

First Year Writing Section 67

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 07/28/2023

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>)

Respect and Late Work

Classroom Protocol 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.

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

Required materials:

Reading and Writing Handbook for the College Student, 3rd ed. Cleveland, Katherine et al ISBN: 9781642772982.

Course Reader, Maple Press

Notebook/binder for notes and papers

Yellowbooks for in-class writing

Course Requirements and Assignments

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Out of class essays	2500 – 3000	1 – 5
Revisions	1200	1 - 5
In-class essays	1500	1 - 5
Portfolio reflection	500	1 – 5
Quizzes and activities	500	1, 3
E-mail to prof	250	1, 2, 3, 5

Grading Information

Grading Policy

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

Out of class essays # 1 & 5 (+ outlines and workshop notes).....	150 pts
Revision essay #3 (+ revision notes)	50
In-class essays #2, 4 (+ pre-writing)	100

Final essay OR revision of in-class essay.....	50
Quizzes and class activities	50
Multi-modal project.....	50
E-mail to prof.....	10
Portfolio and final experience.....	40

Criteria

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22 8/24	<p>Course introduction, syllabus, theme, expectations</p> <p>What it means to be a writer; words matter (video); Chat GPT discussion</p> <p>Process, 5 r's, voice</p> <p>"The Brain is Larger Than the Sea" CR</p> <p>*e-mail to professor assigned</p>
2	8/29 8/31	<p>Rhetorical triangle</p> <p>Tone, purpose, audience, message</p> <p>Motivational video for analysis</p> <p>Grammar Basics, common errors</p> <p>*e-mail to professor DUE</p> <p>Active reading, RWH, pp. TBD</p> <p>"From Jamaica to Minnesota to Myself," James, CR</p> <p>"Sisters," CR</p> <p>*quiz on Marlon James piece only</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	9/5	Narration Process (in-class work) "Longing for More Stoppage Time," Cho, CR *quiz on Cho piece *essay #1 assigned
	9/7	"Vision" Briere, CR Brainstorming, outlining, analyzing *quiz on Briere
4	9/12	Grammar Effective Sentences RWH, pp. TBD Intro to Purdue OWL, SJSU Writing Center Check-in for essay #1
	9/14	Workshop essay #1 *Essay #1 workshop feedback DUE at end of class

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/19	Purdue OWL exercises "When the Walls Speak, Jose Ortiz Listens," Dayton, CR "Mighty Mike McGee, My City Finding its Voice," Berger, CR *essay #1 DUE
	9/21	Poetry Description "The Fish," Bishop, CR "Resurrection," Mao, CR "I Ask My Mother to Sing," Lee, CR *extra credit opp
	9/26	In-class writing, essay #2
6	9/28	Individual strategies/student check-in
7	10/3	Individual strategies cont. Strong paragraphs Lindelof's paragraph river
	10/5	Revision, RWH pp. TBD Revision plan *Revision essay (#3) assigned

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/10 10/12	Rhetorical Analysis Review of class readings so far Prep for essay #4 In-class essay #4
9	10/17 10/19	Multi-modal projects introduced Identity podcast, Dr. Huberman *Revision essay #3 DUE *Multi-modal project assigned Visual rhetoric Persuasion Review of tone, purpose, audience, message Research, RHW pp. TBD *Scored class activity
10	10/24 10/26	Critical thinking Concise writing/speaking Multi-modal projects work-time (don't forget to take notes!)
11	10/31 11/2	Multi-modal check-in: topic, organization, research cont. Examples TBD Multi-modal workshop (don't forget to take notes!)

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/7	MM projects/presentations DAY 1 *all elements of project DUE
	11/9	MM projects/presentations DAY @
13	11/14	Intro to argumentation Topic discussion "Letter from a Birmingham Jail," MLK, Jr, CR Article TBD *Essay #5 assigned
	11/16	"The Extravagant Treats of Mission Impossible – Dead Reckoning Part One," Lane, CR "Barbie is Brilliant, Beautiful, and Fun as Hell," Brody, CR Social media examples TBD *Scored class activity
14	11/21	Critical thinking Tone, wc, audience More research/writing, RWH, pp. TBD
	11/23	THANKSGIVING, NO CLASS

Week	Date	Topics, Readings, Assignments, Deadlines
15	11/28	Argumentative essay check-in
	11/30	Workshop essay #5 *workshop feedback DUE at end of class
16	12/5	Portfolios Class review and final essay assigned *essay #5 DUE *essay #6 introduced
Final Exam		TIME TBD *Portfolios and Essay #6 (in-class)

*Note: assignments, but not due dates, are subject to change