

# San José State University

## College of Humanities

### Department of English

#### English 1A, First Year Writing

#### Section 27 Spring 2022

#### Course and Contact Information

Instructor(s):	Ian Power-Luetscher
Office Location:	Faculty Office Building Rm 212
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Office Hours:	Wednesdays 3-4 pm and Fridays 11am-1pm in FOB 212
Class Days/Time:	Tuesday and Thursdays 9am-10:15am.
Classroom:	Clark Building 225A

#### Course Requirements:

You should have web access and the ability to download and view readings. All materials and assignments will be shared in class or accessible through the web via Canvas.

You will need to purchase the course textbook: *Understanding Rhetoric: A Graphic Guide to Writing* 3rd Edition by Elizabeth Losh, Jonathan Alexander, Zander Cannon and Kevin Cannon.

You will also need to have access to a laptop or desktop computer with Microsoft word, Google docs or an equivalent word processing program that allows you to save in Docx. format. Google Drive is free and autosaves so that you don't lose your work, it is the best choice for editing as well, since it allows us both to edit together in real time.

It will also be helpful if you can effectively navigate the Purdue OWL (<https://owl.english.purdue.edu/owl/>) website as we will use it for some MLA and APA Citation and Source information.

#### Course Description for English 1A

English 1A prepares you to join scholarly conversations across the university. You will explore how reading and writing support the kinds of inquiry that you will engage to tackle any writing task—whatever the subject and whatever the discipline.

Prerequisites: [Reflection on College Writing](#)

Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

This class serves as an introduction to the kinds of writing that you will be expected to produce at the college level. As an introductory course, there will be an emphasis on writing as a process as well as on techniques used in academic writing. This class emphasizes essay structure, informative and persuasive writing; we will drill the skills associated with locating, evaluating, integrating, and citing source material, including multimodal sources. We will also review conventions of paragraph and sentence structure, punctuation, grammar, and usage.

**This is a technology intensive in person class.**

This course meets on zoom as well as in person while observing social distancing and other safety considerations to prevent the spread of COVID-19. We will use the Canvas platform and our in person sessions to go over instructional materials, lessons, and activities. You will be responsible for writing discussion posts, in class writing activities and responses when appropriate. In addition to this you will be responsible for keeping up with our larger unit projects and polished drafts.

To reiterate, 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) and some multimedia or multimodal accessibility. Google Suite, (Google Docs and Slides) is a free and easily accessible platform to use.

Here are a few links to things that can aid you on the technology front if you need equipment or tech support:

Equipment loans: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>

Student computing services: <https://library.sjsu.edu/student-computing-services/student-computing-services>

**GE Learning Outcomes (GELO)**

English 1 A- GE Learning Outcomes (GELO)

Upon successful completion of this GE 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 our 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**

You will need to purchase the course textbook: *Understanding Rhetoric: A Graphic Guide to Writing 3rd Edition* by Elizabeth Losh, Jonathan Alexander, Zander Cannon and Kevin Cannon.

You will also be responsible for reading some materials on the Canvas as well as researching your own articles and readings to help complete your writing projects.

## **Other Technology Requirements/Equipment/Material**

Access to steady wi-fi.

## **Course Requirements and Assignments**

The goal of this course is to introduce you to college writing and hone your skills to a level where you will be prepared for future classes. To do this, you will complete three cumulative projects: a literacy narrative/biography, an expository multimodal writing project, and a persuasive paper exploring an issue that matters to you. In preparation for each of these projects, you'll complete reading assignments, writing activities and discussion board posts to help you develop your ideas and practice craft. At the end of the semester, you will have a portfolio of work to reflect on your progress as a writer.

Over the course of the semester you will write approximately 20 pages (about 5000 words), some of which may be informal, but some of which must be revised, polished, and intended for a college-level readership.

You will be required to complete in-class free writes, short discussion posts and responses to readings from the textbook. This will help you to build your skills with analyzing texts and using rhetorical techniques..

