SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 08

ENGL 1A

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

👤 Contact Information

Instructor: Ryan H. Smith [he/him]

Office Location: FOB 114

Email: ryan.smith@sjsu.edu

Office Hours: W 3:00 PM-4:00 PM (and by appointment.)

Class Day/Time: M/W 1:30 PM-2:45 PM

Classroom: Sweeney Hall 444

💻 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

Classroom Protocol
While engaging with peers and assignments, students are to be respectful of the unique characteristics and qualities that make each of us who we are. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed. Likewise, in-class discussions, texts/readings/viewings, and projects/activities may include materials that can be contentious and even potentially upsetting to you or others. 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. If for any reason such material causes you alarm, I encourage you to speak with me directly at your earliest convenience.

Additionally, any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC) (https://www.sjsu.edu/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 interruption or slowing of accommodations process.

CSU COVID-19 & Monkeypox Vaccine Requirement and Protocol
All students must submit their COVID-19 vaccination requirements and comply with the Presidential Directive 2021-02 [pdf] (https://www.sjsu.edu/president/docs/PD%20081821%20Student%20COVID%2019%20Policy%20REVISED%208%2016%2022.pdf) and CSU COVID-19 Policy (https://calstate.policystat.com/policy/11030468/latest/?mkt_tok=NjYzLVVVLUS05OTgAAAF_qkIzrMX8plxxAqtcwpY5ITMSBKropI0_7T_gOvBzrchVR00_JHe-8CQylQypJKMzenwjL7ca-

[X5aYcTPKu_pDSWxE5wvJWQgEAav5Ptv)](). This requirement includes completing the COVID- 19 vaccine primary series and booster shot, when eligible.

Submit Proof of Vaccination
Incoming students must complete the two-step process to be compliant:
1. Report your vaccination status using the [COVID-19 Vaccine Self-Certification form (https://cmsweb.cms.sjsu.edu/psp/CSJPRD/EMPLOYEE/SA/c/CSU_COVID19.CSU_COVID19_SS.GBL?FolderPath=PORTAL_ROOT_OBJECT.CSU_COVID19_SS_GBL&IsFolder=false&IgnoreParamTempl=FolderPath%2CIsFolder)](). You will be asked to certify your current vaccination status and, at this time, you can indicate if you qualify for a religious or medical exemption. You can also indicate if you will not be accessing campus facilities during the semester.
2. Submit verification on the [Student Health Center Patient Portal (https://sjsuportal.pointnclick.com/)](). You will need to submit proof of your COVID-19 vaccination record, which must include all doses you've received to date.

Submit Booster Requirement
On December 22, 2021, the CSU announced that all CSU campuses will require students, faculty and staff accessing university facilities to receive a COVID-19 vaccine booster shot to remain in compliance with the [CSU's vaccination policy (https://calstate.policystat.com/policy/11030468/latest/)]().

At SJSU, all booster-eligible students who are registered for hybrid or in-person classes are required to update their vaccination status and upload a record of their booster shot. To remain in compliance with the CSU COVID-19 Policy, you must upload a record of your booster shot when eligible. Students who are not in compliance will be subject to disciplinary action under the Student Code of Conduct including testing protocols, registration holds, and limited access to campus resources. Students may contact the [SJSU Student Health Center (https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)]() at 408-924-6122 with questions.

You can submit documentation for a medical or religious exemption. If you are granted a medical or religious exemption, you will be subject to mandatory testing protocols, as well as masking requirements. If there are health-related reasons why a student cannot wear a mask, please contact the Accessible Education Center immediately.

What is Monkeypox (MPX)?
Monkeypox is a disease caused by infection with the monkeypox virus which is related to the smallpox virus. While generally less severe and much less contagious than smallpox, monkeypox can be a serious illness. The virus spreads primarily through skin-to-skin contact with people who have Monkeypox symptoms such as rash or sores, and may also spread through close, personal contact or exposure to materials contaminated with the virus.

How is MPX transmitted?
It spreads primarily through direct contact with infectious sores, scabs, or body fluids, including during sex, as well as activities like kissing, hugging, massaging, and cuddling. Monkeypox can spread through touching materials used by a person with monkeypox that haven't been cleaned, such as clothing, towels and bedding. It can also spread by respiratory secretions (talking, coughing, sneezing, breathing) during prolonged, close, face-to-face contact.

