclusive and reflective of its members?

Course Format

This course will be in person unless something happens that requires us to shift to online learning. If this occurs, I will try to give you ample notice so everyone can prepare.

Technology Required

You will need access to a laptop for most classes and to complete readings and other assignments posted on Canvas. If you need training or access to a laptop, iPads, or other tech, please visit [Student Computing Services](#). *Final note: If you are not using a device for immediate academic purposes during class, please put it away. Please don't be the person who has to be asked to stop texting or gaming during class...that's so high school, right?*

Location of Course Materials Online and MYSJSU Messaging

Course materials such as syllabus, handouts, prompts, assignment instructions, etc. can be found on [Canvas](#) (login at <http://sjsu.instructure.com>). Log in and look for “FALL22 ENG 1A SECTION 92” among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas. *For help and troubleshooting with Canvas, visit the [Canvas help page](#).*

English 1A General Education Learning Outcomes (GELO)

Upon successful completion of this GE 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 the whole writing process and why each step in the process is important.
3. **Articulate** an awareness of and write according to the rhetorical features of texts, including purpose, audience, context, and rhetorical appeals.
4. **Integrate** your own 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

You are not required to purchase a textbook for this class. We will be using readings from online sources, which will be posted on Canvas for you to access. Students will need to check their email and visit Canvas frequently for updates. We will also frequently use free online writing resources such as [Owl Purdue](#) and [SJSU writing center handouts](#).

However, **you are required to purchase a grammar and style guide**- a physical book- that you can use as a reference throughout your college years. Yes, Grammarly is great (I am a fan), but a google extension is not going to teach you how to make your writing more clear or grammatically correct. By using a guide, you will engage your brain to remember when to use a comma or even the mysterious semi colon. A few of my favorite grammar/usage guides are:

- *Woe Is I: The Grammarphobe's Guide to Better English in Plain English* (Fourth Edition), by Patricia O'Connor. Grammar can even be funny...or kind of.
- *Elements of Style, Fourth Edition*, by William Strunk and E.B. White. It's not perfect, but it's a classic for a reason.
- *Another guide that works for you...we'll have a day when everyone will bring their style guides to class. I'll be interested to see what you find!*

Library Liaison

The library at SJSU is an incredible resource. During this course we will explore how to use the library online together to find and assess outside sources. Our English department library liaison is Peggy Cabrera and she can be reached at peggy.cabrera@sjsu.edu, by phone at 408-808-2034, or through the chat function on the SJSU Library website. Peggy is super helpful, and nothing makes her day like assisting a student with a research request!

Specifics about ENGL 1A Section 92 this semester

Course Requirements, Assignments and Points per Assignment:

Assignment	Word Count (approx.)	Points per item/# of items (if relevant)	Total points	% of Final Grade	GELO
Discussion board posts (DB)	250-300	10/10	100	10%	GELO 1, 2
In class participation	NA	5/25	125	12.5%	GELO 1, 2
Personal narrative	1000		225	22.5%	GELO 1, 2, 3
Proposal		25			
Rough draft		25			
Final draft		150			
Reflection	250	25			
Persuasive essay	1000		250	25%	GELO 1, 2, 3, 4
Proposal		25			
Outline		25			
Rough draft		25			
Final draft		100			
Annotated bibliography	500	50			
Reflection	250	25			
Multimodal	750		150	15%	GELO 2, 3, 4
Proposal		25			
Presentation	500	100			
Reflection	250	25			
Portfolio	750		150	15%	GELO 2,5
Analysis of submissions	250	100			
Reflection	500	50			
Totals	Approx 8000		1000	100%	

Final Project: Writing Portfolio

The culminating project for English 1A is a writing portfolio, where you will collect samples of your writing that illustrate what you have learned during the semester. You will also write a reflection about your progress as a writer and your goals moving forward. We will go over the portfolio in class and there will be time to work on it at the end of the semester.

Directions for Assignments

I will create a set of complete directions for each assignment, which will be posted on Canvas and discussed in class. Assignments will include reading, formal and informal writing, and, in some cases, research. Throughout both reading and writing, we will use multiple modes of communication (oral, written, digital, and visual). Because good writing requires gathering feedback and revising, there are also assignments related to drafting, peer review, revision, and reflection. (See [University Grading System Policy F18-5](#) for more information about grading at SJSU).

