

San José State University
Department of English and Comparative Literature
ENGL 1A, First-Year Writing, Section 48, Fall 2018

Course and Contact Information

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| Instructor: | Elizabeth Rosser |
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| Office Hours: | T/TH 1:30-2:30pm and by appointment |
| Class Days/Time: | T/TH 3:00-4:15pm |
| Classroom: | Clark Building 316 |
| Prerequisites: | <i>Reflection on College Writing</i> |
| GE/SJSU Studies Category: | GE Area A2 Written Communication |

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> and your SJSU e-mail to learn of any updates.

Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies that the student is a capable college-level writer and reader of English.

GE Learning Outcomes (GELO)

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, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of text, 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.

ENGL 1A Course Content

This Course: All the major assignments in this course will provide opportunities for you to practice *real writing* about *real situations* and *real-life issues*. Project 1 and Project 2 will help you understand a real-life issue in-depth, and Project 3 will give you the opportunity to make a real contribution to that issue. All the assignments in this course will help you develop critical thinking skills, improve your understanding of rhetorical concepts, and give you opportunities to hone your writing. They will also give you space to understand yourself, your communities, your place in our world, and the characteristics, communities, and places of others around you.

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes. Our classroom is a safe environment and a venue for open, respectful communication.

Writing: Writing assignments give you 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 form. Because in-class writing is valued and students should be able to perform well in timed writing situations, one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays. This class will also include daily in-class informal writing assignments that count toward your **Participation Grade**. Additional writing assignments include 10 Canvas Discussion Board Posts, note-taking, and other in-class writing activities.

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

Final Experience: At the end of the semester you are required to turn in a portfolio that consists of selected examples of your writing you produced for our class, including drafts. **Remember to keep all of your work!**

Required in every portfolio is:

- Two project packets, including the assignment sheet, an early draft, and the revised final draft for each essay
- A reflective essay examining what you have learned over the course of ENGL 1A and how it has helped you improve your writing.

Required Texts/Readings

Textbook

- *Can I Use I?* by Catherine Prendergast. Out of Pocket Press, 2015.
- Selected chapters from Writing Spaces: An Open Textbook Project (writingspaces.org)
- Selected readings uploaded to Canvas

Other Readings

- Students will be responsible for locating other reading materials throughout the course in support of their writing projects.
- Other readings will be assigned via Canvas.

Technology Requirements

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need Internet connectivity to participate in classroom activities and/or submit their assignments.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

You can find out more about borrowing a laptop, iPad, and other technology for free at Student Computing Services: <https://library.sjsu.edu/scs>.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. The assignments throughout this course will give you multiple opportunities to practice all stages of the writing process. Assignments will include informal and formal writing, multimodal projects (including written, oral, and visual modes), and readings.

Assignment Word Count and Learning Goals

| Assignment | Total Words | GELO |
|--------------------------------------|--------------------|-------------|
| In-class Essays (2) | 1,000 | 1,5 |
| Canvas Discussion Posts (10) | 2,000 | 1,2,3,4,5 |
| Project #1 (Critical Essay) | 1,500 | 1,2,3,5 |
| Project #2 (Textual Analysis) | 1,500 | 1,2,3,5 |
| Project #3 (Multimodal Artifact) | 1,500 | 1,2,3,4,5 |
| Final Portfolio and Reflection Essay | 1,000 | 1,2,4,5 |
| Final Presentation | n/a | 1,2,3,4,5 |
| Participation | n/a | 1,2,3,4 |

Major Assignment Information

In-Class Essays: You will write two in-class essays towards the beginning of the semester. One essay will ask you to answer the question “What is College Writing?” The other essay will be a personal narrative essay in which you will write about why you have chosen your particular critical situation to focus on throughout this semester. Please bring a computer on the days we will have the in-class essays, you will submit these via Canvas at the end of the day.

Project #1: Paying Attention You will write a well-researched essay that defines the context of your critical situation. This project will identify the critical situation and define it for those inside and outside the involved communities, explore why this situation is important to members of the communities involved, examine the stakeholders of the critical situation and explore their perspectives, and explain how and why people argue about this situation.