● Students may call the [Student Wellness Center (https://www.sjsu.edu/wellness/?mkt_tok=NjYzLVVLUS05OTgAAAGGRzdb6mKWIFTICRQz77Q7OOnfmPy6DSFoh8BBiNhI2uAlkgE0UIQISDeYjCQl9k4DAZSuJRqlXD02hTI8xOG9Xa35jmOHyVTuGWiPZMDMDA)]() at (408) 924-6122 and request an appointment for a Monkeypox test.
● Additional information in Santa Clara County is available by calling the Monkeypox Call Center at (408) 970-2200.
● SCCPHD has a link for potential vaccine access: [https://vax.sccgov.org/ (https://vax.sccgov.org/?mkt_tok=NjYzLVVLUS05OTgAAAGGRzdb6pInIRezjtpGag7teUw9PZUO8xoh1zyt_JK4UHi2r_EccgwwHSPmAyGC3zLKHWPr6a-TNnMc0V2ultSD7IKfp-idTEaTGY2w7dwwCA)](). This site will help you determine whether you are currently eligible for a vaccine.

Please note: Because of the ever-changing guidelines, eating will not be permitted inside the classroom at any time. Drinking water will be allowed in the classroom if students have their own personal water bottle with a lid and, preferably, a straw, so as to prevent spilling and contamination. While masks are not required inside our classroom at this time, if anyone so chooses to wear a mask while in class their choice will be honored and respected. If guidelines change and masks are required in class again, there will be a zero-tolerance policy for anyone who refuses to wear a mask.

▤ 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 Goals

Course Format
This course meets on campus, in-person. I will use Canvas, the SJSU Learning Management System, to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your drafts, assignments, and reading responses with peer responses. Because of this, you will need regular access to the Internet and a computer, as well as your SJSU email account.

To produce and share your work, you will need software that allows you to save files as .doc or .docx, or .pdf. Canvas gives you access to Google docs for collaborations, as well as presentation software. Canvas includes video and audio recording abilities with Studio. If you need help to access these technologies, please contact the Student Technology Service Desk.

As a student, you are entitled to free access to Microsoft Office, so visit this link to the Microsoft Office (https://ischool.sjsu.edu/post/microsoft-office)365 website if that is something you need (you must use your SJSU email, which you can access by visiting this link to the most popular one.SJSU applications (https://one.sjsu.edu/) and then by clicking on "My Email G Suite").

Course Management Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Log in and look for "SP22: ENGL-1A Sec 08 - First Year Writing" among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so it is your responsibility to check regularly for emails from me via Canvas. They will populate in your sjsu.edu email account (which you will need to set-up access for), in your Canvas inbox, and in any other email you link in Canvas.

ENGL 1A - Course Description
ENGL 1A
First Year Writing 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 and rhetorical situations.

Section 08
But what about those situations? Everyday we all have exchanges of ideas and voice, and those interactions can be communicated in a variety of ways. You've probably sent a tweet before. Maybe you've performed at a cafe for the new EP you just dropped. Perhaps you enjoy discussing the latest athletic event and the merits of the judging system. All fun things. But have you also driven by a billboard? Or watched a political debate? How about painfully struggled through the 30-second ad during your favorite show on [insert streaming service]? Each of those situations uses rhetoric to try and convince someone of something. And it all starts with writing.

In this course, we're going to examine how different audiences require different writing styles, tonality, verbiage, and how context can morph when multimodal elements are part of the writing experience. By exploring media, professional rhetoric, argumentation, and systems you'll become familiar with here at SJSU, you'll begin to have a better understanding of what rhetoric is, as well as what and how writing affects it. The goal of this course is to help you develop your voice, and also to articulate it effectively and persuasively by understanding the rhetorical situation of audience, purpose, and context, and by using the rhetorical strategies you learn and observe from others.

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)

📊 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.

📘 Course Materials

Required Readings and Materials
On Writing Well: The Classic Guide to Writing Nonfiction, 30th Anniversary Edition by William Zinsser.
ISBN 9780060891541(Available for purchase online or free with account sign-up here. (https://archive.org/details/onwritingwellcla00zins_4/mode/2up))

Supplemental articles, readings, etc. (available through Canvas/online, unless otherwise noted.)

