First Year Writing Section 06 ENGL 1A

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/24/2023

👤 Contact Information

Instructor: Cassie Blair (pronouns: *she/they*)

Email: cassandra.blair@sjsu.edu

Office Location: Faculty Office Building 218

Office Hours: M 12:00 - 1:00PM (in person) and Th 11:00AM - 12:00PM (virtual - Zoom), or by appointment

Classroom: Boccardo Business Center 221

Class Days/Time: M/W 10:30 - 11:45AM

🖥 Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

✳ Classroom Protocols

We can work together to establish group norms and classroom protocols that reflect our collective values and support our learning goals. Here are a couple of expectations important to me:

Participation. Our individual learning depends upon the group's collective engagement. Please show up to class on time and prepared. In class, please be mindful of how your behavior impacts the learning experience of your peers. If you expect to miss an assignment deadline or be absent for a highly participatory day (e.g. peer review workshop day), please email me at least 24 hours in advance so that we can find a solution together.

Language Diversity. Diverse languages and dialects are welcome in this class. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. I expect that we will listen patiently to one another, work to understand one another, seek out clarification when necessary, and avoid finishing each other's sentences or correcting grammatical errors unless invited to do so by the writer/speaker.

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A 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

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies
First-Year Writing policies are listed at the following website: https://www.sjsu.edu/english/frosh/program-policies.php (https://www.sjsu.edu/english/frosh/program-policies.php)

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Required Reading

You do not need to purchase a textbook for this course. However, this course is reading intensive. I will link or upload all required readings on Canvas for you to view or download. Throughout the semester, you will also be finding and utilizing sources of your own, to support your writing projects.

Please note: Sometimes projects and discussions include material that can be contentious or upsetting. We may all encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Please discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

Library Liaison

The library at SJSU is an incredible resource. Our English department library liaison is Peggy Cabrera, who loves assisting students with research. Peggy can be reached at peggy.cabrera@sjsu.edu, by phone (408-808-2034), or through the chat function on the SJSU Library website.

Materials Needed for Class

Every class, please come prepared with:

- a dedicated ENGL 1A paper notebook or folder with loose paper
- a pen or pencil
- a laptop or other similar device (a phone is not sufficient) capable of running word processing software, downloading PDFs, and accessing the Internet

Technology Requirements

You will need regular and reliable access to the Internet, a word processor capable of saving files in .doc or .docx formats, and the ability to view or download PDFs. Before peer review days, you will also need access to a printer.

- For information about printing services on campus, visit the Information Technology Services page (https://www.sjsu.edu/it/services/collaboration/print/index.php)
- If you need to borrow laptops, iPads, and more, please contact Student Computing Services (https://library.sjsu.edu/student-computing-services).
- If you need software training, contact the Student Technology Training Center (https://library.sjsu.edu/student-technology-training/student-technology-training-center).

In-class and outside-of-class work will be submitted to our Canvas page, and all project drafts will be submitted in .doc or .docx formats.

Please note: The following software is free to all enrolled students in good academic standing:

- Adobe Creative Cloud | https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php
- Microsoft 360 | https://portal.office.com/ [TUTORIAL NOTE: Use your university email address and SJSUOne password to access software for free.]

≡ Course Requirements and Assignments

Assignment	Word Count (approx.)	Learning Outcomes	Grading* *see grading matrix*
Participation: - Rubric Development (3) - Peer Review / Workshops (2) - 1-on-1 Conference (2) - In-class exercises / discussions	N/A	1, 3, 4	Complete/Incomplete
Weekly Assignments - In-class reading responses - In-class freewrites - Discussion board posts - Writing assignments related to Core Projects	200+ ea. = 4,000+	1, 2, 3, 4	0/1 pt. ea.

Core Project 1: Personal + Descriptive Narrative • Proposal • First Draft w/ "Dear Reader" note • Final Draft w/ Self-assessment • Reflection	1,000+	2, 3, 4, 5	Complete/Incomplete
Core Project 2: Rhetorical Analysis • Proposal • First Draft w/ "Dear Reader" note • Final Draft w/ Self-assessment • Reflection	1,000-1,500	2, 3, 4, 5	Complete/Incomplete
Core Project 3: Multimodal • Proposal + Partal Draft • Final Draft • Presentation • Self-assessment	1,000-1,500	1, 2, 3, 4, 5	
Final Portfolio • Reflection essay • Annotated bibliography • Revised Core Project (pick one) • Materials from RCW	500+	1, 3, 4	Complete/Incomplete

✔ Grading Information

Our simple, overarching goal in ENGL 1A is to end the semester as slightly more confident and knowledgeable writers than we started. In other words, we're trying to learn a little. Learning to write in a new context – like learning any new skill – requires time, labor, and risk-taking, and likely involves a few "failed" attempts. In other words, learning is a *laborious process.*

Assignments throughout the semester will not receive traditional grades or point-system evaluations. Rather, I will record the work as Complete/Incomplete (or in the case of Assignments on Canvas, 0/1 pts., where 0=incomplete and 1=complete). The Final Drafts w/ Self-assessments (of your three core writing projects) will be marked Complete/Incomplete, where the definitions of a "Complete" will be defined by a rubric that we (as a class) will develop together during the early stages of each paper writing process.

