San José State University
Department of English and Comparative Literature
English 1A: First Year Writing, Section 07, Spring 2020

Course and Contact Information

Instructor:	Claire Tromblee
Office Location:	FOB 213
Telephone:	*Please contact me via email*
Email:	Claire.tromblee@sjsu.edu
Office Hours:	Wednesday 10:30 AM-11:30 AM **and by appointment**
Class Days/Time:	Monday/Wednesday 9:00 AM-10:15 AM
Classroom:	Clark 316
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

Canvas and Messaging

Please only contact me through email!

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course website. You are responsible for regularly checking with the messaging and announcement system through Canvas and through occasional email announcements to learn about any course updates.

English 1A Course Description

English 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.

Course Goals

As modern human beings, we are practiced and professional readers and writers. From texting a friend to catching up on the news to figuring out the perfect caption for a photo, we are constantly communicating using the written word. In this class, you will practice reading rhetorically and actively through four major assignments along with readings and minor assignments. We will begin by considering the roles rhetoric and writing play in our professional and daily lives, culminating in a cover letter assignment. You will then spend the remainder of the semester exploring an issue or topic that matters deeply to you. At the end of the semester, you will reflect back on your projects and the progress you have made as a writer by assembling an ePortfolio.

Course Learning Outcomes (CLO)

Reading:

This course will expose you to a wide variety of genres and perspectives. In order to gain an understanding of a genre, you will need to read samples of that genre. This course will therefore require a fair amount of reading to familiarize yourself with the styles and expectations associated with each genre and to observe how a rhetorical situation is contextualized given a certain audience, purpose, and perspective.

Readings will consist of texts I assign that will be available through Canvas. You will also be required to find and read your own sources that pertain to your individual projects.

Writing:

In this course, you will be writing a lot. All of the major assignments in this course will provide you opportunities to practice writing about real situations and real-life issues. Your projects will build upon one another to help you develop critical thinking skills, improve your understanding of rhetorical concepts, and give you opportunities to hone your writing skills. 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.

GE Learning Outcomes (GELO)

In addition to the learning objectives stated above, English 1A also measures the learning goals of GE Area A2.

Upon successful completion of the course, students will be 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 the 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

Commitment to 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 and generate meaningful public debate. Contents for the course will include writers of different cultural backgrounds, socio-economic backgrounds, ethnicities, genders, and abilities. **Our classroom is a safe environment and a venue for open, respectful communication.**

Please note: Sometimes our course will contain material of a sensitive nature that differs from and perhaps challenges our ideas, beliefs, and understanding of reality. I encourage you to discuss any problems you have about such material with me.

Required Texts/Readings

Textbook

You are not required to purchase a textbook for this class.

Other Readings

All readings will be available as a PDF through Canvas or online (linked through Canvas).

Other technology requirements / equipment / materials

- Laptop/other type of access to online reading materials/Canvas in class
  (You can check out a laptop from the MLK library—see me if you need help getting access to technology)
- Access to GoogleDocs
- Access to or ability to convert documents to Word (.doc)
- Binder paper and pens/pencils for occasional free-writes/outlines not done on Canvas

You must bring all materials to class daily in order to fully participate!

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 45 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 sheets will be posted to Canvas on the day they are assigned.
- More specific directions will follow the posting of an assignment and students will be able to ask questions about each project assigned.
- This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form.
- The table below explains the breakdown of word-count requirement for assignments, discussion posts, process materials, etc. and how each assignment meets the General Learning Outcomes of the course.

