Fall 2020

ENGL 1A: First Year Writing

Rachel Turner

Textual Tools, Techniques, and Technology

Office Hours: M 9:00am-1:00pm; F 9:00am-5:00pm

Sections 13, 77, and 90 Syllabus

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What We'll Learn

Reading: how to approach, read, annotate, and analyze texts from various sources and on various platforms.

Writing: how to plan, research, draft, and edit writing for academic and practical purposes.

Critical Thinking: how to interpret, compare, question, and synthesize different sources and perspectives.

College Skills: how to manage time, collaborate in groups, take notes on texts, speak in academic discussions, and research outside of class.

Required Materials

- computer with Internet access
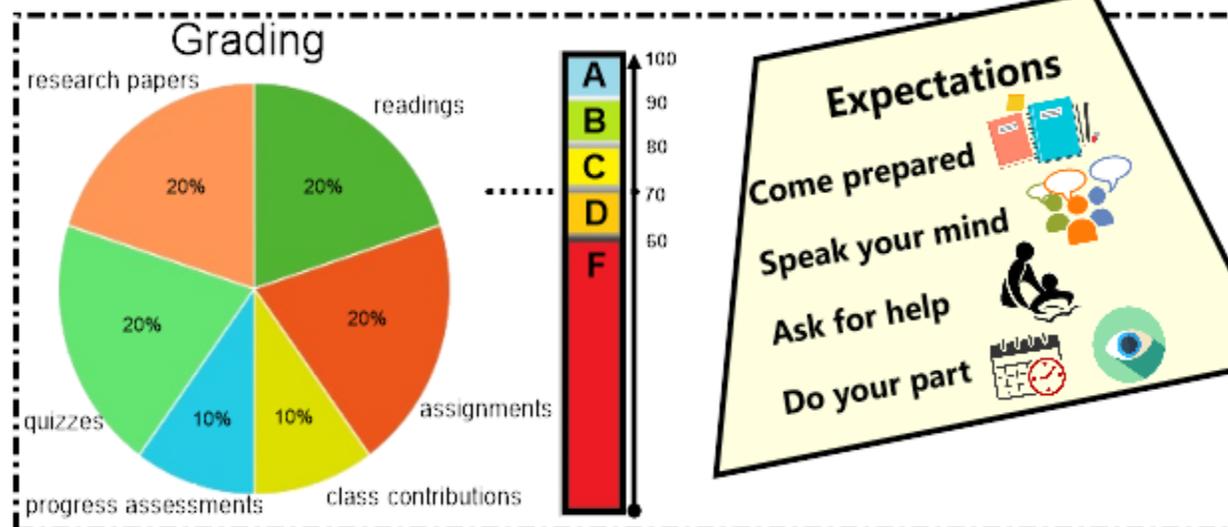- webcam
- microphone
- SJSU Google Docs account
- SJSU Zoom access
- pen/pencil
- note paper

Grading

- research papers 20%
- readings 20%
- quizzes 20%
- progress assessments 10%
- class contributions 10%
- assignments 20%

A 100 / 90
B 90 / 80
C 80 / 70
D 70 / 60
F 60

Expectations

Come prepared

Speak your mind

Ask for help

Do your part

San José State University
Department of English and Comparative Literature
ENGL-1A: Textual Tools, Techniques, and Technology, Section 13 Fall 2020

Course and Contact Information

Instructor(s):	Rachel Turner
Office Location:	https://sjsu.zoom.us/my/engl1atexttools
Telephone:	(714) (655-0461) [all calls to voicemail]
Email:	rachel.turner@sjsu.edu
Office Hours:	Fridays, 9:00 a.m. - 5:00 p.m.; Mondays, 9:00 a.m. - 1:00 p.m., Email checks at 9:00 a.m. and 1:30 p.m.
Class Days/Time:	Tuesdays/Thursdays 12:00-1:15pm
Classroom:	Zoom Class - Passcode: techniques https://sjsu.zoom.us/j/92568464560?pwd=T0trWDZWWGJnUytWZy84cnJ2RXZPdz09
Prerequisites:	Reflections on College Writing
GE/SJSU Studies Category:	GE Area 2 Written Communication

Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in the GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies that the student is a capable college-level writer and reader of English.

