

San José State University
Department of English and Comparative Literature
47435, ENGL 1A, Section 95, Fall, 2022

Course and Contact Information

Instructor: Dr. Amanda Emanuel Smith

Office Location: FOB 219

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Office Hours: Wednesdays 12:00-1:00 pm (virtually through Zoom) and by appointment

Class Days/Times: Tuesdays and Thursdays, 1:30 pm – 2:45 pm

Classroom: Sweeney Hall 411

Prerequisites: Reflection on College Writing (Directed Self-Placement)

GE/SJSU Studies Category: GE Area A2 Written Communication 1

Course Description

ENGL 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.

Section Specific Course Description

This semester, we will be reading and writing about food. Each major assignment will have you working through the conventions of a specific genre for a specific audience. We will begin with a personal essay in which you walk your audience step-by-step through the recipe for a meal that has special meaning for you. You will also explain your connection to the meal: Does it represent your cultural heritage? Is it reminiscent of a specific time and/or person in your life? Does it recall a family gathering or get-together with friends? You will have the option to submit this assignment as either an online food blog or video tutorial (think Food Network).

Your next assignment is a restaurant review. This will be more detailed, structured, and analytical than the average consumer comments you might find on Yelp! You will consider menu items and the story they tell as well as setting and the atmosphere it creates. You will think about who would enjoy the food and experience the restaurant offers and who might prefer a different locale. You will also look into the restaurant's backstory: When was it established and by whom? Has it changed hands? What is the "mission" of its current owners? And you will of course comment on the food itself. Ultimately, you will rate the restaurant and defend your rating.

The last major course-specific assignment is a critical essay. Here, you will be asked to choose a food-related topic in which to intervene with your own critical insights. This might be a case for veganism or an appeal for healthier school lunches. It may be about the farm-to-table movement or diet culture (think Keto, Paleo, South Beach). You will need to draft a proposal - and of course get it approved! - before starting your essay.

We will end the semester with a program-wide self-reflection essay on your progress as a college reader and writer.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course will implement a synchronous mode of instruction; this means that we will meet **in person** twice weekly. To be successful, and to truly benefit from working within a writing community of your peers, you will be expected to attend both classes regularly.

This course will be structured around three distinct genres, each of which will correspond to a major writing or multimodal assignment. We will prepare for each of these assignments through readings, reading responses and in-class discussions.

GE Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to:

- (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) demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Required Texts/Readings

Textbook/Other Readings

You do not need a textbook for this class. Instead, all readings will be posted in our weekly Canvas modules.

Course Requirements and Assignments

You will complete a total of 4 major assignments in this course: 1) recipe/personal essay, 2) restaurant review, 3) critical essay, and 4) a self-reflection/ePortfolio. In addition, you will work through numerous readings and activities in Canvas modules and class sessions. This will help you to better understand theoretical concepts linked to our course theme and to acquire different strategies for college-level writing.

[University Policy S16-9:](#)

“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.”

Final Examination or Evaluation

As a culminating activity at the end of the semester, you will piece together a portfolio of the work you have done in our writing community. Your portfolio will include a self-reflection essay in which you will evidence your progress toward proficiency as well as an annotated bibliography to help your audience (your instructor and another member of first-year writing faculty) navigate your argument.

Grading Information

Determination of Grades

*Grading Contract:*¹

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.

If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will do well in this course. If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will suffer.

*Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in **on time**. You will not receive credit for missed, incomplete, or late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements of each assignment and the conventions of each genre you need to meet to achieve each point value (1-5). This means that while major assignments will be assessed for things like development, organization, and coherence, they will not be weighted enough to have a huge bearing on your overall course grade (so long as you are keeping up with the minor assignments).*

You are guaranteed success in this class if:

- 1. You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all your work. *Note: In-class assignments cannot be made up as the result of an absence. Minor assignments that are submitted late will be given 0/1.***
- 2. You prioritize attendance and participate in in-class activities.**
- 3. You abide by the classroom protocol we establish as a writing/learning community.**
- 4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.**
- 5. You complete all major and minor assignments **on time**. Except:**
- 6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.**
- 7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.**
- 8. You receive a 1/5 on all major assignments (cf Table 1). This means if you fail to turn in a major assignment during the first semester, you will receive a "NC" (no credit) on your fall transcript, and you will need to retake ENGL 1A in spring. Likewise, if you fail to turn in a major assignment during the second semester, you will receive a non-passing grade for the yearlong course (either a "D" or an "F").**
- 9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.**

¹ ¹Adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).

- a. Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

Your grade will correspond to your percentage in the “Total” column in Canvas. This will combine points received for in-class and out-of-class minor assignments as well as those for major assignments. The breakdown is as follows:

A: 94-100% A-: 90-93% B+: 88-89% B: 84-87% B-: 80-83% C+: 78-79%

C: 74-77% C-: 70-73% D+: 68-69% D: 64-67% D-: 60-63% F: 59% and lower

Plea:

I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible, in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student. If the contract is invoked, it is to ensure the student a passing grade (C), not to allow the student to make up enough assignments to achieve a desired grade.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.

