

**English 1A: First-Year Writing, Section 02, Spring 2022**  
**Department of English & Comparative Literature**  
**San José State University**

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<b>Office Hours:</b>	Mon & Tue 10:30am - 12 pm (Zoom <a href="#">link</a> )
<b>Class Days/Time:</b>	MW 9:00 - 10:15am
<b>Classroom:</b>	BBC 128 (Zoom <a href="#">link</a> )
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies</b>	
<b>Category:</b>	GE Area A2 Written Communication

### **Course Description**

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that gives form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. Students will learn to communicate clearly and effectively; since written expression is utilized in every profession, students will learn skills in this class that they will use later in life.

### **Technology Intensive Course**

This is an onsite course, meetings will be held in person at the designated place and time listed above. However, this course also heavily utilizes Canvas, the SJSU learning management system, to publish instructional materials, lessons, and activities. All major assignments will be submitted on Canvas; students will have access to and may be asked to comment on each other's posts. Thus, you will need regular access to the Internet and a computer. To produce and share your work, you will need word processing software (any software that allows you to save files in pdf or .docx format). Canvas will give you access to Google docs for collaborations, as well as presentation software (i.e. PowerPoint or Google Slides). Canvas includes video and audio recording abilities. If you need help to access these technologies, please contact the Student Technology Service Desk.

### **Required Texts**

1. *Understanding Rhetoric: A Graphic Guide to Writing 3rd Edition*
2. Free online and digital texts: Online Writing Lab ([owl.purdue.edu](http://owl.purdue.edu)), *The Norton Field Guide to Writing*, and *Bad Ideas About Writing* (available as free pdfs on Canvas > Files. Please download onto your device for easy offline access).

## Course Content

### *Diversity:*

SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will come from a variety of authors with different genders and from different socioeconomic classes.

### *Writing:*

Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. English 1A classes require multiple assigned essays.

### *Reading:*

There will be a substantial amount of reading for this class, some of which will come from assigned texts and some of which will be from sources you locate on your own.

### *Revision and Reflection:*

At the end of the semester, you are required to turn in a portfolio that consists of selected examples of writing you produced for our class, and a reflection on your revision process. Detailed instructions will be posted on Canvas, and we will discuss this project throughout the semester.

## Course Requirements

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of 45 hours for each unit of credit (normally 3 hours per unit per week), including preparing for class, participating in course activities, and completing assignments. These activities and assignments include:

1. 10 journal posts
2. 2 major essays
3. 1 portfolio + reflection
4. 1 multimodal presentation
5. Engagement (class participation via in-class quick writes, workshop, discussions, and/or comments on Canvas posts)

**Assignments** (all assignments will be submitted on Canvas)

### *Journal Posts:*

Members of the class are expected to write 10 journal posts based on assigned readings and class discussions. Your 300-500 word post should not simply summarize or repeat points raised in the readings or class, but **should build upon those points to advance our discussion**. You are welcome to discuss your reactions (liked or disliked, agreed or disagreed, etc., and why). I will evaluate blog posts based on evidence that you have read the assigned readings and have attempted to **expand upon the issues raised in a thoughtful way**. Some specified posts will be reflective essays, in essence you will be writing about your writing process.

### ***Essays:***

We write effective essays by building a strong writing process. Essays aren't assigned with only a prompt and a deadline in the near future. Therefore, you will brainstorm, outline, pre-write, write, workshop and revise. **Essays require 1500 -2000 words of thoughtful research, analysis, and commentary.** Essays should be typed, double spaced, and in 12pt Times New Roman font. Since this course studies process as much as the finished product, you will also, at times, be expected to submit pre-writes (outlines), rough drafts, and reflections.

### ***Process:***

As this course is geared towards understanding writing as a process, not just a product, you will incorporate the necessary steps (pre-writing, writing, revising etc.) to build effective writing habits which can be applied in any writing situation. Components of this process (outline, workshop reflection etc.) will be taught and evaluated throughout the semester.

### ***Engagement:***

Students will earn engagement (or participation) credit for actively engaging with the material we cover, with their peers, and with their own work. As this is an in-person course, participation **will primarily be based on your attendance (in class and on zoom), involvement in daily discussions, your responses to quick writes and discussion posts, as well as your verbal participation in large and small group class discussions.** Students will also create a final multimodal presentation in the form of an artifact (collage, Tiktok video, poster, dance, podcast etc) to present a relevant message to a chosen audience. Students must use modes other than the essay or powerpoint. This is your chance to combine our curriculum on communication/composition studies and your non-essayist interests/passions.