Course Format

Technology Intensive Online Course
This course will be an online course which is technology intensive with synchronous class meetings. This will require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need Internet connectivity and access to their SJSU Google docs to participate in classroom activities and/or submit assignments. See University Policy F13-2 at http://www.sjsu.edu/senate/docs/F13-2.pdf for more details.

**If you have any difficulty with having access to technology please contact me as soon as possible so I can help with any needed technology arrangements.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas Learning Management System course login website. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of updates.

Course Goals and Topic: Textual Tools, Techniques, and Technology

More reading and writing occur online than ever before, but how does the platform we use to receive our information affect the way we understand that information? How does the place where we write affect the way we present ourselves when we write? How can we identify our audience when anyone in the world may be able to access our written words? How can we determine which opinions are actually our own and which are simply generated preferences from an algorithm? The information age has given us immeasurable data online, but understanding needs to come from us. In this writing course, we will explore how the tools we use to access information affect our reading strategies to critically interpret that information, and how the technology we implement to express ourselves shapes the way we construct our written texts. As we read assigned readings, we will record both our understanding of the content, our reactions, and the connections we make in reading responses, and also our process for reading and annotating in short, recorded sessions with follow-up reflections. All of our writing will build from one transcription tool to the next, from hand-written work, to word processed documents, to edited and interactive digital media. As we build our understanding from our reading journals and developmental essays, we will explore and develop our own topics for 2 longer-term individual research projects for this course at midterm and at the end of the course. Finally, we will present our documentation of our understanding in our portfolios to each other and reflect on the dynamic and changing process of text and how we work with it.

ENGL 1A General English 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.

Assignment, Grading Category, Word Count, GELO outcomes, and Grade Calculations

Assignment	Grading Category	Word Count	GELO Outcomes	Grade %
Reading Summary-Responses	Readings	1200	1, 4	10%
Independent Research Text Evaluations	Readings	1000	1, 4	10%
In-Class Essay Quizzes	Quizzes	1200	2, 3	20%
Journal Responses and Discussion Posts	Assignments	1200	4	10%
Revised Persuasive Essays	Assignments	2000	2, 3, 4, 5	10%
Midterm and Final Papers	Research Papers	3000	1, 2, 3, 4, 5	20%
Progress Assessment and Portfolio	Progress Assessments	1000	1, 2, 3, 4, 5	10%
Class Engagement, Responses, and Discussion	Class Contributions	n/a	4	10%

Course Learning Outcomes (CLO)

Upon completion of this course, students will be able to:
1. Summarize and explain the primary content of reading sources in multiple formats
2. Analyze textual sources of information encountered online for currency, reliability, accuracy, authority, and purpose.
3. Analyze the information presented in a variety of texts and formats for its component parts and arguments
4. Apply information from required sources and sources they have found in written essay form
5. Argue their point of view and justify it with supporting outside sources in research papers
6. Reflect on their own learning processes and demonstrate metacognitive practices in their reflections

Required Texts/Readings

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas, the Class Resource Website, or presented in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Other technology requirements / equipment / material

Students are required to have access to an internet-connected device with access to Canvas assignments, Zoom class meetings, and SJSU Google docs. It is preferred that webcams be on for class contributions and some assigned video recordings, but alternative arrangements can be made in specific circumstances.

Course Requirements and Assignments

Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on our 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 debate.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare each other for both academic and real-world writing scenarios. Assignments will give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Together, we will learn how to embrace writing moving forward.

Reading: We'll read a lot in this class, some of which I have chosen for you to read (because I think they're neat) and some of which will be from sources you will find on your own. I will assist in providing resources for your research, but the decision about which external research texts you will include will be up to you.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretive lens.