The three major writing projects will be composed in stages and worth 60% of your grade. The final project will be an e-portfolio of your writing assignments and a reflection on the experience of completing them.

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.

## **Course Goals**

Freshman composition serves as an introduction to the kinds of writing you will be expected to do at the university level and the writing that you will use in everyday life. The goal of this course is to introduce you to college writing and hone your skills to a level where you will be prepared for future classes and a variety of writing demands. We are in the business of building lifelong writers. This semester is dedicated to developing those skills.

There are three questions which will guide us on this journey:

1. How can our personal histories drive our writing?
2. How can we use writing to share knowledge?
3. How can we shape our writing to persuade others?

We will answer these questions with genre exposure and practice. That means that we will be writing a lot this semester. In the words of Blake Griffin, “You have to fall in love with the **process** of becoming great.”

On your journey to become great, you will complete three major writing projects:

**-A Literacy Narrative**

**-An Expository/Multimodal Writing Project**

**-A Persuasive Paper exploring an issue that matters to you.**

Before we begin work on each of these projects we will first analyze and look at what makes the writing in this genre successful. Through exposure and analysis we will be able to develop a map of the skills we need in these different genres of writing. Then in the future you can employ your ‘tool belt’ of strategies when you encounter these kinds of tasks in classes and in life beyond college.

In addition to genre analysis and preparation for each of these projects, we will also complete reading assignments and discussion posts geared around helping us to develop our craft. After each of the modules we will reflect on what we’ve accomplished.

At the end of the semester, you will have a portfolio of work to display your progress as a writer.

## **Grading Information**

**NOTE: ALL ASSIGNMENTS ARE DUE AT MIDNIGHT ON THE DAY LISTED**

### **Discussion/Participation (200 points)**

Discussion posts. (100 points)

Portfolio Conferences (50 points)

Class Participation (50 points)

### **Unit 1: How can our personal histories drive our writing?**

#### **Literacy Narrative-Project #1 (225 points)**

Outline and Freewrites: 40 points DUE MONDAY 2/7

Rough draft: 50 points DUE MONDAY 2/14

Edits 40 points DUE FRIDAY 2/18

Final draft: 75 points DUE MONDAY 2/28

Reflection Paragraph: 20 points DUE FRIDAY 3/4

### **Unit 2. How can we use writing to share knowledge?**

#### **Expository Multimodal Project- Project #2 (225 points)**

Process/How-To Mini Practice: 25 Points DUE MONDAY 3/7

Hermit Crab Assignment: 25 Points DUE MONDAY 3/14  
Compare/Contrast Practice: 25 Points DUE MONDAY 3/21  
Multimodal Proposal and Rough Script: 25 Points DUE THURSDAY 3/24 CONFERENCE  
Multimodal Project and Final Script: 100 points DUE MONDAY 4/11  
Reflection Paragraph: 25 points DUE FRIDAY 4/15

### **Unit 3. How can we shape our writing to persuade others?**

#### **Persuasive Paper- Project #3 (250 points)**

Topic proposal: 15 points DUE MONDAY 4/25  
Outline of Argument 35 points: DUE WEDNESDAY 4/27  
Rough draft: 75 points DUE MONDAY 5/2  
Final draft: 125 points DUE FRIDAY 5/13

**Final Writing Reflection Paper (100 points) DUE BY FINAL EXAM TIME ON MAY 18th**

**Total points possible: 1000**

**A= 92-100% of the total points possible.**  
**B= 82-91% of the total points possible.**  
**C= 72-81% of the total points possible.**  
**D= 60-71% of the total points possible.**  
**F= 59% or below of the total points possible.**

**OUR FINAL EXAM TIME IS MONDAY MAY 23rd**  
**7:15-9:30AM in Clark Building Rm 225A**

**You come to the final exam room to finish your reflection and turn in your portfolio to the university.**

#### **Classroom Protocol**

Classroom etiquette as well as safety procedures will be adopted in order to foster an inclusive, equitable and respectful learning ecology. Just be respectful and kind to one another and things will go smoothly.

