

Fall 2020
Professor R. Arnold

San José State University
Department of English
Writing 1A, section 51

Time: M – W 3 – 4:15 PM

Location: ONLINE

Online Meeting Instructions: This course will meet ONLINE in the Zoom platform. All classes will meet synchronously except when indicated in the syllabus (see below for full list of dates). Students are required to check in via the Waiting Room: lateness and absences will be noted as in a regular class. All cameras must be ON except if specially excused or asked to turn them off. Mics should be on MUTE unless called on by the teacher. When course meets Asynchronously, students shall be responsible for viewing lecture at their own pace but must turn in work as scheduled.

Faculty Web Page and MYSJSU

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

Student Learning Goals

Upon completion of English 1A, Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

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. use college-level language with clarity and grammatical proficiency.

Course Content

I. Writing: In this class, you will build upon your writing skills by reading and writing about the kinds of challenging texts and ideas that form the substance of what we often call “higher” education. During this semester, you will enter into conversation – through reading, writing, and class discussion -- with questions and problems that relate to today’s world. By so doing, I hope that you will not only strengthen your academic by gaining skill and confidence in reading and writing but also add clarity and knowledge by understanding issues that are relevant to the present day and to your own lives. Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. ENGL 1A classes require at least three out-of-class essays

Learning Outcomes:

Over the course of the term, you will gain competence in the following areas:

- 1) Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
- 2) Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
- 3) Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.
- 4) Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
- 5) Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

Course Expectations

This course emphasizes the complex processes of reading, researching, and writing arguments. It functions as an intense workshop where you will be given the opportunity to improve your writing skills. In it, you will engage rhetorical texts, produce argumentative essays, research scholarly works, and edit and present your work in an academic manner. These tasks are not easy. They invite you to challenge what you believe and how you express your opinions. These processes, however, open up new avenues of inquiry that might change the way you see, read, and speak. The following expectations will be important to your success in this course.

- Before each class, complete the reading assignments. Lectures will not summarize the readings. Lectures will clarify and extend key ideas, and problems in the readings. Therefore, it is important that you be able to articulate the argument of each text and raise questions about things you did not understand, find problematic, thought interesting, etc.
- Participate in class. I expect each member of the course to attend class meetings having completed the readings for the day and prepared to discuss them. It is also vital that

students bring the day's readings with them to class. This includes readings assigned from the electronic reader.

- **Courtesy.** In this class, you will read a number of texts (more than you end up writing about in your formal essays) on several compelling issues of intellectual interest, including racial disparities, inequality, different political beliefs and the potential abuse of language. When addressing difficult topics, I expect students to be thoughtful and courteous in their language, and to respect other students' opinions and ideas. Failing to do so may result in my asking you to leave the Zoom classroom, which will count as an unexcused absence.

Note: Much our work and time in this class will be devoted to developing skill in comprehending, analyzing, and responding to the advanced (and I hope engaging) material that will form the substance and impetus of all major writing assignments for the class. In addition, readings will be assigned covering issues like style, documentation, organization, and research. Please come to each class prepared to participate in discussions.

Writing: You will compose **four (4) formal essays** for this class (turning in a draft and final version for each). **Essay #1** will be a rhetorical analysis of a text read in common by the class. **Essay #2** will require you to frame and support an argument. **Essay #3** will be a short Op-Ed piece, meant to hone your persuasive skills and assess your ability to edit and proofread cleanly, at speed. **Essay #4** will require you to write a research-based argument.

Finally, there will be a number of **in-class exercises** over the course of the term. These informal and unannounced exercises will consist of a range of activities, from style exercises and editing sessions, to thesis workshops and peer responses to student papers.

Course Policies:

E-mail and Canvas Access: Please be sure to have access to your SJSU e-mail account. I will frequently send messages (e. g., assignment reminders and notices of schedule changes) to the class via USF-Connect e-mail. Also, be sure you are able to access the course's Canvas site, which will allow you to obtain the course syllabus and other crucial course documents (all reading report prompts, essay assignments, useful web links, etc.).

Academic Integrity:

The Office of Graduate and Undergraduate Program hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations.

For more information regarding course and university policies on academic integrity, visit <http://www.sjsu.edu/gup/syllabusinfo/#AcademicIntegrity>

Class Participation:

Participation should reflect thoughtful consideration of course material and its application to the terms of the class. Additionally, participation should demonstrate sustained engagement with other classmates, which includes responding to statements and asking questions of others, even online. You must attend class in order to participate in class; absences may affect the final grade. **In the event of sickness or an emergency, please contact me via email as soon as you can.**

Evaluation and Grading:

Assignments

In this course, students will be asked to write four papers which will increase in complexity. Each paper will require a rough draft handed in approximately ten days before its due, as well as several revisions, peer reviews and a conference with the teacher. Due dates are subject to change. Total word count 7,500. Assignments are meant to increase students' facility with academic conventions, familiarize them with the main issues and arguments in media studies, and hone their skill at critical analysis. By the end of the semester, they should be able to put texts in conversation with one another and to craft nuanced and persuasive arguments of their own.

Week 4:	Paper #1 – Rhetorical Analysis
Week 6:	Paper #2 – Contextual Analysis
Week 10:	Paper #3 – Persuasive Argument
Week 15:	Paper #4 – Research Paper/Final

The four major essays will each be graded according to the five following criteria:

- Clear articulation of and focus on an arguable and insightful, often complex claim/thesis about the texts, ideas, and issues examined in the essay;
- Thorough development and support of that claim/thesis with sufficient, relevant, and well integrated evidence from appropriate reading, library and internet research, and perhaps observations and experiences;
- Acknowledgement of and response to questions or issues that challenge or complicate the main claim/thesis of the essay;
- Clear and logical organization of the main argument or analysis conducted in the essay, including effective use of transitions between main points and establishment of paragraph focus using clear topic sentences;
- Careful editing for grammatical correctness, minimal mechanical errors, clarity and academic maturity of style, and proper documentation of sources.

