



**San José State University**

**Department of English & Comparative Literature  
ENGL 1A:**

**First-Year Writing, Section 94, FALL 2022**

**GE/SJSU Studies Category: GE Area A2 Written  
Communication**

## **Course and Contact Information**

**Instructor:** Lana La Framboise

**Office Location & Hours:** FOB 213 (Wed 3pm-5pm)

*\*\*Also available by appointment and via Zoom*

**Email:** [nalana.laframboise@sjsu.edu](mailto:nalana.laframboise@sjsu.edu)

**Class Information:** Mon/Wed 1:30pm-2:45pm; Sweeney Hall 348

## **Course Description**

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. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that gives form and coherence to complex ideas. Students will learn to communicate clearly and effectively, since written expression is utilized in every profession. The goal of this class is to prepare students for numerous kinds of writing projects and develop their writing process.

This course will also specifically focus on the theme of “*writer identity*.” Many of our readings, assignments, activities, and discussions will focus on how we can find our writing identity, and how our writing identity is significant to studies, hobbies, and classwork.

## **Course Format**

This course will take place in-person. If there is a need to switch the course online (temporarily or permanently), I will provide as much notice as possible. However, you should check Canvas and your email for regular updates.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU, Canvas, and email to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

## **GE 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 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

## Required Texts/Readings

### Textbook

None Required.

### Other Readings

Selections of the following texts will be assigned periodically. These texts are intended to expand your definition of writer identity, and provide ideas for how writing identities can expand and change in academic settings. Therefore, we will evaluate how we change the way we write based on different scenarios and fields of study. These selections will be posted on Canvas or communicated via email.

- ❖ *The World is Yours: 26 Essays on Life and Success* by Jim Rohn
- ❖ *Can I Use I? Because I Hate, Hate, Hate College Writing* by Catherine Prendergast
- ❖ *The Norton Field Guide with Readings and Handbook* from W.W. Norton & Company
- ❖ *Writing For College, Writing for Life* from McGraw-Hill
- ❖ Research articles from different fields of study
- ❖ Newspaper and magazine articles
- ❖ Academic and scholarly articles

*“Reading is essential for those who seek to rise above the ordinary.”*  
- Jim Rohn

## Course Requirements and Assignments

### Discussion Posts: 5 points each | 10% of final grade

On some weeks you will make a discussion post before the start of the first class of the week. These posts may include specific directions or response prompts, and some may ask you to complete different activities. The purpose of these posts is to keep you engaged with class related material and give you a place to investigate, analyze, and synthesize multiple topics and discourses.

- Posts are due by 1:30pm every Monday that a discussion board is available.
- Each post should be 200-600 words, unless specified otherwise.

### Presentations: 40 points each | 20% of final grade

For each presentation, you will work in small groups during class time to prepare and present information and/or an argument. Topics and directions will be provided in class. These presentations will encourage you to read and write rhetorically, demonstrate your understanding of rhetorical devices, and provide an opportunity to include ideas and information from your fellow classmates. During the semester we will be discussing the foundations of working in groups, and as a class we will create a contract that states the regulations for group

work in our class. When presentations occur, I will work with each group individually to ensure that all members are cooperating, balancing the workload, and supporting group efforts. An assignment description and rubric will be provided on Canvas.

- If a group member breaks the class contract, they are at risk for losing points on that presentation.
- You may present your presentation via a powerpoint, video, or an interactive class session. Whatever materials you prepare, they will need to be turned in via Canvas.
- The group organization and leadership can be done however your group feels works best. However, keep in mind that the workload must be balanced and you must adhere to the class contract.
- Each group member will be required to turn in a reflection on the experience.
- Depending on the presentation, you may need to utilize scholarly articles, books, videos, or other graphics.

### **Essays: 40 points each | 20% of final grade**

These essays will provide an opportunity to demonstrate your understanding and use of rhetorical devices. These essays will be expansions of a presentation in class and should include outside sources. For this assignment, there will be multiple due dates for drafts, peer review sessions, and final drafts. As you work on these essays, keep in mind that these are intended to guide and broaden your writing process. An assignment rubric will be provided on Canvas.

- Essays should follow MLA guidelines. This includes a “Works Cited” page at the end of the essay. If you would prefer to use another formatting style, please let me know beforehand.
- Have a clear and cohesive structure and organization. These essays, while short, should still be well organized and complete.
- Should be approximately 750-1000 words in length. The essay length may depend on your topic and resources.
- Depending on the essay topic, you may need to utilize some academic sources.