Final Experience: We will be compiling a portfolio at the end of the semester that consists of selected examples of your writing produced for our class. Every portfolio will include:
- 4 Independent research text evaluations
- 3 of your final drafts (1 revised in-class essay, 1 midterm paper, and 1 final paper)
- Annotated Bibliography of Student Work
- 2 Video Presentations
- Course Reflection essay
- Portfolio Cover Letter

Assignments and Work Outside of Class Meetings: 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.

Reading Summary-Responses: For roughly one third of the reading in this class, you will be given an example in class of how to approach, process, analyze, and annotate texts, and will provide your oral and written responses during the class period. For another third of the texts, you will be expected to provide a written summary-response detailing the main points of the text as you understand them with significant quotations and explanations of terms, as well as provide a response relating the

reading to any external connections to current events or personal experiences you have related to the subjects brought up in the text. For the final third of the texts, you will be expected to detail your process in approaching the text in a recorded video study session followed by an oral reflection. **If for official or legal reasons you are unable to submit a recording of yourself, please contact me as soon as possible so you may make alternative arrangements with me.

Independent Research Text Evaluations: Several readings will not be provided for you, but instead you will obtain on your own. An example of good research methods will be given to you, after which you will be expected to obtain your own reading text and provide a written evaluation of it, detailing its citation, summary, and specific relevance to your research topic.

In-Class Essay Quizzes: There will be a total of 4 in-class essays performed under a time limit as quizzes. All of these will be persuasive essays based on a topic related to the week's reading. You will be expected to complete these essays within ranges of 40 to 60 minutes and write about 300 words within that time. Submissions will only be permitted within a certain window of time from when the quiz begins. These quizzes will form the rough drafts of your later revised papers.

Journal Responses and Discussion Posts
At the beginning of each live class session, a question, quote or topic will be presented for you to write a short response. Each response will be a freewrite of about 3 minutes. These freewrites will then later be used in your online discussion boards where you will be expected to reflect on and engage with your classmates' responses to the same subjects.

Revised Persuasive Essays: Your in-class quizzes will provide the rough drafts you will use to start your revised essays. You will be expected to integrate textual support and data-based evidence to flesh out your original rough drafts into a more complete and substantiated persuasive essays of about 500 words in length.

Midterm and Final Papers: Your midterm and final papers will begin over a period of 2 weeks in which you will prewrite, organize, research, compose, revise, and edit. You will be expected to perform your own research outside of class readings in order to substantiate the claims you make within your writing. Your final versions of your papers should be about 1,500 words in length with proper citations in MLA format.

Progress Assessment and Portfolio: Throughout the course I will provide feedback during consultation where we will discuss your progress in the course and resources you might use to assist you. I will be there to talk you through each of the assignments at least once every two weeks, and you may feel free to ask me anything during our sessions. I will also be checking that you are curating and reflecting upon your writing for the portfolio, which you will present two times during the semester: once at midterm and once at the end of term.

Grading Information

Grading Policy: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year 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.

Grade	Percentage
A plus	96 to 100%
A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

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

Classroom Protocol

Attendance - Mode 2 Synchronous: This is an online synchronous class. That means that while many of the assigned tasks will be at the students' discretion as to when they are completed, certain aspects of the course can only be completed in real time. Any meetings designated as "class meeting," "class discussion," or "consultation" are required for students to attend on time for the full duration. Other assignments will have a 24hr window to complete. All tasks, meetings, and consultations will be listed in advance.

**In the case of emergency, such as extreme illness, personal injury, or the death of a family member, please contact me as soon as possible so we can make alternative arrangements for missed class periods, quizzes, or assignments.

Consultations: Consultations are required as part of the metacognitive process for this class and its portfolio. After the first required office hour introduction consultation, consultations can be substituted by a library tutoring session, or a meeting at the writing center, provided there is confirmation from a tutor certifying that the student attended and summarizing briefly what was discussed. Consultations are designed to ensure student success and preparation for tasks as well as to assist with questions or concerns the student may have regarding standing in the class, ability or resources to complete assignments, or alternative assignments to be issued in the event that equipment or circumstances prevent the student from completing the necessary assignments.