Discussion posts

Discussion posts will be required along with every reading assigned in the class to help you discern the main ideas of each reading. These will be around 200 words and will be worth 10% of your total grade. They **must** be completed and submitted to Canvas **before** the beginning of the class period they are due. **Missed discussion posts cannot be made up.**

Projects

You will submit four (4) major assignments and one (1) portfolio for this class. The assignments will allow you to write in a variety of genres while you explore and track your writing process. The written components of each assignment will be around 1000-1500 words per assignment. Point values are explained under "Grade Calculations." A large part of this class will be learning how to revise your work, so we will spend a lot of time on the process of completing these projects; this means you will be required to write and submit progress checks and rough drafts. **Projects must be submitted to Canvas in a .doc format by the due date and time indicated on the syllabus/assignment sheet.**

Rough Drafts and Peer Review

Rough drafts are worth 10% of the final grade for each project. If you don't submit a rough draft, you will lose 10% of your project grade. If you need an extension on a rough draft, please let me know via email at least 24 hours ahead of the due date and time listed on the syllabus/assignment sheet for the assignment. Rough drafts that are late without explanation will lose points as outlined by my grading policy. Any late rough drafts will lose further points if they are not peer reviewed in some capacity. See me if you miss or think you will miss a rough draft deadline.

You will be bringing in a rough draft for each major assignment in the class. We will attempt to use GoogleDocs to conduct peer review, so it is very important to bring a laptop on peer-review day. Your presence in class for peer review is necessary for full credit on your rough draft!

Presentation

You will be required to do a brief presentation on Assignment 3 at the end of the year. This presentation is worth 5% of your grade.

Final Examination (Portfolio):

At the end of the semester you will be required to turn in an ePortfolio that consists of selected examples of your writing that you produced for our class, including drafts. **Remember to keep all of your work!**

Required in every portfolio is:
- At least one major project from the class (one of the four assignments)
- Portfolio reflection
- Annotated bibliography
- RCW materials

  More in-depth directions will be given about the ePortfolio in class a few weeks before it is due.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELOs Satisfied
10 discussion posts	2000 (200 each)	2,3
Cover letter + reflection and draft materials	1000	1-5
Assignment 1 + process materials	1500	1-5
Assignment 2 + process materials	1500	1-5
Assignment 3 (including proposal and rationale)	1500	1-5
Final ePortfolio	1000*	1-5
Presentation	n/a	2,3
Participation	n/a	n/a

*1000 words reflects the annotated bibliography and the portfolio reflection produced for the Final ePortfolio project. Does not include previously written student materials compiled for the ePortfolio.

The University Policy S16-9, Course Syllabi requires the following language to be included in the syllabus:

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.

Grading Information

Grading Policy

- Unexcused late projects will be graded down a full letter grade for every day it is late—if it is a few hours late on the same day, it will be graded down by half a letter grade.
- **You must turn in all major projects to pass the class**, even though projects turned in more than 5 days after the deadline unexcused will earn a 0.
- Rough drafts are worth 10% of the final grade for each project. If you don't submit a rough draft you will lose 10% of your project grade.
- **Assignments must be submitted to Canvas in a .doc format by the due date and time indicated on the syllabus/assignment sheet.**
- Missed discussion posts, small assignments, and in-class/participation assignments cannot be made up.
- **Extensions:** Contact me **via email** at least 24 hours before the due date if you can't make a deadline for a project. Extensions will not be granted unless we have confirmed it over email—if you need more time on an assignment you **must** email me with a new due date and receive confirmation that I've agreed to your extension for the extension to be valid.

Grade Calculations

Assignment	Word Count	Points	%
10 discussion posts	2000 (200 each)	100 (10 pts each)	10%
Cover letter + reflection and draft materials	1000	100	10%
Assignment 1: Paying Attention	1500	150	15%
Assignment 2: What Counts as Persuasion	1500	150	15%
Assignment 3: Contribute to the Conversation	1500	150	15%
Final ePortfolio	1000*	100	10%
Presentation	n/a	50	5%
Participation	n/a	200	20%
TOTAL:	8000 words	1000 points	100%

1000 words reflects the annotated bibliography and the portfolio reflection produced for the Final ePortfolio project. Does not include previously written student materials compiled for the ePortfolio.

Grade Scale

Course grades will be calculated using the following:

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

Students must receive a C- or higher as a CSU graduation requirement.

Requirements for specific assignments will vary, but in all cases, grades will reflect the paper's effectiveness, which is broken down into three major ideas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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

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 weaknesses 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.

