

**San José State University**  
**Department of English & Comparative Literature**  
**English 1A, First-Year Writing, Section 19, Spring, 2022**

The need to compose arises from composers' desire to insert their voices into the differences of opinion that occur within the discourse of a community. ~ **Sharon Crowley & Debra Hawhee**,  
*Ancient Rhetorics for Contemporary Students*

**Course and Contact Information**

Instructor:	Dr. Ryan Skinnell
Virtual Office Link:	<a href="#">Skinnell Office Hour Zoom Link</a>
Email:	ryan.skinnell@sjsu.edu
Phone:	408-924-4207 (email is easier and usually faster)
Office Hours:	Mon. 3:00pm-4:00pm & Tues. 8:30am-9:30am, & by appt.
Class Days/Time:	MW 10:30am-11:45am
Classroom:	<a href="#">Zoom Link to Our Class</a>
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

**Course Description**

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences, purposes, and contexts.

**Course Format: Technology Intensive, Online Course**

Our course will be technology intensive with an online delivery format that utilizes both synchronous and asynchronous learning. This will require us to have access to technologies, which may include a device with video conferencing capabilities. We will need internet connectivity to participate in online classroom activities and review/submit assignments. Some software applications we will use include: Zoom, Canvas, SJSU Google Suite, a PDF reader, etc. If you need to borrow laptops, iPads, and more, please contact [Student Computing Services](#). If you need software training, contact [Student Technology Training Center](#).



During our class meetings, I'd love it if everyone's cameras could be on, but you'll have to decide what you're comfortable with. We will also discuss and collaborate on Zoom etiquette for our classroom, such as when to mute our microphones, what happens if our internet becomes "unstable" during Zoom, etc. Hopefully we'll find ourselves in the classroom together soon.

## 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](#).

## ENGL 1A - GE Learning Outcomes (GELO)

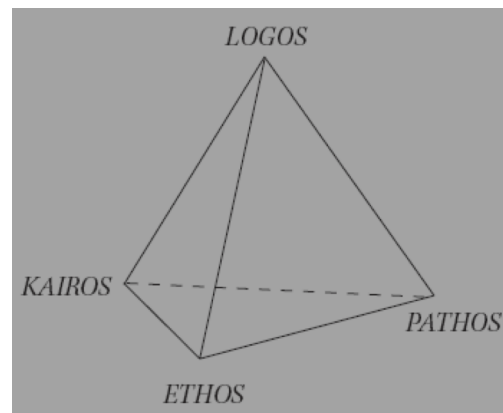
Upon successful completion of this GE course, students will be able to:

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.

## 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.

## Required Texts/Readings

- **Prendergast, Catherine.** *Can I Use I? Because I Hate, Hate, Hate College Writing*. Out of Pocket Press, 2015. (You can purchase this text through the campus bookstore or elsewhere online. It does not matter if you get the physical or digital version.)
- **Various Authors.** *Writing Spaces: Readings on Writing*, vols. 1-3. Parlor Press, multiple dates. These books are open-source textbooks, which means they can be downloaded in whole or in part **for free** at <https://writingspaces.org/node/1706>. They can also be purchased in hard copy, if you want ([www.parlorpress.com](http://www.parlorpress.com)). I will post links on Canvas, as well.
- **Other readings** will be incorporated throughout the semester in line with our class needs. As well, students will be responsible for locating other materials (online or through the MLK Library databases) in support of their writing projects.

**Please note:** sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to 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

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students [a library resource page for the Department of English and Comparative literature](#).

The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera's contact page by clicking on [this link](#).

## Other Available SJSU Resources

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.

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

*There is value in "[using] writing as a technology to think with rather than as a tool for succinctly recording the thoughts of others or as a weapon for fending off other points of view."*

~ **Richard E. Miller**

## Course Requirements and Assignments

### 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/out-of-class assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

### Time Commitment

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.

It's a writing course, I know, but let's do some math. ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 6½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

### Assignments

Assignment sheets will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, and possibly aural, spatial, visual). There will also be reading assignments and options for group projects.

Assignment	Word Count	GELO	% of Course Grade
Participation / daily writing / in-class work / reflection	n/a	1-4	10%
Discussion boards / responses	2500	1, 3, 4	20%
Paying Attention (incl. process materials)	1500	1-5	15%
Connecting, Reflecting, Arguing (incl. process materials)	1500	1-5	15%
Multimodal Artifact (incl. process materials)	1500	1-5	15%
Presentation	n/a	2, 3, 4	10%
Portfolio	1000	1-5	15%

### 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.

## Course Grades

Your final grade in the course will be recorded as a letter grade, ranging from A to F. Course grades will be calculated using the following scale:

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

## Important Grading Information for GE A2 Courses

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

## 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, dropping and adding, accommodations, 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.

## Special Needs or Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center](#) (AEC), and the instructor. If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

## ENGL 1A / First-Year Writing, Spring 2021, Course Schedule

**Calendar subject to change with fair warning**  
 Readings listed should be read BEFORE class  
 Readings marked with an asterisk (\*) are on Canvas  
 DB = Discussion Board

