

# First Year Writing Section 07

## ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/21/2023

### Contact Information

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Instructor:	Amna Yusuf
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Office Hours:	Tuesdays and Thursdays 1:30 - 2:30 pm and by appointment
Class Days/Time:	Tuesday/ Thursday 12 pm - 1:15 pm
Classroom:	Boccardo Business Center 121
GE/SJSU Studies Category:	English 1A satisfies Written Communication I, GE Area A2
Prerequisite:	Completion of Reflection on College Writing

### 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.

### 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

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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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### 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.

#### General Education Course Learning Outcomes (GELO)

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. read actively and rhetorically.
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance.
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. use college-level language with clarity and grammatical proficiency.

## Course Materials

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You will not need to buy any text books; instead, we will use free online resources.

- *Writing Spaces: Readings on Writing* Volume 1, 2 & 3. <https://writingspaces.org/>. This is a free online textbook. We will be reading a few essays from it online.
- Free online resources such as Owl.Purdue . [Excelsior Online Writing Lab, \(https://owl.excelsior.edu/\)](https://owl.excelsior.edu/) and [SJSU writing center handouts](#) websites.
- Additional texts, excerpts, and videos will be posted to Canvas or distributed in class. Students will need to check their email and visit Canvas frequently for updates.

## Course Requirements and Assignments

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There are three major assignments in this course.

1. **Personal Narrative Essay:** This is a 1000 word essay in which students will explore their social media usage and how it has impacted their identity.
2. **Visual Analysis Essay:** This is a 1500 word essay in which students will write a visual, rhetorical, or genre analysis of a multimodal text.
3. **Multimodal Group Presentation:** In groups of 3-4, students will create a multimodal group presentation for a social issue, movement, or cause of their choice. Students will also write an individual report to accompany this group project.

Apart from these, there will be fourteen Reader Responses due throughout the semester in which students will practically apply their homework readings to respond to a prompt. These are 200-300 words each.

There will be weekly in-class writing exercises, both as individual students and as groups. Some of these will go towards class participation points. These will be 150-250 words.

Overall, class participation and in-class activities will make up 20% of the student final grade. Without active class participation, you will not be able to get a grade above B.

#### 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.

## Class Participation

Participation is essential and required for this course. You are expected to arrive to class on time and be prepared to do the following: ask and answer questions; engage in respectful and thoughtful discussions with your peers and instructor and contribute your own ideas and opinions. You must demonstrate a consistent effort daily to learn with your seminar cohorts. **Class Participation is 15 % of your final grade;** your participation points will be calculated by your active presence, preparation, and participation during the weekly class discussions, in-class assignments, peer review workshops, discussion boards on Canvas, and class presentations.

As in any diverse environment, sensitive and challenging topics may sometimes come up in discussion. If faced with such a situation, I ask that you listen well and take your time to respond. Patience and empathy are the foundations of this course. Behavior that threatens the learning environment and the safety of the classroom will not be tolerated.

**Note:** During the first week of class, we will discuss classroom protocol in greater depth. Our community-developed expectations will guide our behavior and interactions for the remainder of the semester.

## ✓ Grading Information

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ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

In this course, the cumulative learning experience is emphasized over individual aspects. Your goal is to engage with our writing community. The guidelines below spell out the terms of your work with the community and the expectations. This agreement will allow you to advance your own educational goals and measure your own learning outcomes; it also expects you to contribute your learning to support the learning of others.

***Important: English 1A is a course in which students must earn a C- to get the Area A2 GE credit toward the degree. Students who do not earn at least a C- in English 1A must retake it.***

To ensure that you will achieve a passing grade you must

- Complete at least 75 % of the work.
- Submit your work on time.
- Participate and engage in class in keeping with the spirit of the collaborative learning process.

### General Grading Rubric

- An "A" writing assignment is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" writing assignment demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" writing assignment will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" writing assignment will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" writing assignment does not fulfill the requirements of the assignment.

**Important:** With each major assignment, I will provide a detailed grading rubric attached with the assignment sheet.

### Late Policy

I value punctuality and responsibility. Weekly assignments such as in-class participation points, workshops, Reader Responses, etc., cannot be made up unless there is an extraordinary situation at your end. I will accept late essays only if you inform me in advance with a valid extenuating circumstance. If there is one thing I have learned during the pandemic, it is to expect the unexpected; life

happens! Please do talk to me if you have a setback, so we can work out an agreement that works for both of us.

