

First Year Writing Section 36

ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

Monday and Wednesday, 10:30am-11:45am, Boccardo Business Center 123

Contact Information

Instructor: Timothy Cech

Email: timothy.cech@sjsu.edu

Office: Faculty Office Building 213

Office Hours

Monday, 9:00 AM to 10:00 AM, Faculty Office Building 213

Wednesday, 12:00 PM to 1:00 PM, Faculty Office Building 213

by Appointment

[ZOOM LINK \(https://sjsu.zoom.us/j/81651147943?pwd=NVJFdINjMmViOC8zNC9tV2dKd0lXdz09\)](https://sjsu.zoom.us/j/81651147943?pwd=NVJFdINjMmViOC8zNC9tV2dKd0lXdz09)

Course Description and Requisites

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

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.

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>)

Writing Center

The SJSU Writing Center offers a variety of free resources to assist students with more effective mechanical, grammatical, and syntactical usage. Consider it an NPC village where we may respect and level-up our writing skills. The center offers tutorials through writing resources and workshops, and one-on-one and small-group sessions to support students in all disciplines. The SJSU Writing Center has two in-person locations at Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [sjsu.edu/writingcenter](https://www.sjsu.edu/writingcenter).

Program Information

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://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

A stranger with a complicated past comes to small town to solve a mystery...

A hero journeys into a strange land to heal a fractured kingdom...

A student enrolls in a required first year writing course at a university to complete their General Education requirements...

Who is speaking? To whom are they speaking? Why are they speaking? What exactly do they want from us? And why should we actually care?

In this course we will be charged with studying, producing, and critiquing the procedural elements of narrative as deployed in popular culture and modern discourse: its forms, its purposes, its liabilities. Of particular emphasis are the rhetorical features of **purpose**, **context**, and **audience** as leveraged in different types of composition, as well as the means through which ideas are strategically assembled through use of emotion, logic, credibility, symbols, and irony.

Although our course material uses storytelling and narrative as guides, this is not a semester-length workshop in creative writing. Our objective is the study and practice of what qualifies effective, persuasive, assertive, and evaluative writing throughout various types of communication.

Together our quest will concern the means and processes by which a rhetor considers purpose, occasion, and audience toward effective (and/or ineffective) storytelling within societal and popular culture contexts, decrypting the benefits and liabilities of narrative persuasion as it relates to ethical reportage, credible information venues, and civil argument.

Course Learning Outcomes (CLOs)

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

Textbooks? Where we are going, we don't need textbooks!

Yet having said that, this course is reading intensive nonetheless. All required readings and materials will be provided free through Canvas as PDFs that survey a multitude of genres, featuring a diversity of perspectives, positions, and purposes for different intended audiences.

Materials we are required to bring to each class meeting include:

- a device capable of running word processing software;
- any variety of letter-sized paper;
- and an analog writing instrument of the pen or pencil variety.

Technological Requirements

The only required software for our course are a reliable web browser and a word processor capable of saving files in .doc or .docx formats.

In-class and outside-of-class work will be submitted to our Canvas page. The platform (as well as our collective workflow) is rather unkind to file extensions other than .doc or .docx formats. Therefore, it bears stating again: **writing assignments are to be submitted only as .doc or .docx files.**

We will have opportunities to use tools that may benefit the scope and vision of our compositions, particularly during the multimodal project. These tools are entirely optional, so please consider them as complimentary cosmetics for our inventory. It is important to note that the following software is free to all enrolled students:

Adobe Creative Cloud: <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php>
(<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php>)

Microsoft 360: <https://portal.office.com/> (<https://portal.office.com/>)

[NOTE: You will need to use your university email address and SJSUOne password to access software for free.]

☰ Course Requirements and Assignments

This journey requires three major projects to be completed: a **personal narrative**, a **critical essay**, and a **multimodal artifact project**. Each project will refine an essential component of critical and creative thinking. We will discuss these major assignments throughout the semester.

Major and minor assignments will cover informal and formal writing produced in multiple modes: written, oral, aural, spatial, and visual. Weekly reading and writing assignments are designed to guide us through the necessary stages of essay construction.

Personal Myth Narrative Essay

Narrate an important turning point from your life where you were compelled to complete a difficult task and construct a piece of persuasive storytelling from said experience using narrative pattern. This could be a social, professional, academic, and/or aspirational challenge you experienced. On a secondary level, you will consider a pop culture artifact (such as a film, album, poem, novel, video game, short story, tabletop RPG, comic book, etc.) that was important to you during that time of conflict and address how the chosen pop cultural influenced you in your personal development. 1500-2000 words in final/revised form.