**Don't Plagiarize! It's an easy way to fail!**

#### **University Policies**

For information regarding the university policies in regard to rights, academic integrity, mental health and student accessibility, consult the SJSU website.

#### **STUDENT RESOURCES**

SJSU Writing Center: <https://www.sjsu.edu/writingcenter/>  
Computer Services: <https://library.sjsu.edu/student-computing-services/student-computing-services>  
MLK Library: <https://library.sjsu.edu>

# ENGLISH 1A Spring 2022, Course Schedule

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	DUE DATES
Week 1  Thursday	1/27	<p><b>Welcome to Class!</b>  <b>In Class:</b> Intro to Class, Classroom Etiquette, Syllabus Discussion. Goal Setting and Resolutions.  <b>Reading for This Week:</b> Introduction: Spaces for Writing  <b>Discussion Post:</b> Post#1 Introduce yourself and goal setting  <b>Assignment:</b> Finish first discussion posts/Read Introduction</p>	<p>MAJOR DUE DATES WILL BE LISTED HERE</p> <p>Discussion Post 1 Read Intro</p>
Week 2  Tuesday	2/1	<p><b>In Class:</b> Intro to Unit 1: Rhetoric and Literacy Narratives. We do our first freewrites.  <b>Reading for This Week:</b> Issue 1: Why Rhetoric?  <b>Discussion Post:</b> Issue 1 discussion post  <b>Assignment:</b> Discussion</p>	<p>Read issue 1 and do discuss post</p>
Week 2  Thursday	2/3	<p><b>In Class:</b> Discussion of Reading. Freewrites and Outlining  <b>Reading for This Week:</b> Issue 1: Why Rhetoric?  <b>Discussion Post:</b> Post#2 on Reading.  <b>Assignment: Work on finishing outline and free writes for 2/7</b></p>	<p>OUTLINE AND FREEWRITES FOR LITERACY NARRATIVE are Due on Monday 2/7</p>
Week 3  Tuesday	2/8	<p><b>In Class:</b> Drafting our Literacy Narratives  <b>Reading for This Week:</b> Issue 1: Why Rhetoric?  <b>Discussion Post:</b> Post #2 on Reading  <b>Assignment:</b> Come to class with a list of Ten Topics you're passionate about.</p>	<p><b>Outline due 2/7</b></p>
Week 3  Thursday	2/10	<p><b>In Class:</b> Drafting our Literacy Narratives  <b>Reading for This Week:</b> Issue 1: Why Rhetoric  <b>Discussion Post:</b> N/A  <b>Assignment:</b> First Draft of Narrative Due 2/14</p>	<p><b>First Draft Due 2/14</b></p>
Week 4  Tuesday	2/15	<p><b>In Class:</b> Peer Editing and Self Editing  <b>Reading for This Week:</b> Issue 2: Strategic Reading  <b>Discussion Post:</b> Issue 2 Discussion Post  <b>Assignment:</b> Peer Edit two of your classmate's papers</p>	<p>Peer Editing</p>
Week 4  Thursday	2/17	<p><b>In Class:</b> Peer Editing and Self Editing  <b>Reading for This Week:</b> Issue 2: Strategic Reading  <b>Discussion Post:</b> N/A  <b>Assignment:</b> Peer Edit two of your classmate's papers</p>	<p>Peer Editing</p> <p><b>Hand in peer edited copy to me by 2/21</b></p>
Week 5  Tuesday	2/22	<p><b>In Class:</b> Voice and Identity in Writing. Conferencing and Final Edits for Lit Narratives  <b>Reading for This Week:</b> Issue 3: Writing Identities  <b>Discussion Post:</b> Issue 3: Voice and Identity in Writing  <b>Assignment:</b> Discussion Post</p>	<p>Conference and Second Round of Edits</p>

