

San José State University
Department of English & Comparative Literature
English 1A, Section 1: First-Year Writing Composition

“What can free us from the apparent hopelessness of steadfast arguments contending with each other, of narratives come bluntly up against each other? Can the text of one narrative become the text of another narrative without sacrifice? If there is to be hope, we have to see each other, to know each other, to be present to each other, to embrace each other.”

–Jim W. Corder, from “Argument as Emergence, Rhetoric as Love”

Course and Contact Information

Instructor:	Rachel A. Crawford
Virtual Office Link:	Crawford Office Hour Zoom Link
Office Hours:	T/Th 9:00-10:00am (and by appointment)
Email:	rachel.crawford@sjsu.edu
Telephone:	Not available by phone
Class Days/Time:	T/Th 7:30-8:45am
Virtual Classroom Link:	Zoom Link to Class
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I



Course Format

This course meets online, via Zoom. I will use Canvas, the SJSU Learning Management System to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your work and we will participate in discussion boards and peer review activities. Because of this, you will need regular access to the Internet and a computer.

To produce and share your work, you will need software that allows you to save files as .doc or .docx. Canvas gives you access to Google docs for collaborations, as well as presentation software. Canvas includes video and audio recording abilities with Studio. If you need help to access these technologies, please contact the Student Technology Service Desk.

As a student, you are entitled to free access to Microsoft Office, so visit [this link to the Microsoft Office 365 website](#) if that is something you need (you must use your SJSU email, which you can access by visiting [this link to the most popular one.SJSU applications](#) and then by clicking on “My Email G Suite”).

Management Page and MySJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas course website, which you can access by clicking on [this link to Canvas](#). Log in and look for “SP21: ENGL-1A Sec 1 - First Year Writing” among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas. They will populate in your sjsu.edu email account, in your Canvas inbox, and in any other email you link in Canvas (more on this later).

English 1A – Course Description

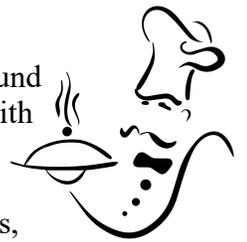
GENERAL COURSE DESCRIPTION

First-Year Writing is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will learn to think clearly and write effectively as students give form and coherence to complex ideas. Students will explore texts and how they effectively use rhetorical strategies.

But what are rhetorical strategies? Every day, with or without realizing it, you participate in a series of rhetorical exchanges. Perhaps a friend is trying to persuade you to go for a pizza while you are trying to stick to your low-carb lifestyle. When you turn on the TV, the President is using his peculiar rhetoric to excite a crowd. Or maybe Apple is trying to convince you it's time for an iPhone upgrade. Someone is always trying to sell you or convince you of something. In all of these situations, rhetorical strategies are being used to encourage you to see things a certain way. The goal of this course is to help you develop your opinion and also to articulate it effectively and persuasively by understanding the rhetorical situation of audience, purpose, and context, and by using the rhetorical strategies you learn and observe from others. We will analyze a range of texts, which will focus on the influential forces that surround us on a daily basis. As we read, we will assess the rhetorical tactics the authors use, how they work, how effective they are, and how we can use them to communicate within our own speaking and writing.

SECTION-SPECIFIC DESCRIPTION

All semester, we will explore the personal, social, cultural, and political issues that surround food. “You are what you eat” is a popular idiom because food is something we engage with physically, mentally, emotionally, and psychologically every day.



Students will read and write about issues connected to food from a variety of perspectives, including diverse ethnic, socioeconomic, geographic, and academic backgrounds. We will read and analyze important arguments about food, and our class discussions will explore the complexities that surround the choices we make when we eat.

English 1A – General Education Learning Outcomes (GELOs)

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

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

Required Reading and Materials

TEXTS

- Various articles, essays, and other content posted on Canvas, as well as other reading materials in support of writing projects.

MATERIALS

- A laptop or computer with internet connectivity
 - Laptops and iPads may be checked out from the SJSU Student Computing Service at no cost. <https://library.sjsu.edu/student-computing-services/lending-policies>

SJSU Resources

The University provides all students several resources to help you successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)

SJSU Library

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students a [library resource page for the Department of English and Comparative literature](#).

The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera's contact page by clicking on [this link](#).

Course Requirements for English 1A

WRITING

Writing assignments shall give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form.

Assignments, Word Counts, GELOs

Assignments	Word Counts	GELOs
Canvas Discussion Posts	100-200 each	1, 3-5
Canvas Discussion Responses	50-100 each	1, 3-5
Writing Projects	1,500 each	1-5
Final ePortfolio and Reflection	500-750	1, 2, 4, 5
Peer Review Revision Exercises	500	2
In-Class Participation Writing	1,500	1, 3-5
Multimodal Project and Presentation	N/A	1-5

TIME MANAGEMENT

SJSU classes are designed in such a way that, in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please plan accordingly.

English 1A – Course Content

DIVERSITY

SJSU studies include an emphasis on diversity. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.

