

# First Year Writing Section 32

## ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 02/03/2025

### Course Information

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Welcome to English 1A!

This class is intended to fulfill your GE and First Year Writing requirements, but I hope to give you a fresh perspective on writing. We will focus on artistic expression within academic writing and study.

You will have three major assignments, with some smaller ones throughout. Late work is accepted, but the grade on it will go down the longer you don't turn it in. I accept late assignments until the end of the semester, but this does not mean you'll get an A or B if you turn in everything late.

This course does NOT have a textbook, and all readings will be on Canvas. Be sure to read them on time so you stay on track of assignments over the course of the semester.

### 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>)

### **AI Policy**

All assignments must be students' own work. AI is strictly prohibited in this class.

### **Academic Integrity**

This class follows San Jose State University's plagiarism policy. If a student is found to have plagiarize their work, they will be reported to the administration. Plagiarism may result in "expulsion, suspension, probation, or a lesser sanction". For more information on SJSU's Academic Integrity, SJSU has provided this: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

# 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 Learning Outcomes (CLOs)

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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

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You do not have to buy any textbook. All readings will be on Canvas.

Make sure to bring a blank notebook, pencil/pen, and your laptop to class. All will be utilized each class!

## Grading Information

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For this class, I grade a little different. I don't use minuses. Here is the breakdown:

95%-100%: A+

90%-94%: A

85%-89%: B+

80%-84%: B

75%-79%: C+

70%-74%: C

65%-69%: D+

60%-64%: D

0%-59%: F

Late work is accepted till the end of the semester, but note you will lose points for every missed week. I highly, highly recommend getting your work in by the due date.

In addition, I offer extra credit in the form of a discussion board and at various points over the semester. Please keep an eye out for that.

## 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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Week	Day	Topics
1	1/23	Introductions, syllabus overview, introduce semester notebook, Canvas Introduction
2	1/28	Why writing matters  Activity: Write What You See
	1/30	BEFORE CLASS: read the pages on the discussion board “Unlearning high school essays” and answer the prompts.  Unlearning high school essays: elements of an essay.
3	2/4	BEFORE CLASS: read the pages on the discussion board “Writing again? No problem” and answer the prompts.  Read <i>Well Said!</i> Chapter 2, section “ARISTOTLE’S THREE MODES OF PERSUASION: ETHOS, PATHOS, AND LOGOS” and answer the discussion board
	2/6	Introduce project: Elements of Composition, brainstorm  Rhetorical Devices
4	2/11	BEFORE CLASS: read “Analyzing Your Own Writing” and answer the discussion board prompts.  How to analyze your writing
	2/13	Peer reviews (in-class) & draft of Elements of Composition due

5	2/18	BEFORE CLASS: Respond to discussion board "What is the proper way to write?" Read Norton Sampler: Chapter 1, "Reading as a Writer" (pg 1-13)
	2/20	Analyzing What You Read/Reading as a Writer
		Writing Concisely
6	2/25	Creative Confidence and Presentation introduction
		Project: Elements of Composition due at 11:59pm.
	2/27	Creative Presentations for Persuasion
7	3/4	Different Types of Presentations
		BEFORE CLASS: read "Persuasive Presentations," sections "Consider the Audience," "Organizing Your Persuasive Presentation," and "What You've Learned." Answer the discussion board prompts.
	3/6	Persuasive Essays
8	3/11	Grammar Refresher
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	3/13	All day in-class activity: YouTube Apology Videos
9	3/18	Presentations all week!
	3/20	

10	3/25          3/27	BEFORE CLASS: Read Norton Sampler, Chapter 13, "Argument". Respond to the discussion board titled "Argument!" pages 461-474  Introduce final essay  BEFORE CLASS: Read Norton Sampler, Chapter 4, "Writing Paragraphs"; read from page 51-page 66  College Essays!
11	4/1       4/3	BEFORE CLASS: Read Norton Sampler, "Be a Gamer, Save the World"; pages 496-501. Answer the discussion board: "Writing Argumentative Essays"  In-class: Analyzing different argumentative essays (Norton Sampler)  BEFORE CLASS: Read Norton Sampler,
12	4/8       4/10	BEFORE CLASS: watch "What does it take to change a mind?"  Opposing Sides  Outline Peer Reviews  Outline due at 11:59 PM
13	4/15       4/17	Writing Day!  Peer reviews and essay draft due at 11:59pm

14	4/22	BEFORE CLASS: Read the page "What is the point?" and respond to the discussion board.
	4/24	What is the point?  Activity: Write What You See, Part 2
15	4/29	BEFORE CLASS: read "News media literacy, perceptions of bias, and interpretation of news" introduction, "Perceptions of bias," and "News media literacy," then respond to the discussion board
	5/1	News Media Literacy  In-class: Notebooks due!  Social Media Writing  In-class: Notebooks due, if not done by 4/29!
16	5/10	Essays due!
	TBD	SOTES