Oral Communication: You will be expected to share your ideas or opinions orally to class in group discussion, student-teacher conferences and presentations of the portfolio project. As such, it is imperative that you not only prepare for class sessions and attend on time, but that you ensure that you have working equipment to hear and be heard clearly in the online environment. Contributions to the class must be respectful to both instructors and fellow students.
**If you have any difficulty with having access to technology please contact me as soon as possible so I can help with any needed technology arrangements

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information webpage at http://www.sjsu.edu/gup/syllabusinfo/

Additional Information

- Handwritten writing must be submitted via photograph with an appropriate file name when instructed.
- Assignments are due before the next class.
- Late homework assignments and essays will lose points proportionate to the delay in submission.
- No late homework assignments or essays will be accepted after 2 weeks.
- Quizzes must be taken under a time limit and within 24 hours of the posting.
- All drafts and submissions of quizzes, essays, assignments, and notes must be kept and submitted into the portfolio.
- Consultations must be attended every 2 weeks for 15 minutes for credit. Confirmed library or writing center sessions may substitute.
- Research papers (midterm and final) may only be submitted once as a final draft for grading.

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Course Schedule

(Subject to change; students will be notified in advance in class sessions and Canvas)

Module/ Week	Date	Topics, Readings, Assignments, Deadlines *(If appropriate, add extra column(s) to meet your needs.)*	Learning Outcomes
Module 1 Week 1	8/20	**In Class:** Welcome and Syllabus, Intro to Time Management, Reading skills: Active reading and pacing **Homework:** Syllabus Review, Journal Introduction, Consultation	1, 4
Module 2 Week 2	8/25	**In Class:** Facts and Expertise Intro, Reading 1 Practice, Reading Skills: Credibility and Main Point Evaluation **Homework:** Reading 2 Summary-Response, Journal Post 1A	1, 4
Module 2 Week 2	8/27	**In Class:** Discussion: Prompt Examination and Essay Organization, Quiz 1 In-Class Essay **Homework:** Reading 3 Study with Me Video, Outside Source Evaluation	2, 3
Module 2 Week 3	9/1	**In Class:** Essay Organization Review, Integrating Supporting Evidence and Outside Sources **Homework:** Quiz 1 Essay Revision Content Edit, Journal Post 1B	2, 3, 4, 5
Module 2 Week 3	9/3	**In Class:** Grammar for Writing Sentence Structure, Integrating Quotations and Citations **Homework:** Quiz 1 Essay Final Draft (Due 9/7), Journal Post 1C	1, 2, 3, 4, 5
Module 3 Week 4	9/8	**In Class:** Facts and Expertise Intro, Reading 4 Practice, Reading Skills: Analyzing Organization and Annotating **Homework:** Reading 5 Summary-Response, Journal Post 2A	1, 4
Module 3 Week 4	9/10	**In Class:** Discussion: Reading Source Synthesis and Counterarguments, Quiz 2 In-Class Essay **Homework:** Reading 6 Study with Me Video, Outside Source Evaluation	2, 3
Module 3 Week 5	9/15	**In Class:** Essay Organization Review, Integrating Supporting Evidence and Outside Sources **Homework:** Quiz 2 Essay Revision Content Edit, Journal Post 2B	2, 3, 4, 5
Module 3 Week 5	9/17	**In Class:** Grammar for Writing Concession and Contrast, Integrating Quotations and Citations **Homework:** Quiz 2 Essay Final Draft (Due 9/21), Journal Post 2C	1, 2, 3, 4, 5
Module 4 Week 6	9/22	**In Class:** Parsing Prompts Review, Midterm Paper Prompt, Scheduling Steps, Prewriting: Brainstorming **Homework:** Freewrite, Mindmap, and Working Thesis	2, 3, 4, 5
Module 4 Week 6	9/24	**In Class:** Constructing Outlines, Paraphrasing Research, Writing Middle-First **Homework:** Complete Formal Outline, Annotated Bibliography	2, 3, 4, 5
Module 4 Week 7	9/29	**In Class:** Drafting from Outlines, Integrating Quotations **Homework:** Midterm Paper Rough Draft	2, 3, 4, 5
Module 4 Week 7	10/1	**In Class:** Editing Draft Content, Intros and Conclusions, Formatting and Works Cited **Homework:** Midterm Paper Final Draft (Due 10/5)	1, 2, 3, 4, 5
Module 4 Week 8	10/6	**In Class:** Midterm Portfolio Reflection Video Presentations **Homework:** Portfolio Reflection Write-Up	1, 2, 3, 4, 5

