

# First Year Writing Section 59

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/14/2023

### Course Description and Requisites

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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. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

### \* Classroom Protocols

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#### ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a 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 meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political) and presenting your claims as objectively as possible; and evaluating and re-evaluating your own understanding of ideas by identifying your own interpretive lens.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

### Time Commitment

Success in ENGL 1A 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

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

### Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

## Program Information

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**Welcome to this General Education course.**

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Goals

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

1. Summarize, explain, critique, and question the primary content of reading sources objectively in multiple formats
2. Analyze textual sources of information encountered online for relevance, accuracy, authority, perspective, and purpose.
3. Analyze the information presented in a variety of texts and formats for their component parts and arguments
4. Argue their point of view and justify it with supporting outside sources in debate, presentation, and written papers
5. Organize supporting arguments and evidence in structures appropriate to specific audiences and purposes
6. Apply information from required sources and sources they have found in academic writing with appropriate citations
7. Control conventions of written English for an academic audience
8. Reflect on their own learning processes and demonstrate metacognitive practices in their reflections

More reading and writing occur online than ever before, but how does the platform we use to receive our information affect the way we understand that information? How does the place where we write affect the way we present ourselves when we write? How can we identify our audience when anyone in the world may be able to access our written words? How can we determine which opinions are actually our own and which are simply generated preferences from an algorithm? The information age has given us immeasurable data online, but understanding needs to come from us. In this writing course, we will explore how the tools we use to access information affect our reading strategies to critically interpret that information, and how the technology we implement to express ourselves shapes the way we construct our written texts. As we read opinions and perspectives across technological development of text from the past decade to the present, we will record both our understanding of the content, our reactions, and the connections we make in reading responses, and also our process for reading and annotating in short, recorded sessions with follow-up reflections. All of our writing will build from one transcription tool to the next, from hand-written work, to word processed documents, to edited and interactive digital media. As we build our understanding from our readings and developmental essays, we will explore present our documentation of our understanding in our portfolios to each other and reflect on the dynamic and changing process of text and how we work with it.

## Course Learning Outcomes (CLOs)

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## GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

## GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

**Writing Practice:** Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

## Course Materials

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### Required Texts/Readings

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas resource links or presented in class. Students will also be responsible for locating other research reading materials throughout the course in support of their writing projects.

### Other Technology Requirements / Equipment / Material

Students will be expected to bring note-taking material (writing implements and paper) and relevant previous notes and assignments to class as indicated by the syllabus assignment schedule. Some material can be provided (bluebook paper, for example) but with limited supply. This is a writing class, so it is expected students will have the material to do some writing during the class.

Students are required to have access to an internet-connected device with access to Canvas assignments and SJSU Google docs. While a laptop is not always required during class sessions, there will be opportunities to edit, format, and collaborate on documents during some class sessions. These "LAPTOP RECOMMENDED" days will be marked on Canvas and included in the semester schedule.

If you have difficulty accessing a suitable laptop, there are free resources available to you through [SJSU's IT IMS Equipment Loaning \(https://sjsuequipment.getconnect2.com/\)](https://sjsuequipment.getconnect2.com/) (semester-long loans) or [MLK Library's Student Computing Services \(https://library.sjsu.edu/student-computing-services\)](https://library.sjsu.edu/student-computing-services) (24-hour, 7-day, or semester-long loans).

## Course Requirements and Assignments

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**This course has 4 required projects:** the culmination of your writing process toward a final draft of a different style of paper.

All readings, homework, and in-class assignments are designed to develop your ideas and expression through the steps of the writing process, from invention and idea and evidence-gathering to prewriting, organizing, composing, revising, and editing your work before you submit your final draft. All projects have guided in-class time to develop over a period of 3-4 weeks, and an additional period of 2-3 weeks outside of class to polish the finished product to be submitted in a CALL FOR PAPERS: FINAL DRAFT.

Combined, these papers account for 20% of your grade overall, and are assessed not just on their individual completion, but the steps you develop to achieve them, as identified in their outcome-based rubrics.