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	<b>In Class:</b> New Class, Who Dis? / Syllabus/in' bussin' / Zoom & Canvas / Discord <b>Class:</b> Via Zoom for now <ul style="list-style-type: none"> <li>• You should prep to log on at least <u>five minutes</u> before class starts.</li> <li>• If you have trouble logging on, please email me at <a href="mailto:Ryan.Skinnell@sjsu.edu">Ryan.Skinnell@sjsu.edu</a>.</li> <li>• Please make sure your <u>Zoom Name</u> is your <u>full name</u> on the first day.</li> </ul>
2	1/31	<b>Read Before Class:</b> Prendergast, pgs. 1-32 (Intro–What Sources...?) <b>Due Before Class:</b> DB #1: Community Norms & Expectations <b>In Class:</b> Community Norms & Expectations; Project #1 assignment
2	2/2	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 1, <a href="#">What is Academic Writing</a> <b>In Class:</b> Defining community; rhetoric
3	2/7	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 1, <a href="#">So You've Got a Writing Assignment. Now What?</a> <b>Due Before Class:</b> DB #2: Golden lines <b>In Class:</b> Expand golden lines; idea development
3	2/9	<b>Read Before Class:</b> Prendergast, pgs. 33-63 (Why Do We Read?–Thesis Statement); <i>Writing Spaces</i> , vol. 2, <a href="#">Critical Thinking in College Writing: From the Personal to the Academic</a> <b>Due Before Class:</b> DB #3: Process check-in <b>In Class:</b> Thesis statements; Community Norms check-in
4	2/14	<b>BACK IN PERSON (probably? maybe? gods willing?) – BBC 122</b> <b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 3, <a href="#">How to Write Meaningful Peer Response Praise</a> <b>In Class:</b> Peer response / slow reading
4	2/16	<b>Due Before Class:</b> Draft One of Project #1 assignment <b>In Class:</b> Slow peer review; reflection on revising
5	2/21	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 1, <a href="#">Reflective Writing and the Revision Process: What Were You Thinking?</a> <b>Due Before Class:</b> DB #4: Responding to peer review <b>In Class:</b> Envisioning revision; what feedback is helpful?

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/23	<b>Read Before Class:</b> Prendergast, pgs. 64-97 (Introduction–Make My Paper Longer) <b>Due Before Class:</b> DB #5: Golden lines <b>In Class:</b> Introductions; paragraph development; check them sources; Community Norms check-in
6	2/28	<b>Read Before Class:</b> Prendergast, pgs. 98-130 (“So What” Question–Thanks); <i>Writing Spaces</i> , vol. 2, <a href="#">The Sixth Paragraph: A Re-Vision of the Essay</a> <b>Due Before Class:</b> DB #6: What would I do differently? <b>In Class:</b> Editing; usage; punctuation
6	3/2	<b>Due Before Class:</b> Final Draft of Project #1 assignment <b>In Class:</b> Debrief; Project #1 Reflection; Project #2 assignment; [D-E-S: <a href="#">describe-evaluate-suggest</a> ]
7	3/7	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 1, <a href="#">Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis</a> ; <i>Writing Spaces</i> , vol. 2, <a href="#">Murder! (Rhetorically Speaking)</a> <b>In Class:</b> Reading rhetorically; rhetorical analysis; D-E-S
7	3/9	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 3, <a href="#">Writing with Force and Flair</a> ; <i>Writing Spaces</i> , vol. 3, <a href="#">Grammar, Rhetoric, and Style</a> <b>In Class:</b> Style & Rhetoric; Community Norms check-in; D-E-S
8	3/14	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 3, <a href="#">Punctuation’s Rhetorical Effects</a> <b>Due Before Class:</b> DB #7: Mid-Semester Evaluation <b>In Class:</b> Punctuation; D-E-S
8	3/16	<b>In Class:</b> MIDWAY POINT—Taking account: what is still left to do? what do we still want to learn? D-E-S
9	3/21	<b>Due Before Class:</b> Draft One of Project #2 assignment <b>In Class:</b> Peer Review; reflection on revising
9	3/23	<b>In Class:</b> Envisioning revision; what feedback is helpful?; D-E-S; Community Norms check-in
10	3/28	Spring Break! No Class!
10	3/30	Spring Break! No Class!
11	4/4	<b>Due Before Class:</b> Final Draft of Project #2 assignment <b>In Class:</b> Reflection; Multimodality / Re-mediation / Meme-ifying; Project #3 assignment; Community Norms check-in
11	4/6	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 3, <a href="#">An Introduction to and Strategies for Multimodal Composing</a> <b>Due Before Class:</b> DB #8: Dank memes <b>In Class:</b> TBD (Multimodal Scavenger Hunt?)

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/11	<b>Read Before Class:</b> <i>Writing Spaces</i> , vol. 3, <a href="#">Exigency: What Makes My Message Indispensable to My Reader</a> <b>Due Before Class:</b> DB #9: Rhetorical analysis <b>In Class:</b> Sign-up for conference times; presentation times
12	4/13	<b>Due Before Class:</b> Draft One of Project #3 assignment <b>In Class:</b> Peer Review; reflection on revising
13	4/18	<b>In Class:</b> Individual meetings
13	4/20	<b>In Class:</b> Individual meetings
14	4/25	<b>Read Before Class: TBD</b> <b>Due Before Class: TBD</b> <b>In Class:</b> Community Norms check-in
14	4/27	<b>Due Before Class:</b> Final Draft of Project #3 assignment <b>In Class:</b> Reflection; Presentation assignment; Portfolio assignment; drafting
15	5/2	<b>Due Before Class: TBD</b> <b>Due Before Class:</b> DB #10: Portfolio reflection introduction <b>In Class:</b> Strategizing the presentation
15	5/4	<b>Due Before Class:</b> Draft One of Portfolio assignment <b>In Class:</b> Peer Review; reflection on revising
16	5/9	<b>In Class: TBD</b>
16	5/11	<b>In Class: PRESENTATIONS</b>
17	5/16	<b>In Class: PRESENTATIONS</b>
Final Exam	<b>THURS</b> 5/20	Our regular class, <b>9:45AM-12:00PM</b> <b>DUE (on Canvas):</b> Completed Draft of Portfolio