Project #2: Connecting and Arguing You will write a detailed analysis of one stakeholder pertaining to your critical situation. This project will closely examine one stakeholder that pertains to your selected critical situation, analyze the stakeholder for rhetorical modes and appeals, and examine their effectiveness in their texts and in the context of the critical situation. It will identify the stakeholder’s place in its community and the arguments/perspectives used, as well as the potentials and limitations in these spaces.

Project #3: Multimodal Artifact A multimodal project makes a strong contribution to your critical situation. This project will make an argument that contributes to the existing discourse of your critical situation, built on and using what you learned in Projects 1 & 2. Your project will demonstrate an awareness of the place of your contribution in its communities and the arguments/perspectives of the critical situation, including its potentials and limitations in these spaces.

Discussion Board Posts: You must submit 10 Discussion Board Posts over the course of the semester in which you will answer prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (150+ words) to the posted prompt, and write a comment (50+) words responding to one of your peer’s responses.

Final Portfolio and Reflection Essay: See “Final Experience” above.

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If the assignment is turned in after the class period on the day it is due, it will be graded down half of one letter grade. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a “0”. **Note:** students must receive a C- or higher to pass the course.

Missed Discussion Board Posts, informal in-class writing assignments, and participation assignments cannot be made up.

Total point value for the course is 1,000. Course grades are calculated using the following scale:

| | | | |
|----------------|----------------|----------------|----------------|
| 93% - 100% = A | 83% - 86% = B | 73% - 76% = C | 63% - 66% = D |
| 90% - 92% = A- | 80% - 82% = B- | 70% - 72% = C- | 60% - 62% = D- |
| 87% - 89% = B+ | 77% - 79% = C+ | 67% - 69% = D+ | 0% - 59% = F |

Grade Calculations

| <u>Assignment</u> | <u>Total Points</u> | <u>% Grade</u> |
|--|---------------------|----------------|
| In-class Essays (2) | 100 (50 pts each) | 10% |
| Canvas Discussion Posts (10) | 100 (10 pts each) | 10% |
| Project #1 (including process materials) | 150 | 15% |
| Project #2 (including process materials) | 150 | 15% |
| Project #3 (including process materials) | 150 | 15% |
| Final Portfolio and Reflection Essay | 150 | 15% |
| Final Presentation | 50 | 5% |
| Participation | 150 | 15% |

Requirements for specific assignments 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. All assignments are graded on a traditional A-F scale.

Determination of Grades

The following are the criteria by which essays are typically evaluated in a first-year writing course:

An "A" 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.

A "B" 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.

A "C" essay will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" 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.

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

Please note: Sometimes readings, assignments, and discussions include material of a sensitive nature. In this course, you may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. I encourage you to discuss issues about such material with me.

Classroom Protocol

For a class like this one, much of the learning happens in the class. Therefore, it is imperative that you be in class every day and actively participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL 1A / First-Year Writing, Fall 2018, Course Schedule

