San José State University
College of Humanities and Arts,
Department of English and Comparative Literature
Fall 2022, English 1A Section 28

Course and Contact Information

Instructor:	Alesya Petty
Contact:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Location:	Conferences are on Zoom
Office Hours:	M 10:00-11:00 AM and By appointment via Zoom
Class Times:	Hybrid: In-person Tuesdays, 4:30-5:45 PM & Async
Classroom:	BBC 128
Prerequisites:	The *Reflection on College Writing* is a prerequisite to English IA.
GE/SJSU Studies Category:	English 1A satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the course with a grade of C- or better.

Catalog Description of English 1A

English 1A fulfills the Written Communication I requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with the special attention to the nature of writing in the university. Students in these courses develop college level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

Section Specific Course Description of English 1A

In this course, we will explore connections between various viewpoints on success, well-being, and happiness. We will learn how assumptions and expectations about college life represented in academia and pop culture make a difference in student experiences. We will also gain an understanding of self-awareness and mindfulness as tools for dealing with challenges, managing stress and building productive approaches to life-long learning. These themes will be incorporated in our weekly practices and major projects that help develop academic skills needed in all subject areas and majors.

Course Format

This is a hybrid course that will combine synchronous in-person meetings and asynchronous individual work online on Canvas.

Technology Intensive, Hybrid, and Online Courses

Hybrid model for the course requires the appropriate technology such as a computer with reliable access to our Canvas Learning Management System. (Should you require assistance in obtaining the necessary hardware or connectivity, reach out to CAPS.)

Communication and Information

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through Canvas or through your SJSU email to learn of any updates. For help with using Canvas, see Canvas Student Resources page.

What You Will Learn In English 1A

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)

Upon successful completion of this 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 writing1. demonstrate the ability to read actively and rhetorically

This course invites you into a learning community and supports adopting good habits around college writing. Through a variety of activities, writing assignments, projects in this course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. Consistent practice and effort will allow you to meet the course's GELOs.

For more information on the English 1A curriculum is designed to meet these learning outcomes as well as information about how to earn A2 credit, see the English Department's program syllabus.

Table 1 shows how this course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Major Assignments (by category)	Weight Towards Course Grade	Minimum Final Word Count	GELO
Interview Project & Infographic	2%	1000	1-5
Profile	35%	1200	1-5
Critical Essay	45%	1400	1-5
Multimodal Presentation	3%	1000	1-5
Final Reflection Essay & Portfolio	10%	800	1-5
Homework/Participation	5%	-	1-5
Drafts/Reviews	5%	-	1-5

Table 1: Summary of Writing Assignments for English
"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 3 hours per 1 unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Required Texts/Readings

There are no formal textbooks required for this course. This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases. Additional links to required readings will be posted within Canvas.

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." In our courses, we will create a portfolio at the end of the semester as our culminating activity.

Grading Information

University policies are as following:
- *University Syllabus Policy S16-9* (http://www.sjsu.edu/senate/docs/S16-9.pdf)
- *University Attendance and Participation Policy F15-12* (http://www.sjsu.edu/senate/docs/F15-12.pdf)

- *University Grading System Policy F18-5 (http://www.sjsu.edu/senate/docs/F18-5.pdf)*

How Grades are Calculated

Most assignments are based on 4-point holistic grading rubric (major assignments are weighted differently).
Submissions are scored as follows:

4	• intelligently addresses the all parts/instructions of assignment
	• meets all expectations in the rhetorical choices of the assignment,
	  including genre, purpose, format, evidence, tone, conventions, etc.
	• is well-organized and thoroughly developed, with details, references, etc. showing nuanced/in-depth understanding of the material.
	• shows good or superior control of grammar, including syntactic
	  variety, range of vocabulary, etc.

3	• may address some parts/instructions of the assignment better than others
	• meets most of the rhetorical expectations of the assignment, including
	  purpose, format, etc.
	• is somewhat organized but may require more development, details, references, etc. showing adequate understanding of the material, might lack minor details/some depth
	• may contain some grammatical errors, inappropriate word choice, or
	  incorrect usage that does not affect readability and rarely obstructs the reader's understanding.

2	• omits/misunderstands some parts/instructions of the assignment.
	• meets few rhetorical expectations of the assignment.
	• shows lack of development/critical thinking/cohesion and/or inappropriate
	  rhetorical choices, may sound too general in some places, not reflecting adequate understanding of some parts of materials.
	• shows an accumulation of grammar and syntactical errors that
	  interfere with readers' understanding.

1	• misinterprets/misunderstands major parts/instructions of the assignment. • fails to meet the rhetorical expectations of assignment, is written in the wrong genre, does not follow conventions, lacks purpose, format, appropriate tone, etc. • lacks organization/development of ideas, presents generic information applicable to wider topic/common sense, not reflective of specific ideas/information in the materials • contains grammar and syntactical errors that seriously interfere with readers' understanding and/or produces low readability of text. • makes a wrong submission that does not address the correct assignment or submission has issues (wrong format, does not open, etc.) due to which it cannot be processed. Must be resubmitted (late penalty applies).

