

First Year Writing Section 12

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

This syllabus is subject to change at any time. Students will be notified in a timely manner of any changes in person and via Canvas.

Contact Information

Lecturer: Chelsea Criez

Email: chelsea.criez@sjsu.edu

Office: FO 215

Office Hours

Monday, Wednesday, 1:30 PM to 2:30 PM, FO 215 and Zoom

Course Information

Lecture

Monday, Wednesday, 12:00 PM to 1:15 PM, BBC 128

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>)

Community and Inclusion

This classroom is a space where every student's identity and experience are valued and respected. I am committed to creating an inclusive learning environment that welcomes and supports students of all gender identities, immigration statuses, racial and ethnic backgrounds, religions, sexual orientations, abilities, and cultural backgrounds. Your safety, dignity, and right to learn are paramount. I am here if you ever need support or accommodations. *You belong here.*

Agreements

In this class, we will strive to uphold the following agreements:

- Recognize the value in emotion, intuition, and sensory experiences alongside intellectual development;
- Practice holistic education to go beyond traditional academic knowledge and nurture multiple intelligences;
- Bring our values, backgrounds, and experiences into the classroom to affirm a range of diverse realities;
- Empower ourselves by fostering critical consciousness and encouraging the questioning of systemic inequalities and injustices;
- Practice empathy and compassion to create a supportive and caring environment;
- Use creativity and imagination in the learning process and explore various forms of expression and capacities; and
- Promote reflection and engage in self-examination to understand our own biases and assumptions and develop self-awareness.

AI Policy

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask.

AI Disclosure Agreement

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Your disclosure should be honest and thorough. Below are samples of how you can disclose your use of AI tools.

- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
 - Fixed spelling and grammar
 - Changed the structure or order
 - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

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)

General Education Learning Outcomes (GELOs):

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

PackBack

Packback is an online platform that uses AI-assistive technology to guide you in your writing process with real-time feedback on style, clarity, and content. We will use Packback for homework discussion questions, in-class discussion activities, and essays.

Availability: Canvas

Price: Free

They Say, I Say: The Moves that Matter in Academic Writing

Author: Gerald Graff and Cathy Birkenstein

Publisher: Norton

Edition: 5

Optional

I recommend purchasing a physical copy, but it is not required.

Picturing Texts

Author: Lester Faigley, Diana George, Anna Palchik, and Cynthia Selfe

Publisher: Norton

Edition: 1

ISBN: 9780393979121

Optional

I will provide pdf scans of the chapters we'll read, but you are encouraged to purchase the text so you have it in its entirety.

Course Requirements and Assignments

Personal Essay: Hidden Intellectualism

For this assignment, you will write an essay and create a visual about a familiar topic. Your topic should be one you can easily write about without additional research. Your essay will inform a general audience about an interesting aspect of your topic, and your visual will enhance your written essay through thoughtful design choices. There is no required word count, but a developed essay would be 750-1,000 words. The rough and final drafts will be submitted to Packback Deep Dives. *Choose your topic wisely because you will use it in each major assignment.*

Research Essay: Developing Your Hidden Intellectualism

For this assignment, you will present an argument about your Hidden Intellectualism topic and use evidence from four credible sources to back up your claim. You will post your essay to a webpage of your design. While this assignment does not have a required word count, a developed essay would include 1,000 - 1,500 words. The rough draft, source evaluation, and final draft will be submitted to Packback Deep Dives.

Presentation: Sharing Your Hidden Intellectualism

For this assignment, you will adapt your research paper into a TedTalk. You'll submit a script and create a slideshow that you'll present to the class. Your TedTalk should be 5 -7 minutes long. Your script and slideshow will be submitted to Packback Deep Dives.

Final: Portfolio

For your final, you will assemble a portfolio containing your RCW Critical Essay, a Major Assignment from this class, and a Self-Reflection Essay that tracks your growth as a reader and writer from your RCW Critical Essay to now. This portfolio will be submitted to the ENGL 1A Fall 2024 Assessment Canvas shell, and your Self-Reflective Essay will be submitted to Packback Deep Dives. *This assignment may not be submitted late.*

✓ Grading Information

A	94%+	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	<60%

Evaluations: I will evaluate the effort and improvement of your work. I will be looking for the qualities and strengths of your writing. *Any Final Draft that has been submitted without substantial revisions from its respective Rough Draft will receive a 0. You may not receive credit for the same essay twice.*

Late Work: I accept late writing assignments. You have two (2) days to submit work for full credit after the deadline, and you have an additional two (2) days to submit work for half credit. For example, if a rough draft is due on Monday at 11:59 pm, you have until Wednesday at 11:59 pm to receive full credit and until Friday at 11:59 pm to receive half credit. Do not rely on this extension to do your work. If you need additional time, you must request an extension before the deadline. *I will not accept Packbacks, in-class assignments, or the Final after their deadlines.*

Dropped Scores: The lowest Packback Question score will be dropped, the two lowest participation scores will be dropped, and the lowest project grade (that is not the final) will be dropped.