### Paper 1—Researched Expository Paper: 5-Paragraph Expanded Structure, Open Research, Scholarly Peer Reviewed Source Required

Over the course of 4 weeks, students will develop their information literacy to explain the online textual landscape for a particularly fraught subject and examine how misinformation may be mitigated for a particular subject group. The final draft of this paper is expected to be at least 800 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.
- An in-class quiz will confirm understanding of the subjects of information literacy, perspective, authority, expertise, and evaluation of online information. An in-class essay from this quiz will serve as the prewrite for the paper.
- Techniques of reverse-outlining will be introduced to adjust body structure and topic sentence clarity.
- Identification of peer-reviewed scholarly sources will be practiced in class, followed by an assigned annotated bibliography to provide a required source of evidence for the paper.
- Enhancing outlines with quoted and cited textual evidence will be practiced in class, followed by techniques for paraphrasing and developing composition for a first draft.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class works develops integration of outside source evidence in accurate paraphrasing and quote attribution.
- College-level syntax will be introduced for sentence structure, and collaboratively developed with peers before a grammatical review.

- APA formatting will be introduced, collaboratively examined, and reviewed before submitting the final draft of this paper.

## Paper 2—Researched Argumentative Paper: Classical/Rogerian Issue & Stance, Contextual Definition & Counterargument

Over the course of 4 weeks, students will develop their argumentative flexibility to take a stance on a debated subject in technology design and examine how they may establish criteria to apply or dismiss claims of ethical adherence or violations. The final draft of this paper is expected to be at least 1000 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.
- An in-class quiz will confirm understanding of the subjects of behavioral design, habits, addictions, and environmental and structural influences on consumer behavior and consent. An in-class essay from this quiz will serve as the prewrite for the paper.
- Techniques of reverse-outlining will be reviewed and applied to a choice of two models: Classical or Rogerian, to be determined by the stance of the intended audience.
- Identification of contextual definitions of ethics will be practiced in class, followed by an assigned annotated bibliography to provide a required source of evidence for the paper.
- Enhancing outlines with quoted and cited textual evidence will be practiced in class, followed by techniques for paraphrasing and developing composition for a first draft.
- Effective use of counterarguments will be introduced in class as well as methods for avoiding argumentative fallacies when presenting opposing views.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class work develops integration of outside source evidence in accurate paraphrasing and quote attribution.
- College-level syntax will be introduced for presenting contrast and concession, and collaboratively developed with peers before a grammatical review.
- Key aspects of academic style will be introduced, collaboratively examined, and reviewed before submitting the final draft of this paper.

## Paper 3—Rhetorical Analysis Presentation & Paper: Identification of Context, Specific Audience, and Purpose for Efficacy of Rhetorical Appeals

Over the course of 3 weeks, students will develop their analytical application to examine a text they have previously encountered and analyze how the specific rhetorical techniques used in the text might have varying degrees of appeal given the specific audience in the text's rhetorical situation. The final draft of this paper is expected to be at least 1000 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.

- An in-class quiz will confirm understanding of the subjects of technology's influence on focus and attention, as well as the influence of intellectual tools on their users. An in-class example essay from this quiz will serve as a model to be analyzed.
- An independent prewrite will be developed based on the student's selected text to examine context, purpose, audience, and rhetorical strategies.
- Techniques of reverse-outlining will be reviewed and applied to a choice of three models: chronological, by appeal, or by technique, to be determined by the style of the text being analyzed and which most appropriately and effectively break it down.
- Identification of rhetorical techniques and their ability to successfully or unsuccessfully appeal to different audiences.
- Enhancing outlines with quoted and cited textual evidence will be practiced in class, followed by techniques for when to appropriately block quote, and developing composition for a group presentation.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class work develops examination of how to report purpose and ideas of others grammatically, as well as how to explain rhetorical weaknesses or flaws in a text for specific audiences.
- Key aspects of Rhetorical Analysis structure will be reviewed with an example and collaboratively examined before submitting the final draft of this paper.