At the end of the semester during the Conference, you and I will agree on your final grade using the Final Transcript Grading Matrix below.

ENGL 1A must be passed with a C- or better as a CSU graduation requirement.

Final Transcript Grading Matrix

For an A, you will	For a B, you will	For a C, you will	For a D, you will
Complete all three core writing projects (personal + descriptive narrative, rhetorical analysis, and multimodal) and submit a thorough, insightful self-assessment each of the final drafts.	Complete all three core writing projects (personal + descriptive narrative, rhetorical analysis, and multimodal) and submit a thorough, insightful self-assessment with at least two of the final drafts.	Complete all three core writing projects (personal + descriptive narrative, rhetorical analysis, and multimodal) and submit a thorough, insightful self-assessment with at least one of the final drafts.	Complete two of the three core writing projects

Submit a first draft for each of the three projects and make significant revisions to all three prior to submitting the final version.	Submit a first draft for at least two projects and make significant revisions to both prior to submitting the final version.	Submit a first draft of at least one project and make significant revisions to it prior to submitting the final version.	You do not submit any first drafts OR your first drafts are nearly identical to the final drafts.
Provide on-time peer review feedback to assigned classmate(s) for each of the projects.	Provide on-time peer review feedback to assigned classmate(s) for at least two projects.	Provide on-time peer review feedback to assigned classmate(s) for one project.	You do not provide on-time feedback to your classmates.
Participate in all three rubric development discussions.	Participate in two rubric development discussions.	Participate in one rubric development discussion.	You do not participate in rubric development discussions.
Complete at least 90% of assignments on Canvas (e.g. 18/20). *"Assignments" include a mix of both in-class and homework assignments*	Pass at least 80% of assignments on Canvas.	Pass at least 60% of assignments on Canvas.	Pass 50% of homework assignments on Canvas.
Show up prepared and on time for both conferences.	Show up prepared and on time for both conferences.	Show up prepared and on time for one conference.	You miss both conferences OR you show up late and unprepared.
Submit your final portfolio materials on time.	Submit your final portfolio materials on time.	Submit your final portfolio materials on time.	You do not submit your final portfolio on time OR your submission is incomplete.

This final transcript grading matrix is adapted from Megan Von Bergen's, whose work on ungrading has been extremely useful to me. Megan is a Professor in the English department at The University of Tennessee Knoxville.

Late Work

Rather than make inflexible rules about late work, I invite you to consider how late or missed assignments will impact your learning and your ability to feel successful in this course.

To help equip you to evaluate the relative impact of late/missed work, I distinguish between due dates and best by dates on the syllabus. For example, your Project 1 First Draft has a due date, because class meetings that week are dedicated to self-reflection exercises and peer review workshops. Your ability to complete the Project 1 feedback and revision process fully depends upon your on-time submission of the draft. In contrast, best by dates are attached to some homework assignments and final drafts, because whether and when you submit them primarily impacts only your own weekly workload and final grade.

The Final Transcript Grading Matrix is a great "big picture" reference tool that can help you plan your labor in this course (what grade do you want? what labor will you plan to do or not do?) But even our best laid plans get disrupted by unexpected emergencies, sick days, travel, etc.

If you are having trouble meeting a deadline and/or you know you are going to miss a highly participatory class meeting (like peer review day), please email me at least 24 hours in advance. We can find a solution together.

🏛 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 (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.

📅 Course Schedule

Subject to change. Always check Canvas for the most up to date information on assignments, readings, and due dates.

Week	Date	In Class, Readings, Assignments, Due Dates
1	W 1/25	**In Class:** Welcome! Intros + Icebreaker **Reading:** Wardle, "You Can Learn to Write in General," *Bad Ideas,* pp 30-33; "Rhetorical Situations," *Norton*, pp 55-67
2	M 1/30	**In Class:** Reading response; Rhetorical situations; Syllabus highlights **Assignment:** "Syllabus Wows & Wonders"
	W 2/1	**In Class:** Objects writing exercise; Tips on reading (like a writer) in college **Reading:** Pattanayak, "There is One Correct Way of Writing and Speaking," *Bad Ideas,* pp 82-87; Hulst, "Grammar, Rhetoric, and Style," *Writing Spaces,* pp 86-96 *See also:* NYT quiz How Y'all, Youse and You Guys Talk
3	M 2/6	Assign Project 1: Personal + Descriptive Narrative **In Class:** Reading response; Machado's "Taxidermied Alligator Head"; Identity/Object/Memory exercise **Assignment:** "Household Object"
	W 2/8	**In Class:** Intro to Freewriting as a practice; Features of personal narrative writing **Reading / Assignment:** Two model texts (personal narrative genre) of your own finding

