

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1A,**  
**Section 22, Spring 2021**

<b>Instructor:</b>	Sian Sloan
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<b>Office Hours:</b>	M/W, 11:45 a.m.-12:15 p.m. Zoom, or by appointment
<b>Class Days/Time:</b>	M/W 10:30-11:45 a.m. via Zoom
<b>Classroom:</b>	Zoom
<b>Prerequisites:</b>	The Reflection on College Writing is a prerequisite to English I (English 1A).
<b>GE/SJSU Studies Category:</b>	English 1A satisfies* Written Communication I, GE Area A2. <i>*To earn graduation credit in this category, you must complete the course with a grade of C- or better.</i>
<b>The A2 Milestone for Progress to Degree</b>	The California State University system and SJSU expect all students to have completed their A2 requirement within the first year. They have committed to make available courses and support to help all students achieve this milestone. Please work with me and all recommended support staff to achieve this milestone successfully.

### **Course Format, Canvas, and Messaging**

This is a semester long online course. We will meet twice a week via zoom at the above days and times. The organization of the course is module-based. There will be 17 modules, one for each week of the class. Module contents will not be available until that week. Throughout this program you will work closely with your fellow students, as well as with your professor.

You are responsible for checking your email and the Canvas course page regularly. Online readings, copies of major assignments, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible.

You should also check your SJSU email regularly. Please use this account when contacting me through email, not your personal account. Use proper email netiquette, using an informative subject line including course name and section, and a clear articulation of your question, comment, or concern. I will try to respond to emails on the day they are received, but emails received after 7 pm may not be answered until the next day. Emails received on weekends may not receive replies on the same day.

If you want to send a quick question or comment without composing a formal email, you can text me using the number above. Text messages should be related to the class. If you do not feel comfortable with communicating via this means, then rely on email instead.

## Technology Use

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan program](#) available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during classes. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible.

See [Learn Anywhere website](#) for current Wi-Fi options on campus.

## What Will We Explore Together in This Course?

Let's start here: You wake up in the morning. You slosh the coffee into your cup. You open up your digital device and begin scrolling through the headlines. But what is it you're looking for? A voice? A conversation? Some sort of connection to the world around you? Of course your social media feeds provide a cacophony of voices and opinions from your fellow citizens, but are those media effective avenues for actually engaging in democratic dialogue and creating change? Ultimately, as citizens of this globe, how do reading and writing allow us to inform and enlighten, to share and engage?

In this class, we'll use the *New York Times* as a text to initiate our inquiry into these kinds of questions (and more!). As we peel back the pages each week, we will go deeper into our exploration of the role that reading and writing play in our exchange of ideas and democratic dialogue. We will then ask whether or not the *New York Times*, itself, works as a forum for democratic dialogue and activism.

We have much exploration ahead of us. So let's begin our inquiry together...

## What Will I Learn in English IA?

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

SJSU studies include an emphasis on diversity. I chose *The New York Times* as the main text for our reading precisely because, in its pages, you will find and engage in a full range of voices in our democratic conversation on global issues. *You* will get to choose your topic of inquiry this semester.

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

### **GE Learning Outcomes (GELO)**

Upon successful completion of this 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

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
Personal Essay	Drafts 2,000 Final Essay 1,000	3,000	Out of Class Writing	F	GELO1, 2, 3, 4, 5
Argument Op Ed Essay	Drafts 2,000 Final Essay 1,000	3,000	Out of class writing	F	GELO 1, 2, 3, 4, 5
Critical Essay	Drafts, 2,000 Final Essay 1,000	3,000	Out of class writing	F	GELO 1, 2, 3, 4, 5
Portfolio/Self-reflection Essay	Drafts 1,000 Final 500	1,500	In-class writing Out of class writing	F	GELO 1, 2, 3, 4, 5

**Table 1:** Summary of Major Writing Assignments for English 1A

### How Should I Prepare for Our Class?

You can start by coming to each class ready to go – to explore ideas, dialogue with your peers, share research and reading, analyze source materials, critique samples, and workshop drafts. All classes will involve in-class activities intended to further your progress on the current essay assignment or project.

