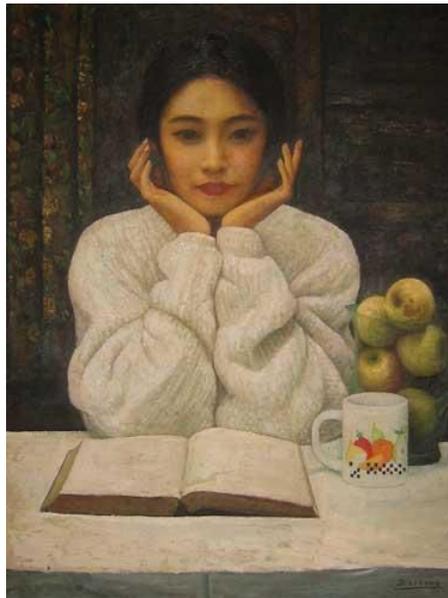# San José State University
College of Humanities & Arts
Department of English & Comparative Literature
English 1A: First-Year Writing, Section 30
Fall 2020

Instructor:	Mark Dowdy
Office Location:	Faculty Offices 215
Telephone:	(408) 924-5063
Email:	mark.dowdy@sjsu.edu
Online Office Hours:	Mondays and Wednesdays from 12 Noon to 1:00 p.m. (or by appointment.)
Class Days/Time:	Mondays and Wednesdays, 10:30-11:45 a.m. (Please see Course Format below).
Classroom:	Online
Prerequisites:	Prerequisite: Completion of *Reflection on College Writing*
GE/SJSU Studies Category:	English 1A satisfies Written Communication I, GE Area A2.

Course Format

This course will be asynchronous. Consequently, you will work, to some extent, at your own pace as you complete assignments and post them on Canvas. To foster a sense of community, it will also hold live, synchronous sessions using Zoom on a weekly basis (see Schedule below). These live Zoom sessions are not required, but they will provide preparation and support for the major course assignments.

To complete the coursework for English 1A, you will be progress through a series of online learning modules on Canvas. Keep in mind that in most cases you will not be able to skip ahead between modules. Each module is a prerequisite to the one that follows it. If you find yourself falling behind the rest of the class (see Schedule below), please contact me as soon as possible.

Faculty Web Page and MYSJSU Messaging

In addition to weekly Zoom sessions, I will also hold weekly office hours on Mondays and Wednesdays from 12 Noon to 1:15 pm. and by appointment. You can also reach me through email (see above.)

Our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework/writing assignments, discussion boards, and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas.

Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

To earn graduation credit in this category, you must complete the semester course with a grade of C- or better.

Course-Specific Theme: Reading the World
This section of English 1A will focus on the theme of Reading the World. The essays you write, the readings you are assigned, and the assignments you complete will all ask you to reflect upon and write about your role as a reader. This will include the traditional ways we think of reading — deciphering words, texts, books, essays, webpages, etc. — but it will also invite
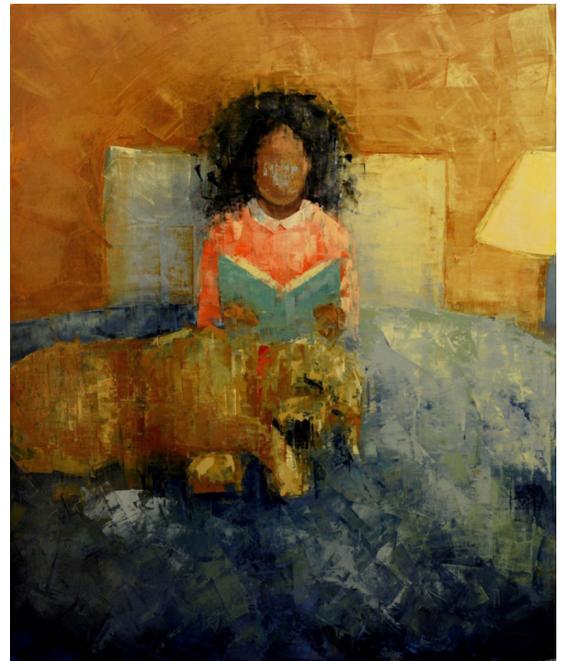
you to think of reading in the broadest sense possible. Thus, we shall explore how people, objects, pictures, advertisements, videos, tv shows, movies, songs, and countless other things encourage us to read them in different ways. We will, in short, be reading the world in this class. Our concern with this expanded scope of reading will be reflected in the texts assigned for this class. In addition to providing you with a theoretical framework for our inquiries into reading the world as a text, Jonathan Silverman and Dean Rader's *The World Is a Text* will provide practical guidance for writing contemporary college essays, but with an emphasis on reading popular culture. Likewise, *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*, by Dr. Mona Hanna-Attisha, will enable the class to participate in the Campus Reading Program.

