

San José State University
School/Department
English 1A, First Year Writing, Section 67, Fall, 2020

Course and Contact Information

Instructor:	Jessica Mejia Salazar
Office Hours:	Mon/Wed 2:00-3:00pm.
Email:	Jessica.Mejia@sjsu.edu
Class Days/Time:	Mon/Wed 3:00-4:15pm
Virtual Classroom Links:	Via Zoom and Canvas
Prerequisites:	The <i>Reflection on College Writing</i> in Canvas.
GE/SJSU Studies Category:	A grade of C- (minus) or better in this course satisfies General Education Area A2

Our Course Description

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.

How Will Instruction Be Delivered in This Course?

Technology Intensive, Hybrid, and Online Courses

Our course will be technology intensive with an online, hybrid delivery format that utilizes both synchronous and asynchronous learning. This will require us to have access to technologies, which may include a laptop, smartphone, and/or tablet with video conferencing capabilities. We will need internet connectivity to participate in online Zoom classroom activities and to review/submit assignments via Canvas. Some software applications we may use throughout the semester include: Zoom, Canvas, SJSU Google Suite, a PDF reader, etc. Canvas includes video and audio recording abilities. If you need to borrow laptops, iPads, and more, please contact [Student Computing Services](#). If you need software training, please contact [Student Technology Training Center](#). See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

During the first two weeks of class, we will also discuss and collaborate on Zoom etiquette for our classroom, such as turning on video cameras during Zoom classes, when to mute our microphones, the possibility of the instructor recording lectures, what happens if our internet becomes “unstable” during Zoom, etc.

This Course Uses Canvas Messaging

Course materials such as syllabus, handouts, notes, assignment instructions and prompts, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. Log in and look for English 1A among the courses in your account.

I will use Canvas messaging and announcements to update you, so be sure to be on the check for emails from me via Canvas. They will populate in your email account linked to Canvas, as well as directly in your Canvas inbox.

What Will We Study in This Course?

What General Education Goals Will We Achieve in This Course?

Upon successful completion of this GE 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 writing.

How is Our ENGL 1A Course Designed?

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 discussions.

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. 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: We'll read a lot in this class, some of which I personally select for you to read (because I think they're awesome) and some of which will be from sources you locate.

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, as well as materials from your RCW Canvas course. We will talk about this more as a group later in the semester.

Trigger Warning: Please note, sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Our class will work towards creating a brave space for each other.

“Safe spaces” tend to mean a space where everyone feels comfortable to share their opinions, experiences, feelings, ideas, and concerns openly. However, “safe spaces” are often not how they appear; what feels safe to one person might feel hostile, inauthentic, or inattentive to another. On the other hand, brave spaces require and create critical and authentic dialogue by using group constructed equitable norms (Arao & Clemens, 2013).

What Are The Required Texts/Readings For Our Course?

Textbook

In lieu of a textbook, course readings will be available on Canvas, online, or through MLK Library databases.

Other Readings

Students will also be responsible for locating other free reading materials (online or through the MLK Library databases) throughout the course in support of their writing projects.

What SJSU Resources Are Available to Me as I Do the Work of This Course?

The University provides all students several resources to help us successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support.

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Accessible Education Center](#)

Our Course Requirements and Assignments

We will divide our study time in this course among the following activities:

<i>Assignments</i>	<i>Final Draft Word Count</i>	<i>Final Due Date</i>	<i>Main GELO Targets</i>
<i>Daily Encounter Group Projects</i> <i>*Actual date(s) based on class decisions in fictional landscape. This date is the final daily encounter planned for this class.</i>	<i>1400</i>	<i>9/30*</i>	<i>1-4</i>
<i>Persuasive Letter</i>	<i>1000</i>	<i>10/5</i>	<i>3,4</i>
<i>Multimodal Artifact Rationale</i>	<i>1000</i>	<i>11/2</i>	<i>3,4</i>
<i>Class Portfolio: Reflection Essay, Annotated Bibliography, & Supporting Documents</i>	<i>600</i>	<i>12/10</i>	<i>2,5</i>
<i>Participation, Discussion Boards, & In-class Writing</i>	<i>4000</i>	<i>n/a</i>	<i>1,2</i>

Responding to Discussion Boards in Canvas. Before each class session and during the sessions, you will compose responses directly in Canvas discussions. The prompts for these discussions are designed to guide you through your learning journey. They are paced to help you meet course learning outcomes and produce work that meets our collective learning needs and standards.