READING

There will be a substantial amount of reading for this class, all of which will come from links I post in Canvas, and some of the reading material will be from sources for the major writing assignments you complete this semester. These reading assignments will serve as the foundation for class discussions and aid in the development of writing topics.

WRITING

I will provide detailed assignment sheets for each major assessment. I will also discuss each assignment as they come up in the semester.

Canvas Discussion Posts (DP) and Canvas Discussion Responses (DR) – You will write many DPs over the course of the semester in response to the assigned readings and to the content that arises from our class discussions. DPs should not simply summarize or repeat points raised in the readings or class, but should build upon those points to advance the discussion of rhetorical strategies and ask thoughtful questions that push us further down the rabbit hole of inquiry. You are welcome to discuss reactions to the reading (liked or disliked, agreed or disagreed, etc., and why); an observation for how it enlightens the work of the class; or the relationship of a reading to your own thoughts and opinions about the topic. DRs must directly address the points classmates bring up in their posts and must include questions. I will evaluate the DPs and DRs based on evidence that you have completed the assigned readings and have attempted to expand thoughtfully upon the issues raised. I will not grade these DPs and DRs based on format, usage, or grammar, but I appreciate reading error-free prose.

In-Class Writing – You will engage in writing activities in response to prompts given in class (no make-ups). You will also participate in peer review activities.

Out-of-Class Writing Projects – There will be three major writing projects: ①essay that maps and researches a diet; ②essay that analyzes rhetorical situation of multimedia; and ③artifact that contributes to the conversation through multimodal means (includes a corresponding reflection and presentation). These essays will have multiple steps of the writing process, but you will write them outside of class and go through the revision process before finalizing them. All out-of-class writing projects must be submitted via Canvas and adhere to the MLA formatting and citation guidelines easily found online.

Multimodal Artifact, Presentation, Reflection – You will create and present to the class a multimodal artifact that corresponds to the third major writing project. You will work to write a critical reflection in regard to the rhetorical choices you make when creating your artifact.

FINAL EVALUATION

All first-year writing students are required to turn in a portfolio at the end of the semester that consists of a reflection and an annotated bibliography of their writing. Required in every portfolio are the following:

- a self-reflection essay (approximately 500-600 words) in which you argue that you have developed an understanding of the course’s learning goals (specifically GELO 2) and have developed strategies for working toward those goals;
- and an annotated bibliography of your writing that includes evidence of your progress as a writer. This may include any writing you have done this semester along with materials that support the arguments you make in the self-reflection.

Determination of Grades

GRADING, LATE POLICY, AND MISSED WORK

This course must be passed with a C- or better as a CSU graduation requirement. You must submit all work on time. Any unexcused late work will be graded down a full letter grade for every day it is late. If there is a reason you cannot make a deadline, because life happens, contact me BEFORE THE DEADLINE. It is *possible* that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and you should not assume I will be lenient. Misuse of this policy by any one student will result in having this option removed for all students. Extra credit *may* be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered.

GRADING BREAKDOWN

Course grades are calculated using the following scale:

94% – 100% = A	80% – 83% = B-	67% – 69% = D+
90% – 93% = A-	77% – 79% = C+	64% – 66% = D
87% – 89% = B+	74% – 76% = C	60% – 63% = D-
84% – 86% = B	70% – 73% = C-	0% – 59% = F

WEIGHTING OF GRADES

Assignment	Point Value	% of Total
Canvas Discussion Posts	5 each	10%
Canvas Discussion Responses	5 each	10%
Writing Projects (3)	50 each	30%
Final Portfolio and Reflection	50	10%
Multimodal Project and Presentation	50	10%
Peer Review and Revision Exercises	5 each	10%
Participation – attendance, in-class writing, discussions	varies	20%

DEPARTMENT GUIDELINES ON GRADING ESSAYS

Requirements for each assignment will vary, but in all cases, grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which writing is typically evaluated in first-year writing courses:

An "A" writing assignment 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.

A "B" writing assignment 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.

A "C" writing assignment 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.

A "D" writing assignment 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.

An "F" writing assignment does not fulfill the requirements of the assignment.

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you are in class on Zoom every day, on time, and ready to participate in class activities and discussions.

This course will cover topics that are contentious and potentially upsetting to our ways of thinking. We may encounter materials that differ from, and perhaps challenge, our ideas, beliefs, and understanding of reality. Please discuss issues about such material with me. It is important to remain respectful to all of us during Zoom sessions and on assignments. If you have a question at any time about what is appropriate, please contact me for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

If you have requests for special needs or accommodations, see me as soon as possible. Failure to do so may result in forfeiture of the accommodations students may deserve.

University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Additionally, policies pertaining specifically to Freshmen English students can be found at the following link: http://www.sjsu.edu/english/frosh/program_policies/index.html.

English 1A, Section 1, Spring 2021, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and/or in class. Look to Canvas for the most updated course schedule and information regarding the readings.