Week 5 Thursday	2/24	<b>In Class:</b> Voice and Identity in Writing. Conferencing and Final Edits for Lit Narratives <b>Reading for This Week:</b> Issue 3: Writing Identities <b>Discussion Post:</b> Issue 3: Voice and Identity in Writing <b>Assignment:</b> Discussion Post	Conference and Second Round of Edits  <b>Final Draft of Lit Narrative DUE 2/28</b>
Week 6 Tuesday	3/1	<b>In Class:</b> Intro to Unit 2: Expository Writing and The Process/ How To Essay <b>Reading For This Week:</b> N/A <b>Discussion Post:</b> N/A <b>Assignment:</b> FINAL DRAFT OF LIT NARRATIVE DUE 2/28	
Week 6 Thursday	3/3	<b>In Class:</b> Process How To Essay Practice and Reflecting on our Literacy Narratives. <b>Reading for This Week:</b> N/A <b>Discussion Post:</b> N/A <b>Assignment:</b> Finish Process/How To Practice Round for Monday 3/7 and Reflection for Friday 3/4	<b>Reflection on Lit Narrative Due FRIDAY 3/4</b>
Week 7 Tuesday	3/8	<b>In Class:</b> Hermit Crab Essay Practice Round <b>Reading for This Week:</b> Issue 4: Argument Beyond Pro and Con <b>Discussion Post:</b> Issue 4 Discussion Post <b>Assignment:</b> Hermit Crab Essay	<b>How To/Process Essay Practice Due 3/7</b>
Week 7 Thursday	3/10	<b>In Class:</b> Hermit Crab Essay Practice Round <b>Reading for This Week:</b> Issue 4: Argument Beyond Pro and Con <b>Discussion Post:</b> Issue 4 Discussion Post <b>Assignment:</b> Finish Hermit Crab Essay by 3/14	<b>Finish Hermit Crab Essay 3/14</b>
Week 8 Tuesday	3/15	<b>In Class:</b> Compare and Contrast Practice Round <b>Reading for This Week:</b> Issue 5: Composing Together <b>Discussion Post:</b> Issue 5 Discussion Post <b>Assignment:</b> Compare and Contrast Practice due 3/21	
Week 8 Thursday	3/17	<b>In Class:</b> Compare and Contrast Practice Round <b>Reading for This Week:</b> Issue 5: Composing Together <b>Discussion Post:</b> Issue 5 Discussion Post <b>Assignment:</b> Compare and Contrast Practice due 3/21	<b>Compare and Contrast Essay due 3/21</b>
Week 9 Tuesday	3/22	<b>In Class:</b> Intro to Multimodal Projects <b>Reading for This Week:</b> N/A <b>Discussion Post:</b> Multimodal Project Idea <b>Assignment:</b> Planning our Project 2	
Week 9 Thursday	3/24	<b>In Class:</b> Multimodal Project Outline and Script CONFERENCE DAY <b>Reading for This Week:</b> N/A <b>Discussion Post:</b> Multimodal Project Idea <b>Assignment:</b> Planning our Project 2	<b>Multimodal Proposal and Rough Script Due Thurs 3/24</b>
Week 10	3/28 -4/1	<b>Spring Break</b>	

