

# First Year Writing Section 07

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

### Contact Information

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### 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

Course Theme for this Section of English 1A: *Getting INTO College*

This summer, you began preparing yourself for the college experience by attending orientation and completing your Reflection on College Writing course, among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context anyway? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

## 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 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.

**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

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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 Learning Outcomes (CLOs)

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## 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

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With the exception of *Darius the Great Is Not Okay*, which is free to all incoming SJSU students, the course materials below can be accessed online or purchased/rented at the Spartan Bookstore.

### Darius the Great Is Not Okay

**Author:** Adib Khorram

**Publisher:** Penguin Books

**Edition:** Paperback

**ISBN:** 978-0525552970

**Availability:** Distributed during orientation to first year students

**Price:** Free for all incoming first-year students

Required

This novel is SJSU's 2023-2024 Campus Reading Program Book Selection. If you are an incoming first-year student, you should have received a free copy of this book during orientation. If you did not receive a copy of the book, please inform me as soon as possible.

### Required Open Educational Resources

For readings about rhetoric, composition, and argumentation, we will be using open educational resources (OER). These are available online for free. While I may introduce other texts (and will provide you with the necessary access whenever I do), we will primarily use selections from the following:

- [Excelsior Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License:](https://owl.excelsior.edu/) (<https://owl.excelsior.edu/>) <https://owl.excelsior.edu/>
- [Purdue Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License:](https://owl.purdue.edu/owl/purdue_owl.html) ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

### Required Online Subscription

In addition to purchasing the above book, you will need to subscribe to **Packback Questions**.

The Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online

community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

#### Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be weekly submissions due on Sundays by Midnight PST. In order to receive full credit, you should submit the following:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 1 point for each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 55, worth 1 point each for each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

#### How to Register on Packback:

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click "Packback" within Canvas to access the community.
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in Canvas, make sure to only access Packback via Canvas.

Packback may require a paid subscription. Refer to [www.packback.co/product/pricing](http://www.packback.co/product/pricing) for more information.

#### How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

<https://www.youtube.com/watch?v=OV7QmkrD68>

## Other Readings

In addition to the above texts, I will sometimes assign additional readings from online sources such as news sites or academic journals. When I do so, I will make them available on Canvas.

## ☰ Course Requirements and Assignments

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Below are the major writing assignments for this course. With the exception of Packback questions, which are posted online every week, each major essay requires a first and final draft.

- **Multimodal Personal Essay** (1,000 drafted words; 500 words revised and edited; GELOs 1-5).
- **Profile Essay** (2,000 drafted words; 1,000 words revised and edited; GELOs 1-5).
- **Study Guide: *Darius the Great Is Not Okay*** (1,000 drafted words; 500 words total)
- **Persuasive Essay** (2,000 drafted words; 1,000 words revised and edited; GELOs 1-5).
- **Writing Portfolio and Self-Reflection Essay:** (1,500 drafted words: 750 words revised and edited; GELOs 1-5).
- **Packback Questions:** (estimated 2,000 drafted words: 1000 words revised and edited; GELOs 1-5).

In addition to the above essays, other assignments and activities in this course include class discussions, Peer Review, group projects, quizzes, and online homework.

## ✓ Grading Information

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### Major Essays

For each of the major writing assignments, I will post detailed directions and a scoring guide on Canvas.

### Packback

There will be a weekly deadline (Sunday at 12 a.m. PST) for Packback submissions. In order to receive full credit each, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 6 points of each assignment grade.
- 2 Responses every week with a minimum Curiosity Score of 55, worth 12 points of each assignment grade.

To receive full-credit for Packback (10% of the overall course grade), you will need to complete 10 of 15 scheduled weekly submissions. Posts that receive a Curiosity Score less than 55 will receive 1/2 credit. Late submissions will receive no credit for the week.

## Participation

In addition to the essays you write and the portfolios you produce, your overall grade will be influenced by your participation in the course. The following factors contribute to your Participation score: 1. Homework/Outside Activities, 2. Classroom Discussion, 3. Reading Exams and Quizzes, 4. Peer Review, and 5. Writing Portfolio.

**1. Homework/Outside Activities:** You will need to complete much of the work for this course outside of the classroom. At times this work will be required of the whole class. For example, I may assign a reading response as homework.

**2. Classroom Discussion:** Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for all of us. For this reason, you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment.

**3. Reading Exams and Quizzes:** In addition to shorter reading quizzes based on assigned readings, there will be periodic reading exams.

**4. Peer Review:** We will be conducting peer review sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Please upload your respective first drafts to Canvas by the date listed on the schedule and submit a hard copy to me at the beginning of class. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class peer review session. On the class day devoted to peer review, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring an additional hard copy of your draft to the peer review session so that you and your peers can mark up your manuscript. Failure to attend or to participate adequately in a peer revision session (both online and in class) will result in a lowering of your essay's grade by one full letter.