Meeting with Fellow Writers Online During Class Time. During the 2 hours and 30 minutes we spend together on Mondays and Wednesdays in Zoom, we will use the readings and Canvas discussion boards to advance our learning in real time as a team. Your participation in these sessions is instrumental to your and to our success. As you will see in the learning contract, that participation is the key to earning the points you need to earn credit in this course.

Adapting to Daily Encounters. While understanding rhetoric in a fictional landscape, we will work through various scenarios based on the landscape's contextual settings. These different scenarios are dynamic and feed into one another. Our individual, group, and class decisions will create/change opportunities within the landscape. Throughout these encounters, we will produce projects in response to various rhetorical situations within the landscape.

Composing A Persuasive Letter. During our first few weeks in class, we will collectively explore rhetoric in a fictional landscape. After establishing ourselves in this fictional landscape, you will closely examine one stakeholder that pertains to the class fictional rhetorical situation, use rhetorical modes and appeals to forward the stakeholder's arguments and claims, and will identify the stakeholder's place in their community and other contextual settings.

Presenting Your Multimodal Artifact Project. Beginning in Week 8, you will start to develop and draft a multimodal artifact and presentation for an individual research project. This project will make an argument that contributes to the existing discourse of your rhetorical situation, built on and using what you learned in previous assignments. Your project will demonstrate an awareness of the place of your contribution in its communities and the arguments/perspectives of the rhetorical situation, including its potentials and limitations in these spaces. During the Artifact Showcase, we will spend our time together in Zoom to view the projects, ask follow up questions, and respond to the presentations to evaluate their effectiveness.

Reflecting on What You Take Away from This Class for Future Learning. In the last class module, you will be generating material for your final reflection essays and gathering samples from the course archive to document your learning history. By December 10 at 2:30 p.m. you will submit your class portfolio for evaluation.

How Much Work Will I Be Expected to Do In This Course?

To be successful in this course, you should plan to 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 ([University Policy S16-9](#)).

So let's do some arithmetic. In this course we earn 3 units (3 x 45). The course of study is 15 weeks, excluding holiday breaks (3x45/15). That means we are signing up to do a minimum of 9 hours of study per week. Two and a half of those hours will be completed within our Zoom sessions, when I will design and direct our study. The remaining 7.5 hours a week, you will work on your own or with your peers to prepare for Zoom meetings and complete reading and writing assignments. I have designed the work using this arithmetic to guide us. I will refer to it often to help you manage this workload over the semester.

What Is The Final Examination or Evaluation For Our Course?

All learning experiences culminate in some sort of final assessment—an opportunity for a student to gauge how far they have come since beginning the course ([University policy S17-1](#)). In this course, our learning culminates in a Reflection and Portfolio Assignment. In this assignment, we will gather from the Canvas archive samples of our coursework that account for 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.

How Will I Be Graded in This Class?

The course will be graded according to our learning contract. A contract learning system guides you to regularly monitor and describe your own progress as you work toward a culminating project—in this class, that will be the class portfolio assignment. The contract weighs equally all the work you submit—discussion posts, in-class writing, comments on the work of your peers, as well as the projects, essays and portfolio. The smaller assignments are no less “weighty” in your and our learning process, since they build the ground for your

effective understanding in the class portfolio. Your final reflection essay will make explicit the learning that you transacted as you completed the smaller assignments to produce larger projects.

My goal in grading by contract is to emphasize the cumulative effect of a learning experience over individual artifacts of your learning. Your goal in a contracted learning community is to apprentice yourself within the community, to join its members as we engage in a designed learning experience guided by a faculty mentor. The contract spells out the terms of your work with the community, its norms and practices, expectations and standards. This agreement allows you to advance your own educational goals and measure your own learning outcome, but also contribute your learning to advance the learning of others.