### **Class Activities & Assignments: 20 points each | 20% of final grade**

These in-class exercises will be diverse and wide-ranging. These activities and assignments are fairly informal, but are significant to your final grade as occasional materials or writing will need to be turned in. Assignment descriptions and rubrics are provided on Canvas. The purpose of these assignments is to practice rhetorical and analytical reading and writing skills in alternative settings. These activities and assignments may include:

- Literacy Narrative
- Annotated Bibliography (for your final portfolio)
- Reflections

### **Final Exam Presentation & Portfolio: 50 points | 30% of final grade**

The final exam for this course will have 2 parts. First, you will turn in your full ePortfolio, which includes the Final Reflection, Annotated Bibliography, and a revised and polished writing assignment. This writing assignment can be the literacy narrative, an essay, a revised reflection, or any other project we have worked on in class. The second part of your final exam will be a short presentation of your chosen writing assignment. Assignment details and a rubric for both parts will be provided on Canvas once more information is available.

- For the presentation part of your final exam, you may present your writing in any creative format you think is best, so long as you are discussing your writing and your writing process.
  - powerpoint,
  - video,
  - a demonstrated breakdown of your writing process,

- or an interactive activity of a step in your writing process.
- All items and materials are due on Canvas by the end of the final exam period on December 13th.
- Please have refined and polished materials.

*Please note: 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 (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.*

## Grading Information

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

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

### Essay Expectations

**“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.

**“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.

**“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.

**“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.

**“F” essay** does not fulfill the requirements of the assignment.

### A Note on Grammar

One of the central focuses of this class is “writer identity,” which means that our classroom recognizes the diverse writing capacities and abilities of every student writer. All of us come from different writing backgrounds which affects our voice, writing style, writing process, language skills, and even our knowledge

and use of grammar techniques and conventions. Grammar techniques and conventions can change based on audience, purpose, context, and genre, and we will continue to explore this during the semester. With this in mind, I understand that reviewing specific grammar rules in class is not going to be helpful for everyone, but I will still review some grammar and style conventions throughout the semester according to our lesson focus. I will not grade you for every grammatical mistake in your class assignments. However, grammar (while sometimes annoying and difficult) is fundamental to writing coherently and effectively. Writing and re-writing is part of the drafting process, and for your final submissions (of essays, presentation materials, Reflections, etc.), I expect that you have put in the effort to employ correct grammar and punctuation. If your use of grammar is significantly impacting my ability to read your assignments, I will have to deduct points according to the assignments' rubric.

If you struggle with any part of the writing process, you are not alone! Even as an established writer, I too sometimes struggle with grammar conventions, organization, and style. You are welcome to visit my office hours or schedule a time to meet with me if you have questions or concerns about your writing. The Writing Center is also a great resource for all students. They can provide help with any part of your writing assignment from brainstorming and organization to grammar and style.

### **Late Policy**

All assignments can be turned in up to the last day of class. However if your assignment is **more than 30 minutes late**, you will receive a 10% deduction on that assignment. Also, if an assignment is late then I cannot provide feedback. If you need an extension, please email me **24 hours in advance** before the due date.

## **Classroom Protocol & Resources**

I intend for our classroom to be a **safe place** where every student can **express** their knowledge and opinions. In order for this to happen, students need to be prepared for class, ready to participate, and open to receiving feedback. While the classroom is a safe place, it is also a place where opinions can collide and raise new perspectives. Considering this, it is important to always maintain a **respectful attitude** towards all classmates, assignments, activities, and discussions. If at any point you feel unsafe or concerned about the classroom environment, please contact me privately. You are also always welcome to schedule a meeting with me if you would like to meet regarding other class assignments.

As for communications, all official communications for this class will be communicated via Canvas, with reminders and being sent via email. Each class will also begin with some announcements and reminders.

### **Attendance & Participation Policy**

You are allowed to miss as many classes as you need/want since I do not have an attendance requirement. However, by missing class you may miss points for class activities or assignments. Also, if you are not engaging, constantly late, etc., then this may result in deducted points.

If you have questions or concerns about your attendance and/or participation, you are welcome to contact me to set up a meeting, or visit my office hours. I understand that you have your own crazy and busy lives, and I am happy to be flexible as needed.

## **Additional Information & Resources**

There are many great resources on campus, so please do not feel uneasy about asking people for help. College can be difficult, and it's your personal responsibility to obtain the resources necessary for success. If you are struggling with this class, you are also always welcome to meet with me to discuss methods and strategies for catching up on work and succeeding. I had to do this in college all the time!

