

# First Year Writing Section 85

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/20/2023

### 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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To practice rhetorical communication in a variety of modes, we'll practice writing in a range of diverse genres. In this course, you will explore an issue that matters to you through three major projects: a personal narrative/rhetorical analysis, an argumentative essay, and a multimodal presentation. Each writing project will refine an essential component of successful communication while introducing skills and strategies that are crucial for each task. In addition, shorter writing assignments and collaborative work supplement the goal of each project, intensifying rhetoric through a gamified lens. As we proceed through the writing process concerning each project, students will practice effective communication through the use of rhetorical appeals and gamified situations. From this perspective, we will analyze writing, reading, and thinking, as "players" within a distinct "game." Students will sharpen this perspective to catalyze active learning. Moreover, our examination of the writing process and its connection to metacognition will act as an assessment of our work and foster strategies for critical dexterity and adaptive learning.

## 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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Students will not be required to purchase a textbook for this class.

Reading assignments and texts will be provided via canvas. The reading scheduled in the syllabus will activate our understanding what defines good writing. With our study of genres and templates, we will examine how to adjust our writing and thinking to achieve a particular outcome. We'll also analyze each other's work as a means of how models of texts and reading influence the writing process. Since we'll be working with texts digitally, students should be prepared to bring a laptop or smart device to act as writing tools that will support collaborative work.

Alternatively, we will be working with John Zimmer's "Rhetoric: The Public Speaking Game," an app available through Apple's App Store, or Google Play.

## Course Requirements and Assignments

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Students will be required to write short reflections in response to reading assignments alongside in class collaborative work, and each major writing project. Each post should be around 250 words. Reflective writing assignments for in-class work and homework assignments account for 30% of the total grade. Students will present digital submissions of their work through canvas.

In addition, we will also compose three major writing projects in the personal narrative/rhetorical analysis, the expository essay, and the argumentative essay. Each essay will be composed in stages and with the revised draft in the approximate range of 1200 words. Each major essay will be worth 20% of the overall course grade. Lastly, a comprehensive project will be assessed with the creation and submission of the e-portfolio to synthesize learning outcomes.

## Grading Information

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### Personal Narrative/Rhetorical Analysis (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

### Expository Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

# Persuasive Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

# Minor Assignments (30+ points)

Every week, short assignments are distributed as scaffolding tasks that fold into larger projects. Typical assignments include readings and reflective prompts. In addition, collaborative in class work will be assigned with a short writing reflection to compliment the learning goals associated with each major project. Each assignment should be completed before class

# Portfolio (10 points)

Annotated Bibliography: 5

Reflection Essay: 5

Total points possible: 100

## Determination of Grades

Points are awarded for each major project following a sequence of process.

Late submissions for each major project are subtracted a point for each day it is overdue.

Full credit is awarded to a project/assignment/activity with developed content and timely submission.

While minor assignments may be accepted occasionally, draft materials on peer review workshop dates cannot be made up. Similarly, missed attendance for in-class collaborative work and reflections will be marked as incomplete. However, if an emergency occurs, please let me know in advance, and we will work together to find a solution.

- A=An "A" will be worth 90 to 100 percent of the points possible.
- B= A "B" will be worth 80 to 89 percent of the points possible.

- C= A "C" will be worth 70 to 79 percent of the points possible.
- D= A "D" will be worth 60 to 69 percent of the points possible.
- F = An "F" will be worth 0 to 59 percent of the total points possible

## 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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# English 1A / First Year College Writing, Fall 2023, Course Schedule

*The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon 8/21	Objectives: <ul style="list-style-type: none"> <li>· Class Introduction</li> <li>· Syllabus + Workflow</li> <li>· In Class: 5 changes</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed 8/23	Objectives: <ul style="list-style-type: none"> <li>· The Writing Process</li> <li>· Pre-writing + Mind maps: Narrative Emotions</li> <li>· Project 1: The Personal Narrative</li> <li>· <b>Homework:</b> Anne Lamont's "Shitty First Drafts" + Infinite Freedom + Control is an Illusion</li> </ul>
2	Mon 8/28	Objectives: <ul style="list-style-type: none"> <li>· Quiz</li> <li>· Pathos + "Why You Mad?"</li> <li>· Harmon's story circle</li> <li>· Interpreting claims</li> </ul>
2	Wed 8/30	Objectives: <ul style="list-style-type: none"> <li>· Prewriting, organizing, and composing a collaborative story: "Jigsaw Narrative"</li> </ul>
3	Mon 9/4	Labor Day Holiday: No class meeting

