SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 23

ENGL 1A

Fall 2022   3 Unit(s)   08/19/2022 to 12/06/2022   Modified 08/19/2022

👤 Contact Information

Instructor: **Cassie Blair** (she/they)

Email: cassandra.blair@sjsu.edu

Office Location: Faculty Office Building 218

Office Hours: Mon 12:30pm – 1:30pm (in office) and Thurs 10:00am - 11:00am (Zoom Link) *or by appointment*

Classroom: Boccardo Business Center 221

Class Days/Time: Mon/Wed 1:30 pm – 2:45 pm

💻 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

We will work together to establish group norms and classroom protocols that reflect our collective values and support our learning goals. Here are a couple of expectations important to me:

- Participation. Our individual learning depends upon the group's collective engagement. Please show up on time and prepared to every class. In class, please be mindful of how your behavior impacts the learning experience of your peers. If you expect to miss an assignment deadline or be absent for a highly participatory day (like peer review), please email me at least 24 hours in advance so that we can find a solution together.
- Language Diversity. Diverse languages and dialects are welcome in this class. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. I expect that we will listen patiently to one another, work to understand one another, seek out clarification when necessary, and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so by the writer/speaker.

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 the three major assignments, which will include a personal + descriptive narrative, an expository essay, and a rhetorical analysis project.

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)

≣ 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).

📊 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

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

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. use college-level language with clarity and grammatical proficiency

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

Required Reading

You do not need to purchase a textbook for this course. However, this course is reading intensive. I will link or upload all required readings on Canvas for you to view or download. Throughout the semester, you will also be finding and utilizing academic sources of your own, to support your writing project topics.

Please note: Sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may all encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Please discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

Library Liaison

The library at SJSU is an incredible resource. Our English department library liaison is Peggy Cabrera, who loves assisting students with research. Peggy can be reached at peggy.cabrera@sjsu.edu, by phone (408-808-2034), or through the chat function on the SJSU Library website.

Materials Needed for Class

Every class, please come prepared with:

- a dedicated ENGL 1A paper notebook
- a pen or pencil to write with
- a device capable of running word processing software and accessing the Internet

Technology Requirements

You will need regular and reliable access to the Internet, a word processer capable of saving files in .doc or .docx formats, and the ability to view or download PDFs. Before peer review days, you will also need access to a printer.

- For information about printing services on campus, visit the Information Technology Services page (https://www.sjsu.edu/it/services/collaboration/print/index.php)
- If you need to borrow laptops, iPads, and more, please contact Student Computing Services (https://library.sjsu.edu/student-computing-services). If you need software training, contact the Student Technology Training Center (https://library.sjsu.edu/student-technology-training/student-technology-training-center).

In-class and outside-of-class work will be submitted to our Canvas page, and all project drafts will be submitted in .doc or .docx formats.

Please note: The following software is free to all enrolled students in good academic standing:

- Adobe Creative Cloud | https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php
- Microsoft 360 | https://portal.office.com/ [TUTORIAL NOTE: Use your university email address and SJSUOne password to access software for free.]

⋮☰ Course Requirements and Assignments

Course Requirements and Assignments	Word Count (approx.)	Learning Outcomes
Participation - Rubric Development Discussions (3) - Peer Review Workshops (3) - 1-on-1 Conferences (2+)	N/A	1, 3, 4
Assignments - approx. 20 - Reading responses - Discussion board posts - Reflections on peer review - Mini-writing assignments related to core writing projects	200+ ea. = 4,000+	1, 2, 3, 4
Core Project 1: Personal + Descriptive Narrative - Proposal - First Draft - Final Draft w/ Self-assessment	500-1,000	2, 3, 4, 5
Core Project 2: Expository Essay - Proposal - First Draft - Final Draft w/ Self-assessment	1,000-1,5000	2, 3, 4, 5
Core Project 3: Rhetorical Analysis - Proposal - First Draft - Final Draft w/ Self-assessment	1,000-1,500	2, 3, 4, 5
Final Portfolio - 1 Revised Core Paper - Self-reflection Essay - Annotated Bibliography	500+	1, 3, 4

Late Work

Rather than make inflexible rules about late work, I invite you to consider how late or missed assignments will impact your learning and your ability to feel successful in this course.

