

San José State University
Department of English and Comparative Literature
22320, ENGL 1A, Section 18, Spring, 2022

Course and Contact Information

Instructor: Dr. Amanda Emanuel Smith

Office Location: FOB 219

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Office Hours: Wednesdays 12:00-1:30 pm (virtually through Zoom) and by appointment

Class Days/Times: Fridays, 9:30 am – 12:15 pm

Classroom: For this class, we will meet virtually through Zoom; the link can be found on our Canvas homepage

Prerequisites: Reflection on College Writing (Directed Self-Placement)

GE/SJSU Studies Category: GE Area A2 Written Communication 1

Course Description

ENGL 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 and rhetorical situations.

Section Specific Course Description

In this one-semester online course, we will explore the complex notion of belonging and the extent to which our social identities are informed – or even created – by the intersectionality of our cultural, linguistic, and religious (or non-religious) affiliations. We will envision identity in this context not as a state of being but as a process of becoming, a process which can be mapped out both spatially and temporally.

We will begin by sharing – and eventually revising - the literacy narratives you wrote for the Reflection on College Writing (RCW). We will (re)consider and possibly unsettle traditional ideas about literacy by telling our stories – where we're from, who inspired us, what we've read – and listening to those of others, like Amy Tan's "Mother Tongue" and Kiki Petrosino's "Literacy Narrative," to uncover both the universality and uniqueness of our experiences. We will chart points of collision and diversion using Google Maps, acknowledging that while we are each on our own path, there are moments of connection that evidence the intricate, sometimes undetectable, "knotworks" in and through which we engage as social beings.

This class is not about the answering but the asking of questions: *Who am I? How and where do I fit in? What can I contribute to a given discourse? What is mine to say?* We will continue adding to our maps before combining them with those of our peers. We will compose student profiles to use as research, creating a larger, more comprehensive "map" of first-year SJSU students and the literacies they bring to our campus community. Doing so will afford us the opportunity to reflect on and problematize the very definition of literacy and the methods used to evaluate it. Together we will tell the stories and add the details that are too often omitted in assessment as we inquire who *we* are and where *we* fit in – at SJSU, of course, but also in the other (cultural, linguistic, and religious) communities in which we participate.

In short, this is a course on navigation. We will learn to navigate diverse genres, texts, and rhetorical situations, but we will also learn to navigate between different groups and social settings. We will learn to map and take stock of where we've been, where we are, and the direction we are going. We will veer, intersect, and redirect;

we will discover, I think, that our goals – the destinations we imagine for ourselves – change. And, whatever our affiliations, so do we.

Course Format

Technology Intensive, Hybrid, and Online Courses

This is an online, synchronous course. This means that we will hold class virtually through Zoom. To prepare for each session, you will need to complete weekly modules in Canvas. This means that you will need a laptop and reliable Internet to attend class and submit your work.

GE Learning Outcomes (GELO)

Upon successful completion of the course, you 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/Other Readings

You do not need a textbook for this class. Instead, all readings will be posted in our weekly Canvas modules.

Course Requirements and Assignments

You will complete a total of 5 major assignments in this course: 1) revised literacy narrative, 2) literacy map, 3) profile project, 4) critical essay, 5) self-reflection/ePortfolio. In addition, you will work through a number of readings and activities in Canvas modules. These will help you to better understand theoretical concepts linked to our course theme and to acquire different strategies for college-level writing. Weekly modules will be published every Friday in Canvas.

[University Policy S16-9:](#)

“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 or Evaluation

As a culminating activity at the end of the semester, you will piece together a portfolio of the work you have done in our writing community. Your portfolio will include a self-reflection essay in which you will evidence your progress toward proficiency as well as an annotated bibliography to help your audience (your instructor and another member of first-year writing faculty) navigate your argument.

Grading Information

Determination of Grades

Grading Contract:¹

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.

The default grade for this course is a “B+.” If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a “B+.” If you miss in-class activities, turn in assignments late, fail to increase your work’s intensity, or fail to submit assignments, your grade will be lower.

