

San José State University
Humanities and Arts, Department of English and Comparative Literature

English 1A, First-Year Writing, Section 12, 13, and 14

Spring 2022

Instructor:	Amber Sylva
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Office Hours:	Tuesday 11:00 am- 1:00 pm Thursday 11:00 am- 12:00 pm and by appointment
Class Days/Time:	Tuesday/Thursday 3:00 pm- 4:15 pm (Section 12); 4:30 pm- 5:45 pm (Section 13); 6:00 pm- 7:15 pm (Section 14)
Classroom:	BBC 121
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

Course Description

English 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences, purposes, and contexts. You will learn to communicate clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. The theme of this course is “Community and Social Injustice.” Therefore, our writings will focus on bringing our diversities together to build a community that will enhance our lives and the lives around us.

Course Format

Technology Intensive, Hybrid, and Online Courses

You can find course materials such as syllabus, handouts, notes, and assignment instructions on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. Furthermore, there are both synchronous and asynchronous activities in the course, some conducted in person whereas others online through Canvas. You will need access to stable WiFi and a computer to complete course assignments.

GE Learning Outcomes (GELO)

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. We have designed this course to ensure that you meet these outcomes.

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

1. demonstrate the ability to *read actively and rhetorically*;
2. perform the essential steps in the *writing process* (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;
3. **articulate an awareness of and write according to the rhetorical feature 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/Subscriptions

All required texts will be available for purchase in the SJSU bookstore.

Can I use I? By Catherine Prendergast ISBN: 978-0-986-14571-1

Subscription to Packback (This will be purchased online through your Canvas shell.)

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Monday at 10:00PM PST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 5pts of each assignment grade;
- 2 Responses every week with a minimum Curiosity Score of 55, worth 5pts of each assignment grade;
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback assignment link within Canvas to access the community
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in Canvas make sure to click each Packback assignment link as you post your Packback submissions.
Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>

Other Readings

Any additional readings will be posted to the Canvas course site and/or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Other technology requirements / equipment / material

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity to participate in classroom activities and/or submit assignments. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Library Liaison

Peggy Cabrera, peggy.cabrera@sjsu.edu, 408-808-2034, Dr. Martin Luther King Jr. Library

How is Our ENGL 1A Course Designed? I am glad you asked!

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on our 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 meaning public debate. Moreover, because we are diverse, we are able to learn about other cultures. Our diversity will benefit our classroom and SJSU community.

Diversity is beautiful and accepted here. Sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such materials with **me**.

Writing: We are all writers in a writing class; therefore, we will explore the writing process together that will help our writing by prewriting, writing, and rewriting. Each writing assignment will allow us to prepare for both academic and real-world writing scenarios. Together, we will learn how to embrace writing moving forward.

Reading: Writing and reading go hand-in-hand. So, we will read a lot in this class, some of which will be hand-selected for you and some of which will be from sources you locate and find of interest.

Final Experience: We will be compiling a portfolio throughout the semester that consists of selected examples of your writing that you produce in our class. Every portfolio will include:

- All drafts (incl. prewriting materials): “Literacy Narrative”
- All drafts (incl. prewriting materials): “Critical Essay”
- Paragraph about English 1A
- All drafts (incl. prewriting materials): Major assignment from class
- All drafts (incl. prewriting materials): “Annotated Bibliography”
- Course Reflection Essay (Final Draft)

Course Requirements and Assignments

English 1A Section 12, 13, and 14 consists of Tuesday/ Thursday class meetings with four major assignments. (Per the University, we will meet online until the week of February 14.) Three of these assignments will be written essays exploring various aspects of writing genres. All three essays will begin with a brief (no more than 250 words) proposal that is to be turned in on the specified due date (please refer to our class syllabus). The proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After your proposal is approved, you will need to prepare a rough draft of your essay and **upload your working draft onto Canvas (before class)** on our **workshop** days. The fourth assignment will consist of a collaboration with a peer (or individually) in the form of a multimodal (MM) project (presentation). If working in a group, you will use the “A Problem Within My Community” and “Ways to Improve My Community” writing assignments to compare/contrast with your student colleague. If you are working individually, you will use the aforementioned essays and present on your research. This presentation is to enhance our awareness of the diversity within our classroom community and our SJSU community. Furthermore, this assignment will give you a chance to use your rhetorical skills to help others understand the importance of kindness and acceptance. Each presentation is to be 8-10 minutes in length. (Presentation times will differ depending on number of presenters.)

Not sure what a multimodal project is? We will go over Multimodal in detail during class, and it will be posted in Canvas, too. But, in short, a multimodal project uses different modes of communication such as: written, oral, aural, digital, and visual.

The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. The reflective essay will accompany a portfolio of your writing that will be compiled in-class during our last meeting. You must also submit your Annotated Bibliography along with your reflective essay. In-depth descriptions of each assignment will be gone over in class and will also be available under the “Assignments” tab in Canvas.

Please note that all essays adhere to proper MLA format. Essays must 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.

Procedures

All major assignments are to be turned in electronically via Canvas **AND** a printed copy by the beginning of class. Any assignments that are not turned in by class start time will be considered late. In order to turn in your paper, you must be in class. In other words, a classmate/friend/relative cannot turn in your paper for you. No Exceptions.

If you are ill and unable to turn in a printed copy, please email me **before** the start of class on the due date; however, you are still required to submit an electronic copy before the start of class. In order for any missing assignments to be accepted, documentation must be provided. An example, if you are sick and unable to turn in your first major assignment, you must provide a doctor’s note (clearing your absence) in order for the assignment to be accepted without penalty. If you do not have proper documentation, then the late policy will be implemented.

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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Final Examination or Evaluation

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.

We will discuss our final and assessment as the end of the term approaches.

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **before the deadline**. All assignments must be turned in to pass the class, even though assignments turned in more that 5 days after the due date will earn a “0.” **Please note:** This course must be passed with a C- or better as a CSU graduation requirement.

Course grades will be calculated using the following scale:

97% - 100%= A	94% - 96%= A	90% - 93%=A-
87% - 89% = B+	84% - 86%=B	80% - 83%=B-
77% - 79% = C+	74% - 76%=C	70% - 73%=C-

67% - 69% = D+	64% - 66% = D	60% - 63% = D-
		59% and below is an F

Grade Calculations

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

Assignment	Word Count	GELO outcomes.	Grade Calculations
In-class Diagnostic Essay	650+	2-4	0% (0 pts)
10 Discussion Boards	1,100	2,3	10% (100 pts)
Elevator Pitch	150	1-5	5% (50 pts)
"A Problem Within My Community" Essay (incl. process materials)	1,250	1-5	10% (100 pts)
"Ways to Improve My Community" Essay (incl. process materials)	1,500	1-5	15% (150 pts)
Annotated Bibliography	500+	2-4	5% (50 pts)
Portfolio Reflection Essay	1,000	1-5	5% (50 pts)
Presentation, Write Up, and Reflection	750+	2-5	20% (200 pts)
Packback Assignments	1,100	1-5	10% (100 pts)

Miscellaneous Assignments, tests, quizzes et cetera	n/a	1-5	10% (100 pts)
Engagement/Participation (daily in-class assignments) (5 pts./day)	n/a	n/a	10% (100 pts)

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

It is important for you to have a say in your learning environment. I am interested in your comments and concerns. Therefore, before we delve into the course content, we need clear expectations of our learning community, so you can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive in the past? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

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>). Make sure to visit this page to review and be aware of these university policies and resources.

