

First Year Writing Section 35

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

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

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>)

Our Class Policies

Coursework

Coursework will be completed digitally through Canvas. You will need to have a phone, laptop or tablet with internet access in order to submit work in-class and for homework. If this is a concern, email me and we will figure out a solution.

Reading assignments may be added or removed (with notice) based on our needs as a group.

It is your responsibility to turn in thoughtful and complete work by the deadline listed or request an extension. If you have questions about an assignment, make sure to ask for clarification well before the due date.

In-class work, homework, and major essay assignments will all have their own guidelines and instructions available on Canvas as soon as the project is assigned. Make sure to read and understand the instructions for an assignment or prompt for an essay well before the due date. Reach out to classmates or to me for clarification with enough time to complete the work correctly, or request an extension (see Extensions, below).

In-Class Work: To earn full points, students must be present and participating and must turn in work before the end of class. Students must be present to participate in and earn credit for group work; if you are absent, complete the full assignment individually.

Absences: If you cannot attend class, make sure to complete coursework in full on your own to earn partial credit. Students not present in class will start at 80% of the full points for an assignment and receive late credit after that (scored down one letter grade each day late). Visit me in office hours if you need an exception.

It is your responsibility to contact a classmate to catch up on in-class materials. If you have further questions, meet me in office hours.

Homework: Submit work by the due date listed. Unexcused late work will be graded down a letter grade for every day it is late. If you need an extension, message me on Canvas before the assignment is due (see: Extensions, below).

Note: The Final Portfolio Final Draft cannot be turned in late.

Extensions: Students can request an extension on homework assignments, projects, and essays by messaging me on Canvas. I do not require an excuse, doctor's note, or justification, but you must include the following in your message:

1. What assignment you need an extension on
2. What your new due date will be

This new date will serve as your due date for the assignment, and the late policy for homework will apply.

Work turned in late due to extension or otherwise will receive feedback after all on-time work is graded. For work turned in over one week late, meet me in office hours for full feedback.

Partial credit: There is no deadline to turn in in-class or homework assignments for 50% credit. You may complete and turn in in-class or homework assignments for partial credit up until our final class meeting on Wednesday, December 6. To earn partial credit, assignments must be complete--incomplete work will earn a 0.

Extra Credit: Students with exceptional contributions to our in-class collaborations can earn 1 extra credit point per class session, with a limit of 15.

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

🎯 Course Goals

Course Theme: Ethos and Voice

In this burgeoning era of accessible AI, what does the human author bring to composition that the virtual author cannot? Two essential qualities are ethos and voice.

Ethos is a Greek word that means "character," and in rhetoric it represents the audience's experience of the author's persona and authority. This is rooted in more than just the author's expertise-- it includes their creativity, likability, and confidence. If the audience does not trust the author, then the persuasive project may fail. AI, with its factual inaccuracies and bland writing style, has little ethos of its own.

Authorial "Voice" refers to the unique elements of an individual's writing that form a kind of "fingerprint" recognizable across different rhetorical projects. This can include approaches to tone, structure, diction, syntax, style, humor, etc. While AI can be instructed to mimic a certain style, the personality begins and ends on the webpage. A human author's voice, in contrast, can develop according to every unique rhetorical situation; the individual may approach a job interview, a dissertation defense, a joke during a meeting, an email to a colleague or a text to a friend differently, but there will be some consistency in their personal voice that ties each of these "texts" to their persona, their individuality, their ethos.

Our goal this semester is to practice the skills of developing ethos and voice in different genres for different rhetorical situations with the goal of "transfer": benefitting from these skills in the many instances of writing, speaking, persuading we encounter in our daily lives outside of the English 1A classroom.

📊 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.

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

Course Materials

Coursework will be completed digitally through Canvas. You will need to have a phone, laptop or tablet with internet access in order to submit work in-class and for homework. If this is a concern, email me and we will figure out a solution.

Reading assignments may be added or removed (with notice) based on our needs as a group.

Assigned Texts

There is no course textbook.

All assigned materials will be available on Canvas, either in .pdf or as a link.

Availability: Canvas

Student Sources

Students will be responsible for locating appropriate sources and materials for their writing assignments.

Availability: University Library, Online Databases

Course Requirements and Assignments

Persuasive Essay: What I Know

Rough Draft Due: W, 9/6

Peer Review Workshop in class: W, 9/6

Final Draft Due: M, 9/18

Multimodal Project: What I've Learned

Script Draft Due: M, 10/23

Final Draft Due: M, 11/6

Research Project: What I Want to Know

Rough Draft 1 Due: M, 10/16

Peer Review Workshop in class: M, 10/16

Rough Draft 2 Due: M, 11/13

Peer Review Workshop in class: M, 11/13

Final Draft Due: M 11/27

Final Portfolio: ENGL1A Reflection

Rough Draft due: M, 12/4

Peer Review Workshop in class: M, 12/4

Final Draft due: Th 12/14, 12:00pm

Homework and Classwork

Students will have regular reading and writing homework to prepare before each week of class. We will also complete writing, analysis, and group work in class. All assignments will be turned in on Canvas. See the section on Class Policies for details about late work and extensions.

Links will not be accepted as submissions for homework or in-class assignments, with the exception of the Multimodal Project final draft.

✓ Grading Information

Criteria

Type	Weight	Topic	Notes
Persuasive Essay	10%	What I Know	1000 words (Draft: 500) CLO 1-5
Multimodal Project	20%	What I've Learned	1000 words (Draft: 500) CLO 1-5
Research Essay	30%	What I Want to Know	1500 words (Draft: 750) CLO 1-5
Final Portfolio	10%	ENGL 1A Reflection	500+ words (Draft: 500) CLO 1-5
Homework and Classwork	20%		2000+ words CLO 1-5

Breakdown

Grade	Range	Notes
A	93% to 100%	
A-	90% to 92%	
B+	87% to 89%	
B	83% to 86%	
B-	80% to 82%	
C+	77% to 79%	
C	73% to 76%	
C-	70% to 72%	
D+	67% to 69%	
D	63% to 66%	
D-	60% to 62%	
F	0% to 59%	

University Policies

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.