Grading Information for GE/100W

- **For Basic Skills** (A1, A2, A3, B4):

“This course must be passed with a C- or better as a CSU graduation requirement.”

University Policies

Per [University Policy S16-9](#), 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.

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Course Schedule

Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas. Every assignment and activity will be published with due date/time. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments, especially since **minor assignments that are marked late in Canvas will not receive credit.**

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|--|
| 1 | T 8/23 | We will not be meeting for the first week of class. Instead, you will watch the video embedded in the first discussion of the “Recipe/Personal Essay” module in Canvas. You will also complete the “Week 1” activities (due the start of class Tuesday, 8/30) in the “Recipe/Personal Essay” module. |
| 1 | TH 8/25 | We will not be meeting for the first week of class. Instead, you will watch the video embedded in the first discussion of the “Recipe/Personal Essay” module in Canvas. You will also complete the “Week 1” activities (due the start of class Tuesday, 8/30) in the “Recipe/Personal Essay” module. |
| 2 | T 8/30 | Due: “Week 1” Module Activities Go over questions about the syllabus and grading system Go over the prompt for the recipe/personal essay |
| 2 | TH 9/1 | Review food expertise (or lack of expertise) Brainstorm prior funds of knowledge (Food Network! Blogs!) |
| 3 | T 9/6 | Due: “Week 2” Module Activities Summarize journal notes from Sample 1 Discuss rhetorical situations/conventions of the genre |
| 3 | TH 9/8 | Pitch recipes (however simple or complicated) to articulate connections to recipes |
| 4 | T 9/13 | Due: “Week 3” Module Activities Summarize journal notes from Sample 2 How does media (written versus televised) affect content/clarity/effectiveness of message? |
| 4 | TH 9/15 | Pre-write for personal essay: what does your recipe mean to you (zoom in, focus: is the connection cultural, familial, “just” personal?) |
| 5 | T 9/20 | Due: “Week 4” Module Activities Workshop recipe/personal essay Collect volunteers to share personal essays |
| 5 | TH 9/22 | Go over sample essays: What works? What do we want to know more about? Less about? Do we feel “transported”? |
| 6 | T 9/27 | Due: “Week 5” Module Activities Summarize journal notes from Sample 3 Why is the piece compelling? How can we use food to connect with others and tell our stories? |
| 6 | TH 9/29 | Go over the prompt for the restaurant review Discuss rhetorical situations/conventions of the genre |
| 7 | T 10/4 | Due: “Week 6” Module Activities Summarize journal notes from Sample 4 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|---|
| | | Discuss the purpose of a review? |
| 7 | TH 10/6 | Due: Recipe/Personal Essay Which restaurant are you reviewing? What is your strategy for evaluating your locale? |
| 8 | T 10/11 | Due: “Week 7” Module Activities Summarize journal notes from Sample 5 How does the writer establish their credibility? |
| 8 | TH 10/13 | Due: Feedback: Where did you go? What was your experience? |
| 9 | T 10/18 | Due: “Week 8” Module Activities Summarize journal notes from Sample 6 Pre-write for restaurant review: Menu, Ambience, Hi(story) |
| 9 | TH 10/20 | Workshop restaurant review Collect volunteers to share reviews |
| 10 | T 10/25 | Due: “Week 9” Module Activities Go over sample essays: Are the ratings justified? Is there anything else you would like to know about the restaurant (are details missing?) |
| 10 | TH 10/27 | Go over prompt for critical essay Discuss features of the form |
| 11 | T 11/1 | Due: “Week 10” Module Activities Brainstorm ideas for critical essay topic: Is it contestable? Is it defensible? Why should it matter to you and your audience? |
| 11 | TH 11/3 | Pitch your ideas (topic “speed dating”) Outline proposal |
| 12 | T 11/8 | Due: “Week 11” Module Activities Summarize journal notes from article 1 |
| 12 | TH 11/10 | Due: Restaurant Review Go over signal phrases and embedding strategies |
| 13 | T 11/15 | Due: “Week 12” Module Activities Summarize journal notes from article 2 |
| 13 | TH 11/17 | Synthesize quotations/summaries from articles 1 and 2 to use in critical essays |
| 14 | T 11/22 | Due: “Week 13” Module Activities Workshop critical essays |
| 14 | TH 11/24 | Thanksgiving Holiday |
| 15 | T 11/29 | Due: “Week 14” Module Activities Strategies for revision |
| 15 | TH 12/1 | Go over prompt/notes for self-reflection essay and online portfolio |
| 16 | T 12/6 | Due: “Week 15” Module Activities In-class: compose Self-Reflection Due Tuesday, 12/13: Critical Essay |