### Grading Breakdown

Assignment	Word Count	Due Date	Points	Final Grade %	CLO
15 Reader Responses	250-300	Weekly	150 1(0 points each)	15%	1,3
In -Class Writing/ Discussions	150-250	Weekly	100 (5-10 points each)	10%	1,3,4
Narrative Essay	1000	3/2	200	20%	1,2,3,4
Analysis Essay	1500	4/13	200	20%	1,2,3,4
Multimodal Presentations +Individual Report	750	5/9	150+50	15% + 5%	1,2,3,4
Final Portfolio Reflection Essay+Annotated Bibliography	600	5/18	75+25	10%	1,2,3,4
Class Participation		Weekly	50	5%	4
Total	Approx 8000		1000	100	

### Breakdown

Grade	Percentage	Points	Grade	Percentage	Points
A+	96-100%	960-1000	C+	76-79%	760-799
A	93-95%	930-959	C	73-75%	730-759
A-	90-92%	900-929	C-	70-72%	700-729
B+	86-89%	860-899	D+	66-69%	660-699
B	83-85%	830-849	D	63-65%	630-659
B-	80-82%	800-829	D-	60-62%	600-629

## University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](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 [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

Below is the tentative schedule for the class this semester. Please keep in mind that there may be changes made to it throughout the semester. I will notify you about any changes during class, as well as through Canvas. **Additional readings will be posted on Canvas each week. All the readings and work due are to be finished *BEFORE* you come to the class that day.**

The topics in green are the focus area for that week.

Week	Date	Readings and Assignments	Due
1	Thur 1/26	Introductions, Syllabus, Class Protocols	
2	Tues 1/31	<b>Personal into the Academic</b>  Read <a href="https://writingspaces.org/past-volumes/i-need-you-to-say-i-why-first-person-is-important-in-college-writing/">"I need you to say I"</a> (https://writingspaces.org/past-volumes/i-need-you-to-say-i-why-first-person-is-important-in-college-writing/) and <a href="http://newdev.sjsu.edu/writingcenter/docs/handouts/Personal%20Narrative%20Essays.pdf">Handout for Narrative Essays</a> (http://newdev.sjsu.edu/writingcenter/docs/handouts/Personal%20Narrative%20Essays.pdf)	RR#1
2	Thur 2/2	Read <a href="https://writingspaces.org/past-volumes/weaving-personal-experience-into-academic-writing/">Weaving Personal Experience into Academic Writing</a> (https://writingspaces.org/past-volumes/weaving-personal-experience-into-academic-writing/)	RR#2
3	Tues 2/7	<b>Narration and Description</b>  Read <a href="https://writingspaces.org/past-volumes/storytelling-narration-and-the-who-i-am-story/">Storytelling, Narration and the Who I am Story</a> . (https://writingspaces.org/past-volumes/storytelling-narration-and-the-who-i-am-story/) Read <a href="https://writingspaces.org/past-volumes/workin-languages-who-we-are-matters-in-our-writing/">Who we are Matters in Our Writing</a> . (https://writingspaces.org/past-volumes/workin-languages-who-we-are-matters-in-our-writing/)	Proposal Essay#1
3	Thur 2/9	Read <a href="https://writingspaces.org/past-volumes/writing-with-force-and-flair/">Writing with Force and Flair</a> . (https://writingspaces.org/past-volumes/writing-with-force-and-flair/)	RR#3
4	Tues 2/14	<b>Sentence, Paragraph, and Essay Construction</b>  Watch <a href="https://www.youtube.com/playlist?list=PLpFC61a1FFT1JpayAOp5gXM7ufxV5wltK">SJSU Writing Workshop Videos</a> . (https://www.youtube.com/playlist?list=PLpFC61a1FFT1JpayAOp5gXM7ufxV5wltK)	RR#4
4	Thur 9/16	<a href="https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html">Owl.Purdue Paragraph</a> (https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html)  <a href="https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/index.html">Owl.Purdue. Sentences</a> (https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/index.html)	
5	Tues 2/21	<b>Process: Prewriting, Writing, and Peer Review</b>  <a href="https://writingspaces.org/?page_id=378">Read: How to Give Meaningful Peer Response</a> (https://writingspaces.org/?page_id=378)  Classwork: Workshop	Rough Draft Essay #1
5	Thur 2/23	Read <a href="https://writingspaces.org/past-volumes/from-topic-to-presentation-making-choices-to-develop-your-writing/">Making Choices to Develop your Writing</a> . (https://writingspaces.org/past-volumes/from-topic-to-presentation-making-choices-to-develop-your-writing/)	
6	Tues 2/28	<b>Revision and Editing</b>  <a href="https://writingspaces.org/wp-content/uploads/2021/09/grauman.pdf">Read Using Feedback On your Writing</a> . (https://writingspaces.org/wp-content/uploads/2021/09/grauman.pdf)  Classwork: Workshop	Full Draft Essay #1
6	Thurs 3/2	Classwork: Reflection Paragraph	Essay#1
7	Tues 3/7	<b>Genre and the Rhetorical Situation</b>  Read <a href="https://writingspaces.org/?page_id=148">Murder Rhetorically</a> (https://writingspaces.org/?page_id=148)	RR#5
7	Thur 3/9	Read <a href="https://writingspaces.org/?page_id=790">Make your "Move": Writing in Genres</a> . (https://writingspaces.org/?page_id=790)	Proposal Essay #2