Classroom Protocol

Technology

This course will require the use of technology, so we will be working on and with laptops, cell phones, tablets, etc. throughout the semester for accessing readings, for writing, and for communicating with one another. I ask that you use technology in a way that is respectful to me and your fellow classmates and will facilitate a comfortable and productive working and learning environment for us all. The only time I will require phones and laptops put away entirely will be during presentations given by your peers, which will need your full attention. Along with this, I expect a classroom environment that recognizes and legitimizes a diverse pool of opinions and perspectives, even and especially when there are disagreements.

Participation + Absences

You are expected to participate daily in this class, and while you are not being graded on attendance itself, you will not be able to make up missed group-work and discussion from class that counts toward your participation grade. Participation is worth 20% of your overall grade; each day you will receive points for participation, and you cannot make up those points. That being said, I understand we are all human and sometimes life happens. If you absolutely need to miss a class, please let me know at least a few hours before that class period via email and we can try to work something out. Unexcused absences/absences not brought to my attention until during/after that missed class will not be redeemable.

Tardiness

Please try to show up on time. Again, I understand that things happen and we are all human, so I will not dock points unless your lateness becomes an unexplained habit.

Plagiarism

Do not plagiarize. The topics on which you'll be writing will be personal and/or specific to you and you will be constantly revising, so it will be quite obvious if you plagiarize. You are welcome to reference other people and sources as inspiration/for evidence, but your own ideas are far more interesting than the ones I have heard 1000 times—just don't copy other people.

Food + Drink

Feel free to eat/drink in my class as long as it is not a distraction to others.

University Policies

For information regarding the following policies, please see the syllabus information web page at: http://www.sjsu.edu/gup/syllabusinfo/

General Expectations, Rights and Responsibilities of the Student	SJSU Counseling & Psychological Services
Student Technology Resources	Consent for Recording of Class and Public Sharing of Instructor Material
Course Requirements and Assignments	Dropping and Adding
SJSU Peer Connections	Campus Policy in Compliance with the American Disabilities Act
Attendance and Participation	
SJSU Writing Center	Academic integrity
Accommodation to Students' Religious Holidays	

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

English 1A: First-Year Writing, Spring 2020, Course Schedule

Calendar subject to change with notification.
Readings, assignments, discussion posts should be read and completed BEFORE that class.

"Homework"=to do **for next class.** "Due"=due **that day in class.** Major assignment due dates are in **bold red**. Major assignment due date reminders are in red, listed the class session before the assignment is due.

Final: Monday May 18th 7:15-9:30 AM

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines

1	Mon. 1/27	**Welcome!**
		
		In class:
		    Introduction, syllabus, intro survey, getting to know each other
		Homework:
		    Reading 1
		    Discussion Post 1

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed. 1/29	**Due:** Discussion Post 1 **In class:** Why do we write? Intro to context, purpose, audience, genre Cover Letter assigned **Homework:** Reading 2 Discussion Post 2
2	Mon. 2/3	**Due:** Discussion post 2 **In class:** How and why we peer review **Homework:** Rough Draft Cover Letter due next class (Wed. 2/5)
2	Wed. 2/5	**Due: Rough Draft Cover Letter (Canvas 9 AM)** **In class:** Cover Letter peer review **Homework:** Look over Cover Letter feedback
3	Mon 2/10	**In class:** Researching—How and where to start? What is credibility? **Homework:** Reading 3 Discussion Post 3
3	Wed. 2/12	**Due:** Discussion Post 3 **In class:** Assignment 1 assigned Communities and Stakeholders **Homework:** Cover Letter due Mon (2/17)
4	Mon. 2/17	**Due**: **Final Draft Cover Letter (Canvas 11:59 PM)** **In class:** Context **Homework:** Reading 4 Discussion Post 4 Bring in some sources for assignment 1
4	Wed. 2/19	**Due:** Discussion Post 4 and sources **In class:** Intros! Source workshop **Homework:** Reading 5 Discussion Post 5
5	Mon. 2/24	**Due:** Discussion Post 5 **In class:** Reverse outlining Shitty First Drafts **Homework:** Rough Draft Assignment 1 due Wed (2/26)