To help equip you to evaluate the relative impact of late/missed work, I distinguish between **due dates** and **best by** dates on the syllabus. For example, your Project 1 First Draft has a *due date*, because class meetings that week are dedicated to self-reflection exercises and peer review workshops. Your ability to complete the Project 1 feedback and revision process fully depends upon

your on-time submission of the draft. In contrast, *best by* dates are attached to Reading Response assignments, because whether and when you submit a written response only impacts your weekly workload and final grade. *Reading* the readings on time is what matters for our in-class discussions and activities.

The Final Transcript Grading Matrix is a great "big picture" reference tool that can help you plan your labor in this course (what grade do you want? what labor will you plan to do or not do?) But even our best laid plans get disrupted by unexpected emergencies, sick days, travel, etc. **If you are having trouble meeting a deadline and/or you know you are going to miss a highly participatory class meeting (like peer review day), please email me at least 24 hours in advance. We can find a solution together.**

✔ Grading Information

Our simple, overarching goal in ENGL 1A is to end the semester as slightly more confident and knowledgeable writers than we started. In other words, we're trying to learn a little. Learning to write in a new context – like learning any new skill – requires time, labor, and risk-taking, and likely involves a few "failed" attempts. In other words, learning is a *laborious process.*

Assignments throughout the semester will be recorded as Complete/Incomplete (or in some cases because of the limitations of Canvas grading, 0/1, where 0=incomplete and 1=complete). The final drafts and self-assessments of your three core writing projects will be evaluated as either Pass or Fail, where the definitions of Pass/Fail will be clearly defined by a rubric that we develop together as a class during the early stages of each paper drafting process.

At the end of the semester conference, you and I will agree upon your final grade by reviewing your work alongside the Final Transcript Grading Matrix below.

ENGL 1A must be passed with a C- or better as a CSU graduation requirement.

Final Transcript Grading Matrix

For an A, you will	For a B, you will	For a C, you will	For a D, you will
Pass all three core writing projects (personal + descriptive narrative, expository, and rhetorical analysis). Submit a thorough, insightful self assessment with each final draft.	Pass all three core writing projects (personal + descriptive narrative, expository, and rhetorical analysis). Submit a thorough, insightful self-assessment with at least two of the final drafts.	Pass all three core writing projects (personal + descriptive narrative, expository, and rhetorical analysis). Submit a thorough, insightful self-assessment with at least one of the final drafts.	Pass two of the three core writing projects.
Submit a first draft for each of the three projects and make notable revisions to all three prior to submitting the final version.	Submit a first draft for at least two projects and make notable revisions to both prior to submitting the final version.	Submit a first draft of at least one project and make notable revisions to it prior to submitting the final version.	You do not submit any first drafts OR your first drafts are identical or nearly identical with the final.

Provide on-time peer review feedback to assigned classmate(s) for each of the three projects.	Provide on-time peer review feedback to assigned classmate(s) for at least two projects.	Provide on-time peer review feedback to assigned classmate(s) for one project.	You do not provide on-time feedback to your classmates.
Participate in all three rubric development discussions.	Participate in two rubric development discussions.	Participate in one rubric development discussion.	You do not participate in rubric development discussions.
Pass at least 90% of homework assignments on Canvas (e.g. 18/20).	Pass at least 80% of homework assignments on Canvas.	Pass at least 60% of homework assignments on Canvas.	Pass 50% of homework assignments on Canvas.
Show up prepared and on time for two conferences with me.	Show up prepared and on time for two conferences with me.	Show up prepared and on time for one conference with me.	You miss your conferences with me.
Submit your final Portfolio on time.	Submit your final Portfolio on time.	Submit your final Portfolio on time.	You do not submit your final Portfolio OR the Portfolio is incomplete.

This final transcript grading matrix is adapted from Megan Von Bergen's, whose work on un-grading has been extremely useful to me. Megan is a Professor in the English department at The University of Tennessee Knoxville.

🏛 University Policies

Per University Policy S16-9 (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

ENGL 1A-23 Fall 2022

Course Schedule

Subject to change. Always check Canvas for the most up to date information on assignments and deadlines.