20% of final grade (GELO 2, 4, 5)

Rhetorical Analysis Critical Essay

Write a rhetorical analysis of a piece of satire on a current political or social issue. The choice of text can be written, visual, or aural. We will think critically about how such works attempt to legitimize claims and arguments through the subversion of rhetorical appeals and semiotic features. More importantly, we will investigate the mechanisms by which irony is intentionally used by their creators and comprehended by their intended/unintended audience with regard to a larger debate. This essay will require a minimum 3 cited sources. 1500-2000 words in revised form.

20% of final grade (GELO 1, 2, 3, 4, 5)

Subculture Multimodal Project

Research a subculture, a community, or a cause that is not receiving as much support, exposure, or empathy as you feel it requires, and create a multi-genre/multimedia project that humanizes said group through counternarrative. The objective is to rectify misconceptions and mischaracterizations of a marginalized community through use of original and sourced evidence. 1500-2000 words and a multimodal artifact.

20% of final grade (GELO 2, 3, 4, 5)

Short Writing Assignments (outside-of-class)

Regular reading assignments and self-reflective responses. 200-400 words per assignment.

20% of final grade

Participation (in-class)

Actively engaging with course material in-person at the group level. Participation will be based on our involvement in daily discussions, group exercises, peer feedback, quick writes, and verbal contributions.

15% of final grade

SJSU Writing Program Portfolio

Curate a final portfolio of selected essays and assignments completed over this semester and over the summer RCW program. This portfolio will also require us to write a reflection essay and an annotated bibliography which demonstrate to an audience your writing development in terms of rhetorical principles and the essential steps of college-level writing.

5% of final grade

✓ Grading Information

Specific requirements for each assignment will vary, but in all cases grades will reflect a paper's global effectiveness, creative merits, and intentional awareness of purpose, context, audience, and rhetorical appeals.

Criteria

Grades for each of the major assignments (the **personal narrative**, the **rhetorical analysis**, and the **multimodal project**) will be weighed proportionally to the following stages of construction (see Course Schedule for due dates):

1. **Proposal**: 25% of the assignment's total value
2. **Initial Draft**: 25% of the assignment's total value
3. **Revised Draft**: 25% of the assignment's total value
4. **Process Letter**: 25% of the assignment's total value

The "A" writing assignment is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment's requirements, written in a unique and compelling voice. This work takes creative risks and applies original thought. It will show the student's ability to use language effectively and persuasively.

The "B" writing assignment demonstrates competence in the same categories as an "A" essay, but it may not be fully developed in one or more of the previously stated areas. It will respond to the topic suitably and may contain some grammatical, mechanical, or usage errors.

The "C" writing assignment will complete the minimum requirements of the assignment, but it may not be fully developed and it may demonstrate a superficial treatment of its topic. It may show weakness in mastery of grammar, mechanics, usage, or voice.

The "D" writing assignment will neglect to meet the assignment's requirements and it may be superficial in its treatment of the topic. It may substantially deviate from the assignment's purpose or fail to stay on topic. It may contain many grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

Unless an arrangement has been discussed with the instructor in advance, late work will not receive full credit. Such assignments will incur an automatic 10% total point reduction for every two days they are late. Assignments will not be accepted for credit two weeks following the deadline.

Type	Weight	Topic	Notes
Essay 1	20%	Personal Narrative	includes Proposal (5%), Initial Draft (5%), Revised Draft (5%), and Process Letter (5%)
Essay 2	20%	Critical Essay	includes Proposal (5%), Initial Draft (5%), Revised Draft (5%), and Process Letter (5%)

Type	Weight	Topic	Notes
Essay 3	20%	Multimodal Project	includes Initial Prospectus (5%), Revised Prospectus (5%), Multimodal Artifact (5%), and Process Letter (5%)
ePortfolio	5%	SJSU Writing Program Portfolio	includes Self-Reflection Essay, Annotated Bibliography of Student Work, and Resubmission of a Major Essay
Participation	20%	in-class exercises, peer workshop, etc.	
Short Writing Assignments	15%	Weekly readings and writing prompts	

Breakdown

GRADE	PERCENTAGE
A+	100-97%
A	96-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%

This course must be passed with a C- or better as a CSU graduation requirement, so it is prudent to plan our quest progress accordingly and mindfully.

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<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.

Course Schedule

Spring 2023

The following schedule is subject to change with advance notice through a Canvas Announcement.

Note: Due dates for all assignments are by 10:29am the day of class. A 10% point reduction will be applied for every two (2) days the assignments are submitted late.