## Paper 4—Self-Reflection Essay: Self Reflection on Course Learning Outcomes Based on Written work

Over the course of 16 weeks, students will reflect on the development of their skills in the 5 areas covered by the GE Area A2: Written Communication. The final draft of this paper is expected to be at least 500 words.

- Developmental reflection paragraphs will examine student work toward specific GELOs.
- A portfolio of written work based on submissions to the RCW course, major assignments in ENGL-1A (final drafts), and an annotated bibliography of said work.
- A written reflection essay based on the principles of descriptive, interpretive, evaluative and planning-based reflection will be presented, disclosed and prepared for before the final examination time.
- The reflection essay prompt will be disclosed by the last day of class, giving students opportunity to develop a draft and check over their composition with others.
- During the allotted time for a final examination, further opportunity to compose, revise, and check the reflection essay will be granted. The submission of the essay and the complete portfolio will be expected by the end of the final examination period.

## Submission Requirements

### Online Submission:

Submissions are due online **9:00 a.m. before class** (to enable adjustments for Peer Reviews, printing by instructor, upload times, etc).

Online submissions must be in an accessible document format to receive feedback on the digital document (doc, docx, PDF). Submitted documents that are unable to be accessed for viewing or printing will receive an automatic 50% grade and receive no feedback.

#### Printed Submission:

Printed submissions may be brought in **at the beginning of class in-person**. Student is responsible for printing documents for this method of submission.

Printing is available to all SJSU students [through Spartan Print Stations with Wepa \(https://www.sjsu.edu/it/services/collaboration/print/index.php\)](https://www.sjsu.edu/it/services/collaboration/print/index.php).

## Late Policy

Work is expected to be submitted on time. This enables feedback and space to develop to the next stage. By default, the due date for homework assigned at the end of a class session is **at 9:00 a.m. by the next day the class meets**. This gives enough time to complete the assignment from the date it was assigned (at minimum 40 hours) and enough time to be reviewed, printed, or assessed by the instructor for the class session needs. Moreover, it serves to minimize interference with other courses during academic instruction hours (generally 9:00 a.m. to 7:00 p.m.) for this and other classes (basically, so that students are not completing homework during their other classes out of respect for other instructors' and students' course times).

It is understood that sometimes students may have difficulty with a quick turnaround time on homework assignments. All students have an embedded extension of 10 days before a late assignment will be considered failed. Each extended day has a late fee or penalty of 5%. This means a submission that extends its time by 1 day will be accepted, but with a deduction of 5%. Two days will receive a deduction of 10%, and this extended submission period will last until 10 days have passed, when a submission can only receive a maximum grade of 50%.

Submissions that come 10 days or later waive any feedback or comments, and will be graded based on any writing, regardless of quality or content, as a 50% grade. Submissions will close after 30 days have elapsed.

## Emergency Extensions

In the event of an emergency circumstance, an extension may be granted without the 5% fee when requested with compelling rationale. This rationale has 3 qualifying criteria:

1. The extension request has been emailed to the professor a substantial period before the due date (generally 24 hours in advance)
2. The circumstances that prompted the extension request constitute an actual emergency, limited to the following types:
  - o a personal health crisis (documented through hospitalization records or physician recommendation)
  - o a family health crisis or death of a family member



- a mental health crisis (documented with CAPS or other psychological counseling)
- a natural disaster documented in the area (wildfire damage, earthquake, etc.)
- unforeseen immediate financial hardships (loss of job, family member loss of job, loss of residence, etc.)

3. The work can be submitted in its entirety by the end of the extension date (usually a period of 3 days, but can be up to 10 days, depending on the severity of emergency circumstances)

## Generative AI Policy

Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. These include platforms like ChatGPT, Grammarly Premium, or Bing. If using tools like these, students in this course are expected to adhere to the same standards as the Academic Integrity policy that SJSU has on plagiarism. Presenting generative AI software content as your own work is a violation of academic integrity. However, this does not mean that you are prohibited from using this digital tool, but you must be able to differentiate your original work from that generated by AI. If you use generative AI in your work, you must indicate that you have done so.