8	Tues 3/14	<p><b>Classic Rhetoric: Ethos, Pathos, Logos</b></p> <p>Read <a href="https://textrhet.files.wordpress.com/2019/03/three-ways-to-persuade-article-erwc3-final-1a.pdf">Three Ways to Persuade</a> (<a href="https://textrhet.files.wordpress.com/2019/03/three-ways-to-persuade-article-erwc3-final-1a.pdf">https://textrhet.files.wordpress.com/2019/03/three-ways-to-persuade-article-erwc3-final-1a.pdf</a>)</p>	RR#6
8	Thur 3/16	<p>Read <a href="https://writingspaces.org/past-volumes/navigating-genres/">Navigating Genres</a> (<a href="https://writingspaces.org/past-volumes/navigating-genres/">https://writingspaces.org/past-volumes/navigating-genres/</a>) and <a href="https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/rhetorical_strategies.html">Using Rhetorical Strategies for Persuasion</a>. (<a href="https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/rhetorical_strategies.html">https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/rhetorical_strategies.html</a>)</p>	RR#7
9	Tues 3/21	<p><b>Visual Analysis and Rhetorical Analysis</b></p> <p>Read <a href="https://writingspaces.org/past-volumes/understanding-visual-rhetoric/">Understanding Visual Rhetoric</a> (<a href="https://writingspaces.org/past-volumes/understanding-visual-rhetoric/">https://writingspaces.org/past-volumes/understanding-visual-rhetoric/</a>).</p>	
9	Thur 3/23	<p>Read <a href="https://writingspaces.org/past-volumes/backpacks-vs-briefcases-steps-toward-rhetorical-analysis/">Backpacks vs. Briefcases: Steps Towards Rhetorical Analysis</a>. (<a href="https://writingspaces.org/past-volumes/backpacks-vs-briefcases-steps-toward-rhetorical-analysis/">https://writingspaces.org/past-volumes/backpacks-vs-briefcases-steps-toward-rhetorical-analysis/</a>)</p>	RR#8
	3/27 - 3/31	<b>SPRING BREAK</b>	
10	Tues 4/4	<p><b>Genre Analysis</b></p> <p>Read: <a href="https://owlcation.com/humanities/How-to-Write-a-Visual-Analysis-Paper">Visual Analysis</a> . (<a href="https://owlcation.com/humanities/How-to-Write-a-Visual-Analysis-Paper">https://owlcation.com/humanities/How-to-Write-a-Visual-Analysis-Paper</a>) <a href="https://writingcenter.unc.edu/tips-and-tools/film-analysis/">Film Analysis</a> (<a href="https://writingcenter.unc.edu/tips-and-tools/film-analysis/">https://writingcenter.unc.edu/tips-and-tools/film-analysis/</a>), <a href="https://pressbooks.howardcc.edu/essentials/chapter/checklist-for-identifying-genres/">Genre Analysis</a> (<a href="https://pressbooks.howardcc.edu/essentials/chapter/checklist-for-identifying-genres/">https://pressbooks.howardcc.edu/essentials/chapter/checklist-for-identifying-genres/</a>)</p> <p>Classwork: peer workshop</p>	Rough Draft Essay #2
10	Thur 4/6	<p>Read <a href="https://writingspaces.org/?page_id=753">Four Things Social Media Can Teach You</a>. (<a href="https://writingspaces.org/?page_id=753">https://writingspaces.org/?page_id=753</a>)</p>	RR#9