Week	Date	In Class, Readings, Assignments, Deadlines
1	M 8/22	**In Class:** Welcome! Writing warm-up; Intros; Syllabus, Canvas, course goals, etc. **Reading:** Cook, "First Year Composition Should Be Skipped,"*Bad Ideas,* pp 24-29 hooks, *Teaching to Transgress,* pp 1-12 **Assignment:** Discussion board
	W 8/24	**Due before class:** Contribute to discussion board **In Class:** Freewrite; Discuss readings (and reading like writers); Draft group norms; Introduce Project #1: Personal + Descriptive Narrative **Reading:** Bunn, "How to Read Like a Writer," *Writing Spaces,* pp 71-86 Irvin, "What Is 'Academic' Writing?" *Writing Spaces,* pp 3-17 **Assignment:** Reading Response #1
2	M 8/29	**Best before class:** Reading Response #1 **In Class:** Freewrite; Audience, Purpose, Context; *Pathos* and personal narrative writing; Identity/Object/Memory exercise (and other pre-writing strategies) **Reading:** Machado, "Household Object: Taxidermied Alligator Head, $20" Anzaldúa, "How to Tame a Wild Tongue," pp 75-86 **Assignment:** Household Object
	W 8/31	**Due before class:** Household Object **In Class:** Freewrite; Writing description and sensory detail; Work on Project 1 Proposals / Story circles in small groups; NYT quiz How Y'all, Youse and You Guys Talk **Reading:** Alvarez et. al, "Workin' Languages: Who We Are Matters in Our Writing,"*Writing Spaces,* pp 1-17 Pattanayak, "There is One Correct Way of Writing and Speaking,"*Bad Ideas,* pp 82-87 **Assignment:** Project 1 Proposal (if you didn't finish in class, submit by 11:59 pm Friday); Reading Response #2 (best by 9/7) Enjoy the long weekend!
3	M 9/5	**NO CLASS - LABOR DAY HOLIDAY**

Week	Date	In Class, Readings, Assignments, Deadlines
	W 9/7	**Best by today:** Reading Response #2 **In Class:** Freewrite; Proposals in small groups; Organizing and writing first drafts (beyond the 5-paragraph essay); **Reading:** Lamott, "Shitty First Drafts" Antlitz, "Taking Flight: Connecting Outer and Inner Realities during Invention,"*Writing Spaces,* pp 82-106 **Assignment:** Discussion board; Sign up for Conference time
4	M 9/12	**Due before class:** Contribute to discussion board **In Class:** Freewrite; Why we like shitty first drafts (and the purpose of reflective writing and peer review in the writing process); Rubric development for Project 1 **Reading:** Giles, "Reflective Writing and the Revision Process," *Writing Spaces,* pp 191-204 **Assignment:** Project 1 First Draft
	W 9/14	**Due before class:** Project 1 First Draft **In Class:** Freewrite; Reflective writing; *Dear Reader* notes and self-assessments; Establish norms for (slow) peer review Jaramillo, ['Why Can't Men Say "I Love You" to Each Other?' Annotated by the Author,](#) NYT **Reading:** Review group norms and Project 1 rubric **Assignment:** *Dear Reader* note; Self-assessment for Conference
5	M 9/19	**Due before class:** Hard copies of Project 1 Draft w/ *Dear Reader* note *Bring to class: Two (2) hard copies of your first draft w/ Dear Reader note for peer review* **In Class:** Peer review using co-developed rubric + *Dear Reader* notes - Conferences (outside of class/extended office hours) **Assignment:** Reflect on peer review
	W 9/21	**Best by today:** Reflection on peer review **In Class:** Writing day; 1-on-1 Conferences cont. **Assignment:** Revisions: Final Draft + Self-assessment best by next class

Week	Date	In Class, Readings, Assignments, Deadlines
6	M 9/26	**Best by today: Project 1 Final Draft + Self-assessment** **In Class:** Freewrite; Back to the rhetorical situation; *logos, pathos, ethos;* Intro to Project #2: Expository Writing **Reading:** Wardle, "You Can Learn to Write in General," *Bad Ideas,* pp 30-33 Manaugh, *The BLDG BLOG Book,* 11-14 **Assignment:** Explaining Fandom to…
	W 9/28	**Due before class:** Explaining Fandom **In Class:** Freewrite; What do you know? Explaining in small groups **Reading:** Lockwood, "How Do We Write Now?" Tinhouse Elbow, "Freewriting" **Assignment:** Reading Response #3
7	M 10/3	**Best by today:** Reading Response #3 **In Class:** Freewrite; Writing to instruct; Establishing trust and credibility (…and, by the way, is *everything* an argument?) **Reading:** Bernstein and Lowry, "The Five-Paragraph Essay Transmits Knowledge," *Bad Ideas,* pp 214-219 **Assignment:** How to Build the Best…
	W 10/5	**Due before class:** How to Build the Best **In Class:** Freewrite; Project proposals in small groups; Supplementary materials needed? **Reading:** (Links on Canvas) **Assignment:** Project 2 Proposal (if you didn't finish in class, submit by 11:59 pm Friday); Reading Response #4