### Where Can I Find Assignments and Materials?

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on Canvas. **Remember to check your SJSU email to learn of any updates to our schedule.**

### What Texts Will I Need for English 1A?

Reading is an integral part of writing. Reading for this course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories often in *The New York Times* (International), as well as a book on the media and various articles and essays on citizenship, activism, and more. You will also have texts that discuss the writing process, as well as a style guide that explore the finer intricacies of writing.

The following **two** textbooks are available through the Spartan Bookstore or through Amazon.

Gladstone, Brooke. *The Influencing Machine: Brooke Gladstone on the Media*  
ISBN: 978-0393342468

Little Seagull Handbook w/ Exercises (3<sup>rd</sup> Edition)  
ISBN: 978-0393602630

## What Other Readings are Required in Our Class?

Many of the essays in this class will follow the format taught by our main writing textbook, *The Curious Writer* by Bruce Ballenger. I will provide pdf's at Canvas for each chapter we will use this year. You will need to read the textbook closely as it is filled with explanations, exercises and examples that will help with all your writing tasks.

## How do I subscribe to the *New York Times*?

Together we are embarking on an exploration of the role reading and writing play in being a global citizen pursuing democratic action. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing.

You will need to purchase a digital version of *The New York Times* for the full semester (\$1.00 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:

<https://www.nytimes.com/subscriptions/edu/lp8LQFK.html?mcubz=1>

## Other Readings

Other readings are available as PDF documents that you may download from **Modules** on our Canvas site. On occasion I will also provide links to readings that can be found online.

## What Work Will We Do in This Course?

***The 1A Curriculum.*** Table 1 outlined the major writing assignments for English 1A. There are 4 major essays in English 1A, Section 22. These are the Personal Essay, The Op Ed or Argument Essay, the Critical Essay, and the final Self-Reflection Essay.

## ***Year-End Self-Reflection and Portfolio Review***

At the end of the spring term you will submit a portfolio for English 1A instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the English faculty (me and one of my colleagues).

## ***Our Daily Learning Activities.***

The schedule of reading and writing assignments on the detailed syllabus breaks this work down into daily activities you will engage in, both in and out of class. However, Modules are always the most detailed and up-to-date place to find this information.

## ***The Time You Will Spend on This Work***

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend **a minimum** of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

While all students will complete these same assignments, please take into account your own specific needs as a student. There may be added work *you* need to do. For example, you may need extra hours for tutoring; or you may take longer to read texts so that you can look up words you find unfamiliar; or you may need more time for editing.

Your goal in this class is to learn what you need in order to develop your skills as a writer—and to get what *you* need. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor the time and attention you need to develop your writing skills into your study plan for this semester.

### Peer Review

For peer review, you should have a complete or almost-complete draft of the assignment. Peer review will take place in break out rooms during our Zoom class times. If you do not bring drafts, you may still sit in on your review groups, but you will not receive points for that peer review workshop.

I will not be editing drafts, though I will make some comments and make sure you have a complete draft; your peers will truly be your colleagues in this respect. However, if you would like me to look over a draft and comment, you are welcome to meet with me during online office hours, make an appointment, or set up a time for a Zoom chat.

### How Will We Evaluate My Progress?

I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer; they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make *you* your own best critic.

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

### How Will Individual Assignments Be Evaluated?

For each assignment, I will give you a *rubric* so that you will have a clear understanding of how and why the work is being evaluated the way it is. Keep in mind that our work here is not just to create written *products*, but to continually improve your reading and writing *processes*. This means that you will also be completing reflections after your work (and doing other reflective activities) so that you and I can both evaluate the effectiveness of your writing process.