The contract is not a unilateral document. In our first classes, we will work together to establish the norms and standards of the group. Our bottom line will be defined by our common purpose: What advances our study of writing and rhetoric? What disrupts our collective progress as researchers in the fields of writing and rhetoric? All the work you do will be measured against the norms and standards that realize our common research goals. You will succeed in this system if, every time you begin, execute, and complete a task, you allow yourself to be guided by our shared purpose as fellow researchers: How is the work I am about to do, am doing, have done increasing my own and my fellow researchers' understanding of how we draw on traditions of writing and rhetoric?

What Are the Terms of the Learning Contract?

By signing up for this 15-week 3-unit course, you agree to perform at least 7.5 hours of work a week outside of class time toward our collective understanding and exploration of writing and rhetoric. The products of your labor (see our course requirements and assignments on page 3) each be awarded points toward the final course grade based on their usefulness and relevance to our shared understanding.

The grade you earn in the course is based on the points you earn in each learning activity.

Each activity in the modules is worth 2 points. You will earn one point for each of the following:

1 point for Completeness

- You complete and submit the tasks outlined in the daily discussions on time.
- You complete all the replies prompted for the discussion in our Zoom follow ups.

1 point for Relevance to Our Collaborative Study

- You explicitly apply what we are reading and discussing together in Canvas and on Zoom to each task you do and submit.
- You refer to and document the reading and discussions you are applying in each submission.
- You submit work that advances our collaborative study—that is, work that contributes observations, curiosities and questions, confusions or insights useful to our collective study of writing and rhetoric.

If you miss points by not completing one assignment, you can earn an extra point with an exceptional contribution later.

If you miss an assignment, you cannot earn the points for that work, but you can still make progress as a learner. If you dedicate extra time to your next learning activity, you can make an exceptional contribution to our collective learning and your own. You can earn an extra point to make up previously missed work by:

1. Including explicit reference to the readings and discussions you missed.
2. Using the previously missed work in the current assignment to help us find a new connection that advances our work together.

How Will Each Contribution to Our Shared Learning Be Evaluated?

I will use the following rubric to score each assignment completed in Canvas.

Does the work submitted help us to achieve our research goals?		
Criteria	Ratings	Points Possible
Completeness	+ .5 Completes & submits the tasks outlined on time.	0 – 1 point
	+ .5 Completes all replies prompted during the Zoom follow up.	
Relevance	+ .25 Explicitly applies to each task what we've read and discussed together in Canvas and on Zoom.	0 – 1 point
	+ .25 Helps us refer back to the reading and discussions by paraphrasing or quoting, naming the author & source, & providing page or date references.	
	+ .5 Contributes observations, curiosities and questions, confusions or insights useful to our collective study.	
Extra Point	+ .5 Makes clear that the post returns to include in the current post work previously missed.	0 – 1 point
	+ .5 Draws connections between previous and current material to make an exceptional contribution-- observations, curiosities and questions, confusions or insights—to our collective study.	
Total Points		0 – 2 points (+1 if there is make up work included)

How Will You Calculate Course Grades?

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

There is no extra credit built into our syllabus. There is ample opportunity for everyone to learn defined in the work I have laid out for us. I can't imagine any of us having the bandwidth for extra credit!

Grade	Percentage
A	93 to 100%
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%
F	0 to 59%

Grading Information for GE A2 Courses:

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

More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

What Is Our Classroom Protocol?

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

Before we dive into the course content, we need clear expectations of our learning community so we can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive in the past? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

Where Can I Read the University Policies?

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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) (<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.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

If we decide as a class to record our Zoom classes, University policy ([S12-7](#)) requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you can use an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).

Any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center](#) (AEC), and the instructor.

Academic Dishonesty: Students who are suspected of cheating/plagiarism will be referred to the [Student Conduct and Ethical Development](#) office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

ENGL 1A-67 / First Year Writing, Fall 2020, Course Schedule

This schedule is subject to change with fair notice via email, Canvas, or in class.