Please note that all essays should be double-spaced and typed in 12-point Times New Roman font. The student's name, professor's name, course number and section, and the due date must be located at the top left corner of the first page. Please see the *Essay Sample* under the "Files" tab on Canvas for more information on how to properly format your essays.

Classroom Participation

This class is about learning to write in a supportive classroom environment and it's essential that you are in class and participate actively on a regular basis. Active participation for this course requires four things:

- a) finishing out-of-class reading and assignments;
- b) coming to class prepared and on time;
- c) contributing to class discussions and activities;
- d) completing in class assignments, including in class writing and reflections.

Each class is worth five participation points, which will total ten percent of your final grade. As such, it is the easiest part of your grade to control, and earning these points simply requires showing up, speaking up during class discussions and contributing to our learning community. Your in-class writing will not be graded but will contribute to your overall participation grade.

However, life happens: If you have extenuating circumstances that prevent you from coming to class (illness, family emergency, etc.), please let me know as soon as possible. (See [F15-12, University Policy, Attendance and Participation](#) for more information about SJSU policy on attendance).

A note about class discussions:

SJSU is a wonderfully diverse learning environment, and this course is designed to build on the strength of our different backgrounds. However, our readings and class discussions may raise sensitive and challenging questions, and in preparation we will create norms for how to deal with potential conflict or inappropriate comments during the first week of the semester. I hope we will try to interact with each other from a place of mutual respect and learning, which both require an open mind and an open heart. Although I doubt it will come to this, any behavior that threatens the learning environment and the safety of the classroom will not be tolerated.

Time Expectations

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 ([per SJSU Policy S16-9](#)), students are expected to spend three hours per unit per week for instruction, preparation/studying, or course related activities. I'm a humanities person, but the math is pretty simple: for this 3-unit course, you are expected to do minimum of 9 hours of work per week. About 2.5 hours will be class time, leaving about 6.5 hours to work on your own to prepare for class, including reading assigned texts

and completing writing and peer review assignments. If, for any reason, you find yourself spending significantly more time on this course than is described above, please contact me to set up a time to discuss how to help manage course expectations within an appropriate timeframe. ***My goal is that this course feels engaging, but not stressful.***

Grading Information

All work must be submitted by the time noted in the assignment on Canvas. If you are expected to bring a printed copy to class in addition to submitting your assignment on Canvas, that will be noted on the assignment page. If there is a reason you cannot make a deadline, please contact me **before the deadline**. **Please note:** Students must receive a C- or higher to pass the course and get the Area A2 GE credit toward the degree. Students who do not earn at least a C- in English 1A must retake it.

Policy for late work

Life happens and we all need help sometimes meeting our deadlines. I'm willing to be flexible but only if you let me know ahead of time. I don't want to hear the day after an assignment is due that you need an extension. ***To recap: in order to get extra time, you have to let me know before the due date.*** Any assignment that comes in late without approval from me will have the following penalty:

- 10% for one day late
- 20% off for two days late
- 30% off for three days late
- Any assignment that is more than three days late will not be accepted without prior approval.

Grade Scale

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

Course grades will be using the following scale:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>940 to 1000</i>	<i>94 to 100%</i>
<i>A -</i>	<i>900 to 939</i>	<i>90 to 93.9%</i>
<i>B +</i>	<i>870 to 899</i>	<i>87 to 89.9 %</i>
<i>B</i>	<i>840 to 869</i>	<i>84 to 86.9%</i>
<i>B -</i>	<i>800 to 839</i>	<i>80 to 83.9%</i>
<i>C +</i>	<i>770 to 799</i>	<i>77 to 79.9%</i>
<i>C</i>	<i>740 to 769</i>	<i>74 to 76.0%</i>
<i>C -</i>	<i>700 to 739</i>	<i>70 to 73.9%</i>
<i>D +</i>	<i>670 to 699</i>	<i>67 to 69.9%</i>
<i>D</i>	<i>640 to 669</i>	<i>64 to 66.9%</i>
<i>D -</i>	<i>610 to 639</i>	<i>61 to 63.9%</i>
<i>F</i>	<i>BELOW 610</i>	

Grade Parameters

Requirements for particular assignments will vary, but in all cases, grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in 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 with a solid command of grammar, mechanics, and usage.
- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of the areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” 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 or was missing.