A laptop or computer with internet connectivity. (Laptops and iPads may be checked out from the SJSU Student Computing Service (https://library.sjsu.edu/student-computing-services/lending-policies) at no cost.)

Writing utensils and college ruled paper.

Resources

SJSU Resources
The University provides all students several resources to help you 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. Please visit the links below for more information about these services.

- Accessible Education Center (https://www.sjsu.edu/aec/)
- Counseling and Psychological Services (CAPS) (https://www.sjsu.edu/counseling/)
- Information Technology (https://www.sjsu.edu/it/self-service/index.php)
- Peer Connections (https://www.sjsu.edu/peerconnections/index.php)

- SJSU Cares (https://www.sjsu.edu/sjsucares/)
- Spartan Food Pantry (https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php)
- Student Technology Resources (https://libguides.sjsu.edu/sttc)
- Student Wellness Center (https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)
- Writing Center (https://www.sjsu.edu/writingcenter/)

SJSU Library

Our library liaison is Peggy Cabrera (https://libguides.sjsu.edu/prf.php?account_id=41832). 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 (https://libguides.sjsu.edu/english) 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.

☰ Course Requirements and Assignments

Course Requirements, Time Commitments, & Assignments

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.

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 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. 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.

Media Report: Media of your choosing (possible presentation) - 20% (GELO 2, 4, 5)
Choose an example of a written medium (film, song, poem, novel, autobiography, short story, graphic novel, newspaper column, etc.) and write a 3-page report, plus sources cited page (4 pages total). What about the writing works for you? How has it influenced works within and outside its medium? How does the work influence your own writing?
Critical Essay: Research and Argumentative essay with annotated bibliography (possible presentation) - 25% (GELO 1, 2, 3, 4, 5)
Choose an example of rhetoric and write a 4-page report, plus annotated bibliography (5 pages total). Who is the intended audience? Does the source effectively or ineffectively accomplish its goal from an audience perspective? How could the example rhetoric have been improved?
Persuasive Writing: Cover letter, CV/Resume, etc. - 15% (GELO 2, 3, 5)
Explore good (and bad!) examples of cover letters and resumes. Organize your experiences, skills, and accomplishments, as you learn how to write about and market yourself in a professional setting - often times, before you even know the audience.
In-class writings: Selection of writings from prompts given in class - 10% (GELO 5)
Students will engage in writing activities in response to prompts given in class (no make-ups).
You will also participate in peer review activities.
Course reflection: Argue that you have developed an understanding of the course's learning goals (specifically GELO 4) and have developed strategies for working toward those goals. Also, how has your understanding changed of writing as fundamentally contextual (ie. different audiences require different writing styles)? Approx. 500-600 words.
Workshops - 15% (GELO 2, 4)
Small groups and entire class workshops will provide focused critique and analysis of existing works, mediums, and students' proposed writing projects.
Reading Responses - 10% (GELO 1)
Students will summarize weekly readings, reflect on readings as they pertain to their own writing experience, and ask two questions they have about that week's readings (approx. 300-words).
Class participation - 5%
Discussions, peer reviews of presentations, attendance, etc.

✔ Grading Information

<u>Determination of Grades</u>
Grading, Late Policy, and Missed Work
This course must be passed with a C- or better, as a CSU graduation requirement. This is a course with assignments totaling 100%, following the standard A-F scale. You must submit all work on time. Any unexcused late work will be graded down a full letter grade, after the announced deadline has passed. If there is a reason you cannot make a deadline (because life happens) contact me <u>BEFORE THE DEADLINE</u>, so that we may mitigate the situation.

Misuse of these policies by any one student will result in having this option removed for all students. Extra credit may be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered. (So don't ask!) **All proposed regular assignment deadlines will be Mondays at 1:29 PM PT (unless otherwise indicated) with work uploaded to Canvas.** Deadline dates and times are subject to change, but I will notify the class of any proposed changes in advance.