Week	Date	In Class, Readings, Assignments, Due Dates
4	M 2/13	**In Class:** Example texts; Writing toward theme; Proposals in small groups **Assignment:** Project 1 Proposal
	W 2/15	**Due:** Project 1 Proposal // Rubric Development **In Class:** Freewriting; Organizing and writing (messy!) first drafts; Collaborative rubric development **Reading:** Anne Lamott, "Shitty First Drafts," *Bird by Bird;* Bernstein and Lowry, "The Five-Paragraph Essay Transmits Knowledge," *Bad Ideas,* pp 214-218 **Assignment:** Work on Project 1 draft; Sign up for Conference
5	M 2/20	**In Class:** Reading response; Tone / voice; First and last lines **Assignment:** "Dear Reader Note" and Submit Project 1 First Draft w/ *Dear Reader*
	W 2/22	**Due:** Project 1 First Draft w/ *Dear Reader* note **In Class:** Freewriting; Practice Peer Review (what feedback is and isn't); Preparing for Conference **Reading:** "What feedback is and isn't"
6	M 2/27	Project 1 Peer Review // Conferences **In Class:** Slow Peer Review; Favorite lines archive • **Conferences** by appt. (outside of class time / extended office hours) **Assignment:** Reflection on Peer Review
	W 3/1	**In Class:** Writing day • **Conferences** by appt. **Reading:** Murray, "Making Meaning Clear: The Logic of Revision," pp 33-40 "Why I Just Won't Give You the Answer"

Week	Date	In Class, Readings, Assignments, Due Dates

Week	Date	In Class, Readings, Assignments, Due Dates
7	M 3/6	**In Class:** Reading response; Revision strategies; Writing about your writing + Self-assessments **Assignment:** Project 1 Revisions + Self-assessment
	W 3/8	Best by today: Project 1 Final Draft w/ Self-assessment **In Class:** Murder! (Rhetorically speaking); Freewriting (topics of interest) **Reading / Assignment:** Of your own finding: two different genre texts on the same topic
8	M 3/13	**In Class:** Comparing example texts; Genre conventions; Rhetorical appeals **Assignment:** "Explaining Fandom to Dinosaurs"
	W 3/15	Assign Project 2: Rhetorical Analysis **In Class:** Freewriting; Persuasive strategies; Intro to visual rhetorical analysis **Reading:** Carroll, "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis," *Writing Spaces,* pp 45-58 Ulin, "[Why inappropriate books are the best kind](#)," LA Times Op-Ed
9	M 3/20	**In Class:** Reading response; Features of the Op-ed; Work on Project 2 Proposals **Assignment:** Project 2 Proposal
	W 3/22	Due: Project 2 Proposal // Rubric Development **In Class:** Freewriting; Steps toward rhetorical analysis; Outlining Project 2; Rubric development **Reading:** TBD, on Canvas
10	M 3/27	NO CLASS THIS WEEK! SPRING RECESS
	W 3/29	
11	M 4/3	**In Class:** Welcome back! Thesis statements! Outline Project 2 drafts **Assignment:** Project 2 First Draft
	W 4/5	Due: Project 2 First Draft w/ *Dear Reader* note // Peer Review **In Class:** Slow Peer Review; Thesis statement archive **Assignment:** Reflection on Peer Review

Week	Date	In Class, Readings, Assignments, Due Dates
12	M 4/10	**In Class:** Group check-in + TBD **Assignment:** Project 2 Revisions"
	W 4/12	**In Class:** Freewriting; Intro to multimodal composing **Reading:** Gagich, "An Introduction to and Strategies for Multimodal Composing," *Writing Spaces,* pp 65-85
13	M 4/17	Assign Project 3: Multimodal **In Class:** Reading response; Analyzing examples exercise **Assignment:** "Five Examples"
	W 4/19	**In Class:** Freewriting; Brainstorm + proposals in small groups **Assignment:** "Scenarios"
14	M 4/24	Best by today: Project 2 Final Draft w/ Self-assessment **In Class:** Discuss presentations; Work on partial drafts **Assignment:** "Extended Proposals"
	W 4/26	Due: Project 3 Proposal + Partial Draft // Rubric Development **In Class:** Work on presentations; Conference sign-ups **Assignment:** Conference prep checklist
15	M 5/1	• CONFERENCES by appt.
	W 5/3	• CONFERENCES by appt.
16	M 5/8	Due: Project 3 Multimodal **In Class:** Multimodal Presentations pt. 1 **Assignment:** Self-assessment for 5/8 presenters
	W 5/10	**In Class:** Multimodal Presentations pt. 2 **Assignment:** Self-assessment for 5/10 presenters

Week	Date	In Class, Readings, Assignments, Due Dates
17	M 5/15	Due: Self-assessments for Multimodal Presentations LAST DAY OF INSTRUCTION *Last day to submit any late / missed assignments In Class: Semester reflection + feedback; Spring 2023 Assessment (Portfolio) requirements on Canvas Assignment: Final Portfolio, due by 12pm, 5/22
	W 5/17	NO CLASS
18	M 5/22	FINAL EXAM DAY 9:45 AM - 12:00 PM Portfolios must be submitted on Canvas no later than 12:00pm Have a wonderful summer break!