

**ENGL 1A-02 (41806) FIRST YEAR WRITING
(LECTURE)
ASYNCHRONOUS/ JUNE 1ST TO AUGUST
5TH**

INSTRUCTOR	Joseph Navarro Canvas and Zoom
OFFICE LOCATION EMAIL	Joseph.navarro@sjsu.edu
OFFICE HOURS	
SYNCHRONOUS MEETING TIMES	Monday/Wednesday 5:00pm-6:30pm (optional)
PREREQUISITES	Completion of Reflection on College Writing
GE/SJSU STUDIES CATEGORY	Satisfies GE Area A2 Written Communication I (with a grade of C-or better)

Canvas and Zoom

Zoom and course materials such as announcements, messages from the instructor, syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. Use this PDF to assist with setting up messages to your phone and personal email:

<http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf>

Textbook

- Kendi, Ibram X. (2019) *How to Be an Antiracist*
- Checker, Melissa, Fishman, Maggie. (2004) *Local Action: Cultural Activism, Power, and Public Life in America*
- *Reader located on Canvas*

Other technology requirements / equipment / material

- Notebook
- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Laptop or Desktop Computer (there are also several computer labs on campus)

Course Description

- (1) Engage in critical-liberatory and process-oriented approaches to writing, think collaboratively about writing, and provide constructive peer feedback.
- (2) Consider audience and purpose for each rhetorical situation, utilizing the lens of Rhetorical Genre to assist with attention to the development of argument and appropriate support utilizing.
- (3) Locate, evaluate, and integrate primary, secondary, tertiary, scholarly and non-scholarly resources in order to situate ideas in conversation with the audience.
- (4) Develop a toolkit of conventions for proper source documentations and correct grammar, spelling, and mechanics.
- (5) Engage critically with a variety of academic and scholarly resources.

Course Goals:

1. This course will be driven through an intellectual framework of personal inquiry. The syllabus, course content and lectures will utilize the personal interests of each learner to guide the emerging writing and research process.
2. Students will begin by writing about their personal connections to an issue pertaining to literacy, their cultural and historical experience and observation on the issue, and their sense of what their personal literacy means as part of the American experience.
3. Students will contribute to a digital platform in the development of a Digital short in response to their writing and to publish their fieldwork and research about their local literacy issue.
4. Students will research social movements and advocacy relating to literacy in Pennsylvania and transnationally.

Grading Scale

A letter grade system of A to F will be used, including pluses and minuses. Formal writing assignments will be evaluated by your professor; final grades will be calculated using this scale. Students must submit all major assignments, including the final portfolio, in order to pass ENGL 101.

Undergraduate Program Grading Scale		
Letter Grade	Points	Quality Points
A	94-100	4.0
A-	90-93	3.75
B+	87-89	3.25
B	84-86	3.0
B-	80-83	2.75
C+	77-79	2.25
C	73-76	2.0
C-	70-72	1.75
D	60-69	1.0
F	59 and below	0.0

Course Structure

Late work

All late work is accepted and will receive an automatic (-10 point) deduction prior to being graded.

- *Hard deadline*- Assignments posted with a due date have a hard deadline and must be submitted accordingly.
- *Soft deadline* – Within each unit all assignments without a posted due date are due at the end of the module. For example, within Module 1 all assignments that do not have a posted deadline will not be considered late until the first essay from Module 1 is due.

Note: The purpose of this arrangement is to allow for the submission of late work, but to understand that there is a penalty for failing to meet the deadline. First, you will only receive this opportunity for late work if you communicate in advance that you will be submitting late. Second, you will be able to utilize this small penalty, but large privilege to develop your own schedule for time management in relation to the structure I have provided.

Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

Participation

Attendance—the course is designed to accommodate your schedule. Attendance will count towards your grade but it will not fail you. You may receive a “Late” designation for your attendance grade for the session if you speak to me in advance and/or provide the necessary documentation to excuse yourself from the synchronous meeting.

- *Class Zoom Sessions*—Synchronous meeting times. The Class Zoom Sessions will feature lecture, writing, and support. In this format we will work in break-out groups and have more class-based discussions. We will still utilize Canvas, Mentimeter and Padlet, but you will be able to directly communicate with both myself and your peers. Attendance will be taken during the first 10 minutes of class.

