

# First Year Writing Section AB

## ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/17/2024

### Contact Information

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OFFICE HOURS: Mon/Wed 12:00 – 1:00 P.M. (Online only; Also, by appointment)

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### Course Information

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#### COURSE THEME

Like it or not, social media is ubiquitous in 21st century life. From emoji to hashtags to memes, it has changed nearly everything about the ways we communicate and connect today. Still, all of these technological innovations have brought with them many new challenges. Social media raises a number of serious issues, ranging from the erosion of privacy and safety to adverse mental and physical health effects. This semester's ENGL 1A will focus exclusively on all things social media. Drawing from a diverse assemblage of texts, we will read and write about this most unique social and technological phenomenon.

#### Online; synchronous

Sec. AB (48066) – Tue/Thu, 7:30 – 8:45 AM

Zoom login: Meeting ID- 893 0381 0258/Passcode- 203358

### Course Description and Requisites

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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

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## ENGL 1A Course Content

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

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

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

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

## Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

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

## Faculty Web Page and MYSJSU Messaging

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

## Program Policies

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

# Program Information

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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 \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Goals

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GENERAL EDUCATION COURSE LEARNING OUTCOMES (GELO)

Upon successful completion of the course, students will 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.
5. Demonstrate college-level language use, clarity, and grammatical abilities in writing.

## Course Learning Outcomes (CLOs)

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GE Area A2: Written Communication

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

### GE Area A2 Learning Outcomes

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

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

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

## Course Materials

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### MATERIALS

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

- *So, You've Been Publicly Shamed* by Jon Ronson (ISBN: 1594487138)
- *Ten Arguments for Deleting Your Social Media Accounts Right Now* by Jaron Lanier (ISBN: 1250239087)

Also required to complete some assignments is Adobe Express. Adobe's full creative suite is free to as an SJSU student. Using your SJSU credentials, you can register at: [new.express.adobe.com](https://new.express.adobe.com).

Recommended:

- *The Everyday Writer, Eighth Edition* by Andrea A. Lunsford (ISBN: 131933203X)\*

\*So long as it's reasonably current, any equivalent writing guide will suffice

## Course Requirements and Assignments

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### COURSE WORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on the assignment.
- Be in MLA Style.
- Unless otherwise noted, ALWAYS include an MLA Style works cited.

Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	Point Value
Diagnostic	This essay will be my first opportunity to evaluate your writing.	2	750	75
Personal	Utilizing Adobe Express, this personal writing assignment asks that you to create—and write about—a “branding board” that details your online persona.	1,3	750	100
Short Answer Responses	You will write short answer responses to stories involving social media from contemporary authors, such as Robin Sloan and Mary South.	2-3	750	100
Visual Analysis	By examining a classic viral video, you will explore those elements which have helped it endure on the Internet.	1-3	750	100

Expository	You will write an expository response to Lanier's <i>Ten Arguments for Deleting Your Social Media Accounts Right Now</i> .	1-3	750	100
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Infographic	In a graphic illustration, you will compare one of the online shaming incidents from Ronson's <i>So, You've Been Publicly Shamed</i> with one of your own choosing.	1-4	750	100
Slide Presentation	You and a partner will "collab" on a 10-minute multimedia presentation (e.g. PowerPoint, Canva) based upon a sex and social media-related topic.	1-4	750	100
Reflections	You will write four 2-page reflections on a variety of social media-related prompts.	1-4	2,000	200 [4x50]
English Dept. Self-Reflection & ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1A.	2	750	75
Participation	In addition to consistently attending class, you should always be up-to-date on your reading and be prepared to actively participate in discussions.	N/A	N/A	50

	Word Count Total:  8,000	Point Total:  1,000
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## ✓ Grading Information

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### CONTRACT GRADING

This course utilizes the “Contract Grading” methodology. Think of this like the old adage, “It’s about the journey, not the destination.” This means that if a student completes a set number of assignments—on time and in good faith—then, that student is guaranteed a minimum grade in the class of a B (85%). Contract Grading deemphasizes the final grade as the student’s ultimate goal. Instead, the focus shifts to bettering a student’s skills through writing as a process.

In the comments section on Canvas, each writing assignment will receive one of three scores:

- P (completed satisfactorily)
- P+ (completed exceptionally well)
- O (missing or unsatisfactory effort)

For students who wish to work toward a grade higher than 85%, additional assignments will be graded in the traditional A-B-C model (see Pathway 2 below).

Your grade can follow one of three potential pathways:

Pathway 1:  
Earning an  
85% (B)

In order to earn an 85% (B), you must complete ALL of the following 13 assignments, on time and in good faith\*:

1. Diagnostic (750 words)
2. Personal (750 words)
3. Short Answer Responses (750 words)
4. Visual Analysis (750 words)
5. Expository (750 words)
6. Infographic (250 words)
7. Slide Presentation (750 words)
8. Reflection 1 (500 words)
9. Reflection 2 (500 words)
10. Reflection 3 (500 words)
11. Reflection 4 (500 words)
12. Dept. ePortfolio (750 words)
13. Participation\*\*