Extra credit

- No one gets special credit for going above and beyond or even for bringing me coffee. Just do the work as assigned and you will have nothing to worry about. If you are worried, get in touch and let’s figure out how to bring down your stress level.

A note about grammar and Standard English rules

Every writer comes with their own unique voice, background, language skills and knowledge of grammar rules and conventions. In our exploration of language, voice, and rhetoric this semester, we will consider when and how to use different forms of English depending on the genre and purpose of your writing. For formal essays, we will be learning the rules and conventions of college writing and will review grammar and punctuation together as needed. Writing is re-writing and part of the drafting process is to identify and fix usage errors with a goal of creating coherent, clear written text. For your final draft submissions, I expect you to have made demonstrated effort to use correct grammar and punctuation and to submit comprehensible and cohesive work. If you struggle with issues such as grammar, essay structure, or punctuation, you are not alone. Raise the issues that challenge you, and let’s work on them 1:1 or as a class. I’m happy to can set up time to go over any specific questions you have.

The SJSU Writing Center is an excellent resource available to all students and offers free 1:1 writing support, tutoring, and grammar guides, and online workshops. Visit the **Writing Center** to access all of their fantastic resources.

University Policies

Per [University Policy S16-9](#), 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](#). Make sure to visit this page to review and be aware of these university policies and resources.

A reminder: You can't do well if you don't feel well, both inside and out

After living through a pandemic for more than two years, we've all learned the urgency of preventing illness and taking care of our physical health. And the same is true of our mental health. If at any time in the semester, you need help managing the demands of this course or any aspect of college life, reach out to me or one of the many SJSU student resources available on campus. We'll be exploring these student resources during our English 1A course.

Department of English & Comparative Literature

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Course Schedule

Week #	Date/Day	In Class	Assignment (Note: all discussion boards are due by the following class unless otherwise indicated)
1	8/23 Tues	In class: Introductions Overview of course	Read: <ul style="list-style-type: none"> • "Shitty First Drafts"- Anne Lamott • "Math girl fights back"- Karen J. Ohlson Write: Respond to student survey
1	8/25 Thu	In class: Constructing Community Norms & Expectations Focus: What is writing? How is college writing different from high school?	Read: <ol style="list-style-type: none"> 1) "I Need You to Say 'I'"- <i>Writing Spaces</i> 2) Read essay: Eggs and Sausage Write DB #1 (see prompts on Canvas)
2	8/30 Tues	In class: Building community: Who are the "I's in our room?	Read: <ol style="list-style-type: none"> 1) "Storytelling, Narration and the Who I am story" - <i>Writing Spaces</i> 2) "What a Black Woman Wishes Her White Parents Knew"- Mariama Lockington
2	9/1 Thu	In class: Exploring personal narratives Due: bring your style guide to class	Read: <ol style="list-style-type: none"> 1) "Workin' Languages: Who We Are Matters in Our Writing"- <i>Writing Spaces</i> 2) "Unruly, Adjective: The body that says 'I am here'"- Carmen Machado Write DB #2 Start: Draft proposal for personal narrative due 9/8
3	9/6 Tues	In class: Dialect and language- who can say what where?	Read: "Leave yourself out of your writing?" - <i>Bad Ideas about Writing</i> , pp 131-133
3	9/8 Thu	In class: Peer review practice Due: working draft of personal narrative proposal	Read: Grant Wiggins (text on Canvas) Watch and/or Read: "Failures of Kindness" - George Saunders Write DB #3 Revise: personal narrative proposal due 9/15
4	9/13 Tues	Intro to Rhetoric, persuasion Discuss audience, purpose, context, tone, genre	Read: "Composition as a Write of Passage" - <i>Writing Spaces</i> Finish: Revised personal narrative proposal
4	9/15 Thu	Due: personal narrative proposal In class: Continue to explore rhetorical techniques in visual and written text.	Read: "Backpacks vs. Briefcases: Steps towards Rhetorical Analysis" - <i>Writing Spaces</i> Write DB #4
5	9/20 Tues	In class: Sentence, Essay, and Paragraph Construction	Read: "The Evolution of Imitation: Building Your Style" - <i>Writing Spaces</i>