Integrity: I trust that all of the work you submit will be of your own thoughts, voice, and ideas. See Program Policies for clarification on plagiarism and academic integrity.

In-Class Presence: Presence refers not only to physically showing up to class but also to engaging mentally. It requires focus, attention, and limited "multitasking" on electronic devices.

Breakdown

Category	Weight	Description
Participation	30%	Participation includes completing in-class and online activities, contributing to class discussions, collaborating with peers, and communicating with me about absences. The lowest two grades in this category--other than semester-long assignments (like Free Writes)--will be dropped.
Packback	20%	Every other week, you are assigned a Packback Question, which includes asking a question and responding to two classmates' questions. Packback Questions will be due consistently on Wednesdays at 11:59 pm on odd weeks. The lowest score will be dropped, and there will be a make-up opportunity at the end of the semester.
Projects	50%	Projects include rough drafts and final drafts of essays, a presentation, and the final. The lowest grade in this category--other than the final--will be dropped.

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

Week	Monday	Wednesday
1	1/27 In Class: Introductions	1/29 In Class: Packback Read: <i>TS/S</i> ch. 12 Due: PB #1 11:59 pm
2	2/3 In Class Writing as Inquiry Read: <i>The Curious Writer</i> ch. 1	2/5 In Class: Visual Texts Read: <i>PT</i> "Introduction" Due: Syllabus Quiz & Adobe Sign-Up 11:59 pm
3	2/10 In Class: Rhetorical Situations & Genre Expectations	2/12 In Class: Adobe Express Workshop Read: <i>PT</i> "Picturing Texts" Due: Rough Draft & PB #2 11:59 pm
4	2/17 In Class: Peer Review Due: PR Worksheet 11:59 pm	2/19 In Class: Revision with AI Due: Final Draft 2/20 11:59 pm & Revision Plan 2/21 11:59 pm
5	2/24 In Class: Entering Academic Conversations Read: <i>TS/S</i> "Introduction"	2/26 <i>Out-of-Class Activity</i> Due: PB #3 11:59

6	<p>3/3</p> <p>In Class: Research as a Conversation</p> <p>Read: <i>TS/S</i> ch. 15</p> <p>Due: COR Module 3/4 11:59</p>	<p>3/5</p> <p>In Class: Civic Online Reasoning</p> <p>Due: OOC Activity 11:59 pm</p>
7	<p>3/10</p> <p>In Class: What Others Say</p> <p>Read: <i>TS/S</i> ch. 2 & 3</p> <p>Due: Research Plan 11:59 pm</p>	<p>3/12</p> <p>In Class: Critical Analysis</p> <p>Read: <i>TS/S</i> ch. 4 & 5</p> <p>Due: PB #4 11:59</p>
8	<p>3/17</p> <p>In Class: Responding to Others</p> <p>Read: <i>TS/S</i> ch. 6</p> <p>Due: COR Evaluation 11:59 pm</p>	<p>3/19</p> <p>In Class: Saying Why It Matters</p> <p>Read: <i>TS/S</i> ch. 7</p>
9	<p>3/24</p> <p>In Class: Visual Arguments</p> <p>Read: <i>PT</i> "Picturing Argument"</p>	<p>3/26</p> <p>In Class: Writing Workshop</p> <p>Due: Rough Draft & PB #5 11:59</p>
10	<i>Spring Break</i>	
11	<p>4/7</p> <p>In Class: Peer Review</p> <p>Due: Peer Review Worksheet 11:59 pm</p>	<p>4/9</p> <p>In Class: Saying What You Mean</p> <p>Read: <i>TS/S</i> ch. 9 & 10</p> <p>Due: PB #6 11:59 pm</p>
12	<p>4/14</p> <p>In Class: Revision</p> <p>Due: Final Draft 4/15 11:59</p>	<p>4/16</p> <p>In Class: TedTalks</p>

13	4/21 In Class: Oral Presentations	4/23 In Class: Visual Presentations Read: <i>PT</i> "Designing Texts" Due: PB #7 11:59
14	4/28 In Class: Writing Workshop Due: Final Draft 4/29 11:59	4/30 In Class: <i>Presentations</i>
15	5/5 In Class: <i>Presentations</i>	5/7 In Class: <i>Presentations</i> Due: PB #8 11:59
16	5/12 In Class: Final Portfolio & Semester Review Due: Extra Credit & Make-Up PB	5/20 Due: Final Portfolio 11:59 pm
<i>This schedule is subject to change</i>		