GE Learning Outcomes (GELOs)

Upon successful completion of this course, students will able to:
1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to 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. demonstrate an ability to integrate their 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.

Course Learning Outcomes (CLO)

Reflecting on Your Own Learning: English 1A Learning Outcomes (CLOs)

By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall term, you will assemble and reflect on your work to gauge and define your progress. Your reflection essay will present your portfolio to your instructor and one other English 1A faculty member; you will demonstrate to us your own ability to:

Read to learn:
• annotate a reading selection to develop a summary and response in your writing (GELO1);
• identify audience and purpose in texts from several genres (GELO 1,3,4);
• explain how genres work to serve audience and context (GELO 1, 3).
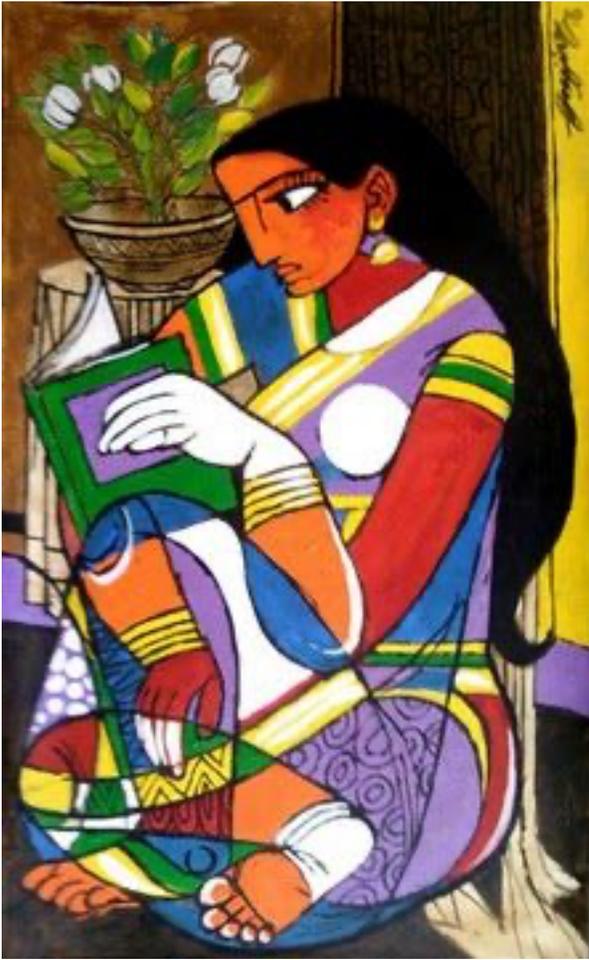
Read to write:
- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:
- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:
- identify new sentence forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing issues in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

Required Texts

The World Is a Text: Writing About Visual and Popular Culture (Updated Compact Edition), Jonathan Silverman and Dean Rader. (Broadview Press. ISBN: 978-1-55481-379-7).

What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City, Dr. Mona Hanna-Attisha. (One World. ISBN: 978-0399590832). This text is available free on campus to all first-year SJSU students.

[Hamlet](). William Shakespeare, Folger Online Edition (free).

Other Readings

There will be numerous other readings as well as required viewing and listening to films, videos, and music recordings. Access to all of these media will be made available through Canvas.