Module 4 Week 8	10/8	**In Class:** Midterm Portfolio Reflection Video Presentations **Homework:** Portfolio Reflection Write-Up	1, 2, 3, 4, 5
Module 5 Week 9	10/13	**In Class:** Time Management Review, Digital Footprint Discussion **Homework:** Screen Time Measurements and Reflections	4
Module 5 Week 9	10/15	**In Class:** Discussion Data and Prejudice Issues, Digital Bias, and Reflections **Homework:** Digital Presence Evaluations	4
Module 6 Week 10	10/20	**In Class:** Attention and Focus Intro, Reading 7 Practice, Reading Skills: Identifying Purpose, Tone, and Audience **Homework:** Reading 8 Summary-Response, Journal Post 3A	1, 4
Module 6 Week 10	10/22	**In Class:** Discussion: Writing Organization Review and Supporting Evidence, Quiz 3 In-Class Essay **Homework:** Reading 9 Study with Me Video, Outside Source Evaluation	2, 3
Module 6 Week 11	10/27	**In Class:** Essay Organization Review, Integrating Supporting Evidence and Outside Sources **Homework:** Quiz 3 Essay Revision Content Edit, Journal Post 3B	2, 3, 4, 5
Module 6 Week 11	10/29	**In Class:** Grammar for Writing Purpose and Result Clauses, Integrating Quotations and Citations **Homework:** Quiz 3 Essay Final Draft (Due 10/31), Journal Post 3C	1, 2, 3, 4, 5
Module 7 Week 12	11/1	**In Class:** Literacy and Empathy Intro, Reading 10 Practice, Reading Skills: Identifying Purpose, Tone, and Audience **Homework:** Reading 11 Summary-Response, Journal Post 4A	1, 4
Module 7 Week 12	11/3	**In Class:** Discussion: Writing Synthesis and Counterarguments, Quiz 4 In-Class Essay **Homework:** Reading 12 Study with Me Video, Outside Source Evaluation	2, 3
Module 7 Week 13	11/8	**In Class:** Essay Organization Review, Integrating Supporting Evidence and Outside Sources **Homework:** Quiz 4 Essay Revision Content Edit, Journal Post 4B	2, 3, 4, 5
Module 7 Week 13	11/10	**In Class:** Grammar for Writing Cohesive Devices, Integrating Quotations and Citations **Homework:** Quiz 4 Essay Final Draft (Due 11/14), Journal Post 4C	1, 2, 3, 4, 5
Module 8 Week 14	11/15	**In Class:** Parsing Prompts Review, Final Paper Prompt, Scheduling Steps, Prewriting: Brainstorming **Homework:** Freewrite, Mindmap, and Working Thesis	2, 3, 4, 5
Module 8 Week 14	11/17	**In Class:** Constructing Outlines, Paraphrasing Research, Writing Middle-First **Homework:** Complete Formal Outline, Annotated Bibliography	2, 3, 4, 5
Module 8 Week 15	11/22	**In Class:** Drafting from Outlines, Integrating Quotations **Homework:** Final Paper Rough Draft	1, 2, 3, 4, 5
Module 8 Week 15	11/24	**In Class:** [Thanskgiving Break] **Homework:** Final Paper Final Draft (Due 11/28)	1, 2, 3, 4, 5
Module 8 Week 16	11/29	**In Class:** Final Portfolio Reflection Video Presentations **Homework:** Portfolio Reflection Write-Up	1, 2, 3, 4, 5
Module 8 Week 16	12/1	**In Class:** Final Portfolio Reflection Video Presentations **Homework:** Portfolio Reflection Write-Up	1, 2, 3, 4, 5