11	Tues 4/11	<p><b>Style, Structure, and Organization</b></p> <p>Read: <a href="https://owl.purdue.edu/owl/general_writing/visual_rhetoric/analyzing_visual_documents/organizing_your_analysis.html">Organizing your Analysis</a> (<a href="https://owl.purdue.edu/owl/general_writing/visual_rhetoric/analyzing_visual_documents/organizing_your_analysis.html">https://owl.purdue.edu/owl/general_writing/visual_rhetoric/analyzing_visual_documents/organizing_your_analysis.html</a>)</p> <p>Classwork: peer Workshop</p>	Full Draft Essay #2
11	Thur 4/13	<p>Read <a href="https://writingspaces.org/?page_id=393">Grammar, Rhetoric, Style</a> (<a href="https://writingspaces.org/?page_id=393">https://writingspaces.org/?page_id=393</a>)</p> <p>Classwork: Reflection Paragraph</p>	Essay#2
12	Tues 4/18	<p><b>Multimodal Compositions</b></p> <p>Watch <a href="https://www.youtube.com/watch?v=ljUY02knyYI">video on multimodality</a>. (<a href="https://www.youtube.com/watch?v=ljUY02knyYI">https://www.youtube.com/watch?v=ljUY02knyYI</a>) Read <a href="https://community.macmillanlearning.com/t5/bits-blog/ten-things-to-know-about-multimodal-composing/ba-p/2848">Ten Things to know About Multimodality</a>. (<a href="https://community.macmillanlearning.com/t5/bits-blog/ten-things-to-know-about-multimodal-composing/ba-p/2848">https://community.macmillanlearning.com/t5/bits-blog/ten-things-to-know-about-multimodal-composing/ba-p/2848</a>)</p>	Proposal Group Presentations
12	Thurs 4/20	<p>Read <a href="https://writingspaces.org/?page_id=384">Intro and Strategies for Multimodal Composing</a> (<a href="https://writingspaces.org/?page_id=384">https://writingspaces.org/?page_id=384</a>)</p>	RR#10
13	Tues 4/25	<p><b>Collaborative Work</b></p> <p>Read <a href="https://writingspaces.org/past-volumes/four-things-social-media-can-teach-you-about-college-writing-and-one-thing-it-cant/">Four Things Social Media Can Teach you about College Writing</a> (<a href="https://writingspaces.org/past-volumes/four-things-social-media-can-teach-you-about-college-writing-and-one-thing-it-cant/">https://writingspaces.org/past-volumes/four-things-social-media-can-teach-you-about-college-writing-and-one-thing-it-cant/</a>)</p>	RR#11
13	Thur 4/27	<p>Watch <a href="https://www.youtube.com/watch?v=-vJv1vzkDg">Visual Rhetoric</a>. (<a href="https://www.youtube.com/watch?v=-vJv1vzkDg">https://www.youtube.com/watch?v=-vJv1vzkDg</a>) Read <a href="https://www.photocontestinsider.com/photo-essay-examples/">Photo Essays</a>. (<a href="https://www.photocontestinsider.com/photo-essay-examples/">https://www.photocontestinsider.com/photo-essay-examples/</a>)</p>	RR#12

14	Tues 5/2	<b>Reflection Writing</b> Read <a href="https://writingspaces.org/?page_id=156">Eyeball to Eyeball (https://writingspaces.org/?page_id=156)</a>	RR#13
14	Thur 5/4	Preparing for the <b>Final Portfolio</b>	RR#14
15	Tues 5/9	Group Presentations	Multimodal Presentations
15	Thur 5/11	Group Presentations	Individual Report
16	Thur 5/18	Final Portfolio due @ 12 pm	Portfolio