Other technology requirements / equipment / material

You will need a computer in order to submit assignments, participate in peer editing, read announcements from your instructor, and access the course syllabus and other documents.

Course Requirements and Assignments

Writing Assignments:

As a writing course, you will be expected to produce 8,000 words in this course. Of these, 4,000 must be revised and edited. For each of the writing assignments below, I will provided a scoring guide along with essay guidelines. These will be posted on Canvas.

• Personal Essay: (2,000 words total; 1,000 words revised and edited; GELOs 1-5).

• Rhetorical Analysis: (2,000 words total; 1,000 words revised and edited; GE-LOs 1-5).

• Social Media Post: (1,000 words total: 500 words revised and edited; (GE-LOs 1-5).

• Written Response: *Hamlet*: 10% of overall grade. (500-750 words total; GELOs 1, 3-5).

• Argumentative Essay: (3,000-4,000 words total; 1,500 words revised and edited; GELOs 1-5).

Word Count

• In-class: 750-1,500 words

• Out-of-class: 8,000 words

• Total: 8,750- 9,500

• Revised: 4,000 words

Participation

Participation will be determined by the following:

1. Online Activities: You will need to complete the online assignments for this course using Canvas learning modules. Not all of the assignments in these modules are required, but all of them contribute towards your Participation score.

2. Group Projects: I will assign group projects throughout the semester. These projects will enable you to work with one another in teams to create visual/audio presentations. In addition, groups will occasionally present to the class during Zoom sessions.
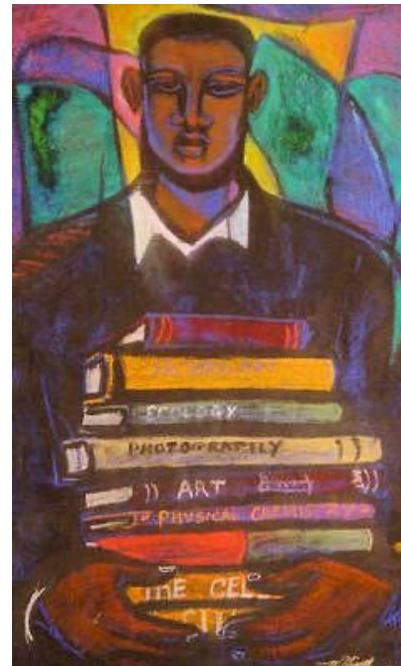
3. Peer Review: We will be conducting peer review/workshop sessions. These activities consist of live, synchronous Zoom sessions and follow-up work completed individually using Canvas learning modules.

IMPORTANT! Success in this course 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

For the culminating activity of this course, you will submit End-of-the-Semester Portfolio and Reflection to Canvas by 11:59 p.m.

Grading Information

|	
Personal Essay:	15% of overall grade
Rhetorical Analysis:	20% of overall grade
Social Media Post:	10% of overall grade
Written Response, *Hamlet*:	10% of overall grade
Argumentative Essay:	25% of overall grade
Participation:	20% of overall grade

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a [free equipment loan program](#) available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Recording Zoom Classes

After each weekly Zoom meeting, I will post a link to a recording of the session on Canvas in as timely a fashion as possible (within 48 hours). You may stream Zoom recordings from this courses for studying purposes, but please do not download them or share them with persons outside of the class. I retain the copyright to these recordings.

These sessions will be recorded for instructional or educational purposes. You are not required to turn your camera on during these sessions, but you are welcome to do so. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the me about possible accommodations.
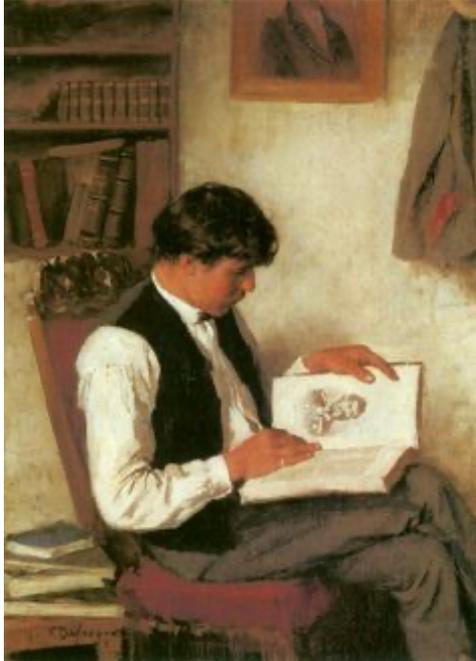
Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

● Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

● Be Mindful of Background Noise and Distractions: Find a quiet place to "attend" class, to the greatest extent possible.