Using AI generated text in this class has the following requirements:

- Students may use artificial intelligence tools, including generative AI, in this course **as learning aids or to help produce outlines or guides for written assignments**. However, students are ultimately accountable for the work they submit. This includes the accuracy of sources.
- **Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.** A template for this appendix, to be attached after the Reference list in the paper, [can be found here](https://docs.google.com/document/d/1aT70alhMovThIPqIuxOKJdh90pCeC_3ZiUp6MKpMo8k/eedit?usp=sharing) ([https://docs.google.com/document/d/1aT70alhMovThIPqIuxOKJdh90pCeC\\_3ZiUp6MKpMo8k/eedit?usp=sharing](https://docs.google.com/document/d/1aT70alhMovThIPqIuxOKJdh90pCeC_3ZiUp6MKpMo8k/eedit?usp=sharing)). A completed example [can be found here as a model](https://docs.google.com/document/d/1XHYuTokR7IATW49iUxFdDOaeam5NKYTlewwVL1-n0RE/edit?usp=sharing) (<https://docs.google.com/document/d/1XHYuTokR7IATW49iUxFdDOaeam5NKYTlewwVL1-n0RE/edit?usp=sharing>).
- Although students may use artificial intelligence tools for creating an outline for an assignment, **the final submitted assignment must be significantly different from the generated product** so as to demonstrate original work produced by the individual student alone. This means that the written work submitted for credit must be developed, adjusted, added to, and extensively different from text produced by the generative tool.

## Participation: Class Contributions

**Attendance - In Person.** This is an in-person class. That means that while many of the assigned tasks will be posted online and may be completed at different times, or are available for students to review before or after the class session, certain aspects of the course can only be completed in real time, in the classroom, and will count toward the contributions and participation of the course. According to SJSU policy, although attendance itself may not necessarily affect grading, participation in in-class activities does:

University Policy [F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>), Attendance and Participation

Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.

The **CLASS CONTRIBUTIONS** category of your grade in this class measures your participation in in-class activities and interactions with your class and others in the class. It is measured by your work with your peers in peer reviews, your engagement in in-class written work, group discussion, leading and representing a team's responses to the class, and individual responses to questions in class. 2 points per day of class are required for in-class contributions, meaning that a student must contribute in at minimum 2 ways in the class each time it meets (writing and participating in group discussion, for example, or answering a question in class and representing your group's discussion as a group leader). The percentage of your overall grade that these in-class activities count for is **10% overall**.

Typically, a class session has 4 ways to obtain contribution credit:

- Demonstrating your initial presence and thoughts in the **ENTRY QUICKWRITE**
- Demonstrating your engagement in the class by offering **RESPONSES TO OPEN QUESTIONS**
- Demonstrating your cooperation with your classmates or group members by **REPRESENTING THE GROUP'S COMMENTS TO CLASS AS GROUP LEADER**
- Demonstrating your collaboration with the material during **GROUP WORK ON TEXTS OR CONNECTIONS IN DISCUSSION**

It is understood that sometimes students will not be able to attend all sessions all the time, or at times may have other conflicting events. For this reason, material from each class session is posted on Canvas with the corresponding date. These materials are available for students who miss classes for whatever reason. In the event of emergency circumstances, there are other policies in place. See [S22-2, University Policy \(https://www.sjsu.edu/senate/docs/S22-2.pdf\)](https://www.sjsu.edu/senate/docs/S22-2.pdf).

In addition, the CLASS CONTRIBUTIONS category of your grade is the **ONLY** category in which **EXTRA CREDIT** can be accrued. This means that while it is required to achieve a total of 2 points per class session, it is possible to achieve 4 points if more engagement occurs. This means that if a student contributes to all categories in a class session, they may acquire twice as many points. This **EXTRA CREDIT** is meant to serve as a way to make up for missed contributions from classes students may have been absent from (and thus, were not able to contribute to receive credit before), or so that students can bank credit (achieve extra points early) so as to mitigate any planned future absences.