Calendar subject to change with fair warning

Readings listed should be read BEFORE class

We will work with your writing in some form or fashion every day in class. Please bring materials related to the current major assignment AND PAPER to every class.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| 1 | T 8/21 | Syllabus Day! Course Introduction/Canvas |
| 1 | TH 8/23 | Read: Prendergast pg. v-32 and “What is ‘Academic’ Writing?” (Irvine, WS) In Class: Diagnostic Essay (In-class essay) “What is College Writing?” |
| 2 | T 8/28 | Before Class: Discussion Board #1 Read: Crowley “Context is Critical” (Canvas) and “On Joining the Conversation” (Canvas) In Class: Project #1 Assignment, Joining the Conversation |
| 2 | TH 8/30 | Read: Prendergast pg. 33-63 and “So You’ve Got a Writing Assignment. Now What?” (Hinton, WS) In Class: Inquiry and Learning/Where do I start? |
| 3 | T 9/4 | Before Class: Discussion Board #2 Read: Crowley “Choosing a Critical Situation” (Canvas) and “Finding Your Way In” (Lessner and Craig, WS) In Class: Situations and Stakeholders, Context/Audience/Purpose |
| 3 | TH 9/6 | Read: Crowley “Exploring the Common Sense of the Community” (Canvas) In Class: Focusing your Lens (In-class essay) |
| 4 | T 9/11 | Before Class: Discussion Board #3 Read: Prendergast pg. 64-96 and “From Topic to Presentation” (Hewett, WS) In Class: Why do we peer review? The Writing Process, Context/Audience/Purpose |
| 4 | TH 9/13 | DUE (in class AND on Canvas): Draft One of Project #1 Read: “The Complexity of Simplicity” (Charlton, WS) In Class: Peer Review |
| 5 | T 9/18 | Before Class: Discussion Board #4 Read: Prendergast pg. 97-130 and Crowley “Asking the Right Questions” (Canvas) In Class: Rhetoric/Commonplaces/Ideology/Genre/Argument |
| 5 | TH 9/20 | Read: “Reinventing Invention” (Trim and Isaac, WS) In Class: Who Knows, Who Cares? Stakes and Audiences |
| 6 | T 9/25 | Before Class: Discussion Board #5 Read: “Murder! (Rhetorically Speaking)” (Boyd, WS) In Class: Rhetorical Strategies/Appeals and Paragraph Development |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| 6 | TH 9/27 | DUE (on Canvas): Final Draft of Project #1 Read: “Walk, Talk, Cook, Eat” (Haller, WS) In Class: Project #2 Assignment/Evidence and Sources |
| 7 | T 10/2 | Before Class: Discussion Board #6 Read: “Backpacks vs. Briefcases” (Carroll, WS) and “On Going Down the Rabbit Hole” (Canvas) In Class: Using Evidence and Resources in Rhetorical Analysis |
| 7 | TH 10/4 | Read: “Wikipedia is Good for You?!” (Purdy, WS) In Class: Research Day |
| 8 | T 10/9 | Before Class: Discussion Board #7 Read: “Reading Games” (Rosenberg, WS) and “On Working with the Words of Others” (Canvas) In Class: Citation/Plagiarism of Resources |
| 8 | TH 10/11 | DUE (in class AND on Canvas): Draft One of Project #2 Read: “The Sixth Paragraph: A Re-Vision of the Essay” (Lynch, WS) In Class: Why do we revise? Peer Review |
| 9 | T 10/16 | Before Class: Discussion Board #8 Read: “Beyond Black on White” (Klein and Shakelford, WS) In Class: Revision and Introduction to Multimodality |
| 9 | TH 10/18 | Read: Crowley “Navigating Rhetorical Time” (Canvas) In Class: Situating Ourselves and Our Time |
| 10 | T 10/23 | Before Class: Discussion Board #9 Read: “Introduction [to Multimodality]” (Shipka, Canvas) In Class: Multimodality and Textual Artifacts as Contributions to Discourse |
| 10 | TH 10/25 | DUE (on Canvas): Final Draft of Project #2 In Class: Project #3 Assignment |
| 11 | T 10/30 | Before Class: Discussion Board #10 Read: “Reflective Writing and the Revision Process” (Giles, WS) In Class: ePortfolio and Reflection Assignment |
| 11 | TH 11/1 | In Class: In-class Conferences |
| 12 | T 11/6 | Before Class: Discussion Board #11 In Class: In-class Conferences |
| 12 | TH 11/8 | DUE (in class AND on Canvas): Draft One of Project #3 In Class: Peer Review |
| 13 | T 11/13 | Before Class: Discussion Board #12 In Class: Introduce Presentation Assignment |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| 13 | TH 11/15 | DUE: Final Draft of Project #3 In Class: TBD |
| 14 | T 11/20 | Before Class: Discussion Board #13 In Class: TBD |
| 14 | TH 11/22 | Thanksgiving: No Class, Happy Turkey Day! |
| 15 | T 11/27 | DUE (in class AND on Canvas): Draft One of Portfolio Reflection and Draft One of Annotated Bibliography In Class: Peer Review |
| 15 | TH 11/29 | In Class: Assembling ePortfolios |
| 16 | T 12/4 | DUE (on Canvas): ePortfolio with Reflection, Annotated Bibliography In Class: Presentations |
| 16 | TH 12/6 | In Class: Presentations |
| Final Exam | | In Class: Presentations |