Week	Date	Topics, Readings, Assignments, Deadlines
5	Wed. 2/26	**Due: Rough draft Assignment 1 (Canvas 9 AM)** **In class:** Assignment 1 Peer review **Homework:** Look over Assignment 1 peer review feedback Check back for my comments
6	Mon. 3/2	**In class:** Thesis and essay structure workshop **Homework:** Reading 6 Discussion Post 6
6	Wed. 3/4	**Due:** Discussion Post 6 **In class:** TBD **Homework:** Final Draft Assignment 1 due Mon (3/9)
7	Mon. 3/9	**Due: Final Draft Assignment 1 (Canvas 11:59 PM)** **In class:** Introduce Assignment 2 Context, purpose, audience **Homework:** Reading 7 Discussion Post 7
7	Wed. 3/11	**Due:** Discussion post 7 **In class:** Commonplaces + ideologies Exigence, Situated and Invented Ethos **Homework:** Bring in your source of choice for Assignment 2
8	Mon. 3/16	**Due:** Bring in your source **In class:** Rhetorical source workshop—identifying context, purpose, audience **Homework:** Reading 8 Discussion Post 8
8	Wed. 3/18	**Due:** Discussion post 8 **In class:** Murder: Rhetorically Speaking Genre **Homework:** Rough Draft Assignment 2 due Mon (3/23)
9	Mon. 3/23	**Due: Rough Draft Assignment 2 (Canvas 9 AM)** **In class:** Midpoint survey Peer review workshop **Homework:** Reading 9 Discussion Post 9

Week	Date	Topics, Readings, Assignments, Deadlines
9	Wed. 3/25	**Due:** Discussion Post 9 **In class:** Logical fallacies Introduce Project 3 **Homework:** **Final Draft Assignment 2 DUE Monday (4/6)**
10	Mon. 3/30	**No class—Happy Spring Break!**
10	Wed. 4/1	**No class—Happy Spring Break!**
11	Mon. 4/6	**Due:** **Final Draft Assignment 2 (Canvas 11:59 PM)** **In class:** Visual rhetoric and multimodality Brainstorm for Assignment 3 **Homework:** Reading 10 Discussion Post 10
11	Wed. 4/8	**Due:** Discussion post 10 **In class:** Interact with multimodality Rationalizing your project **Homework:** Find an example of "daily rhetoric" Assignment 3 Proposal due Monday (4/13)
12	Mon. 4/13	**Due:** Example of "daily rhetoric" (in class) AND Assignment 3 Proposal (Canvas 9AM) **In class:** Rhetoric is everywhere day **Homework:** Check for feedback on your proposal
12	Wed. 4/15	**In class:** Portfolio assigned and explained Sign up for presentations and conferences **Homework:** Rough draft Assignment 3 and Process Reflection due Mon 4/27
13	Mon. 4/20	**Conferences: Day 1**
13	Wed. 4/22	**Conferences: Day 2**
14	Mon. 4/27	**Due:** **Rough Draft Assignment 3 and Process Reflection (Canvas 9 AM)** **In class:** Assignment 3 peer review workshop
14	Wed. 4/29	**In class:** Portfolio reflection **Homework:** Work on Project 3 and Process Reflection due Mon (5/11)
15	Mon. 5/4	**In class:** Presentations **Homework:** Work on Project 3 and process reflection DUE Mon (5/11)
15	Wed. 5/6	**In class:** Presentations **Homework:**

Week	Date	Topics, Readings, Assignments, Deadlines
		Project 3 and process reflection due Mon (5/11)

16	Mon. 5/11	**Due: Project 3 and Process Reflection (Canvas 11:59 PM)**
		In class:
		      Presentations
		Homework:
		      Portfolio (incl. annotated bibliography and reflection) due Mon (5/18)

Final	Mon. 5/18 Final: 7:15-9:30 AM	**Due: Portfolio (incl. annotated bibliography and reflection) at 9:30 AM to Canvas**