- *Weekly assignments*—these will be set up for the first 15 minutes of class, and you will have 1-2 each week. They will be in the form of Discussion Posts, Group Activities, Free writes or Critical responses and will contribute to your Participation points. For those unable to attend the lecture, you may still complete the assignment by its due date (usually at 11:59 pm of the night the assignment opens). See the above percentage breakdown for the Participation.

Modules—the term is staged through three projects. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and community research. In all, the four major assignments will form the core of your research of an Issue in California.

- *Project 1 – Literacy Autoethnography*- In Project 1 you will complete a Literacy Autoethnography exploring your personal connection to literacy. You will write about your personal connections to literacy and your understanding of literacy as part of your human experience. Project
- *Project 2—Literature Review*- Project 3 is a literature review of resources related to the literacy issue you chose for Project 2. Once you have identified your research interests in relation to your Topic and Issue in California, you will start selecting resources that support your interest in the Issue for one reason or another (it might be the purpose of the study and its findings, the context and/or population studied, the theoretical approach used in the study, etc.).
- *Project 3—Digital Short*- For Project 4 you will pull from your previous essay and assignments to develop a scholarly argument around an issue in the state of California in the form of a Digital short. The Digital short should pull from your three (3) Formal assignments and your informal assignments as evidence. You should reflect on the progression of your research, and look forward to where this research might head next?
 - Digital short (Youtube): Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

Schedule of Major Assignments

	Soft and Hard Deadlines—all late work for the term is due August 7th @ 11:59pm
Week 1	<ul style="list-style-type: none"> • <i>Begin Module 1 Literacy Autoethnography</i> • Soft Deadline = June 5th @ 11:59pm
Week 2	<ul style="list-style-type: none"> • Soft Deadline = June 12th @ 11:59pm
Week 3	<ul style="list-style-type: none"> • Peer Review • <i>Module 1 Literacy Autoethnography</i> due June 19th @ 11:59pm • <i>Begin Research Workshop</i>
Week 4	<ul style="list-style-type: none"> • <i>Research Workshop</i> Assignments due June 26th @ 11:59pm • <i>Begin Module 2 Literature Review</i>
Week 5	<ul style="list-style-type: none"> • Soft Deadline = July 3rd @ 11:59pm
Week 6	<ul style="list-style-type: none"> • Soft Deadline = July 10th @ 11:59pm •
Week 7	<ul style="list-style-type: none"> • Peer Review • <i>Module 2 Literature Review</i> Due July 17th @ 11:59pm • <i>Begin Module Three—Digital Short</i>
Week 8	<ul style="list-style-type: none"> • Soft Deadline = July 24th @ 11:59pm
Week 9	<ul style="list-style-type: none"> • Soft Deadline = July 31st @ 11:59pm
Week 10	<ul style="list-style-type: none"> • <i>Module 2 Digital Short</i> due August 7th @ 11:59pm

Resources

Peer Connections Tutoring and mentoring services. SSC 600, (408)924-2587

Writing Center Writing resources, workshops, and one-on-one tutoring sessions. Clark Hall 126, (408)924-2308

Academic Support Center: <http://www.sjsu.edu/global/about-sjsu/undergraduate-students/academic-support/index.html>

Additional Support and Resources:

<https://www.sjsu.edu/access/resources/>

<https://www.sjsu.edu/undocuspartan/resources/campus-resources/index.html>

Sexual Harassment Reporting

Title IX requires higher education institutions to take necessary precautions to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported. To fully comply with Title IX, the CSU Chancellor's Office issued Executive Order 1095, which mandates educational training programs to help prevent sexual violence.

- For more information and resources, go to: <http://notalone.sjsu.edu/> & <http://www.sjsu.edu/wellness/OngoingEducation/>

District Non-Discrimination Statement

San José State University is committed to creating an atmosphere in which all persons and groups can work and study free of unlawful discrimination.

- Use the link below to report concerning discrimination incidents <http://www.sjsu.edu/diversity/diversity-equity-inclusion/report-bias/>

Health Center Information

The Student Health Center at San Jose State University is to work together to enhance individual and community well-being in support of student learning.

Services

Provided:

Illness and

Injury

Treatment

Preventive

Medicine

Women's



Health

HIV/AIDS information

Family PACT

Dermatology

Gender Affirming Care

Services Immunizations

Podiatry

Sports Medicine

Travel Care

Laboratory

Pharmacy

Physical Therapy

Radiology

Physical Examinations

Allergies