　　○ Avoid video setups where people may be walking behind you, people talking/making noise, etc.

　　○ Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

● Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.

● Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

● Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning..

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/". Make sure to visit this page, review and be familiar with these university policies and resources.

English 1A, Fall 2020, Course Schedule

Below is the tentative schedule for the class this semester. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas.

Week	Module(s)	Readings, Assignments, and Activities* * for a complete list of ALL point-accruing activities, quizzes, and assignments, please review the course's Canvas modules.
1 (8/19)	1	• **(live Zoom Webcast; Wednesday, 8/19, 10:30-11:45 a.m.)** Introduction. Overview of syllabus; discussion of how technology will be used in the class. (Zoom link is available on course Canvas page.)
2 (8/24 -8/28)	1 and 2	• **(live Zoom Webcast; Wednesday, 8/26, 10:30-11:45 a.m.)** Discussion topic for online, synchronous activities: "What is reading?" (Zoom link is available on course Canvas page.) • Assignment: **Post Flipgrid Introduction** • Reading: *The World Is a Text* (WIT), Introduction and Chapter 1: "The Study of Signs (and Texts).
3 (8/31 - 9/4)	2	• **(live Zoom Webcast; Wednesday, 9/2, 10:30-11:34 a.m.)** Discussion topic for online, synchronous activities: "Anzaldua's 'How to Tame a Wild Tongue' and the Personal Essay." (Zoom link is available on course Canvas page.) Readings: • WIT, Chapter 2: "Texts, the World, You, and Your Essays" • WIT, Chapter 3: "Reading the World as a Text: Three Case Studies on Interpretation • Gloria Anzaldua, "How to Tame a Wild Tongue" (available on Canvas)

Week	Module(s)	Readings, Assignments, and Activities*
		* for a complete list of ALL point-accruing activities, quizzes, and assignments, please review the course's Canvas modules.
4 (9/7 - 9/11)	2	• **(live Zoom Webcast; Wednesday, 9/9, 10:30-11:45 a.m.)** Online, synchronous activity: **Live Peer Review w/Breakout Rooms.** (Zoom link is available on course Canvas page.) • **Submit first draft of Personal Essay on Canvas by 10:30 a.m. on Wedneday, 9/9.** • Peer Review follow-up (asynchronous; posted on Canvas).
5 (9/14 - 9/18)	2 and 3	• **(live Zoom Webcast; Wednesday, 9/16, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Reading and Writing about Fashion and the Movies.") (Zoom link is available on course Canvas page.) Readings: • WIT, Chapter 16: "Writing about Fashion" • WIT, Chapter 18: "Writing about Movies"
6 (9/21 - 9/25)	2 and 3	• **(live Zoom Webcast; Wednesday, 9/23, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Reading and Writing about Television.") (Zoom link is available on course Canvas page.) Reading: WIT, Chapter 19: "Writing about Television" • **Assignment: Submit Final Draft of Personal Essay by Midnight on Friday, 9/25**
7 (9/28 - 10/2)	3	• **(live Zoom Webcast; Wednesday, 9/30, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Reading and Writing about Television.") (Zoom link is available on course Canvas page.) Readings: • WIT, Chapter 20: "Writing about Sports" • WIT, Chapter 22: "Writing about Music"