Date	Topics, Readings, Assignments, Deadlines
W 1/25	In-Class Agenda: Syllabus, etiquette, norms, and agreements; The Rhetoric of Anecdote
M 1/30	<p>Due by beginning of class:</p> <p>Read: "What is Academic Writing?" + "Writing the Natural Way" by Gabriele Rico</p> <p>Write: Short Writing Assignment (SWA) 1</p> <p>In-Class Agenda: Introduce the Personal Narrative essay; Hero's Journey, Story Circle, Quest Narrative; Proposals and Outlines; organizing <i>outside</i> of the five-paragraph essay pattern</p>
W 2/1	<p>Due by beginning of class:</p> <p>Read: "Superman and Me" by Sherman Alexie + "Life Stories and Personal Mythmaking"</p> <p>Write: SWA 2</p> <p>In-Class Agenda: Mind-mapping, idea-bubbling, and clustering; Entry points and exit points</p>
M 2/6	<p>Due by beginning of class:</p> <p>Read: "How am I a Text? On Writing Personal Essays" + "Freewriting" by Peter Elbow</p> <p>Write: PERSONAL NARRATIVE ESSAY PROPOSAL</p> <p>In-Class Agenda: Narrative pattern; Story Jigsaw Puzzle</p>
W 2/8	<p>Due by beginning of class:</p> <p>Read: "Shitty First Drafts" by Anne Lamott + "Run Fast, Stand Still..." by Ray Bradbury</p> <p>Write: SWA 3</p> <p>In-Class Agenda: Genre awareness - designing a puzzle as it's being solved; Documentary geocaching</p>
M 2/13	<p>Due by beginning of class:</p> <p>Read: "Mother Tongue" by Amy Tan + "Three Ways to Persuade: Integrating the Three Appeals" by John Edlund</p> <p>Write: SWA 4</p> <p>In-Class Agenda: Subjectivity + Objectivity; Explaining fandom to an extraterrestrial</p>
W 2/15	<p>Due by beginning of class:</p> <p>Read: "Unruly, Adjective" by Carmen Maria Machado + "The nutgraf" by Scanlan</p> <p>Write: SWA 5</p> <p>In-Class Agenda: Thesis statements as a "nutshell paragraph"</p>

Date	Topics, Readings, Assignments, Deadlines
M 2/20	<p><u>Due by beginning of class:</u></p> <p>Read: N/A</p> <p>Write: PERSONAL NARRATIVE ESSAY INITIAL DRAFT</p> <p>In-Class Agenda: Restructure, rebuild, revision; Peer workshop</p>
W 2/22	<p><u>Due by beginning of class:</u></p> <p>Read: "Putting Endings First" + "How to Organize a Paper"</p> <p>Write: PEER FEEDBACK LETTER</p> <p>In-Class Agenda: Beginnings and endings, conclusions and introductions; Zombie Apocalypse</p>
M 2/27	<p><u>Due by beginning of class:</u></p> <p>Read: "Exigency: What Makes My Message Indispensable to my Reader" + "Storytelling, Narration, and the Who I Am Story"</p> <p>Write: SWA 6</p> <p>In-Class Agenda: Visual rhetoric</p>
W 3/1	<p><u>Due by beginning of class:</u></p> <p>Read: "Back Packs vs. Briefcases: Steps Toward Rhetorical Analysis + "The New Commandments" + "The Science of Reasoning With Unreasonable People"</p> <p>Write: SWA 7</p> <p>In-Class Agenda: Critical Essay introduction; The Logos, Pathos, and Ethos of Satire</p>
M 3/6	<p><u>Due by beginning of class:</u></p> <p>Read: N/A</p> <p>Write: PERSONAL NARRATIVE ESSAY REVISED DRAFT and DRAFT LETTER</p> <p>In-Class Agenda: Monty Python and logical fallacies</p>
W 3/8	<p><u>Due by beginning of class:</u></p> <p>Read: "The Limits of Satire" + "It Was Me" + "I am Godzilla, King of the Monsters, and I, too, had a relationship with Pete Davidson" + "Ways the Woke Mob has Affected Me Personally"</p> <p>Write: SWA 8</p> <p>In-Class Agenda: News source literacy; recognizing and reckoning with bias; Satire as opinion-editorial writing</p>