Our Course Schedule Overview

Week	Date	Topics, Readings, Assignments, Deadlines
		(CF) = Course Files (accessible via Canvas) Blue = Major Assignment assigned Red = Major Assignment Rough Draft due Purple = Major Assignment Final Draft due
1	8/19	Read Before Class: Zoom , Canvas , and SJSU Email Guides In Class: Our Syllabus, Email Etiquette, Why We Write? Class: Via Zoom <ul style="list-style-type: none"> You should prep to log on at least <u>five minutes</u> before class starts. If you have any trouble logging on, please email me at Jessica.Mejia@sjsu.edu. Please make sure your Zoom Name is your full name on this first day, otherwise you won't receive permission to enter the Zoom meeting. Only students officially enrolled will be permitted to join Zoom meeting.
2	8/24	Read Before Class: Syllabus, "Why It Matters: The Writing Process" (CF) Due Before Class: Introduction Video, Class Survey, Syllabus Q&A In Class: What do we wish to accomplish? How do we wish to accomplish it? What responsibilities will be taken on?
2	8/26	Read Before Class: "Reading Actively and Rhetorically" (CF) Due Before Class: Discussion Board/s on Canvas In Class: Learning Rhetoric in a Fictional Landscape, Kairos
3	8/31	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters, Logos
3	9/2	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters, Ethos
4	9/7	Labor Day- NO CLASS
4	9/9	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Persuasive Letter assigned , Pathos
5	9/14	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters
5	9/16	Read Before Class: Handout/s on Canvas (CF)

Week	Date	Topics, Readings, Assignments, Deadlines (CF) = Course Files (accessible via Canvas) Blue= Major Assignment assigned Red= Major Assignment Rough Draft due Purple= Major Assignment Final Draft due
		Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters
6	9/21	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Persuasive Letter Draft due In Class: Writer's Memo, Daily Encounters
6	9/23	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters
7	9/28	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters, Revising Persuasive Letter
7	9/30	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Daily Encounters, Editing Persuasive Letter
8	10/5	Due Before Class: Persuasive Letter Final Draft due In Class: Check-in #2, Classroom Protocol Review, Rhetoric and Multimodality in the Real World, Multimodal Artifact and Rationale assigned
8	10/7	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: Analyzing Visual Arguments
9	10/12	Due Before Class: Multimodal Artifact Draft due In Class: Writer's Memo, Analyzing Like Designers
9	10/14	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: TBA
10	10/19	Due Before Class: Rationale Draft due In Class: Writer's Memo, Revising Multimodal Artifact
10	10/21	Read Before Class: Handout/s on Canvas (CF) Due Before Class: Discussion Board/s on Canvas In Class: TBA
11	10/26	Due Before Class: Discussion Board/s on Canvas In Class: Revising Rationale Draft
11	10/28	Due Before Class: Discussion Board/s on Canvas In Class: Editing Artifact and Rationale Draft
12	11/2	Due Before Class: Multimodal Artifact and Rationale Final Draft due In Class: Multimodal Artifact Showcase

Week	Date	Topics, Readings, Assignments, Deadlines (CF) = Course Files (accessible via Canvas) Blue= Major Assignment assigned Red= Major Assignment Rough Draft due Purple= Major Assignment Final Draft due
12	11/4	Due Before Class: Discussion Board/s on Canvas In Class: Check-in #3, Portfolios, Annotated Bibliography, & Reflection Essay assigned
13	11/9	In Class: Reflection Essay and Annotated Bibliography Writing Session
13	11/11	Due Before Class: Annotated Bibliography and Reflection Draft due In Class: Writer's Memo
14	11/16	In Class: TBA
14	11/18	In Class: Revising Your Reflection Essay and Annotated Bibliography
15	11/23	In Class: TBA
15	11/25	Thanksgiving Holiday Break- NO CLASS
16	11/30	In Class: Editing Your Portfolio
16	12/2	In Class: Student Conference Guidelines Due: Annotated Bibliography and Reflection Essay Final Drafts
17	12/7	In Class: Student Conferences
Final Exam	12/10	In Class: Student Conferences Due: ENGL IA Portfolio due via Canvas on Thursday, December 10 by 2:30pm