Week	Date	In Class, Readings, Assignments, Deadlines
8	M 10/10	**Best by today:** Reading Response #4 **In Class:** Freewrite; Proposals → Outlining → Partial drafts; Other materials needed? Rubric development **Reading:** An example of expository writing of your own finding **Assignment:** Share your source
	W 10/12	**Best by today:** Share your source **In Class: MID-SEMESTER CHECK-IN** How's it going? Revisit goals, group norms, and schedule. What do we want to stay the same? Change? **Reading:** Review group norms and Project 2 rubric **Assignment:** Project 2 Partial Draft + *Dear Reader* note
9	M 10/17	**Due before class: Hard copies of Project 2 Draft w/** *Dear Reader* note *Bring to class: Two (2) hard copies of your first draft w/ Dear Reader note for peer review* **In Class:** Peer review using co-developed rubric **Assignment:** Reflect on peer review
	W 10/19	**Best by today:** Reflection on peer review **In Class:** Freewrite; What did we notice? Revision strategies and rubric check-in **Assignment:** Work on revisions
10	M 10/24	**In Class:** Freewrite; Remediation! Disruption! What happens when…? **Assignment:** Remediation exercise
	W 10/26	**Best by today:** Remediation **In Class:** Freewrite; Exploring arguments and rhetorical analysis; What's happening on soccer Twitter? **Assignment:** Arguments in the Wild; Project 2 Final Draft w/ Self-Assessment

Week	Date	In Class, Readings, Assignments, Deadlines
11	M 10/31	**Best by today: Project 2 Final Draft + Self-assessment** **Due before class:** Arguments in the Wild **In Class:** Freewrite; Analyze group examples; Introduction to Project #3: Rhetorical Analysis **Reading:** "Why We Make Arguments," *Everything's an Argument* Carroll, "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis," *Writing Spaces,* pp 45-58 **Assignment:** What's the issue?
	W 11/2	**Due before class:** What's the issue? (Issue identified!) **In Class:** Freewrite; Discuss issues; Letter to a friend; Small group brainstorms **Reading:** Wierszewski, "Research Starts With a Thesis Statement" **Assignment:** Reading Response #5
12	M 11/7	**Best by today:** Reading Response #5 **In Class:** Freewrite; Exigence (and other fancy words!); Brainstorm project topics in small groups **Reading/Viewing/Listening:** A persuasive piece of your own finding in any medium **Assignment:** Share your finding
	W 11/9	**Due before class:** Your persuasive finding **In Class:** Freewrite; Analyze examples; Rhetorical strategies and logical fallacies; Proposals in small groups **Reading:** (Links on Canvas) **Assignment:** Project 3 Proposal (if you didn't finish in class, submit by 11:59 pm Friday)
13	M 11/14	**In Class:** Freewrite; Organizing analytical papers; Project 3 Rubric Development **Assignment:** Project 3 Partial Draft w/ *Dear Reader* note
	W 11/16	**DUE: Project 3 Partial draft +***Dear Reader* note **In Class:** Partial draft peer review using co-developed rubric **Assignment:** Reflect on peer review

Week	Date	In Class, Readings, Assignments, Deadlines
14	M 11/21	**Best by today:** Reflection on peer review **In Class:** Freewrite; Revision work; Discuss Final Portfolio requirements and plan for next week **Assignment:** Work on revisions; Prepare for Conference
	W 11/23	**NO CLASS - HOLIDAY**
15	M 11/28	**In Class:** Portfolio work: Self-Reflection • Conferences
	W 11/30	**In Class:** Portfolio work: Annotated Bibliography • Conferences
16	M 12/5	**Best by today: Project 3 Final Draft + Self-assessment** **Due today:** All makeup work / previously incomplete assignments **LAST DAY OF INSTRUCTION**
	W 12/7	**NO CLASS**
17	M 12/12	**In Class:** TBD **FINAL ASSIGNMENT / DEADLINE:** Portfolio is due on Canvas**no later** than 2:45 pm Tuesday, December 13 Have a great break!