

First Year Writing Section 17

ENGL 1A

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

Contact Information

Instructor: Prof. Tony Papanikolas, Ph.D.

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Office Hours: Weds 12:00-1:00 PM or by appointment

Faculty Offices Building, rm 226

Course Information

Lecture

TuTh 9:00-10:15 AM

Clark Building 316

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>)

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

All readings will be made available on Canvas

Course Requirements and Assignments

IMPORTANT INFORMATION FOR THIS PARTICULAR SECTION: PLEASE READ

ENGL 1A is intended to prepare you for college-level writing through a series of assignments and activities designed to refine your writing abilities and to help you develop effective strategies for prewriting, drafting, and time management. I firmly believe that reading carefully and attentively is essential for writing well, and, to that end, we will also work on strategies for effective reading.

Please read the following policies, specific to this section, carefully!

Please bring a laptop, tablet, or old-school notebook to each class. As indicated in the Course Schedule and Assignments sections of the syllabus, there will be several graded in-class writing assignments throughout the term.

PLEASE DO NOT text, play mobile games, watch Rick and Morty with the sound on softly (seriously, this has happened before), listen to music through headphones, or answer phone calls (this has also happened before) during class. Doing so is not only very disrespectful, but it will cause you to miss key information.

Participate! You doubtlessly have something worthwhile to contribute to the class, whether it's an insight, observation, or a question (there are no silly questions!) I understand speaking in class can be daunting for many students, and I will do my best to create an environment where you will have multiple different ways to participate.

Policy on AI

You may not use AI in this course.

A decision is a conclusion we arrive at after thinking critically about an issue. A choice is a selection we make between one of several options that have already been laid out for us.

When we write, we decide on tone, diction, structure, the scope of our argument, and the sources we will cite. ChatGPT asks us to give up our right to decide what we will write in exchange for the easier task of making a choice between which premade block of text we think our reader will prefer.

Because I am significantly less concerned with how smooth and polished the final product looks than I am with seeing the decision making that went into your writing AI-generated papers will receive Ds.*

If you would like the opportunity to rewrite your paper, you will be asked to submit a brief self-reflection essay where you will explain why you felt you needed to use ChatGPT to complete this assignment on your own, and to come up with a strategy for improving these skills.

Please be aware that I am not invested in seeing polished, grammatically flawless writing. While I will

provide feedback, grammar and style will not affect your grade unless they make it excessively difficult for me to understand your ideas. For this reason, and because it makes it too difficult to distinguish your writing from AI, excessive use of Grammarly (i.e. using it to rewrite entire paragraphs) is also disallowed.

Above all: when we submit a piece of writing under our own name, we are telling our readers that we stand by what has been written. As a student and adult, you are accountable for what you submit!

*I have several justifications for this:

1.) Unless given precise instructions, AI produces superficial, overly general writing that does not meet the standards of college-level analysis.

2.) AI-generated essays will not reflect what you have learned in class. For instance, Chat GPT's analysis of an assigned reading will not address what we have emphasized in our discussion of that text, or the analytical methods you have learned *in this class*. Therefore, it will not demonstrate to me that you are actively engaging with lectures or course materials.

3.) AI still tends to invent supporting evidence, namely authors, articles, journals, or quotations that don't exist. Falsifying research is a serious ethical violation for which journalists, scientists, and academics can and do lose their jobs.

✓ Grading Information

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79

C	74-76
C-	70-73
D+	67-69
D	64-66
D-	61-63
F	Below 61

Breakdown

Assignment	Approx. Percentage of Final Grade
Diagnostic Essay	5%
Personal Narrative (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts	10%
Rhetorical Analysis (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts	20%
Research Paper Proposal	10%
Synthesis Exercise	5%

Research Paper (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts	30%
Final Portfolio + Self-Assessment	10%
Conference attendance and participation	10%

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	Day	Class Agenda	Assignment(s)
1	Thurs 1/23	1/23: Introductions, course policy	Read Chayka essay for 1/28
2	Tues 1/28 Thurs 1/30	1/28: Discuss Chayka 1/30: Introduce Diagnostic Essay	Diagnostic Essay Due 1/31 at 11:59 PM
3	Tues 2/4 Thurs 2/6	2/4: Discuss Diagnostic essay 2/6: Intro. Personal Narrative (Gonzalez reading in class)	Read Ellison essay for 2/11

4	Tues 2/11 Thurs 2/13	2/11: Discuss Ellison Essay 2/13: Personal narrative exercise	Personal Narrative Draft Due 2/16 at 11:59 PM
5	Tues 2/18 Thurs 2/20	2/18: Discuss revision/intro rhetorical triangle and Rhetorical Analysis Essay 2/20: Discuss Mazzucato	Read Mazzucato for 2/20 Personal Narrative Final Draft Due 2/24 at 11:59 PM
6	Tues 2/25 Thurs 2/27	2/25: Rhetorical Analysis Cont. 2/27: In-class work period	Work on Rhetorical Analysis Essay
7	Tues 3/4 Thurs 3/6	3/4: Conferences 3/6: Conferences (Must have something written to discuss!)	Rhetorical Analysis Draft Essay Due 3/10 at 11:59 PM
8	Tues 3/11 Thurs 3/13	3/11: Introduce Research paper 3/13: Brainstorming topics + research questions	Rhetorical Analysis Essay Final Draft Due 3/20 at 11:59 PM
9	Tues 3/18 Thurs 3/20	3/18: Finding scholarly sources (IMPORTANT!) /Discuss mid-semester reflection 3/20: Discuss Graff and Birkenstein Ch.1	Read Graff and Birkenstein Ch.1 3/20 Mid-Semester Reflection Due 3/24 at 11:59 PM
10	Tues 3/25 Thurs 3/27	3/25: Discuss Proposal 3/27: Work on proposal	Research Paper Proposal Due 3/31 at 11:59 PM

11	Tues 4/1 Thurs 4/3	4/1: Synthesizing sources 4/3: Discuss Mendoza	Read Mendoza for 4/3 Synthesis due 4/7 at 11:59 PM
12	Tues 4/8 Thurs 4/10	4/8: Conferences 4/10: Conferences (Must have something written to discuss!)	Read Graff and Birkenstein Ch.15 for 4/15
13	Tues 4/15 Thurs 4/17	4/15: Discuss Graff and Birkenstein Ch.15 4/17: In-class work period	Research Paper Draft due 4/21 at 11:59 PM
14	Tues 4/22 Thurs 4/24	4/22: Editing 4/24: Review previous research paper discussions + some examples of less-effective writing	Work on Research Paper Final Drafts
15	Tues 4/29 Thurs 5/1	4/29: Extra Office Hours 5/1: Extra Office Hours Great to time to meet to discuss missing work etc.!	Research Paper Final Draft due 5/5 at 11:59 PM
16	Tues 5/6 Thurs 5/8	5/6: Introduce portfolios + Self-assessment (Important) 5/8: Self-assessment cont.	Completed Portfolio+ Self-Assessment due 11:59 PM 5/20

SCHEDULE/ASSIGNMENTS SUBJECT TO CHANGE AT PROF. PAPANIKOLAS'S DISCRETION!