Week	Date	Topics, Readings, Assignments, Deadlines
3	Wed 9/6	Objectives: <ul style="list-style-type: none"> <li>· Quiz</li> <li>· Rhetorical devices: repetition with anaphora + epistrophe</li> <li>· An introductory paragraph formula</li> <li>· Project 1: Personal Narrative/Rhetorical Analysis Outline due</li> </ul>
4	Mon 9/11	Objectives: <ul style="list-style-type: none"> <li>· Genres + Rhetorical Modes + Critical Dexterity</li> <li>· "Genre Improv</li> <li>· <b>Homework:</b> Introductory paragraphs + Anaphora</li> </ul>
4	Wed 9/13	Objectives: <ul style="list-style-type: none"> <li>· Quiz</li> <li>· Logos + The Toulmin Method</li> <li>· An introduction to Ethos: "Ask the Expert" (Feynman Technique, Stage 1)</li> <li>· <b>Homework:</b> Personal Narrative/Rhetorical Analysis Body Paragraphs</li> </ul>



Week	Date	Topics, Readings, Assignments, Deadlines
5	Mon 9/18	Objectives: <ul style="list-style-type: none"> <li>· Revision for an intended audience</li> <li>· “Translingualism” + Codeswitching</li> <li>· Feynman Technique, stage 2: “Explaining Fandom to Dinosaurs”</li> </ul>
5	Wed 9/20	Objectives: <ul style="list-style-type: none"> <li>· Project 1: Personal Narrative/Rhetorical Analysis Rough Draft + Peer Review due</li> </ul>
6	Mon 9/25	Objectives: <ul style="list-style-type: none"> <li>· Visual Rhetoric + Inferences: “Harmon Investigation”</li> </ul>
6	Wed 9/27	Objectives: <ul style="list-style-type: none"> <li>· The Argumentative Essay</li> <li>· Adaptive learning: “The Feynman Technique”</li> <li>· Wiki-How</li> <li>· Due: Project 1 Personal Narrative/Rhetorical Analysis Revision + Draft Letter</li> </ul>
7	Mon 10/2	Objectives: <ul style="list-style-type: none"> <li>· Quiz</li> <li>· Wiki-How presentations</li> <li>· Due: Project 2 Argumentative Essay Outline + Proposal</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Wed 10/4	Objectives: · Wiki-How presentations · <b>Homework:</b> Analyzing arguments
8	Mon 10/9	Objectives: · The importance of clarity · "Explain the Game"
8	Wed 10/11	Objectives: · Quiz · "Explain the Game" · <b>Homework:</b> Project 2 Argumentative Essay Introductory Paragraph + Body Paragraph
9	Mon 10/16	Objectives: · The ethos of criminals: "Villain Monologues"
9	Wed 10/18	Objectives: · Rogerian Post-it arguments · Quiz
10	Mon 10/23	Objectives: · Project 2: Argumentative Essay Rough Draft + Peer Review

Week	Date	Topics, Readings, Assignments, Deadlines
10	Wed 10/25	Objectives: <ul style="list-style-type: none"> <li>· Midterm part 1 (Player VS Player): "Infinity Mode"</li> <li>· What does a rhetorical conversation look like?</li> <li>· Narrating + Analyzing + Arguing with multiple appeals: "Werewolf Rhetoric."</li> </ul>
11	Mon 10/30	Objectives: <ul style="list-style-type: none"> <li>· Midterm part 2: WWR1</li> </ul>
11	Wed 11/1	Objectives: <ul style="list-style-type: none"> <li>· Project 3: The Multimodal Presentation</li> <li>· Quiz</li> <li>· <b>Due:</b> Project 2 Argumentative Essay Revised Draft + Draft Letter</li> </ul>
12	Mon 11/6	Objectives: <ul style="list-style-type: none"> <li>· "Rogerian Post-it Arguments"</li> <li>· <b>Due:</b> Project 3: Multimodal Presentation Outline + Proposal</li> </ul>
12	Wed 11/8	Objectives: <ul style="list-style-type: none"> <li>· Arguing with ethos: "Intergalactic Food War"</li> </ul>
13	Mon 11/13	Objectives: <ul style="list-style-type: none"> <li>· Inversing Logical Fallacies: "Zombie Rhetoric"</li> </ul>
13	Wed 11/15	Objectives: <ul style="list-style-type: none"> <li>· Interleaving persuasive skills through convention: "Rhetoric the Game"</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
14	Mon 11/20	Objectives: · Due: Project 3 Multimodal Presentation Rough Draft + Peer Review
14	Wed 11/22	No Class Meeting due to the holiday break
15	Mon 11/27	Objectives: Due: Project 3: Multimodal Presentation Revision + Draft Letter · Multimodal Presentation-day · E-portfolio: The annotated bibliography
15	Wed 11/29	Objectives: · Multimodal Presentations · E-portfolio: Reflection Essay · Quiz
16	Mon 12/4	<b>Objectives:</b> · Multimodal Presentations · Final Exam Part 1 (Team VS Team): Humans VS Zombies

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	Wed 12/6	<b>Objectives:</b> <ul style="list-style-type: none"><li>· Multimodal Presentations</li><li>· Last Class Meeting</li><li>· Final Exam Part 2: WWR2</li></ul> <b>Due:</b> <ul style="list-style-type: none"><li>· E-portfolio: Reflection Essay + Annotated Bib</li></ul>