### Canvas Discussions

Before many classes you will be required to post a Discussion post on Canvas so that we can use it as a springboard for our discussions and writing in class. Some responses will be Story Responses, in which you update your peers about NYT stories related to your topic and engage with them in inquiry related to those stories. For other discussions, I will post a specific prompt and you will write a response to it. Some will be creative, while others will be more critical. Please enter them in the text box rather than as attachments. *Because it's important that you come to class having completed this work already, I will not accept late Discussion posts.*

### In-class Activities

These activities will be designed to help with various stages of the writing process and to facilitate our discussions throughout the semester. I will give individual instruction on these during class time. Often they will require you to turn in something on Canvas. Having the required texts available during Zoom

classes is recommended. *Because these activities require the dynamic collaboration of our class, In-class Zoom Activities cannot be made up, and In-Class Activity points will not be awarded if you are late.*

### **How Assignments Are Weighted to Determine Grades**

**Fall 2020:** Grades are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to demonstrate measurable progress in the CLO categories.

<b>Item</b>	<b>% of Course Grade</b>	<b>Word Count*</b>	<b>Type of Assignment</b>
Personal Essay	15%	(3,000)	out of class
Op-Ed Argument Essay	20%	(3,000)	out of class
Critical Essay	20%	(3,000)	out of class
Self-Reflection Essay Portfolio	15%	(1,500)	in-class and out of class
In-Class and Homework Activities	15%	N/A	in-class and out of class
Canvas Discussions	10%	N/A	in-class and out of class
Presentations (Final and Story Response)	5%	(1,000)	in-class and out of class
<b>Total</b>	<b>[100%]</b>		

**End of Spring 2021:** A final grade of C- or better in English 1A is needed to satisfy GE Area A2.

**Word Count / Fall and Spring: 11,500 (4,500 finished writing)**

### **How Will My Grade Be Calculated?**

In English 1A, your course grade is based on the grades you earn on the work you produce. Final grades will adhere to this grading scale:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 0%-59.9%

### **How Will Late Work Be Assessed?**

Assignments are due at the beginning of class or at 11:59 p.m. the day before class, on Canvas. However, if you do choose to submit an assignment late, 10% will be deducted for each day it is late, *up to three days*. After that the assignment will receive no credit. (As a reminder, I will not accept late work for Canvas Discussions or In-Class Writing Activities.)

### **What Can We Expect from Each Other to Make This Class an Effective Learning Experience?**

To help foster a positive classroom community, I expect that you will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the task at hand.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my Zoom office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your growth as a reader and writer is at the heart of my intents.

## Where Can I Find Information about University Policies?

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resource information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## Consent for Recording of Class and Sharing of Instructor Materials

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Recording Zoom Classes. This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).
- Students are not allowed to record without instructor permission. 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. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