## Consultations: Getting Connected for this Course

Consultations are highly recommended as part of the metacognitive process for this class and its portfolio. There are multiple ways to consult with others from a variety of college resources:

[Office Hours \(https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWV/kMDU1MmExYWMwYzBiMDVkJmUyYWUxYzM\)](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWV/kMDU1MmExYWMwYzBiMDVkJmUyYWUxYzM)

[Writing Center Workshop \(https://www.sjsu.edu/writingcenter/workshops-events/workshop-calendar.php\)](https://www.sjsu.edu/writingcenter/workshops-events/workshop-calendar.php)

[Peer Connections Session \(https://www.sjsu.edu/peerconnections/about/appointment.php\)](https://www.sjsu.edu/peerconnections/about/appointment.php)

[Writing Center Tutoring Session \(https://sjsu.mywconline.com/\)](https://sjsu.mywconline.com/)

[Comm Center Session \(https://sjsu.mywconline.net/\)](https://sjsu.mywconline.net/)

[Independent Group Study Session with other classmates \(https://success.tulane.edu/blog/virtual-study-groups\)](https://success.tulane.edu/blog/virtual-study-groups)

(Keep in mind, Professor Turner's Office Hours are limited [to these times \(https://calendar.google.com/calendar/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWV/kMDU1MmExYWMwYzBiMDVkJmUyYWUxYzM\)](https://calendar.google.com/calendar/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWV/kMDU1MmExYWMwYzBiMDVkJmUyYWUxYzM) and must be booked to be confirmed). Consultations are designed to ensure student success and preparation for tasks as well as to assist with questions or concerns the student may have regarding standing in the class, ability or resources to complete assignments, or alternative assignments to be issued in the event that equipment or circumstances prevent the student from completing the necessary assignments. Consultations are recommended to **all** students, not just those who are struggling, so as to make the most of the resources available to students, provide networking opportunities, and to ensure a connected and productive experience during the semester.

**I want you to pass this class, and I promise I will do my utmost to help you get to where you need to be.** This is part of what my office hours are for. In particular, if you have questions about the work in this class, about comments that have been placed on your papers, about how to approach the readings, or just want to talk about an aspect or topic in the course in more detail, there is always help available, including my online office on Fridays from 10-4. If that may not work for you, please remember that there are other methods of connecting through campus resources or with classmates.

**I promise that as your instructor, I will do my best to provide the information, access, examples, resources, feedback, explanations, and opportunities for practice you need to be able to demonstrate your writing ability for this first-year writing course.**

Since a **syllabus serves as a course contract with the university and the instructor**, I ask that you consider the information you have been given and answered questions about, as well as what I may be able to assist you with as your instructor. I have indicated what I promise to deliver to you here. In exchange, **I ask for 3 primary actions from you during this course in order to receive a passing grade:**

**HOW TO PASS THIS CLASS:**



Show up and participate (contribute to each class session!)



Remember what you read and listen to (take notes and review before class!)



Submit your written work (even when it's a work in progress or unfinished!)

## ✓ Grading Information

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### Criteria

Type	Weight	Topic	Notes
Readings & Textual Analysis	20%	(GELO 1) demonstrate understanding of content, context, efficacy, and forms of written communication (GELO 3) be aware of and write according to rhetorical features of text	Summary-Responses to readings, Text Evaluations, Chapter Annotations, Text Review Quizzes
Writing Process	20%	(GELO 2) Perform steps of the writing process	Prewrites, In-Class Essay Quizzes, Example Paper Analysis Quizzes, Outlines and Organizational Models, Co-Authored Body Paragraphs, First Drafts, Revisions
Integrating and Interpreting Ideas	15%	(GELO 4) Integrate ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres	Annotated Bibliographies, Source Integration Review Exercises, Guided Research and Paragraphing Practice
Mechanics & Style Development	15%	(GELO 5) Demonstrate college-level language use, clarity, and grammatical proficiency	Grammar & Mechanics Exercises, Collaborative Paragraph Exercises, Academic Style Reviews, Collaborative Formatting Exercises