### ***Final Portfolio:***

A final portfolio of selected process pieces and assignments will be completed over the semester, accompanied by a reflection paper that uses excerpts from both first and final essay drafts to demonstrate how you applied rhetorical concepts learned in class. Since all work is being submitted on Canvas, you will build the portfolio once you complete various writing assignments throughout the semester. More details will be given later on in the semester.

Assignment	Word Count	Points	% of Final Grade	GELO
<b>Journal Posts (10)</b>	400	20	20	1, 2, 3, 4, 5
<b>Essays (2)</b>	2,000	100	40	1, 2, 3, 4, 5
<b>Process (2)</b>	-	100	30	1, 2, 4, 5
<b>Engagement</b>	-	100 100	10	1, 2, 3, 4, 5

## Grading Policy

This course must be passed with a C- or better as a CSU graduation requirement. Course grades are calculated using the following scale:

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's strengths in clarity, organization, effective argumentation, effective use of sources, and grasp of language. All assignments are graded on an A-F scale. The following are the criteria by which essays are typically evaluated in first-year 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.

A "B" essay demonstrates competence in the same categories as an "A" essay, but may not be fully developed in one or more of those areas, and suitably responds to the topic.

A "C" essay will complete the minimum requirements of the assignment, may not effectively develop or present ideas and evidence.

A "D" essay will neglect to meet all the requirements of the assignment, and may be superficial in its treatment of the topic. It may lack development of or focus on the topic, which can interfere with overall coherence.

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

## GE Learning Outcomes (GELO)

Upon successful completion of the 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.

## Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates.

### Late work

Major assignments will be graded down a full letter grade for each day they are late, and may only be submitted up to **two days late**. In case of extenuating circumstances, please communicate with me in advance, and I may be willing to work out a new deadline for you. All assignments must be turned in for a passing grade. **Note:** students must receive a C- or higher to pass the course.

### Classroom Protocol

In English 1A, much of the learning happens in class. Therefore, it is imperative that you attend each class session and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments-- which include writing in response to prompts.

\*\*\*Class discussions will sometimes include material of sensitive nature. In this course, students may encounter materials that differ from, and perhaps, challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with **me**.

\*\*\*If you have special needs or accommodation requests, message me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve.

### University Policies

University-wide policy information relevant to all courses, such as academic integrity, accommodations, can be found at:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

### Covid-19 Campus Policy

On December 22, 2021, the CSU announced that all CSU campuses will require students, faculty and staff accessing university facilities to receive a COVID-19 vaccine booster shot to remain in compliance with the CSU's vaccination policy. The CSU's new requirement calls for boosters to be received by February 28, 2022, or six months after an individual received the final dose of the original vaccination, whichever is later. Medical and religious exemptions may apply. **At SJSU, all booster-eligible students who are registered for hybrid or in-person classes are required to update their vaccination status and upload a record of their booster shot by January 31, 2022.** Further information can be found at:

<https://www.sjsu.edu/healthadvisories/vaccination.php>

### General Expectations, Rights and Responsibilities of the Student:

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. It is recommended that students seek clarification or discuss concerns with their instructor.

## Course Schedule:

\*\*\*Schedule is tentative and subject to change at any given time. It is the student's responsibility to check Canvas for updated assignment deadlines and assigned work.

Week	Date	Readings, Assignments, Discussions, Deadlines <i>(all assignments/readings are due on the date in which they are listed and should be completed <b>before</b> class.)</i>
1	Jan 26	<b>Introductions &amp; Ice Breaker</b> Syllabus, Canvas, SJSU Writing Center, Purpose of FYW, process, portfolios, and classroom norms
2	Jan 31	<b>Discussion:</b> Rhetoric <i>"America is Facing a Literacy Crisis"</i> Bad Ideas (pg 13-17) <i>"First-Year Composition Should be Skipped"</i> Bad Ideas (pg 24-29) Explore <b>Quest Narratives</b> in small groups
2	Feb 2	<b>Due: Quest Narrative</b> (diagnostic essay: max 500 words) Small Group: Share Quest Narratives Large Group: Writing history, writing process, writing goals for the semester
2	Feb 7	<b>Discussion:</b> Audience, Purpose, Context <i>"You Can Learn to Write in General"</i> Bad Ideas (pg30) <i>"Rhetorical Situations"</i> Norton (pg 55-67) <b>Small Group Activity:</b> Zombie Apocalypse
3	Feb 9	<b>Due: Blog Post 1 [Respond to readings]</b> <b>Readings:</b> Dope af reading skills <i>"Reading and Writing Are Not Connected"</i> Bad Ideas (pg 38-42) <i>"Dealing with Difficult Text"</i> and <i>"Annotating"</i> Norton (pg 14-19) <i>"Reading Critically"</i> Norton (pg 26-32)
3	Feb 14	<b>Discussion:</b> How to use Library Resources (online) <b>Assign Essay 1: Film Analysis</b> (Contextual+Critical Analysis Essay) Small Groups: <i>"Research Starts with Answers"</i> Bad Ideas Bad Ideas (pg 226-230) <i>"Research Starts with a Thesis Statement"</i> Bad Ideas (pg 231-235)
4	Feb 16	<b>Due: Thesis + Annotated Bib (minimum 5 sources) for Film Essay</b> <b>In Class:</b> Draft Intro Paragraph <i>"Parts of a Thesis Sentence"</i> <a href="#">OWL Module</a>

