

First Year Writing Section 68

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/27/2024

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>)

Rules, Late Work, and AI

I have one rule: be respectful. This means no texting, no on-line shoe shopping, no unnecessary yawning, no snoring or otherwise making random noises. No arriving fifteen minutes late and interrupting the lecture or discussion to fumble to your seat.

Late work: Assignments cannot be handed in late without prior consent of the instructor; any assignment arriving after the due date is considered late.

AI: AI usage is only permitted when explicitly stated, and in the manner stated, by the instructor. Writing composed with AI outside of those parameters will receive either a 0 or require revision which will receive a severely reduced grade.

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 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

Educated, Westover, Tara. ISBN: 978-0-399-59050-4

Notebook/binder for notes

Course Requirements and Assignments

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Out of class essays	2500 – 3000	1 – 5
Revisions	3200 – 4000	1 -5
In-class essays	1000	1,2,3,5
Portfolio reflection	500	1 – 5
Quizzes	n/a	1,3,4
E-mail to prof	250	1,2,3,4,6,9

Grading Policy

Grades will be determined out of a possible 500 points and will be distributed as follows:

Out of class essay # 1.....	50 pts
Opinion piece (#5).....	50
Revisions (#3 & 6).....	150

In-class essays #2 & 4.....	50
Written participation,i.e reading responses and quizzes.....	100
Multi-modal project.....	40
E-mail to prof.....	20
Portfolio and final experience.....	40

Grading scale: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect, difficult to follow

F=50: Writing that is off-topic, late, incomplete

These percentages are estimates and may be altered slightly by the instructor if needed.

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.

Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Course introduction, syllabus, theme, expectations
2	8/27 8/29	<p>What it means to be a writer</p> <p>Audience, tone, rhetorical triangle, 5 r's</p> <p>*e-mail to professor assigned</p> <p>*reading log assigned, first entry in-class</p> <p>Writing with AI</p> <p>Grammar basics review</p> <p>Personal voice</p> <p>*e-mail to professor DUE</p>
3	9/3 – 9/5	<p>Active reading</p> <p>Rhetorical elements</p> <p>"From Jamaica to Minnesota to Myself," James, CR</p> <p>*quiz</p> <p>Narration</p> <p>Brainstorming</p> <p>"Creeping Through My Hometown," Flake, CR</p> <p>*reading log entry in-class</p> <p>*essay #1 assigned</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/10 9/12	Outlining "Crying in H Mart," Zaunder, CR *reading log entry in class Workshop essay #1 *essay #1 workshop write-up DUE
5	9/17 9/19	Effective Sentences Purdue OWL exercises *Essay #1 DUE "When the Walls Speak, Jose Ortiz Listens," Dayton, CR Poetry Description *extra credit opp

Week	Date	Topics, Readings, Assignments, Deadlines
6	<p>9/24</p> <p>9/26</p>	<p>Essay #2 in-class</p> <p>Podcast TBD</p> <p>Intro to Westover</p> <p><i>Educated</i>, prologue – Chapter 4 (through p. 40)</p> <p>*quiz, <i>Educated</i></p>
7	<p>10/1</p> <p>10/3</p>	<p>Strong paragraphs</p> <p>Revision and revision plan</p> <p>Revision plan</p> <p>*revision essay (#3) assigned</p> <p><i>Educated</i>, Chapters 5 – 16</p> <p>*reading log in class</p>
8	<p>10/8</p> <p>10/10</p>	<p>Rhetorical Analysis</p> <p>*revision essay DUE</p> <p><i>Educated</i>, Chapters 17 - 23</p> <p>*quiz</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/15	In-class essay #4, rhetorical analysis
	10/17	"Scott Gallway on Whether College is Still Worth It," Dugan, CR "The Purpose of Education," MLK, CR
10	10/22	Educated, Chapters 24 – 29 (end of Part II) *quiz
	10/24	Critical thinking Educated, Chapters 30 - end *reading log in class

Week	Date	Topics, Readings, Assignments, Deadlines
11	10/29	<p>Intro to argumentation</p> <p>Research</p> <p>Annotated bibliographies</p> <p>Article TBD</p>
	10/31	<p>Multi-modal project introduction</p> <p>Annotated bibliographies</p> <p>*multi-modal project assigned</p> <p>*partners assigned</p>
12	11/5	<p>Visual rhetoric</p> <p>Multi-modal check-in: topic, organization, research cont.</p>
	11/7	<p>In-class work, MM</p> <p>*in-class written feedback DUE</p>

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/3	Portfolios
	12/5	Class review and final revision essay assigned *opinion piece RETURNED *revision or opinion piece (essay #6) assigned
Final Exam		Portfolio and Revision DUE
Sec 68	12/11	2:45 – 5
Sec 69	12/17	2:45 – 5

NOTE: Assignments, but not due dates, are subject to change