Type	Weight	Topic	Notes
Class Contributions	10%	(GE PLO 9) Evaluate and reflect on one's own learning while building on prior knowledge and life experiences	Class Engagement Responses, Group Discussions, Peer Reviews, Collaborative In-Class Assignments
Outcome Assessments	20%	(GELO 1) (GELO 2) (GELO 3) (GELO 4) (GELO 5)	Development toward and presentation of Final Drafts

## Breakdown

Grade	Range	Notes
A+	96 to 100	
A	93 to 95	An <b>"A" range essay</b> is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in an effective and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
A-	90 to 92	
B+	86 to 89	
B	83 to 85	A <b>"B" range essay</b> demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
B-	80 to 82	
C+	76 to 79	
C	73 to 75	A <b>"C" range essay</b> will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
C-	70 to 72	
D+	66 to 69	
D	63 to 65	A <b>"D" range essay</b> 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.
D-	60 to 62	

Grade	Range	Notes
F	Below 60	An "F" essay does not fulfill the requirements of the assignment.
Requirement	There is no rounding, curving, or estimation of grade percentages for this course.	This course must be passed with a C- or better as a CSU graduation requirement.

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

When	Topic	Notes
Wk1a MON 08/21	In Class: Intros, Syllabus, Reading Popular Sources	Check Canvas & Resources Module  Syllabus & Expectations Review 1A (Est. 60min)
Wk1b WED 08/23	In Class: University Experiences, Reading Scholarly Sources	Homework:  Class Contacts & Team Chat (Est. 10min)  Portfolio Prep: RCW Document Collection (Est. 20min)  Reading: Text 2—Jarvis "Lectures are Bullshit" Collaborative Annotations (Est. 20min)
Wk2a MON 08/28	In Class: Facts & Expertise Discussion, Approaching Annotation, In-Class Text 2 Annotation & Discussion	Homework:  Review: Lead-In Lecture—Facts & Expertise (Est. 20min)  Reading: Text 3—Nichols Article Summary-Response (Est. 40min)

When	Topic	Notes
Wk2b WED 08/30	In Class: Text 2 & 3 Discussion, Collaborative Summary-Response Check, Approaching Timed Writing Prompts (Prewriting), Body Paragraph Tips	Homework:  Quiz: Text 2—Jarvis "Lectures are Bullshit" (LIMITED 20min)  Quiz: Text 3—Nichols Article Argumentation Check (LIMITED 20min)  Take-Home Timed Essay Question Prewrite (LIMITED 30min) (REQUIRES LOCKDOWN BROWSER)  Research: Source 1—Scholarly Peer-Reviewed Journal Article (Est. 60min)
Wk3a MON 09/04	LABOR DAY HOLIDAY	Homework:  Advocate Self-Care and Camaraderie
Wk3b WED 09/06	In Class: Project 1 - Paper 1 Overview, Prewrite Review, Reverse-Outlining, Reading Scholarly Sources	Homework:  Writing: Paper 1 Outline Submission—University Students and Online Misinformation (Est. 30min)  Writing: Paper 1 Co-Authored Body Paragraph—University Students and Online Misinformation (Est. 30min)  Research: Source 2—Scholarly Peer-Reviewed Journal Article (Est. 60min)
Wk4a MON 09/11	LAPTOP RECOMMENDED In Class: Collaborative APA Conference Share, Drafting from Outlines, Integrating quotes	Homework:  Writing: First Draft Paper 1 Expository Essay—University Students and Online Misinformation (Est. 60min)
Wk4b WED 09/13	LAPTOP RECOMMENDED In Class: Enhancing drafts, Supporting and Integrating Paraphrases	Homework:  Reading: Text 4—Nichols Chapter(s) (doc pp. 1-11) (Est. 60min)  Evidence & Integration Review 1: Integrating Ideas with Quotes & APA In-Text Citations (Est. 30min)  Check Yourself: Paper 1 Self-Review (Est. 30min)