Week 11 Tuesday	4/5	<b>In Class: Producing our Multimodal Projects</b> <b>Reading for This Week:</b> Issue 6: Research <b>Discussion Post:</b> N/A <b>Assignment:</b> FINISH MULTIMODAL PROJECT BY 4/11	
Week 11 Thursday	4/7	<b>In Class: Producing our Multimodal Projects</b> <b>Reading for This Week:</b> Issue 6: Research <b>Discussion Post:</b> N/A <b>Assignment:</b> FINISH MULTIMODAL PROJECT BY 4/11	<b>MULTIMODAL PROJECT DUE 4/11</b>
Week 12 Tuesday	4/12	<b>In Class:</b> MULTIMODAL PROJECT PRESENTATION DAY and Reflection Time <b>Read for Next Time:</b> N/A <b>Discussion Post:</b> N/A <b>Assignment:</b> <b>Multimodal Reflection Due Friday 4/15</b>	
Week 12 Thursday	4/14	<b>In Class:</b> MULTIMODAL PROJECT PRESENTATION DAY and Reflection Time <b>Read for Next Time:</b> N/A <b>Discussion Post:</b> N/A <b>Assignment:</b> <b>Multimodal Reflection Due Friday 4/15</b>	<b>Multimodal Reflection Due Friday 4/15</b>
Week 13 Tuesday	4/19	<b>In Class:</b> UNIT 3 Argumentative Writing and the Op-Ed John Edlund Reading and Examples of Op-Eds <b>Reading for This Week:</b> Issue 7 Rethinking Revision <b>Discussion Post:</b> Revision Issue Discussion Post <b>Assignment:</b> Choosing our Topic	
Week 13 Thursday	4/21	<b>In Class:</b> Fleshing out what issues matter to us in the world John Edlund Reading and Examples of Op-Eds <b>Reading for This Week:</b> Issue 7 Rethinking Revision <b>Discussion Post:</b> Revision Issue Discussion Post <b>Assignment:</b> Choosing our Topic	<b>Topic Proposal Due 4/25</b>
Week 14 Tuesday	4/26	<b>In Class:</b> Outlining our Op-Ed Paper/How to plan your argument. <b>Reading for This Week:</b> research for your paper. <b>Discussion Post:</b> N/A <b>Assignment:</b> <b>OUTLINE DUE WEDNESDAY 4/27</b>	<b>Topic Proposal Due 4/25</b>
Week 14 Thursday	4/28	<b>In Class:</b> Drafting our Introduction and Strong Thesis <b>Read for Next Time:</b> research for your paper <b>Discussion Post:</b> N/A <b>Assignment:</b> Drafting our First Draft.	<b>Outline Due Wednesday 4/27</b> <b>First Draft Due 5/2</b>
Week 15 Tuesday	5/3	<b>In Class:</b> Peer Review and Conferencing for Argument Op <b>Read for Next Time:</b> Issue 8: Fake News and Real Publication <b>Discussion Post:</b> Issue 8 Post <b>Assignment:</b> Peer Edit one of your classmates	<b>First Draft Due 5/2</b> Conferencing and Peer Review
Week 15 Thursday	5/5	<b>In Class:</b> Peer Review and Conferencing for Argument Op <b>Read for Next Time:</b> Issue 8: Fake News and Real Publication <b>Discussion Post:</b> Issue 8 Post <b>Assignment:</b> Peer Edit one of your classmates	Conferencing and Peer Review



Week 16 Tuesday	5/10	<b>In Class:</b> Finalizing our Op Ed Paper and Planning our Reflections and Final Portfolio <b>Read for Next Time:</b> N/A <b>Discussion Post:</b> N/A Assignment: <b>Final Paper Due FRIDAY 5/13</b>	Final conferences and edits
Week 16 Thursday	5/12	<b>In Class:</b> Finalizing our Op Ed Paper and Planning our Reflections and Final Portfolio <b>Read for Next Time:</b> N/A <b>Discussion Post:</b> N/A Assignment: <b>Final Paper Due FRIDAY 5/13</b>	Email for help
FINALS WEEK No Class	5/16 5/21	Work on Final Portfolio for the University as well as your Reflection to hand in by the end of exam time.	
<b>Final Exam TIME</b>	<b>5/23</b>	<b>OUR FINAL EXAM TIME IS MONDAY MAY 23rd 7:15-9:30AM in Clark Building Rm 225A</b>	<b>FINAL</b>