## English 1A, Section 22, Spring 2021 Course Schedule

Please note that the Course Schedule (like a developing thesis) may be subject to change. I will keep you notified of changes via email and class announcements.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W, 1/27	<p><b>In-Class Activity:</b> Course Introduction</p> <p><b>In-Class Activity:</b> Subscribe to the <i>International New York Times</i> (NYT) digital</p> <p><b>In-Class Activity:</b> Meet Your Classmates</p> <p><b>Due Sunday, 1/31, 2021:</b></p> <p><b>Discussion 1</b> – Story Response <i>New York Times</i> World News page</p> <p>Complete Social Identity Profile</p> <p>Read syllabus</p>
2	M, 2/1	<p><b>In-Class Activity:</b> Discussion 1 – Editing – Names, dates, capital letters, paragraphs, complete answers</p> <p><b>In-Class Activity:</b> Discussion 1 – Answer questions</p> <p><b>In-Class Activity:</b> Letter from Reflection on College Writing</p> <p><b>Due W, 2/3:</b></p> <p><b>Assignment 2</b> - Questions about the Social Identity Profile</p> <p><b>Discussion 2</b> – Story Response 2</p>
2	W, 2/3	<p><b>In-Class Activities:</b> Discussion 2</p> <p><b>In-Class Activity:</b> <i>New York Times</i> Topics</p> <p><b>In-Class Activity:</b> Social Identity Profile Discussion</p> <p><b>Due M, 2/8:</b></p> <p>Read Ron Israel “What Does It Mean to Be a Global Citizen”</p> <p><b>Discussion 3</b> – Questions on Ron Israel</p> <p>Read “Choosing a Topic” pdf and complete “Brainstorm: Create a List of Topics” pdf</p>
3	M, 2/8	<p><b>In-Class Activity:</b> Choosing Your Topic</p> <p><b>In Class Activity:</b> Discussion 3 – Ron Israel and being a Global Citizen</p> <p><b>Due W, 2/10:</b></p> <p><b>Discussion 4</b> – Choosing your <i>New York Times</i> topic</p> <p>Read Writing Tool #1 and Writing Tool #40</p>
3	W, 2/10	<p><b>In-Class Activity:</b> Choosing Your Topic and Its Key Terms</p> <p><b>In-Class Activity:</b> Discussion 4</p> <p><b>In-Class Activity:</b> Writing Tool #1 and Writing Tool #40</p> <p><b>Due M, 2/15:</b></p> <p>Read “Writing a Personal Essay”, Ballenger, p. 62-74, taking notes</p> <p>Assignment 3, Submit Notes for “Writing A Personal Essay”</p> <p>Read <i>The Little Seagull Handbook</i>, W1 – “Writing Contexts”, p. 2-5</p> <p>Discussion 5 – Story Response 3 – a story on your <i>New York Times</i> topic</p>