Week	Module(s)	Readings, Assignments, and Activities*
		* for a complete list of ALL point-accruing activities, quizzes, and assignments, please review the course's Canvas modules.
8 (10/5 - 10/9)	3	• **(live Zoom Webcast; Wednesday, 10/7, 10:30-11:45 a.m.)** Online, synchronous activity: **Live Peer Review w/Breakout Rooms.** (Zoom link is available on course Canvas page.) • **Submit first Draft of Rhetorical Analysis on Canvas by 10:30 a.m. on Wednesday, 10/7.** • Peer Review follow-up (asynchronous; posted on Canvas).
9 (10/12 - 10/16)	3	• **(live Zoom Webcast; Wednesday, 10/14, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Navigating 'Difficult' Texts.") (Zoom link is available on course Canvas page.) • Post example of challenging text in Discussions. • Reading: WIT, Chapter 23: "Writing about Technology."
10 (10/19 - 10/23)	3 and 4	• **(live Zoom Webcast; Wednesday, 10/21, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Writing for listeners — strategies for composing texts that are read aloud.") (Zoom link is available on course Canvas page.) • Reading: "Is Google Making Us Stupid?" by Nicholas Carr (handout available on Canvas) • **Post final draft of Rhetorical Analysis on Canvas by Midnight on Friday, 10/23.**
11 (10/26 - 10/30)	4	• **(live Zoom Webcast; Wednesday, 10/28, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Writing for listeners — strategies for composing texts that are read aloud.") (Zoom link is available on course Canvas page.)

Week	Module(s)	Readings, Assignments, and Activities*
		* for a complete list of ALL point-accruing activities, quizzes, and assignments, please review the course's Canvas modules.
12 (11/2 - 11/6)	4 and 6	• **(live Zoom Webcast; Wednesday, 11/4, 10:30-11:45 a.m.)** Online, synchronous activity: **Live Peer Review w/Breakout Rooms.** (Zoom link is available on course Canvas page.) • Post first draft of Social Media Post on Canvas by 3 p.m. on Monday, 11/2. • Peer Review follow-up (asynchronous; posted on Canvas). Readings: • *Hamlet*, Act 1
13 (11/9 - 11/13)	4 and 6	• **(live Zoom Webcast; Wednesday, 11/11, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Genre and the Rhetorical Situation.") (Zoom link is available on course Canvas page.) • Post final draft of Social Media Post on Canvas by Midnight on Friday, 11/13. Readings: • *Hamlet*, Acts 2 and 3
14 (11/16 - 11/20)	5 and 6	• **(live Zoom Webcast; Wednesday, 11/18, 10:30-11:45 a.m.)** Online, synchronous activity: **Live Peer Review w/Breakout Rooms.** (Zoom link is available on course Canvas page.) • **Submit first draft of Argumentative Essay on Canvas by 10:30 a.m. on Wednesday, 11/18.** • Peer Review follow-up (asynchronous; posted on Canvas). Reading: • *Hamlet*, Act 4
15 (11/23 - 11/27)	5 and 6	• **(live Zoom Webcast; Monday, 11/23, 10:30-11:45 a.m.)** Discussion topic for online, synchronous session: "Reading the Characters in *Hamlet* Read the World and One Another.") (Zoom link is available on course Canvas page.) • **Submit final draft of Argumentative Essay on Canvas by Friday, 11/27** Reading: • *Hamlet*, Act 5

Week	Module(s)	Readings, Assignments, and Activities*
		* for a complete list of ALL point-accruing activities, quizzes, and assignments, please review the course's Canvas modules.
16 (11/30 - 12/4)	6	• **(live Zoom Webcast; Wednesday, 12/2, 10:30-11:45 a.m.)** Activity for online, synchronous session: **Group Project — Sharing Snapchat/Instagram Projects.** (Zoom link is available on course Canvas page.) • **Submit Written Response to Shakespeare's *Hamlet* on Canvas by Midnight on Friday, 12/4.**
17 (12/7)	7	• **(live Zoom Webcast; Monday, 12/7, 10:30-11:45 a.m.)** Online, synchronous activity: **Final Check for Portfolio Assembly.** (Zoom link is available on course Canvas page.)
Monday, 12/14	7	• **Submit final Portfolio on Canvas on Monday, 12/14 by Midnight.**