To receive a grade of “A,” essays must be very strong or exceptional in all five areas, going beyond the basic expectations of the assignment in depth and rigor. “B” papers will be strong in all five, perhaps exceptional in two or three and with minor lapses in one or two others. Papers receiving a grade of “C” will be roughly adequate in most or all areas, perhaps showing signs of haste or lack of focus. “D” papers will perform poorly in several or all areas, showing evidence of some effort but not meeting the basic requirements of the assignment. Grades of “F” will be assigned to papers that clearly fail to meet most or all criteria or to address the essential task of the assignment. An “F” will also be assigned when a paper is determined to be plagiarized and when a paper is not turned in.

In-class writings will be graded on a “check” system based on effort. A grade of “check” will be assigned for exercises that fully address the task assigned. Note: In-class writings may not be made up except in the case of excused absence. A grade of zero will be assigned if the exercise is not completed.

Computing Final Grades: Each student's final letter grade will be computed according to the following percentage breakdown:

Essay #1	10%
Essay #2	10%
Essay #3	10%
Essay #4	25%
Portfolio (in lieu of final exam)	20%
Participation and in-Class Assignments	25 %

Late Work: Formal essay assignments (including the annotated bibliography) turned in after official due dates will lose one third of a letter grade for each day that they are late. In-class writings may not be made up, except in the case of excused absence (see "Attendance" above).

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

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.

Final Examination

This class will not hold a formal final examination. In lieu of a test, the culminating project will consist of a portfolio with eight items: the rough draft and final copy of all four assignments. This will be due on the day of our final examination.

Class Schedule

Below is a schedule of all reading and major writing assignments. Note that reading must be completed **before** the class period for which it is assigned. This schedule is subject to revision by the instructor at any time during the semester.

August 19

W – 19 -: Introductions, overview of course structure and guidelines; ethos, pathos, logos.
 Reading (for T): Crowley and Hawhee, “Kairos and the Rhetorical Situation.”
 EAA: Chapter 1, online discussion/introductory letter.

August 24-26:

M-25: What is Rhetoric? Lecture/discussion/Beto O’Rourke.
 Assignment: “Why Black Lives Matter.”
 Herrick: On Rhetoric
 W-27: practice rhetoric, watch Michelle Obama/DNC.
 Reading: EAA, Chapter 6
 Assignment: <https://www.cnn.com/2020/05/27/us/gallery/george-floyd-demonstrations/index.html>
 Analyze/Add your own picture

Aug. 30 - 2:

M: Debrief; First Assignment: “I Have a Dream” rhetorical analysis.
 W: Getting started on your Rhetorical Analysis: developing a working theses.
**Exercise (due Monday): Op-Ed
 Opening paragraph of Rhet An.**

Sept. 7-9:

M: Labor Day/No Class
W: Writing strategies: summary, quotation and paraphrase
 Outlining drafts, and finding textual support
**HW: Exercise: paraphrase and quotation
 Paper rough draft, due Monday Sept. 14.**

Sept 14-16

M – 14 Conferences
 W - 16 PEER REVIEW/Conferences

Sept 21-23

M - 21: ESSAY DUE/ASYNCHRONOUS CLASS on political rhetoric
 W - 23: New ESSAY: EVALUATING AN ELECTORAL CAMPAIGN
 HW: EAA: Chapter 2 and 3, choose your campaign/analyze

Sept 28 – Sept. 30.

M - 28: Breakout groups/campaign analyses and discussion
 W - 30: Present your campaign to the class

Oct. 5-7

ROUGH DRAFT DUE Sunday, Oct. 4

M - 5: Conferences/peer review

W - 7: Conferences/peer review

Oct. 12-14

M - 12: PAPER DUE/ASYNCHRONOUS CLASS on new paper

W - 14 NEW PAPER: Ballot initiatives/ assign topics, discuss assignments

Reading: "The Good The Bad and the Ugly"/Poll work.

Marwick and Lewis, Media Manipulation White Paper

Paper source: online California Ballot

Balletopedia

Oct. 19-21

M - 19 Breakout groups and discussion

W - 21 Asynchronous lecture: EVALUATING SOURCES/LIBRARY RESOURCES

HW EAA: Chapter 8 and 10

Library Worksheet/Wineburg exercise

Oct. 26 - Oct. 28

Rough draft due Oct. 26

M - 27 Present/discuss research on ballot initiatives/debate

W - 29 Present/discuss research on ballot initiatives/debate

Nov. 2-4

M - 2 conferencing/peer review

W - 4 Asynchronous lecture for paper #4

Nov 9-11

M - 10: Paper due/ Brainstorming paper topics for final paper

W - 11: Veteran's Day/No Class

Nov 16-18

M - 17: PAPER WORK/REVISION STRATEGIES

R - 19: PAPER WORK/PROOFREADING STRATEGIES

Nov 23-25

M - 23 ASYNCHRONOUS LECTURE

R - 25 THANKSGIVING HOLIDAY/OFF

Dec. 2-4

M - 2 Conferences

W - 4 Conferences

Dec 10: Final Paper DUE

ASYNCHRONOUS CLASS DATES:

Sept 21, Oct. 12, Oct 21, Nov. 4, Nov. 23

PAPER DUE DATES:

Sept. 21, Oct. 2, Nov. 10, Dec. 10

CONFERENCE DATES:

Sept 14- 16, Oct. 5 – 7, Nov. 2 - 4, Dec 2 - 4