

First Year Writing Section 40

ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/21/2023

Contact Information

Instructor: Lana La Framboise

Office Location & Hours: FOB 213 (Tues/Thurs ONLINE 9am-10am)

***Also available by appointment and via Zoom. Visit Canvas for more information.*

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Class Information: Mon/Wed 9am-10:15am; Clark 316

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 Protocols & 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.

Environment: I intend for our classroom to be a **safe place** where every student can express their knowledge and opinions. In order for this to happen, students need to be prepared for class, ready to participate, and open to receiving feedback. While the classroom is a safe place, it is also a place where opinions can collide and raise new perspectives. Considering this, it is important to always maintain a **respectful attitude** towards all classmates, assignments, activities, and discussions. If at any point you feel unsafe or concerned about the classroom environment, please contact me privately. You are also always welcome to schedule a meeting with me if you would like to meet regarding other class assignments.

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. 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. I understand that many of you do not want to be purchasing writing books (very few, if any, will be in English or communications as a profession), so **all readings will be provided or publicly accessible.**

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>)

Attendance & Participation Policy

You are allowed to miss as many classes as you need/want since I do not have an attendance requirement. However, by missing class you may miss points for class activities or assignments. Also, if you are not engaging, constantly late, etc., then this may result in deducted points.

If you have questions or concerns about your attendance and/or participation, you are welcome to contact me to set up a meeting, or visit my office hours. I understand that you have your own crazy and busy lives, and I am happy to be flexible as needed.

Late Policy

If your assignment is more than 30 minutes late with no explanation or request for an extension, you will receive a 10% deduction on that assignment. If you need an extension, please send me an email or speak with me at least 6 hours in advance before the due date.

All assignments can be turned in up to the last day of class (May 15th). There will be no extensions for late work past this date.

Please note: if your assignment is late, I may not be able to provide feedback.

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 \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

🎯 Course Goals

This course will also specifically focus on the theme of *“writer identity.”* Many of our readings, assignments, activities, and discussions will focus on how we can find our writing identity, and how our writing identity is significant to studies, hobbies, and classwork.

📊 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

Textbook

None Required.

Other Readings

Selections of the following texts will be assigned periodically. These texts are intended to expand your definition of writer identity, and provide ideas for how writing identities can expand and change in academic settings. Therefore, we will evaluate how we change the way we write based on different scenarios and fields of study. These selections will be posted on Canvas or communicated via email.

- *The World is Yours: 26 Essays on Life and Success* by Jim Rohn
- *Can I Use I? Because I Hate, Hate, Hate College Writing* by Catherine Prendergast
- *The Norton Field Guide with Readings and Handbook* from W.W. Norton & Company
- *Writing For College, Writing for Life* from McGraw-Hill
- *Simon & Schuster Handbook for Writers* by Lynn Quitman Trooyka
- Research articles from different fields of study
- Newspaper and magazine articles
- Academic and scholarly articles

“Reading is essential for those who seek to rise above the ordinary.”

- Jim Rohn

☰ Course Requirements and Assignments

Discussion Posts: 20 points each | 15% of final grade

On some weeks you will make a discussion post on Canvas related to that week's material. These posts may include specific directions or response prompts, and some may ask you to complete different activities. The purpose of these posts is to keep you engaged with class related material and give you a place to investigate, analyze, and synthesize multiple topics and discourses.

- These posts should be detailed and answer all parts of the prompt.
- Each post should be 500-700 words, unless specified otherwise.

Presentations: 20 points each | 15% of final grade

For each presentation, you will work in small groups to prepare and present information and/or an argument related to your in-progress essay. These presentations will encourage you to read and write rhetorically, demonstrate your understanding of rhetorical devices, and provide an opportunity to include ideas and information from your fellow classmates. During the semester we will be discussing the foundations of working in groups, and as a class we will create a contract that states the regulations for group work in our class. When presentations occur, I will work with each group individually to ensure that all members are cooperating, balancing the workload, and supporting group efforts. An assignment description and rubric will be provided on Canvas.