## Criteria

Your grade for English 1A will be determined by the following criteria:

Assignment/Activity	Percentage of Course Grade
Personal Essay	20%
Profile Essay	20%
Persuasive Essay	20%
Study Guide: Darius the Great Is Not Okay	10%
Packback Questions	10%
Writing Portfolio and Self-Reflection	10%
Participation	10%

## Breakdown

Since this is a writing course, you will be expected to complete and submit all of the major essays assigned in this course. Along with each of these writing assignments, you will need to complete related in-class activities and homework, including weekly online discussion posts on Packback. Since our goal in English 1A is to establish a productive and supportive learning community, please come to class ready and willing to engage with others in class discussions as well as small group and individual activities. No extra credit options are available for this course.

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

## University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

Below are the due dates for the major assignments and readings for this semester. This does not include homework due on Canvas and Packback, for which you will be notified through the Canvas LMS. This schedule is subject to change with fair notice via the Canvas messaging system.

### Abbreviations:

- *DGINO* -- *Darius the Great Is Not Okay*

When	Topic	Notes
Week 1	Introduction to Course	<b>Assignments/Activities</b> <ul style="list-style-type: none"><li>◦ Course overview</li><li>◦ Introductions</li><li>◦ In-class Essay</li><li>◦ First major writing assignment, <b>Multimodal Personal Essay</b>, is assigned.</li></ul>

When	Topic	Notes
Week 3	Video Essay: What Would You Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ <a href="https://www.vox.com/2017/9/11/16270316/college-mobility-culture">"The Subtle Ways Colleges Discriminate Against Poor Students, Explained with Cartoons."</a> (<a href="https://www.vox.com/2017/9/11/16270316/college-mobility-culture">https://www.vox.com/2017/9/11/16270316/college-mobility-culture</a>) by Alvin Chang. (<a href="https://www.vox.com/2017/9/11/16270316/college-mobility-culture">https://www.vox.com/2017/9/11/16270316/college-mobility-culture</a>)</li> <li>◦ <i>DGINO</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Peer Review of <b>Multimodal Personal Essay</b> during class on Wednesday, 9/6.</li> </ul>
Week 2	Video Essay: What Would You Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ "How to Tame a Wild Tongue," by Gloria Anzaldúa. (Electronic version available on Canvas course site).</li> <li>◦ <i>DGINO</i></li> </ul> <p>Assignments/Activities</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline to upload first draft of Multimodal Personal Essay to Canvas: Wednesday, 8/30, at Midnight.</b></li> </ul>
Week 4	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ <i>DGINO</i></li> <li>◦ Excerpt from <i>College Rules</i>, by Sherrie Nist-Olejniak and Jodi Patrick Holschuh</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>The deadline to submit the final draft of Multimodal Personal Essay is the beginning of class on Wednesday, September 13.</b></li> </ul>
Week 5	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ <i>DGINO</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Second major writing assignment, <b>Profile Essay</b>, is assigned.</li> </ul>
Week 6	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ "Is Google Making Us Stupid?" by Nicholas Carr</li> </ul>
Week 7	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Excerpt from <i>Stolen Focus</i> by Johann Hari</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>Peer Review of first draft of Profile Essay on Wednesday, 10/4. (Bring printout/hard copy to class).</b></li> </ul>
Week 8	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Excerpt from <i>Kids These Days</i> by Malcolm Harris</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>The deadline to submit hard copy of the final draft of the Profile Essay is the beginning of class on Wednesday, October 11.</b></li> </ul>
Week 9	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Excerpt from <i>College Rules</i>, by Sherrie Nist-Olejniak and Jodi Patrick Holschuh</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Third major writing assignment, <b>Persuasive Essay</b>, is assigned.</li> </ul>

When	Topic	Notes
Week 10	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ News articles on higher education tbd</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>• Toulmin Method</li> </ul>
Week 11	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ News articles on higher education tbd</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Classical and Rogerian Argumentation</li> </ul>
Week 12	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ News articles on higher education tbd</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>Peer Review of first draft of Persuasive Essay on Wednesday, 11/6. (Bring printout/hard copy to class).</b></li> </ul>
Week 13	Writing Portfolio and Self-Reflection	<p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>The deadline to submit hard copy of the final draft of the Persuasive Essay is the beginning of class on Wednesday, November 15.</b></li> </ul>
Week 14	Writing Portfolio and Self-Reflection	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ News articles on higher education tbd</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>• No class scheduled on Wednesday, 11/22, due to the Thanksgiving holiday.</li> </ul>
Week 15	Writing Portfolio and Self-Reflection	<p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline for first draft of Writing Portfolio and Self-Reflection: Monday, 11/27, at Midnight.</b></li> <li>◦ <b>Peer Review of Writing Portfolio and Self-Reflection during class on Wednesday, 11/29.</b></li> </ul>
Week 16	Writing Portfolio and Self-Reflection	<p>Assignments/Activities</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline to upload culminating activity of the semester: The Writing Portfolio and Self-Reflection to Canvas is Thursday, 12/14, at 12 Midnight.</b></li> </ul>