

San José State University
Humanities and the Arts Department of English and Comparative Literature
English 1A , First Year Writing, Section 03, Spring, 2022

Course and Contact Information

Instructor: Christopher Dizon
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Email: Christopher.J.Dizon@sjsu.edu
Office Hours: By appointment on Tuesday 10:30 to 12:30PM via Zoom
Class Days/Time: Tuesdays and Thursdays 9:00 AM to 10:15 PM
Classroom: Boccardo Business Center 128
Prerequisites: Reflection on College Writing
GE/SJSU Studies Category: A2: Written Communications 1A

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.

Course Format

Technology Intensive, Hybrid, and Online Courses

While the class will meet in person, technology and the setting of public health will influence the shape of the course. Having access to a computer and a laptop will be necessary for zoom sessions and in person instruction. I will use Canvas, the SJSU learning management system to publish instructional materials, lessons, and activities. You will submit your work in Canvas discussions; everyone will have access to and use everyone else's posts for our research. 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 as .doc or .docx) a. 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 DeskService Learning (SL) Courses or Credit Bearing Internships (Suggested, if applicable, but not mandatory).

For help with using Canvas see [Canvas Student Resources page](#).

Course Goals

In this course, you will explore an issue that matters to you through three major projects: a personal narrative, an expository essay, and a persuasive essay. Each essay will refine an essential component of critical thinking. In addition, the shorter assignments will offer your opportunities to practice rhetoric with a focus on audience, purpose, and context. Overall, the main goal is to improve our insight through writing and process.

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

1. 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.
2. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
3. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

GE Learning Outcomes (GELO)

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

1. *Written Communication, satisfied by Personal Narrative, Expository Essay, Persuasive Essay*
2. *Quantitative Reasoning satisfied by in class collaborative work and gamified modules.*
3. *Critical Thinking, satisfied by metacognitive reflections with “Werewolf Rhetoric.”*
4. *Oral Communication, satisfied by completing collaborative in-class modules.*

Course Learning Outcomes (CLO)

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

1. *Compose writing adhering to voice and genre*
2. *Form formal arguments with the use of logical evidence*
3. *Analyze the rhetorical aspects of a given context and evaluate limitations*

Required Texts/Readings

Textbook

There will be no assigned textbook for this course. Reading material will be available online via Canvas.

Other technology requirements / equipment / material

Pencils, pens, and paper will occasionally be used in class.

Course Requirements and Assignments

Students within the course will be tasked with completing three major writing assignments in the personal narrative, the expository essay, and the persuasive essay. Each major writing project will focus on a different genre of writing with unique constraints. As students learn about the genre through completing brief reading responses and in class collaborative tasks, they will also work towards applying that knowledge towards their writing. In a process-based sequence of composition, students will experiment with a genre’s limitations by reading examples for quantitative analysis, performing in-class free writes, and contributing to collaborative group modules. In this sense, attendance matters. While most late work is conditionally accepted, credit for in-class group modules and peer-review workshop days cannot be made-up. However, accommodations can be made. If a student misses a class, it will be up to them to catch-up. Due dates for the major projects, homework assignments, discussion boards, and e-portfolio are available on Canvas. Dates are subject to change, and students will be notified ahead of time.

Grading Information

Personal Narrative (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

Expository Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

Persuasive Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

Discussion Board Modules (15 points)

Each discussion board post is worth a point. Tasks assigned through discussion boards usually include in-class group work and collaborative reflections. The maximum of points awarded is 15. Complete these posts before class to be prepared for in-class discussion and any other activities.

Assignments (15 points)

Each week, short assignments are distributed as scaffolding tasks that fold into larger projects. Typical assignments include readings and reflective prompts. Like discussion boards, more than 15 assignments will be assigned during the course. While a maximum of 15 points is also earned in this segment, students are encouraged to complete all assignments to compose a course minimum of 8,000 words.

Portfolio (10 points)

Annotated Bibliography 5

Reflection Essay 5

Total points possible: 100

[University's Syllabus Information web page](#)

“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.”

Final Examination/Evaluation

The culminating experience of the class will be evaluated through the e-portfolio. In place of a final examination, students will create a portfolio their work, synthesizing their learning experience in an annotated bibliography and comprehensive reflection essay. In addition to composing new materials, students will collect previous writing samples to display their overall development. The e-portfolio submission will count for 10 percent of the overall grade.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

Determination of Grades

- Grades will be determined for the course by the three major writing assignments, discussion board posts, total assignments, and submission of the e-portfolio.
- Points are awarded for tasks based on timely submission and completion.
- While most discussion board posts and assignments may be turned in late, draft materials on peer review workshop dates cannot be made up. Similarly, missed attendance for in-class collaborative work and reflections will be marked as incomplete. However, if an emergency occurs, please let me know a day in advance, and we will work together to find a solution.

A = An “A” will be worth 90 to 100 percent of the points possible.

B = A “B” will be worth 80 to 89 percent of the points possible.

C = A “C” will be worth 70 to 79 percent of the points possible.

D = A “D” will be worth 60 to 69 percent of the points possible.

F = An “F” will be worth 50 to 59 percent of the total points possible.

Grading Information for GE/100W (Delete if not applicable)

- **For Basic Skills** (A1, A2, A3, B4) include the following statement:

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

- **For 100W (Area Z)** courses, include the following statement:

“This course must be passed with a C or better as an SJSU graduation requirement.”

