San José State University

Humanities and the Arts

Department of English and Comparative Literature

English 1A, First Year Writing, Section 08, Spring, 2021

Course and Contact Information

Instructor:	Christopher Dizon
Office Location:	ZOOM
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Email:	Christopher.J.Dizon@sjsu.edu
Office Hours:	By appointment on Monday 10:30 to 12:30PM
Class Days/Time:	Mondays and Wednesday 9:00 AM to 10:15 PM
Classroom:	ZOOM
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication. To earn graduation credit in this category, you must complete the course with a grade of C- or better.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course meets online, via Zoom. I will use Canvas, the SJSU learning management system to publish instructional materials, lessons, and activities. You will submit your work in Canvas discussions; everyone will have access to and use everyone else's posts for our research. Thus, you will need regular access to the Internet and a computer. To produce and share your work, you will need word processing software (any software that allows you to save files as .doc or .docx) a. Canvas will give you access to Google docs for collaborations, as well as presentation software (i.e. PowerPoint or Google Slides). Canvas includes video and audio recording abilities. If you need help to access these technologies, please contact the Student Technology Service DeskService Learning (SL) Courses or Credit Bearing Internships (Suggested, if applicable, but not mandatory)

Course Description

In this course, you will write a lot. The major assignments provide practice in three different kinds of writing (genres) adapted to specific purposes, occasions, and audiences. Performing our inquiry into the monomyth across these three genres will incrementally deepen your understanding of rhetorical concepts and hone your writing strategies and 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.

The readings scheduled in the syllabus we will all read as part of our collaboration to understand how Campbell's monomyth operates socially. You will also find readings of your own as you explore how the monomyth applies/does not apply to help us think about the social issue you are asking us to explore with you.

Course Goals

In this course, you will explore an issue that matters to you through three major projects: a personal narrative, an expository essay, and a persuasive essay. Reading assignments and discussion board posts will also help you develop your craft as you compose a portfolio and reflect on your progress as a writer.

Upon successful completion of this GE course, students will be able to:

1. 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.
2. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
3. Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Course Learning Outcomes (CLO)

Over the duration of the course, we'll explore three genres of writing to develop your sense of academic rhetoric and critical thinking. To examine this practice in writing, we'll analyze three major genres of writing. The readings scheduled in the syllabus will provide examples of each major genre of writing in the personal narrative, the expository essay, and the persuasive argument. We'll begin by exploring how Campbell's monomyth operates socially in media and explore how certain templates operate and appeal to an intended audience. We'll practice this in writing and through a gamified approach of strategic role play.

Required Texts/Readings

Textbook

You will not be required to purchase a textbook for this class. The readings scheduled in the syllabus we will all read as part of our collaboration to understand how Campbell's monomyth operates socially. You will also find readings of your own as you explore how the monomyth applies/does not apply to help us think about the social issue you are asking us to explore with you. The reading assignments and texts will be provided via canvas.

Other technology requirements / equipment / material

Access to steady wi-fi for zoom sessions.

Course Requirements and Assignments

You will be required to write discussion posts alongside reading assignments. Each post should be around 250 words. Discussion board posts will help you analyze the text and count for 20% of your grade. We will also compose three major writing projects in the personal narrative, the expository essay, and the persuasive essay. Each essay will be composed in stages and will be worth 20% of your grade. Furthermore, each essay will be explained in further detail when assigned. The final project will end with e-portfolio which will also be explained in depth at the date of assignment.

"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

Personal Narrative (20 points)
Outline and draft proposal: 5 points
Rough draft: 5 points
Final draft: 5 points
Draft letter: 5 points

Expository Essay (20 points)
Outline and draft proposal: 5 points
Rough draft: 5 points
Final draft: 5 points
Draft letter: 5 points

Persuasive Essay (20 points)
Outline and draft proposal: 5 points
Rough draft: 5 points
Final draft: 5 points
Draft letter: 5 points

Discussion Board Posts (30 points)
Each discussion board post is worth 1 point for about 30 posts in total. Half a point is awarded for completing the task, and another half point is awarded for completing the assigned writing prompts.

Portfolio (10 points)
Annotated Bibliography 5
Reflection Essay 5

Total points possible: 100

Determination of Grades
- Grades will be determined for the course, by the three major writing assignments, discussion board posts, and the e-portfolio.
- Extra credit options are not available.
- While discussion board posts may be turned in late, draft materials on peer review workshop dates cannot be made up. If an emergency occurs, please let me know a day in advance, and we will work together to find a solution.

A =An "A" will be worth 90 to 100 percent of the points possible.
B = A "B" will be worth 80 to 89 percent of the points possible.
C = A "C" will be worth 70 to 79 percent of the points possible.
D = A "D" will be worth 60 to 69 percent of the points possible.
F = An "F" will be worth 50 to 59 percent of the total points possible.

Grading Information for GE Area A2 Courses

- **The basic skills you learn in this course satisfy GE Area A2. You must pass with a C- or better to earn credits for CSU graduation requirement.**

- **For 100W (Area Z)** courses, include the following statement:

"This course must be passed with a C or better as an SJSU graduation requirement."

- **For upper division GE courses (R, S, V)** include the following paragraph:

"Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students."

Classroom Protocol

We will develop a classroom etiquette and discuss what elements are necessary for a safe and respectful learning environment. This information will be posted in Canvas on a collaboration page set up for the discussion of classroom norms.