			<i>Optional:</i> Watch, SJSU Writing Center Style Workshops (Links on Canvas)
5	9/22 Thurs	In class: Grammar myths and reality, intro to the writing center	Read: “You're Not Bad at Grammar: Social Rules for Using Language in College Writing” – <i>Writing Spaces</i> Write DB # 5
6	9/27 Tues	Due: First draft of personal narrative-bring hard copy to class In class: Workshop/peer review personal narratives	Read: “What's that Supposed to Mean? Using feedback on your writing”- <i>Writing Spaces</i> Watch: video about revising
6	9/29 Thu	In class: How to revise your writing; strategies for learning to edit and rewrite.	Read: “The Inspired Writer vs. The Real Writer”- <i>Writing Spaces</i> Write DB # 6
7	10/4 Tues	In class: Intro oped project for persuasive essay, including annotated bibliography.	Read: <ul style="list-style-type: none"> “From topic to presentation” - <i>Writing Spaces</i> “First year writing as an avenue towards civil discourse” – John Duffy Prewriting: Brainstorm 3-5 topics for your oped
7	10/6 Thurs	In class: Deep dive into opeds, publications, voice and perspective.	Read: Three Ways to Persuade Read: The Oped Project: Tips for Writing Opeds Research: Identify the newspaper where you want to pitch your oped. Write DB #7
8	10/11 Tues	DUE: Personal narrative final draft In class: Reflection on personal narrative project/ persuasive writing coherence Intro to using outsider sources	Read: Googlepedia: Turning Information Behaviors into Research Skills ” - <i>Writing Spaces, vol 2</i> Research: Use the SJSU library website or in person to find one source to support the argument in your oped and make notes about why you chose it.
8	10/13 Thu	Source scavenger hunt and exploration of SJSU library and outside sources	Read: Effectively and Efficiently Reading the Credibility of Online Sources Write DB #8
9	10/18 Tues	In class: pre writing steps. Problem solving online research.	Read: Unpacking the Process of Rhetoric
9	10/20 No class	Oped proposal due , including target news outlet NO CLASS: watch Groundhog Day	Write DB #9
10	10/25 Tues	In class: 1:1 conferences, work time on oped project	Read: “ Understanding Visual Rhetoric ” - <i>Writing Spaces</i> Watch: OWL Purdue: Composing for Different Types of Media
10	10/28 Thu	Intro multi modal project	Read: Four Things Social Media can teach you about college writing- and one it can't- <i>Writing Spaces</i> Write DB #10
11	11/1 Tues	Due: Oped outline , including draft list of sources	Read: Writing in Genres

11	11/3 Thurs	In class: Exploring writing genres	Before Class: <i>Writing Spaces</i> , vol. 3, Grammar, Rhetoric, and Style
12	11/8 Tues	In Class: Editing, Usage, & Punctuation; Meet with Multimodal Groups	Read: " An Introduction to and Strategies for Multimodal Composing "- <i>Writing Spaces</i>
12	11/10 Thurs	Due: Rough draft of oped and annotated bibliography due In class: Peer review	Read: Multi-Modal Communication: Writing in Five Modes – Open English
13	11/15 Tues	Time for Multi modal groups In class: Explain e-portfolio 1:1 conferences	Read: " Collaborating Online: Digital Strategies for Group Work " – <i>Writing Spaces</i>
13	11/17 Thu	Multi modal group work time	Oped Final draft oped due 11/18
15	11/22 Tues	Multi modal proposal due Reflection on oped project	
15	11/24 Thurs	Thanksgiving- no class	
16	11/29 Tue	In class: Multimodal presentations	Prep for presentations
16	12/1 Thurs	In class: Multimodal presentations	
17	12/6 Tue	Last class: Individual reflection on multimodal presentation Work time for portfolio	Work on Portfolio
	12/8 Thu	No class	
	12/13 Tues	Final exam date E portfolio due including reflection	