- **For upper division GE courses (R, S, V)** include the following paragraph:

“Passage of the Writing Skills Test (WST) or the WST Directed Self Placement or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

First, please come to class on time and prepared. Attendance will be monitored for health and safety. Secondly, during in-class discussions, be mindful of each other so that we can create a safe and secure learning environment. Students should feel free to ask questions and gain clarity within the classroom. Lastly, this course emphasizes process over product. Completing shorter assignment on route to larger projects will establish academic success.

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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](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.

English 1A / First Year Writing, Spring 2022, Course Schedule

The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs 1/27	Welcome! In class: Introduction, Syllabus, Class work-flow, Read for next meeting: “Shitty First Drafts” + “Spotlight” Assignment: Response to Anne Lamont + Spotlight
2	Tues 2/1	In class: The writing process, personal narrative, pathos Audience, Purpose, and context-- Read for next meeting: Dan Harmon + Sea Urchin Assignment: Response to story circles
2	Thurs 2/3	In class: The Personal Narrative + Neil Gaiman exercise + Ali’s Gravestone/Odyssey + What is the purpose of a story? Read for next meeting: Emily Flake Assignment: Social media stories
3	Tues 2/8	In class: Machado’s body + Prompt Jar + Story Revision Read for next meeting: Carmen Machado Assignment: Story of the body
3	Thurs 2/10	In class: Introductions + Conclusions Read for next meeting: David Bardeen Discussion post: Personal Narrative Outline + Werewolf Rhetoric Response Personal Narrative: Outline and essay proposal
4	Tues 2/15	In class: Body Paragraphs, sensory detail, and descriptions. Assignment: Work on Personal Narrative
4	Thurs 2/17	In class: Workshop + Machado’s Letter Read for next meeting: “A Black Woman Wishes” by Lockington Personal Narrative: Rough Draft + Peer review
5	Tues 2/22	In class: Lockington + Genre Analysis: ROCKBAND + Personal Narratives What is expository writing? What is a genre? Read for next meeting: “Movies like Avatar”
5	Thurs 2/24	In class: Rock band + Genre Improv: How to make a movie + Personal Narratives Read for next meeting: Among Us Imposter Tips Discussion post: Avatar outline + Top 100 list
6	Tues 3/1	In class: Critical Analysis + Writing to Explain + Imposter Tips + Explaining Fandom to Dinosaurs + 5 essay topics Read for next meeting: Present an example of a good explanation Discussion post: Explain fandom to an audience Personal Narrative: Final Draft + Draft letter

Week	Date	Topics, Readings, Assignments, Deadlines
6	Thurs 3/3	In class: Critical Analysis + Writing to Explain + Expository Essay Define the genre with 4 images and captions (Dolly Parton Meme) Read for next meeting: “The Jersey Shore” by Cadiz Discussion post: Robot Training (How To)
7	Tues 3/8	In class: Expository Essay Templates + Visual Rhetoric: Direct Analysis + Indirect Analysis Werewolf Rhetoric Explanation Read for next meeting: Diane Metzger Expository Essay: Outline + Draft proposal
7	Thurs 3/10	In class: Quote Sandwich Template + Werewolf Rhetoric 1 Read for next meeting: Discussion Post: Werewolf Rhetoric reflection
8	Tues 3/15	In class: Criteria and Contrast Read for next meeting: Chicken Sandwich War
8	Thurs 3/17	In class: Peer review workshop Expository Essay: Rough draft + Peer review
9	Tues 3/22	In class: Expository Essay + Chicken Sandwich War Read for next meeting: “Read Animal Rights” by Singer Discussion post: Violent communication + Animal Rights
9	Thurs 3/24	In class: Persuasive Argument Violence + Animal Rights Read for next meeting: The First-Year dilemma by Horn Discussion post: Animal rights
10	Tues 3/29	In class: No Class—Spring Break
10	Thurs 3/31	In class: No Class—Spring Break + Cesar Chavez Day
11	Tues 4/5	In class: Zombie Rhetoric + Rhetorical Fallacies Read for next meeting: “Is the internet making us smarter?” by Shirky Discussion board: How to win your argument
11	Thurs 4/7	In class: Appeal to emotion, logic, and ethos. How do we appeal to the audience? Read for next meeting: “Sorting out villainy” by Smith Discussion board: Dear Future Me
12	Tues 4/12	In class: Cranberry and Free How do we appeal to the audience? Read for next meeting: Why the Revolution by Gladwell
12	Thurs 4/14	In class: Cranberry and Free Read for next meeting: “A day in the life of your child on Adderall” by Rowe Discussion board: Google + Swipe Right Persuasive Essay: Outline + Essay proposal
13	Tues	In class: Google + Swipe Right

Week	Date	Topics, Readings, Assignments, Deadlines
	4/19	Read for next meeting: “Is google making us stupid?” By Carr Discussion board: What is the claim?
13	Thurs 4/21	In class: Analyzing the argument Read for next meeting: “The Pleasure of Eating” by Berry Discussion board: Eating + Alien Food Fight Persuasive Essay: Rough draft + Peer review
14	Tues 4/26	In class: Alien Food Fight + Persuasive Essay + Confirmation Bias + Research
14	Thurs 4/28	In class: E-portfolios 1: Top 5 most memorable activities Persuasive Essay: Full draft + Draft letter
15	Tues 5/3	In class: E-portfolios 2: Learning outcomes and reflection
15	Thurs 5/5	Holiday: Cinco De Mayo
16	Tues 5/10	Final draft of e-portfolio and portfolio reflections due at 9:00 am on Canvas
16	Thurs 5/12	Last Day of in class instruction: Werewolf Rhetoric 3