<p>Pathway 2:</p> <p>Earning higher than 85% (B+ or higher)</p>	<p>In order to earn HIGHER than 85%, you must:</p> <ol style="list-style-type: none"> <li>1. Complete all 13 elements listed in Pathway 1</li> <li>2. Earn a P+ on at least three major assignments (numbers 1-7)</li> <li>3. Write an additional essay summarizing the subject of your infographic (500 words)</li> <li>4. Complete a fifth reflection (500 words)</li> </ol> <p>At semester's end, these assignments will be compiled into a special packet.</p> <p><i>Note: Pathway 2 does not guarantee an A. It only offers the opportunity to earn higher than 85%. To receive an A, your work must meet A-level criteria, as defined by the Department Grading Policy (see above).</i></p>
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<p>Pathway 3:</p> <p>Earning less than 85% (B or lower)</p>	<p>You will earn LOWER than 85% if:</p> <ol style="list-style-type: none"> <li>1. You do not complete ALL of the elements in Pathway 1</li> </ol> <p>AND/OR</p> <ol style="list-style-type: none"> <li>2. Little effort, or care, was put forth to complete an assignment—see the “Good faith” description below.</li> </ol>
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*\*“Good faith” means thoughtful consideration was put into the crafting of an assignment. Error-ridden assignments, such as those with persistent spelling and grammatical errors, or those that are off-topic, do not meet this threshold.*

*\*\*Simply attending class will not earn full participation credit. Instead, active and consistent participation in class should be the goal. Additionally, you must have profile photos set up in both Zoom and Canvas to earn full participation credit.*

## Criteria

### DEPARTMENT GRADING POLICY

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, quizzes, 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" 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" 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" 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" 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.

## University Policies

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Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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### COURSE SCHEDULE

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- All assignments will be due on Fridays—*Reminder: No late assignments will be accepted.*
- Below, look for any assignments worth points to be CAPITALIZED.
- All lecture presentations will be housed in the Files section of Canvas.
- Aim to have the week's readings finished by Tuesday's class.
- Though most presentations will take place on Thursdays, you should be ready to present by the beginning of your assigned week.
- Unless otherwise noted, all assignments should be submitted on Canvas. *Please do not submit any assignments via email unless I first give you the okay.*

#### Agenda Key:

- eR (eReader)
- GDocs (Google Docs)
- SHAMED (So, You've Been Publicly Shamed)
- TEN (*Ten Arguments for Deleting Your Social Media Accounts Right Now*)

#### Weekly Agendas:

Agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide.

Week 1: Thu 8.22

Class: Syllabus review

Week 2: Tue 8.27/Thu 8.29

Read: eR—"Women Get Ignored on Social Media While Men Get Amplified—Here's Why" (Forbes), "How Algorithms are Driving Men and Women Apart" (Dazed)

Class: Introductions; Lecture—"The Great Social Media Quiz"

Due: DIAGNOSTIC

Week 3: Tue 9.3/Thu 9.5\*

Class: Lecture—"Crafting the Essay: Writing as a Process"

*\*Reflection 1—due Fri 9.13—asks that you abstain from all non-essential social media platforms for a seven full days. Your reflection will consist of a seven-day log (~500 words), summarizing each day’s experience. You should begin your fast on, or about, Fri 9.6.*

Week 4: Tue 9.10/Thu 9.12

Class: Presentation topic assignments; Lecture—“Building a Better Multimedia Presentation: An Annotated Look”

Due: REFLECTION 1

Week 5: Tue 9.17/Thu 9.19

Class: Lecture—“MLA Style 101,” “You’re in College Now: The New Rules of University Writing,” “Getting to Know Adobe Express”

Week 6: Tue 9.24/Thu 9.26

Class: Reading discussion; Slide presentations; Lecture—“Citing Sources in MLA: The Basics”

Due: PERSONAL

Week 7: Tue 10.1/Thu 10/3

Read: GDocs—Lit Pack 1

Class: Reading discussion; Slide presentations; Lecture—“Anatomy of a Short Answer Response,” “Reading for College: Seven Tips,” “AI + College Writing, Pt. 1: What to Know”

Week 8: Tue 10.8/Thu 10/10

Class: Slide presentations; Lecture—“On Wordiness: Exercises,” “Visual Analysis 101”

Due: SHORT ANSWER RESPONSES

Week 9: Tue 10.15/Thu 10/17

Class: Slide presentations; Lecture—"AI + College Writing, Pt. 2: Best Uses"

Due: VISUAL ANALYSIS

Week 10: Tue 10.22/Thu 10/24

Read: TEN—Read any three chapters from Arguments 1-5

Class: Reading discussion; Slide presentations

Week 11: Tue 10.29/Thu 10/31

Read: TEN—Read any three chapters from Arguments 6-10

Class: Reading discussion; Slide presentations

Due: REFLECTION 2

Week 12: Tue 11.5/Thu 11.7

Read: SHAMED—1. Braveheart – 3. The Wilderness

Class: Slide presentations

Due: EXPOSITORY

Week 13: Tue 11.12/Thu 11.14

Read: SHAMED—4. God That was Awesome – 6. Doing Something Good

Class: Reading discussion; Slide presentations

Due: REFLECTIONS 3 & 4

Week 14: Tue 11.19/Thu 11.21

Read: SHAMED—7. Journey to a Shame-Free Paradise – 15. Your Speed

Class: Reading discussion; Slide presentations; Writers Workshop

Due: INFOGRAPHIC (DRAFT 1)

Week 15: Tue 11.26 /Thu 11.28 (No Class—Happy Thanksgiving)

Class: Watch—"Ron Jonson: When Online Shaming Goes Too Far" (TED, 2015)

Week 16: Tue 12.3/Thu 12.5\*

Class: Slide presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To;"  
Class wrap-up

Due: INFOGRAPHIC (FINAL DRAFT); REFLECTION 5 (PATHWAY 2 ONLY)

*\*Last regular class meeting of the semester*

Final Exams:

Date: Thu 12.12, 8:00-9:30 AM

Zoom: Meeting ID- 884 6477 6926/Passcode- 658525

Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS  
BY MIDNIGHT)