****Readings should be completed BEFORE the class session on which they are listed.****

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	WELCOME! DUE: Update Canvas account and profile (by end of day); post about syllabus; survey and diagnostic essay Read: “On Finding Your Feet” (Canvas) In Class: Introduction; syllabus review; Canvas; survey and diagnostic essay
2	2/2	DUE: Introduce Yourself post on Canvas; Read: “On Joining the Conversation” and “An Animal’s Place” and “With veganism on the rise, is meat cooked?” (Canvas) In Class: Writing exercise; annotating/interacting with texts; rhetorical strategies; rhetorical situation; group activities
	2/4	DUE: Question about WP #1 (post on Canvas by end of day) Read: “Best Diets Overall” and “How We Rank Diets” from U.S. News & World Report (links on Canvas) In Class: Writing Exercise; WP #1 Assigned; annotating/interacting with texts; rhetorical strategies; rhetorical situation; office hour sign-up; group activities
3	2/9	DUE: WP #1 Proposal (upload to Canvas by end of day) Read: “On Going Down the Rabbit Hole” (on Canvas) In Class: Writing exercise; rhetorical strategies; annotated bibliographies; group activities
	2/11	DUE: Annotated Bibliography of research material for WP #1 (upload to Canvas BEFORE class) Read: From <i>Everyone’s an Author</i> (on Canvas) In Class: Writing exercise; rhetorical situation; introductions; group activities
4	2/16	DUE: Draft of WP #1 Introduction (upload to Canvas BEFORE class) Read: “On Unlearning” (on Canvas) In Class: Writing exercise; peer review; reading rhetorically; group activities
	2/18	DUE: Revision of WP #1 Introduction and a draft of WP #1 body paragraph (upload to Canvas BEFORE class) Read: “On Letting Go of Writing-by-Formula” (on Canvas) In Class: Writing exercise; peer review; organizing and structuring essays; group activities
5	2/23	DUE: Draft of next body paragraph/s (upload to Canvas BEFORE class) In Class: Writing exercise; peer review; MLA formatting and citations; group activities
	2/25	Read: BBC food article (on Canvas) In Class: Writing exercise; group activities

Week	Date	Topics, Readings, Assignments, Deadlines
6	3/2	DUE: Final draft of WP #1 – (upload to Canvas by end of day) In Class: Writing exercise; group activities; rhetorical situation; multimodal artifacts and multimedia
	3/4	DUE: Question about WP #2 (post on Canvas by end of day) Read: Multimedia link (on Canvas) In Class: Writing exercise; WP #2 Assigned; visual rhetoric; what is multimodal; group activities
7	3/9	DUE: Proposal WP #2 (upload to Canvas by end of day) Read: In Class: Writing exercise; group activities; sign up for writing conferences
	3/11	DUE: Annotated Bibliography for WP #2 (upload to Canvas by end of day) In Class: Writing exercise; reading rhetorically; group activities
8	3/16	DUE: Introduction for WP #2 (upload to Canvas BEFORE class) In Class: Writing exercise; peer review; group activities
	3/18	DUE: Revision of Introduction for WP #2 and body paragraph (upload to Canvas BEFORE class) In Class: Writing exercise; peer review; group activities
9	3/23	DUE: Next body paragraph drafts (upload to Canvas BEFORE class) In Class: Peer review; writing conferences
	3/25	In Class: Peer review; writing conferences
10	3/30	Spring Break
	4/1	Spring Break
11	4/6	DUE: Final draft of WP #2 – (upload to Canvas by end of day) In Class: Writing exercise; scavenger hunt; group activities
	4/8	DUE: Question about WP #3 (post on Canvas by end of day) In Class: WP #3 assigned; writing exercise; group activities; sign up for office hour meeting
12	4/13	DUE: Artifact proposal (share during attendance) In Class: Writing exercise; group activities
	4/15	DUE: Draft of artifact (upload to Canvas BEFORE class) In Class: Writing exercise; peer review; group activities
13	4/20	DUE: Revision of artifact AND Draft of reflection (upload to Canvas BEFORE class) In Class: Writing exercise; peer review; presentation details and signups; group activities
	4/22	DUE: Draft of Presentation Materials (upload to Canvas BEFORE class) In Class: Writing exercise; group activities; presentation details
14	4/27	DUE: Final artifact and reflection for WP #3 (upload to Canvas by end of day) In Class: Writing exercise; peer review; group activities
	4/29	DUE: Question about ePortfolio (post by end of day) In Class: Writing exercise; Final ePortfolio assigned; presentations questions/concerns/clarifications

Week	Date	Topics, Readings, Assignments, Deadlines
15	5/4	DUE: Final presentation materials for WP #3 (upload to Canvas by end of day) In Class: ePortfolio
	5/6	In Class: ePortfolio logistics; group activities
16	5/11	In Class: PRESENTATIONS
	5/13	In Class: PRESENTATIONS
FINAL	TBD	TBD DUE: Final ePortfolio with Reflection (upload to Canvas by end of final time) In Class: Writing exercise; ePortfolio; final farewell