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

English 1A / First Year Writing, Spring 2021, Course Schedule

The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
W1	1/27	**Welcome!** **In class**: Syllabus, Class etiquette, Once Upon a Time **Read for next meeting:** "The Hero Defines the Genre" by Coogan **Discussion post**: Syllabus questions **Assignment:** Hero's Utility Belt + Your writing process
M2	2/1	**In class:** The monomyth and quest narrative + Jigsaw Audience, Purpose, and context--- **Read for next meeting:** "Sea Urchin" by Lee and "Power and Responsibility" by Fingeroth **Discussion post**: Sea Urchin Response + Dan Harmon outline
W2	2/3	**In class:** The Personal Narrative + Neil Gaiman exercise What is the purpose of a story? **Read for next meeting + Discussion post:** "Stalking a Family" by Emily Flake + Social Media Outlines
M3	2/8	**In class:** Tell the story of the picture: audience, purpose, context How do attract our audience to a story? Can stories be told to project a purpose? Werewolf Rhetoric Explanation **Read for next meeting:** "A Black Woman Wishes" by Lockington **Discussion post:** Outline Lockington + Werewolf Rhetoric
W3	2/10	**In class:** Werewolf Rhetoric **Read for next meeting:** David Bardeen **Discussion post:** Personal Narrative Outline + Werewolf Rhetoric Response **Personal Narrative**: Outline and essay proposal
M4	2/15	**In class:** David Bardeen + Stories about Misfits Editing + Revision **Read for next meeting:** Carmen Maria Machado **Discussion post**: Machado's Body
W4	2/17	**In class:** Workshop + Machado's Letter **Read for next meeting:** "What is the female superhero?" by Stuller **Personal Narrative**: Rough Draft + Peer review
M5	2/22	**In class:** Critical Analysis of Genres What is expository writing? What is a genre? **Read for next meeting:** "A Southern State of Mind" by Woods
W5	2/24	**In class:** Genre Improv: How to make a movie **Read for next meeting:** "Movies like Avatar" **Discussion post:** Avatar outline + Top 100 list
M6	3/1	**In class:** Critical Analysis + Writing to Explain **Read for next meeting:** "Straight from the Heart" by Collins **Discussion post:** Explain fandom to an audience **Personal Narrative:** Final Draft + Draft letter

W6	3/3	**In class:** Critical Analysis + Writing to Explain Define the genre with 4 images and captions **Read for next meeting:** "The Jersey Shore" by Cadiz **Discussion post:** Robot Training
M7	3/8	**In class:** Visual Rhetoric: Direct Analysis + Indirect Analysis **Read for next meeting:** Diane Metzger **Expository Essay:** Outline + Draft proposal
W7	3/10	**In class:** Genre Analysis of Music **Read for next meeting:** "Disney's beautification of violence" by Jewett **Discussion Post:** Werewolf Rhetoric 2
M8	3/15	**In class:** Violence + Story Telling + Critical Analysis **Read for next meeting:** "Disney's beautification of violence" by Jewett
W8	3/17	**In class:** Peer review workshop **Expository Essay**: Rough draft + Peer review
M9	3/22	**In class:** The road of trials **Read for next meeting:** "Read Animal Rights" by Singer **Discussion post**: Violent communication + Animal Rights
W9	3/24	**In class:** Persuasive Argument Violence + Animal Rights **Read for next meeting:** The First-Year dilemma by Horn **Discussion post:** Animal rights
M10	3/29	**In class:** What is the best way to win an argument? + Thanos' soliloquy **Discussion post:** Find an argument and outline its details. Construct a counter argument in a formal debate. **Expository Essay**: Final draft + Draft letter
W10	3/31	**In class:** The Persuasive Essay **Read for next meeting:** The importance of Context by Busiek **Discussion board:** The ingredients of a formal argument
M11	4/5	**In class:** Zombie Rhetoric + Rhetorical Fallacies **Read for next meeting:** "Is the internet making us smarter?" by Shirky **Discussion board:** How to win your argument
W11	4/7	**In class:** Appeal to emotion, logic, and ethos. How do we appeal to the audience? **Read for next meeting:** "Sorting out villainy" by Smith **Discussion board:** Villain Monologues
M12	4/12	**In class:** Cranberry and Free How do we appeal to the audience? **Read for next meeting:** Why the Revolution by Gladwell **Persuasive Essay**: Outline + Essay proposal
W12	4/14	**In class:** Cranberry and Free **Read for next meeting:** "A day in the life of your child on Adderall" by Rowe **Discussion board:** Google + Swipe Right
M13	4/19	**In class:** Google + Swipe Right **Read for next meeting:** "Is google making us stupid?" By Carr **Discussion board:** What is the claim?
W13	4/21	**In class:** Analyzing the argument

		Read for next meeting: "The Pleasure of Eating" by Berry **Discussion board:** Eating + Alien Food Fight **Persuasive Essay**: Rough draft + Peer review
M14	4/26	**In class:** E-portfolios + Alien Food Fight
W14	4/28	**In class:** E-portfolios **Persuasive Essay**: Final draft + Draft letter
M15	5/3	**In class:** Werewolf Rhetoric 3
W15	5/5	**Cinco De Mayo---**
M16	5/10	**Final draft of e-portfolio and portfolio reflections due at 9:00 am on Canvas**
W17	5/12	**Conferences**
M17	5/17	**Conferences**
M18	5/21	**No class meeting----**