Week	Date	Topics, Readings, Assignments, Deadlines
4	M, 2/15	<p><b>In-class Activity:</b> Discussion - Writing Contexts: Purpose, Audience, Genre, Topic, Tone, Media</p> <p><b>In-class Activity:</b> Personal Essay Assignment</p> <p><b>In-class Activity:</b> Writing a Manifesto for the Personal Essay</p> <p><b>In-class Activity:</b> The <i>New York Times</i> Discussion</p> <p><b>Due W, 2/17:</b> “Writing a Personal Essay”, Part 2. Write a Sketch (<b>Personal Essay Assignment 1</b>)</p>
4	W, 2/17	<p><b>In-Class Activity:</b> Editing the Sketch to a Rough Draft</p> <p><b>In-Class Activity:</b> Discuss Personal Essay rubric</p> <p><b>Due M, 2/22:</b> Discussion (Your writing process – 3 you do, 3 you don’t)</p> <p><b>Personal Essay Rough Draft (Personal Essay Assignment 2)</b></p>
5	M, 2/22	<p><b>In-Class Activities:</b> Editing Workshop, Personal Essay</p> <p><b>Due W, 2/24: Revised Draft, Personal Essay</b></p>
5	W, 2/24	<p><b>In-Class Activity:</b> Peer Review, Personal Essay</p> <p><b>Due M, 3/1: Final Personal Essay</b></p>
6	M, 3/1	<p><b>In-Class Activity:</b> Reflection, Personal Essay</p> <p><b>In-Class Activity:</b> Ethos, Pathos, Logos</p> <p><b>Due W, 3/3:</b> Read “Writing an Argument Essay”, Notes to Assignment</p>
6	W, 3/3	<p><b>In-Class Activity:</b> Writing an Argument Essay</p> <p><b>In-Class Activity:</b> The Conventions of the Op Ed essay, the <i>New York Times</i></p> <p><b>Due M, 3/8:</b> Writing an Argument Essay, Discussion Op Ed Essays</p>
7	M, 3/8	<p><b>In-Class Activity:</b> Writing an Argument and a Sketch</p> <p><b>Due W, 3/10: Sketch, Op Ed Essay</b></p>
7	W, 3/10	<p><b>In-Class Activity:</b> Editing Workshop Op Ed Essay</p> <p><b>Due M, 3/15: Rough Draft Op Ed Essay</b></p>
8	M, 3/15	<p><b>In-Class Activity:</b> Workshop Op Ed Essay</p> <p><b>Due W, 3/17: Rough Draft Op Ed Essay</b></p>
8	W, 3/17	<p><b>In-Class Activity:</b> Peer Review Revision Workshop, Op Ed Essay</p> <p><b>Due M, 3/22 Final Draft Op Ed Essay</b></p>
9	M, 3/22	<p><b>In-Class activity:</b> Reflection, Op Ed Essay</p> <p><b>In-Class activity:</b> Double Entry journal and notes</p> <p><b>Due W, 3/24:</b> Reading Part 1, <i>The Influencing Machine</i> by Brooke Gladstone, Discussion and notes</p>
9	W, 3/24	<p><b>In-Class activity:</b> Discuss Gladstone and the Media</p> <p><b>Due M, 4/5:</b> Reading Part 2, <i>The Influencing Machine</i> by Brooke Gladstone, Discussion and notes</p>
10	M, 3/29 and W, 3/31	<b>NO CLASS – SPRING BREAK</b>
11	M, 4/5	<p><b>In-Class activity:</b> Discuss Gladstone and the Media</p> <p><b>Due W, 4/7:</b> Reading Part 3, <i>The Influencing Machine</i> by Brooke Gladstone, Discussion and notes</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	W, 4/7	<b>In-Class activity:</b> Discuss Gladstone and the Media <b>Due M, 4/12:</b> Reading Part 4, <i>The Influencing Machine</i> by Brooke Gladstone, Discussion and notes
12	M, 4/12	<b>In-Class activity:</b> Discuss Gladstone and the Media <b>Due W, 4/14</b> Read “Writing a Critical Essay”, submit notes
12	W, 4/14	<b>In-Class activity:</b> Discuss Gladstone and the Critical Essay Assignment <b>In-Class activity:</b> Discuss “Writing a Critical Essay” <b>In-Class activity:</b> Critical Essay Assignment <b>In-Class activity:</b> The Critical Essay Sketch <b>Due M, 4/19: Rough Draft, Critical Essay</b>
13	M, 4/19	<b>In-Class activity:</b> Editing Workshop, Critical Essay <b>Due W, 4/21: Revised Draft, Critical Essay</b>
13	W, 4/21	<b>In-Class activity:</b> Peer Review Workshop <b>Due M, 4/26: Final Draft, Critical Essay</b>
14	M, 4/26	<b>In-Class activity:</b> Reflection, Critical Essay <b>In-Class activity:</b> Presentations Video <b>In-Class activity:</b> Brainstorm Presentations <b>Due W, 4/28: Draft, Presentations</b>
14	W, 4/28	<b>In-Class activity:</b> Editing Workshop Presentations <b>Due M, 5/3: Revised Draft, Presentations</b>
15	M, 5/3	<b>In-Class Activity:</b> Peer Review, Presentations <b>Due W, 5/6: Presentations</b>
15	W, 5/6	<b>In-Class Activity: Presentations</b>
16	M, 5/10	<b>In-Class Activity: Presentations</b> <b>Due W, 5/12:</b> Reflection Portfolios and Self-Reflection Essay outline
16	W, 5/12	<b>In-Class Activity:</b> Final Portfolios Editing Workshop <b>Due M, 5/17: Revised Draft, Final Self-Reflection Essay</b>
17	M, 5/17	<b>In-Class Activity:</b> Peer Review, Self-Reflection Essay <b>Due at Final, T, 5/25, 9:45 a.m. – 12:00 p.m. Portfolios and Self-Reflection Essays</b>
17 Final Exam	T, 5/25 9:45 – 12 p.m.	<b>In-Class Activity:</b> Edit and Submit Final Portfolios and Final English 1A Reflection