### ***Library Liaisons & Librarians***

Library website: <http://library.sjsu.edu>

English & Comparative Literature Liaison: Peggy Cabrera ([peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu))

### ***Writing Center***

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform.

All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website.

Writing Center website: <https://www.sjsu.edu/writingcenter/>

Schedule an appointment: <https://sjsu.mywconline.com/>

Writing Center Resources: <https://www.sjsu.edu/writingcenter/resources/handouts.php>

### ***Counseling Services***

Counseling website: <https://www.sjsu.edu/counseling/>

Self help resources: <https://www.sjsu.edu/counseling/resources/self-help-resources.php>

Make an appointment: <https://www.sjsu.edu/counseling/students/appointment.php>

### ***Peer Connections***

Peer-to-peer learning is a high impact practice that connects students to each other and offers them strategies to take charge of their own learning. When you work with Peer Connections, you will have sustainable support across all areas of your college experience.

Website: <https://peerconnections.sjsu.edu/>

Email: [peerconnections@sjsu.edu](mailto:peerconnections@sjsu.edu)

*“Ask for help. Not because you are weak, but because you want to remain strong.”*

*-Leo Brown*

# ENGL 1A, Section 94, Fall 2022: Course Schedule

See below the course schedule. Any changes will be communicated via Canvas or email. You are responsible for staying up to date on the course structure and coming to class prepared. **Also note that all readings will be posted on Canvas as PDFs.** We will review our Canvas Layout & Structure on the first day of class. If you have any questions, you are welcome to email me

## Course Schedule

Week	Date	Schedule
1	8/22 & 8/24	<p style="text-align: center;"><b><u>Introductions</u></b></p> <p><b>Monday 8/22</b> Homework:</p> <ul style="list-style-type: none"> <li>● Introduction Survey</li> <li>● Reading: Prendergast “How Is College Writing Different?” &amp; Norton “Collaborating”</li> </ul> <p><b>Wednesday 8/24</b> Homework:</p> <ul style="list-style-type: none"> <li>● Discussion Post</li> <li>● Reading: Norton “Academic Writing”</li> </ul>
2	8/29 & 8/31	<p style="text-align: center;"><b><u>College Level Everything</u></b></p> <p><b>Monday 8/29</b> Homework:</p> <ul style="list-style-type: none"> <li>● Reading: Norton Selections “Rhetorical Situations”</li> <li>● Literacy Narrative</li> </ul> <p><b>Wednesday 8/31</b> <b>DUE: LITERACY NARRATIVE</b> Homework:</p> <ul style="list-style-type: none"> <li>● Discussion Post</li> <li>● Reading: Norton Selections “Rhetorical Situations” &amp; McGraw-Hill “Oral Presentations”</li> </ul>
3	9/7	<p style="text-align: center;"><b><u>Identifying &amp; Explaining Rhetoric</u></b></p> <p><b>Wednesday 9/7</b> Homework:</p> <ul style="list-style-type: none"> <li>● Prepare Material for Presentation</li> </ul>
4	9/12 & 9/14	<p style="text-align: center;"><b><u>Different Ways To Read</u></b></p> <p><b>Monday 9/12</b> <b>DUE: PRESENTATION MATERIALS</b> Homework:</p>

		<ul style="list-style-type: none"> <li>• Reading: Norton “Reading Strategically” &amp; “Reading Critically”</li> <li>• Reflection #1</li> </ul> <p><b>Wednesday 9/14</b>  <b>DUE: REFLECTION #1</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Discussion Post</li> </ul>
5	9/19 & 9/21	<p style="text-align: center;"><b><u>Different Ways To Read</u></b></p> <p><b>Monday 9/19</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Prepare Material for Presentation</li> </ul> <p><b>Wednesday 9/21</b>  <b>DUE: PRESENTATION MATERIALS</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Reflection #2</li> <li>• Essay 1 Draft</li> </ul>
6	9/26 & 9/28	<p style="text-align: center;"><b><u>Different Ways To Write</u></b></p> <p><b>Monday 9/26</b>  <b>DUE: REFLECTION #2</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Essay 1 Draft</li> <li>• Reading: McGraw-Hill “Writing to Analyze” &amp; Prendergast “How Do I Outline My Paper?”</li> </ul> <p><b>Wednesday 9/28</b>  <b>DUE: ESSAY 1 DRAFT</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Discussion Post</li> <li>• Reading: McGraw-Hill “Using Strategies to Guide Readers” &amp; Rohn “The Time To Act”</li> </ul>
7	10/3 & 10/5	<p style="text-align: center;"><b><u>Different Ways To Write</u></b></p> <p><b>Monday 10/3</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Reading: Norton Selections “Editing/Responding/Revising” &amp; Prendergast “I Keep Getting B’s On My Papers. How Do I Get An A?”</li> </ul> <p><b>Wednesday 10/5</b>  Homework:</p> <ul style="list-style-type: none"> <li>• Second Drafts</li> </ul>