97-100% = A+
94-96% = A
90-93% = A-
87-89% = B+
84-86% = B
80-83% = B-
77-79% = C+
74-76% = C
70-73% = C-
67-69% = D+
64-66% = D
60-63% = D-
59% or less = F

🏛 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

OWW: On Writing Well

Week 1 UNIT 1	25 January	HELLO! **In class:** Introductions, syllabus, Canvas (all the fun stuff!);Media: What is it and how does media contextchange over time? 1st round of media examples **For next class, READ:** OWW: Introduction, chp. 21; Canvas course shell, update Canvas account; Personal item
Week 2	30 January -------------------- 1 February	**DUE:** Reading Response #1; Personal item; Update Canvas account **In class:** Discuss reading #1; Our writing experiences; 2nd round ofmedia examples -- **In class:** Writing exercise; 3rd round of media examples **For next class, READ:**OWW: chps. 1, 2, 3, 7

Week 3	6 February -------------------- 8 February	**DUE:** Reading Response #2 **In class:** Writing exercise; 4th round of media examples; Possible library tour (TBD) -- **In class:** Writing exercise; Rhetoric: How to effectively communicate your point and get the audience's attention; 5th round of media examples **For next class, READ:** OWW: chp. 10
Week 4	13 February -------------------- 15 February	**DUE:** Reading Response #3 **In class:** Databases and search engines: How and where to source information; MLA format; Possible individual meetings -- **In class:** Brainstorming ideas for Media Report **For next class, READ:** OWW: chps. 24, 25
Week 5 **UNIT 2**	20 February -------------------- 22 February	**DUE:** Reading Response #4; Idea draft for Media Report **In class:** Writing exercise; Pitch ideas for Media Report -- **In class:** Writing exercise; Pitch ideas for Media Report **For next class, READ:** OWW: chps. 11, 23
Week 6	27 February -------------------- 1 March	**DUE:** Reading Response #5 **In class:** Writing exercise; Small group or class workshop -- **In class:** Writing exercise; Small group or class workshop **For next class, READ:** OWW: chp. 17
Week 7	6 March -------------------- 8 March	**DUE:** Reading Response #6 **In class:** Writing exercise; Small group or class workshop -- **In class:** Writing exercise; Class activity **For next class, READ:** OWW: chp. 18
Week 8	13 March -------------------- 15 March	**DUE:** Reading Response #7; Media Reports **In class:** Media Report presentations -- **In class:** Media Report presentations **For next class, READ:** OWW: chp. 19
Week 9 **UNIT 3**	20 March -------------------- 22 March	**DUE:** Reading Response #8 **In class:** Writing exercise; What's an Annotated Bibliography and why is it useful?; Brainstorming ideas for Argumentative essays -- **In class:** Writing exercise; Style and What's the point of arguing?; Selection of Argumentative idea **For next class, READ:** OWW: chps. 4, 5
Week 10	3 April -------------------- 5 April	**DUE:** Reading Response #9; Idea draft for Argumentative essays: What point are you arguing? **In class:** Writing exercise; Audience and Context -- **In class:** Writing exercise; "Writing is rewriting": What does that mean? **For next class, READ:** OWW: chps. 6, 8
Week 11	10 April -------------------- 12 April	**DUE:** Reading Response #10 **In class:** Writing exercise; Small group or class workshop -- **In class:** Writing exercise; Small group or class workshop
Week 12	17 April -------------------- 19 April	**DUE:** Research & Argumentative essays **In class:** Research & Argumentative presentations -- **In class:** Research & Argumentative presentations

Week 13 UNIT 4	24 April -------------------- 26 April	**In class:** Writing exercise; Examine sample CV/Resumes -- **In class:** Writing exercise; Examine sample Cover letters (potential guest speaker) **For next class, READ:** OWW: chps. 9, 12
Week 14	1 May -------------------- 3 May	**Due:** Reading Response #11 **In class:** Workplace and professional rhetoric examples -- **In class:** Writing exercise; Bad CV/Resumes **For next class, READ:** OWW: chps. 14, 16
Week 15	8 May -------------------- 10 May	**DUE:** Reading Response #12; Draft of CV/Resume & Cover letter **In class:** Writing exercise; Mock interviews -- **In class:** Writing exercise; class workshop **For next class, READ:** OWW: chps. 20, 22
Week 16	15 May	**DUE:** Reading Response #13 **In class:** Writing exercise
FINAL	23 May	**DUE:** Portfolio, screenshot verifying submission, final drafts of Resume & Cover Letter. Final Exam (12:15PM-2:30PM, technically)