Date	Topics, Readings, Assignments, Deadlines
M 3/13	<p><u>Due by beginning of class:</u></p> <p>Read: "Semiotics"</p> <p>Write: CRITICAL ESSAY PROPOSAL</p> <p>In-Class Agenda: Kairos; timing in argumentation; identifying tone, position, and embellishment; Semiotic Ad analysis of a controversial advertisement</p>
W 3/15	<p><u>Due by beginning of class:</u></p> <p>Read: "Finding the Good Argument" + "Is Google Making Us Stupid?" + "Does the Internet Make You Smarter?"</p> <p>Write: SWA 9</p> <p>In-Class Agenda: "The Hotdog Argument"; Speculation, logical fallacies, generalizations, and confirmation bias; using visual persuasion to prompt reaction and action</p>
M 3/20	<p><u>Due by beginning of class:</u></p> <p>Read: "'Belonging Is Stronger than Facts': The Age of Misinformation" + "Understanding Visual Rhetoric" + The Onion's Stan Kelly</p> <p>Write: SWA 10</p> <p>In-Class Agenda: Complicating a claim with counterclaims; The Bigfoot Argument</p>
W 3/22	<p><u>Due by beginning of class:</u></p> <p>Read: N/A</p> <p>Write: CRITICAL ESSAY INITIAL DRAFT</p> <p>In-Class Agenda: Peer Workshop and Review Letter</p>
M 3/27	<p>Spring Break – NO CLASS!</p>
W 3/29	<p>Spring Break – NO CLASS!</p>
M 4/3	<p><u>Due by beginning of class:</u></p> <p>Read: "Navigating Genres"</p> <p>Write: SWA 11</p> <p>In-Class Agenda: Persuading an audience to buy Dracula's Castle</p>
W 4/5	<p><u>Due by beginning of class:</u></p> <p>Read: "An Introduction to and Strategies for Multimodal Composition"</p> <p>Write: SWA 12</p> <p>In-Class Agenda: Multimodal project Introduction; Choice of media; constraints and opportunities; opinion or expository. Conceptualizing and outlining your project.</p>

Date	Topics, Readings, Assignments, Deadlines
M 4/10	<p><u>Due by beginning of class:</u></p> <p>Read: N/A</p> <p>Write: CRITICAL ESSAY REVISED DRAFT and DRAFT LETTER</p> <p>In-Class Agenda: Next Generation WAR OF THE WORLDS</p>
W 4/12	<p><u>Due by beginning of class:</u></p> <p>Read: "The Medium is the Message"</p> <p>Write: SWA 13</p> <p>In-Class Agenda: Rebooting primary texts</p>
M 4/17	<p><u>Due by beginning of class:</u></p> <p>Read: "What's going on with those Furry Nazis?" + "Even the Furies are fighting Fascists" + "How the Furry Community became a safe space for youth"</p> <p>Write: SWA 14</p> <p>In-Class Agenda: Remediation of source texts</p>
W 4/19	<p><u>Due by beginning of class:</u></p> <p>Read: N/A</p> <p>Write: MULTIMODAL PROJECT INITIAL DRAFT PROSPECTUS</p> <p>In-Class Agenda: Peer Workshop and Feedback letter</p>
M 4/24	<p><u>Due by beginning of class:</u></p> <p>Read: Ethics of AI art, music, prose, and companionship</p> <p>Write: SWA 15</p> <p>In-Class Agenda: Explain NFTs to a time traveler</p>
W 4/26	<p><u>Due by beginning of class:</u></p> <p>Read: Copy-pasta + "What is a Meme? The Meaning and History"</p> <p>Write: SWA 16</p> <p>In-Class Agenda: Multimodal misinformation; Appealing to an audience, the ethics of reportage</p>
M 5/1	<p><u>Due by beginning of class:</u></p> <p>Read: N/A</p> <p>Write: MULTIMODAL PROJECT REVISED PROSPECTUS + MULTIMODAL ARTIFACT</p> <p>In-Class Agenda: Present class multimodal projects, round 1</p>

Date	Topics, Readings, Assignments, Deadlines
W 5/3	<p>Due by beginning of class:</p> <p>Read: N/A</p> <p>Write: N/A</p> <p>In-Class Agenda: Present class multimodal projects, round 2</p>
M 5/8	<p>Due by beginning of class:</p> <p>Read: N/A</p> <p>Write: MULTIMODAL PROJECT PROCESS LETTER</p> <p>In-Class Agenda: E-portfolio introduction – Assembling a semester’s worth of greatest hits</p>
W 5/10	<p>Due today:</p> <p>Read: N/A</p> <p>Write: Reflection Essay Draft</p>
M 5/15	<p>Due today:</p> <p>Read: N/A</p> <p>Write: Annotated Bibliography Draft</p>
M 5/22	<p>Finals Session NOTE: We meet from 9:45am-12:00pm on this day</p> <p>Complete SJSU Writing Program Portfolio DUE</p> <p>Reflection + Annotated Bibliography + Selected Essays from RCW/ENGL 1A</p>