When	Topic	Notes
Wk5a MON 09/18	In Class: Revising Drafts, Grammar for Sentence Structure, Grammatical Paraphrases	Homework:  Mechanics & Grammar Review 1: Sentence Structure (Est. 30min)
Wk5b WED 09/20	LAPTOP RECOMMENDED In Class: APA Format Overview, Collaborative Re-formatting Practice	Homework:  Academic Style & Formatting Review 1: APA Document Format (Est. 30min)  Reading: Text 4—Nichols Chapter(s) (doc pp. 12-21) (Est. 60min)  Quiz: Texts 2, 3, 4 Jarvis and Nichols (LIMITED 20min)
Wk6a MON 09/25	In Class: Facts & Expertise Review, Paper 1 Peer Reviews	Homework:  Check: Mechanics & Academic Style in Practice 1—Facts & Expertise (Est. 30min)
Wk6b WED 09/27	In Class: Writing Process Reflection, Paper 1 Q&A	Homework:  Reflection Paragraph 1 (Revision): Perform Steps in Writing Process (Est. 30min)  Writing: Revision Paper 1 Expository Essay—University Students and Online Misinformation (Est. 60min)  Reading: Text 5—Eyal "Americans Legalize Pot—And then Panic over Tech Addiction" Collaborative Annotations (Est. 20min)
Wk7a MON 10/02	In Class: Habits & Addictions Discussion, Approaching Annotation, In-Class Text 5 Annotation & Discussion	Homework:  Review: Lead-In Lecture—Habits & Addiction (Est. 20min)  Listening: Text 6—Alter Interview Summary-Response (Est. 40min)



When	Topic	Notes
Wk7b WED 10/04	In Class: Text 5 & 6 Discussion, Collaborative Summary-Response Check, Approaching Thesis Statements (Prewriting), In-Class Essay Tips	Homework:  Quiz: Text 5—Eyal "Americans legalize pot—And then panic over tech addiction" (LIMITED 20min)  Quiz: Text 6—Alter Interview Argumentation Check (LIMITED 20min)
Wk8a MON 10/09	In Class: Quiz! Reverse-Outlining Prewrites for Audience Stance	Homework:  Writing: Paper 2 Outline Submission—Ethics of Hook Method of Persuasive Tech Design (Est. 30min)  Research: Reference Source—Literature Review of Ethical Considerations (Est. 60min)
Wk8b WED 10/11	In Class: Project 2 - Paper 2 Overview, Prewrite Review, Classical/Rogerian Organizational Models, Contextual Definitions	Homework:  Writing: Paper 2 Co-Authored Body Paragraph—Contextual Definition of Ethics (Est. 30min)  Research: Ethical Criteria Source—Peer Reviewed Scholarly Article (Est. 60min)  <b>Call for Papers: Paper 1 Final Draft Submission</b>
Wk9a MON 10/16	LAPTOP RECOMMENDED In Class: Contextual Definition Review, Drafting from Outlines	Homework:  Writing: First Draft Paper 2 Argumentative Essay—Ethics of Hook Method of Persuasive Tech Design (Est. 60min)
Wk9b WED 10/18	LAPTOP RECOMMENDED In Class: Evaluating and Incorporating Counterarguments, Collaborative Counter Argument Construction	Homework:  Reading: Text 7—Alter Chapter(s) (doc pp. 1-12) (Est. 60min)  Check Yourself: Paper 2 Self-Review (Est. 30min)
Wk10a MON 10/23	In Class: Revising Drafts, Grammar for Contrast and Concession, Grammatical Quotations	Homework:  Mechanics and Grammar Review 2: Contrast & Concession (Est. 30min)