You will not be graded, at least not in a traditional sense, on any assignment; instead, you will receive feedback from your peers and writing coach for most major assignments. All work (major and minor assignments) will be awarded one point for completion.

You are guaranteed a “B+” if you meet the following conditions:

- 1. You complete 88% of minor assignments, including in-class reading responses and outlines and drafts of all major assignments. .*
- 2. You abide by the classroom protocol expected of an engaged online learning community.*
- 3. You complete all major and minor assignments **on time**. You will not receive credit for late work.*
- 4. You may turn in **one** major assignment late. This work must be submitted within 48 hours of initial due date.*
- 5. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed “missed.” You will not receive credit for missed work.*

¹ ¹Adapted from Professor Angela Clark-Oates’s ENGL 220D syllabus, Dr. Ti Macklin’s ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

6. *You receive a 1/1 on all major assignments. This means that if you fail to turn in a major assignment, you will receive a non-passing grade for this course (either a “D” or an “F”).*
7. *You provide thoughtful peer feedback during asynchronous workshops and commit yourself to other collaborative work.*
8. *You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).*
 - a. *Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.*

****NOTE:** *The B+ grade is contingent on your behavior as an engaged member of our learning community.*

“A” Grades:

The grade of A depends on the quality of work you produce. To receive an A as your semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation “exceeds expectations” on your final portfolio reflection.

Grades Lower Than “B+”:

“C,” “D,” or “F” grades occur when you fail to complete 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a “B+” unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea:

I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.*

Grading Information for GE/100W

- **For Basic Skills** (A1, A2, A3, B4):

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

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.

50143 / ENGL 1A, Fall, 2021 Course Schedule

Course Schedule

NOTE: All weekly module activities will be due every Friday at 9:30 am. We will use our Friday Zoom classes to go over the module activities in more detail and discuss how different concepts can be applied to our real writing situations. You will receive credit for the work you do in class.

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines
1	F 1/28	Course Introduction HW: Complete “Week 1” activities in the Canvas module “Literacy Narrative”
2	F 2/4	DUE: “Week 1” activities HW: Complete “Week 2” activities in the Canvas module “Literacy Narrative”
3	F 2/11	DUE: “Week 2” activities HW: Complete “Week 3” activities in the Canvas module “Literacy Map”
4	F 2/18	DUE: “Week 3” activities HW: Complete “Week 4” activities in the Canvas module “Literacy Map”
5	F 2/25	DUE: “Week 4” activities HW: Complete “Week 5” activities in the Canvas module “Literacy Map”
6	F 3/4	DUE: “Week 5” activities HW: Complete “Week 6” activities in the Canvas module “Profile”
7	F 3/11	DUE: “Week 6” activities HW: Complete “Week 7” activities in the Canvas module “Profile”
8	F 3/18	DUE: “Week 7” activities HW: Complete “Week 8” activities in the Canvas module “Profile”
9	F 3/25	DUE: “Week 8” activities HW: Complete “Week 9” activities in the Canvas module “Critical Essay”
10	F 4/1	SPRING BREAK: NO CLASS
11	F 4/8	DUE: “Week 9” activities HW: Complete “Week 11” activities in the Canvas module “Critical Essay”
12	F 4/15	DUE: “Week 10” activities HW: Complete “Week 12” activities in the Canvas module “Critical Essay”
13	F 4/22	DUE: “Week 11” activities HW: Complete “Week 13” activities in the Canvas module “Critical Essay”
14	F 4/29	DUE: “Week 12” activities HW: Complete “Week 14” activities in the Canvas module “ePortfolio”
15	F 5/6	DUE: “Week 13” activities HW: Complete “Week 15” activities in the Canvas module “ePortfolio”
16	F 5/13	DUE: “Week 14” activities HW: Complete “Week 16” activities in the Canvas module “ePortfolio”
17	F 5/20	All activities are due in Canvas by 11:59 pm