Final grades are based on all the work that you produce in the semester (see Table 1above). All major assignments must be completed to pass this class. Please refer to the grade calculations below:

Grade	Percentage	Grade	Percentage
A	93 to 100%	A minus	90 to 92.99%
B plus	86 to 89.99 %	B	83 to 85.99%
B minus	80 to 82.99%	C plus	76 to 79.99%
C	73 to 75.99%	C minus	70 to 72.99%
D plus	66 to 69.99%	D	63 to 65.99%
D minus	60 to 62.99%	F	59.99% and lower

The following are the criteria by which essays are evaluated in the writing courses:
• An "A" range 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" range 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" range 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" range 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.
Note: More specific rubrics related to the course assignments are posted on Canvas

Classroom Protocol

 Attend Every Class. Come to class on time, every time and stay for the duration. No amount of
solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any
reason, please hold yourself responsible to find out what you missed. You have several resources you
can draw on to find this out: consult updates in Canvas; contact classmates who may be able to
provide you copies of notes or a summary of the lessons; course-embedded tutors who can catch you
up on missed content. With a large learning community of your peers, the instructor should not be
your primary resource for finding out information. Emailing me is not a resource for finding
information about missed work as I cannot repeat the lesson for you. We have an embedded tutor
who is going to be available to answer any questions and assist you with the course progression and
assignments. See the ***Peer Educator Module*** on Canvas for more information.

Instructor Office Hours. In college, there is an expectation that students will take responsibility for their own educational experience. If you need to discuss anything concerning your performance in the course, please drop by Zoom office hours or message me to schedule an appointment on zoom.

Peer Educators and Tutoring Help. We have peer educators who are familiar with the course assignments and requirements and available to have zoom drop-in consultation hours and scheduled appointments. Students could also schedule appointments with any other tutoring services through The Writing Center and Peer Connections.

Turn in All Work On Time. All assignments are due by the assigned due date and time and are considered late if submitted after that. Deadlines must be honored. For major essays and assignments, exceptions can be made with fair notice in case of emergency with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.), and the work must be turned in by the newly assigned due date. All weekly assignments must follow instructions and be ontime for full credit. Assignments are not locked and can be submitted late but automatic 20% penalty per day will apply. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, especially responses to peers and reviews, so it is crucial to be submitting and providing your feedback and input on time. These policies are in place to be fair to all students with demanding schedules and to support a sequenced, collaborative approach to developing your writing. Please, be aware that missing an original due date is very cumbersome to everyone in the class.

Participation: Sharing Your Work and Your Opinion. Though there is no specific extra credit for this course, some assignments such as refresher writing practice quizzes, discussion posts, and peer-reviews are built into the course to reward consistent participation and engagement in ways similar to extra credit. Your work and your classmates' work represent models of various approaches to thinking and writing. Participating fully is beneficial not only to your writing and classroom community, but also to your overall grade. Consistent participation works in similar ways extra credit does in other classes.

Follow Standards of Good Classroom Netiquette. Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other destructions. Due to the mask mandate, no eating or drinking is permitted during class. *Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.*

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 (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

English 1A: Fall 2022 Course Schedule
This is a hybrid course that combines synchronous and asynchronous instruction.
All assignments are due on Mondays at 11:59PM before in-person meetings on Tuesdays.

Dates	In class	Assignments / Homework due at 11:59pm the night before the date of the class
8/23	Introductions!	
8/30	Passiontations.	*Passiontation due.*
9/6	College & Success.	*HW on Canvas.*
9/13	Interview & Profile.	Ch.4 Writing Profiles.
9/20	Workshop.	*Interview transcript in Q & A format due.* Brainstorm.
9/27	Workshop.	Sketch.
10/4	Profile Workshop.	*Full draft due (1200+w.)*
10/11	Profile Presentations.	*Profile Infographic due.* **Profile Due (1200+w).**
10/18	Critical Essay Introduced.	Ch.8 Writing Critical Essays.
10/25	Workshop.	Brainstorm.
11/1	Sketch Workshop.	*CE Sketch (700+w) due.*
11/8	Draft Workshop. Presentation Prep.	*CE Full Draft (1400+w) due.*
11/15	CE Presentations.	*CE Presentations due.* **Critical Essay (1400+w) Due.**
11/22	Portfolio set up. Canvas & Links.	Portfolio Instructions, set-up docs. *Reflection Essay Brainstorm.*
11/29	Reflection essay and portfolio workshop.	*Reflection Essay Draft (800+w) and AB due.*
12/6	**PORTFOLIO SIGN-OFF**	*Full Portfolio docs due.*