When	Topic	Notes
Wk10b WED 10/28	LAPTOP RECOMMENDED In Class: Academic Style Overview, Collaborative Style Comparison	Homework:  Reading: Text 7—Alter Chapter(s) (doc pp. 13-24) (Est. 60min)  Quiz: Texts 5, 6, 7 Eyal and Alter (LIMITED 20min)
Wk11a MON 10/30	In Class: Habits & Addiction Review, Paper 2 Peer Reviews	Homework:  Check: Mechanics & Academic Style in Practice 2—Habits & Addiction (Est. 30min)
Wk11b WED 11/01	In Class: Integrating Ideas Reflection, Paper 2 Q&A	Homework:  Reflection Paragraph 2 (Revision): Integrating Ideas (Est. 30min)  Writing: Revision Paper 2 Argumentative Essay—Ethics of Hook Method of Persuasive Tech Design (Est. 60min)  Reading: Text 8—Goldsmith "Go Ahead: Waste Time on the Internet" Collaborative Annotations (Est. 20min)
Wk12a MON 11/06	In Class: Focus & Attention Discussion, Approaching Annotation, In-Class Text 8 Annotation & Discussion	Homework:  Review: Lead-In Lecture—Focus & Attention (Est. 20min)  Listening: Text 9—Carr Speech Summary-Response (Est. 40min)
Wk12b WED 11/08	In Class: Text 8 & 9 Discussion, Collaborative Summary-Response Check, Rhetorical Appeals (Prewriting), In-Class Analysis Tips	Homework:  Quiz: Text 9—Carr Speech Argumentation (LIMITED 20min)  TAKE-HOME Quiz 3: Timed Example Analysis—Rhetorical Analysis (LIMITED 40min)  Writing: Paper 3 Prewrite—Rhetorical Analysis of Selected Text (Est. 40min)

When	Topic	Notes
Wk13a MON 11/13	LAPTOP RECOMMENDED In Class: Project 3 - Paper 3 Overview, Presentation Group Rhetorical Analysis Outlines, Establishing Purpose & Audience	Homework:  Writing: Co-Authored Paper 3 Outline Submission—Rhetorical Analysis of Selected Text (Est. 30min)
Wk13b WED 11/15	LAPTOP RECOMMENDED In Class: Reviewing Rhetorical Context, Intro to Block Quotes	Homework:  Writing: Co-Authored Paper 3 Group Presentation—Rhetorical Analysis of Selected Text (Est. 90min)  Reading: Text 10—Carr Chapter(s) (doc pp. 1-11) (Est. 60min)
Wk14a MON 11/20	In Class: Group Presentations!	Homework:  Check Yourself: Paper 3 Write-Up Document Self-Review (Est. 30min)  Reading: Text 10—Carr Chapter(s) (doc pp. 12-21) (Est. 60min)  Quiz: Texts 8, 9, 10 Goldsmith and Carr (LIMITED 20min)
Wk14b WED 11/22	THANKSGIVING HOLIDAY	Homework:  Gobble!
Wk15a MON 11/27	In Class: Focus & Attention Review, Paper 3 Peer Reviews	Homework:  Check: Mechanics & Academic Style in Practice 3—Focus & Attention (Est. 30min)
Wk15b WED 11/29	In Class: Rhetorical Features Reflection, Paper 3 Q&A	Homework:  Reflection Paragraph 3 (Revision): Rhetorical Features of Texts (Est. 30min)  Writing: Write-Up of Paper 3 Rhetorical Analysis Essay—Rhetorical Analysis of Selected Text (Est. 90min)

When	Topic	Notes
Wk16a MON 12/04	In Class: Paper 4 Overview, Reflective Writing Overview, Example Structure	<p>Homework:</p> <p>Annotated Bibliography of Student Work (Est. 30min)</p> <p>Paper 4 Outline (Est. 40min)</p>
Wk16b WED 12/06	In Class: Self-Reflection Essay Outline, Final Draft Triage	<p>Homework:</p> <p>Call for Papers: Final Draft Argumentative Essay –Ethics of Hook Method of Persuasive Tech Design (Paper 2)</p> <p>Call for Papers: Final Draft Rhetorical Analysis Essay—Rhetorical Analysis of Selected Text (Paper 3)</p> <p>Call for Papers: Final Draft Self-Reflection Essay –SUBMIT IN DEPARTMENT PORTFOLIO (Paper 4)</p>