- If a group member breaks the class contract, they are at risk for losing up to 20% on that presentation.
- You may present your presentation via a powerpoint, video, or an interactive class session. Whatever materials you prepare, they will need to be turned in via Canvas.
- The group organization and leadership can be done however your group feels works best. However, keep in mind that the workload must be balanced and you must adhere to the class contract.
- Oral meetings will be held during the class following presentations. In these meetings, each group member will be required to reflect and discuss their experiences, which will affect their individual score for the presentation.
- Depending on the presentation, you may need to utilize scholarly articles, books, videos, or other graphics.
- Further instructions and information will be provided once we begin preparing for your presentations and essays.

Essays: 40 points each | 25% of final grade

These essays will provide an opportunity to demonstrate your understanding and use of rhetorical devices. These essays will be expansions of a presentation in class and must include outside sources. For this assignment, there will be multiple due dates for drafts, peer review sessions, and final drafts. As you work on these essays, keep in mind that these are intended to guide and broaden your writing process. An assignment rubric will be provided on Canvas.

- Essays should follow MLA guidelines. This includes a "Works Cited" page at the end of the essay. If you would prefer to use another formatting style, please let me know beforehand.
- Have a clear thesis and cohesive structure.
- Should be approximately 850-1000 words in length. The essay length may depend on your topic and resources.

Class Activities & Assignments: 20 points each | 25% of final grade

These in-class exercises will be diverse and wide-ranging. These activities and assignments are fairly informal, but are significant to your final grade as occasional materials or writing will need to be turned in. Assignment descriptions and rubrics are provided on Canvas. The purpose of these assignments is to practice rhetorical and analytical reading and writing skills in alternative settings. These activities and assignments may include:

- Multimodal assignments
- Narratives
- Reports
- Annotated Bibliography (for your final portfolio)
- Reflections

Final Exam Presentation & Portfolio: 20 points | 20% of final grade

The final exam for this course will have 2 parts. First, you will turn in portions of ePortfolio, which will include the Reflection and Annotated Bibliography. The second part of your final exam will be a short discussion of some provided reflective questions. Assignment details and a rubric for both parts will be provided on Canvas once more information is available.

- For the discussion portion of your final exam, you may answer the questions via a Zoom meeting, a written response, or an audio recording.
- All items and materials are due on Canvas by the end of the final exam period on May 23rd.

✓ Grading Information

A plus: 96 to 100%
A: 93 to 95%
A minus: 90 to 92%
B plus: 86 to 89 %
B: 83 to 85%
B minus: 80 to 82%
C plus: 76 to 79%
C: 73 to 75%
C minus: 70 to 72%
D plus: 66 to 69%
D: 63 to 65%
D minus: 60 to 62%

Please note: This course must be passed with a C- or better as a CSU graduation requirement.

Essay Expectations

“A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

“B” range essay 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.

“C” range essay 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.

“D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

“F” essay does not fulfill the requirements of the assignment.

A Note on Grammar

One of the central focuses of this class is “writer identity,” which means that our classroom recognizes the diverse writing capacities and abilities of every student writer. All of us come from different writing backgrounds which affects our voice, writing style, writing process, language skills, and even our knowledge and use of grammar techniques and conventions. I understand that reviewing specific grammar rules in class is not going to be helpful for everyone, but I will still review some grammar and style conventions throughout the semester according to our lesson focus.

I will not grade you for every grammatical mistake in your class assignments. However, grammar (while sometimes annoying and difficult) is fundamental to writing coherently and effectively. Writing and re-writing is part of the drafting process, and for your final submissions (of essays, presentation materials, etc.), I expect that you have put in the effort to employ correct grammar and punctuation. If your use of grammar is significantly impacting my ability to read your assignments, I will have to deduct points according to the assignments’ rubric.

If you struggle with any part of the writing process, you are not alone! Even as an established writer, I too sometimes struggle with grammar conventions, organization, and style. You are welcome to visit my office hours or schedule a time to meet with me if you have questions or concerns about your writing. The Writing Center is also a great resource for all students. They can provide help with any part of your writing assignment from brainstorming and organization to grammar and style.

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

Course Schedule

You can find our course schedule (which includes due dates, homework, and weekly focuses) by clicking [THIS LINK](#) (<https://sjsu.instructure.com/courses/1556240/pages/course-schedule>). You can also find a link on our course homepage.