		“Evaluating Sources” <a href="#">OWL Module</a>
4	Feb 21	<b>Workshop Intro Paragraph</b> <b>Due: Blog Post 2 [Intro Paragraph Final Draft]</b> <b>Discussion:</b> Quick Write Activity [Evidence] Small Group Activity Assign readings for next class
5	Feb 23	<b>Discussion:</b> Writing a draft “ <i>Synthesizing Ideas</i> ” Norton (pg 473 - 477) “ <i>Shitty First Drafts</i> ” <a href="#">Excerpt</a> by Anne Lamott
5	Feb 28	<b>Due: Blog Post 3 [Film Analysis]</b> <b>Discussion:</b> Dolly Parton Activity for Film Character + Explanation Work on Essay Draft
6	Mar 2	<b>Due: Film Essay Draft</b> <b>Discussion:</b> Werewolves Activity
6	Mar 7	<b>Due: Blog Post 4 [Song Analysis]</b> <b>Discussion:</b> #tldr “What do I say about some else’s draft” Canvas files MLA citations (OWL <a href="#">Purdue</a> )
7	Mar 9	<b>Workshop Essay 1</b>
7	Mar 14	<b>Due: Blog Post 5 [Workshop Reflection]</b> <b>Discuss:</b> Revision basics “ <i>Assessing Your Own Writing,</i> ” “ <i>Getting Responses and Revising</i> ” “ <i>Editing and Proofreading</i> ” Norton Ch. 29-31 (pg 300-317)
8	Mar 16	<b>Due: Essay 1 Final Draft</b> <b>Discussion:</b>

		Semiotics
8	Mar 21	<b>Due: Blog Post 6 [Semiotic Ad Analysis]</b> <b>Discussion:</b> Social Discourse + Call to action Writing about social movements and social awareness. <b>Intro to Essay 2: Advocacy Essay (Informative + Persuasive)</b>
9	Mar 23	<b>Blog Post 7 [Essay Proposal]</b> <b>Last Day to submit Mid Semester Evaluation</b> (in Canvas Quizzes) Library Day: Continue research, write thesis & intro paragraph <b>Extra Credit: Outline 20 points</b>
9	Mar 28	<b>SPRING BREAK</b>
10	Mar 30	<b>SPRING BREAK</b>
10	Apr 4	<b>Discuss: Mid Semester Evaluations</b> Groups: Rhetorical Activity <i>"Checking for Fallacies"</i> Norton (pg 370 - 372)
11	Apr 6	<b>Due: Blog Post 8 [Instructional Writing]</b> <b>Discussion: Werewolves Activity</b>
11	Apr 11	<b>Due: Essay 2 Draft</b> <b>Rhetorical Activity Advocacy (audience/purpose/context)</b>
12	Apr 13	<b>Discussion:</b> Portfolio Demonstration + Using Portfolium. <ol style="list-style-type: none"> <li>1. Talk about scoring (GELOs)</li> <li>2. Reflection on writing process work (pre writing, writing, revising)?</li> <li>3. Personal writing improvements: Provide examples of the writing process.</li> </ol> <b>Due Sunday 11/7 by midnight: Peer Comments/Feedback on Canvas</b>
12	Apr 18	<b>Workshop 2</b> Please arrive ready to discuss peer papers comprehensively.
13	Apr 20	<b>Quick Write: Workshop Reflection</b>  <b>Discussion:</b> Intro to Instructive Multimodal Presentation "Don't just tweet, DO something!"

13	Apr 25	<b>Meet in front of LIBRARY</b> to research Multimodal
14	Apr 27	<b>Due: Essay 2 Final</b> <b>Due: Blog Post 9 [Multimodal Topic + Plan]</b> EPortfolio Day  Work on Portfolio Reflections
14	May 2	<b>Portfolio Reflection Workshop</b>
15	May 4	<b>Due: Blog Post 10 [Final Reflection]</b> Work on multimodal presentations
15	May 9	<b>Due: Multimodal Presentations</b> <b>Final Presentations/Last Class</b>
16	May 11	<b>Final Presentations/Last Class</b>
16	May 16	<b>Last Class</b> <b>Submit: ePortfolio</b>