8	10/10 & 10/12	<p style="text-align: center;"><b><u>Using The Tools We've Collected</u></b></p> <p><b>Monday 10/10</b> Homework:</p> <ul style="list-style-type: none"> <li>● Second Drafts</li> <li>● Reading: Prendergast “Why Do We Read Each Other’s Drafts?” &amp; Rohn “Where Do You Go For Your Intellectual Feast?”</li> </ul> <p><b>Wednesday 10/12</b> <b>DUE: SECOND DRAFTS FOR PEER REVIEW</b> Homework:</p> <ul style="list-style-type: none"> <li>● Final Drafts</li> </ul>
9	10/17 & 10/19	<p style="text-align: center;"><b><u>Adding More Tools (Ethos/Pathos/Logos)</u></b></p> <p><b>Monday 10/17</b> Homework: Final Drafts</p> <p><b>Wednesday 10/19</b> <b>DUE: FINAL DRAFT ESSAY 1</b> Homework:</p> <ul style="list-style-type: none"> <li>● Discussion Post</li> <li>● Reading: McGraw-Hill “Writing to Convince” &amp; “Using Strategies for Argument”</li> </ul>
10	10/24 & 10/26	<p style="text-align: center;"><b><u>Argument &amp; Persuasion</u></b></p> <p><b>Monday 10/24</b> Homework:</p> <ul style="list-style-type: none"> <li>● Prepare Material for Presentation</li> </ul> <p><b>Wednesday 10/26</b> Homework:</p> <ul style="list-style-type: none"> <li>● Discussion Post</li> <li>● Prepare Material for Presentation</li> </ul>
11	10/31 & 11/2	<p style="text-align: center;"><b><u>Argument &amp; Persuasion</u></b></p> <p><b>Monday 10/31</b> <b>DUE: PRESENTATION MATERIALS</b> Homework:</p> <ul style="list-style-type: none"> <li>● Reflection #3</li> </ul> <p><b>Wednesday 11/2</b> <b>DUE: REFLECTION #3</b> Homework:</p> <ul style="list-style-type: none"> <li>● Essay 2 Draft</li> <li>● Discussion Post</li> </ul>

12	11/7 & 11/9	<p style="text-align: center;"><b><u>Discipline Writing</u></b></p> <p><b>Monday 11/7</b>  <b>DUE: ESSAY 2 DRAFT</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Reading: Norton “Finding Sources” &amp; “Synthesizing Ideas”</li> </ul> <p><b>Wednesday 11/9</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Discussion Post</li> <li>● Reading: Norton “Mixing Genres”</li> </ul>
13	11/14 & 11/16	<p style="text-align: center;"><b><u>Discipline Writing</u></b></p> <p><b>Monday 11/14</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Second Drafts</li> </ul> <p><b>Wednesday 11/16</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Second Drafts</li> <li>● Reading: Rohn “Learn To Deal in Challenges”</li> </ul>
14	11/28 & 11/30	<p style="text-align: center;"><b><u>Reviewing College Reading &amp; Writing</u></b></p> <p><b>Monday 11/21</b>  <b>DUE: SECOND DRAFTS FOR PEER REVIEW</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Final Drafts</li> </ul>
15	11/28 & 11/30	<p style="text-align: center;"><b><u>Reviewing College Reading &amp; Writing...and Private Meetings</u></b></p> <p><b>Monday 11/28</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Final Drafts</li> </ul> <p><b>Wednesday 11/30</b>  <b>DUE: FINAL DRAFT ESSAY 2</b>  Homework:</p> <ul style="list-style-type: none"> <li>● Discussion Post</li> <li>● Prepare Final Exam</li> </ul>
	12/5	<p style="text-align: center;"><b><u>Private Meetings</u></b></p> <p><b>Monday 12/5</b>  <b>DUE: ANNOTATED BIBLIOGRAPHY &amp; REFLECTION</b></p>
Final Exam	12/13	<p style="text-align: center;"><b><u>Final Presentations</u></b></p> <p><b>DUE: Final ePORTFOLIO AND PRESENTATION</b>  <b>Tuesday 12/13</b>  Final Exam Time: 12:15-2:30pm</p>