

# First Year Writing Section 06

## ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 03/22/2024

### Course Information

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#### Course Description

English 1A is a composition course, an exploration of how we engage with and communicate our ideas/words. In this class we will explore fundamental rhetorical concepts and elevate our own writing processes. We will write two essays, one personal narrative (a minor essay), and one research paper (major final essay). These essays won't be assigned out of the blue. Rather, we will (wait for it) *manifest* them. That is, we will produce simpler smaller components of each essay, in the form of discussions or journal posts, which will then culminate in portions of the composition. Keeping with the theme of nourishment, we will explore how we feel full and fulfilled in life. We will think and write about what nourishes our stomachs, minds, and souls. We will consider how food, family, friends, and favorite activities (passions, hobbies etc) trigger happiness and peace within us.

### 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 studies place emphasis on diversity (in reading material, authors, and audiences). We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate.

### ***Writing.***

Writing assignments give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, which we will accumulate by writing discussion posts, journals, self reflections, components of essays, and two essays.

### ***Reading.***

There will be a substantial amount of reading for this class, some of which will come from assigned texts and some of which will be from sources we locate on our own.

### ***Revision and Reflection:***

Throughout the semester we will reflect on our personal and lived experiences, our rhetorical choices, and our writing processes. These metacognitive reflections will inform class discussions as well as the work we submit. We will also focus on revising drafts, the most important step in any writing process.

### ***Portfolio:***

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>)

### *Late work*

Late work does not receive full points. In case of extenuating circumstances, please communicate with me **in advance**, with a proposed new date of submission. All assignments must be turned in for a passing grade.

### *Classroom Protocol*

In English 1A, much of the learning happens in class. Therefore, it is imperative that we attend each class session and participate in class activities and discussions. Class participation entails: (1) demonstrating that we've completed the readings, (2) contributing to discussions, and (3) submitting all assignments.

\*\*\*Class discussions will sometimes include material of sensitive nature. In this course, students may encounter materials that differ from, and perhaps, challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with **me**.

\*\*\*If you have special needs or accommodation requests, message me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve.

### *University Policies*

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. can be found at:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

### *General Expectations, Rights and Responsibilities of the Student:*

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. It is recommended that students seek clarification or discuss concerns with their instructor.

## 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.

## Course Materials

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### Required Texts

No textbook. Free online and digital texts: Online Writing Lab ([owl.purdue.edu](http://owl.purdue.edu)), *The Norton Field Guide to Writing*, and *Bad Ideas About Writing* (available as free pdfs on Canvas > Files. Please download onto your device for easy offline access).

# Course Requirements and Assignments

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## *Course Requirements*

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of 3 hours per unit per week-- studying, preparing for class, participating in course activities, and completing assignments. These activities and assignments include:

1. 10 journal posts
2. Process assignments
3. 2 Essays
4. Engagement

**Assignments** (all assignments will be submitted on Canvas)

### *Journal Posts:*

We will write 10 prompt-based journal posts. Posts should not simply summarize or repeat points raised in readings or class, but **should build upon those points to advance our discussion**. These posts are informal and meant to reveal how we are processing information and providing our personal insight. Advice for writing posts: be honest and keep it simple.

### *Essays:*

We will write two essays. Essays aren't assigned with only a prompt and a deadline in the near future. Essays will be assessed for development and improvement rather than a finished product. Rather, we will produce the essay in steps, scaffolding the process for clarity and success. All work should be typed, double spaced, and in 12pt Times New Roman font.

### *Process:*

As this course is geared towards understanding writing as a process, not just a product, we will incorporate the necessary steps (pre-writing, writing, revising, reflecting etc.) to build effective writing habits which can be applied in any writing situation. We will brainstorm, outline, pre-write, write, workshop and revise. Components of this process (drafts, workshop feedback etc) will be submitted and assessed throughout the semester.

### *Engagement:*

Students will earn engagement (or participation) credit for actively engaging with the material we cover, with their peers, and with their own work. As this is an in-person course, participation points are based on attendance, responses to daily discussion boards, as well as your verbal participation in large and small group class discussions.

Assignment	Points	% of Final Grade
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Journal Posts (10)	10	20
Process	10	40
Essays	10	30
Engagement	5	10

## ✓ Grading Information

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### Minimum Grading Policy

This course uses the minimum grading method of assessment. This means, the minimum score for all assignments is 50%, and no zeroes will be given (as long as work is submitted). Hopefully, this encourages us to attempt and submit all work (regardless of quality). Notice that **process papers** (outlines, drafts, revisions) are worth 40% of the final grade. This is intentional so that we put more effort into revision, iterating on components of the essay, rather than worrying about one big final submission grade. For example, a crappy first draft of an intro paragraph earns an automatic 5/10, completing it well (according to the rubric below) may earn the remaining 5 points for a total score of 10/10. Revising the intro and improving it, earns another 10 points. The whole point of minimum grading, then, is to place emphasis on improvement rather than assigning a weighty grade to an end product.

### Criteria

5 pt Rubric				
Points	5	4	3	2.5
Description/Criteria	Completed assignment according to prompt. Clear, focused, organized, insightful response.	Mostly clear, additional details/insight would be helpful.	Some engagement with prompt, some ideas presented. Could more be more focused, main idea needed.	Minimal or missing work.

10 pt Rubric						
Points	10	9	8	7	6	5
Description/Criteria	Excellent, thoroughly completed work. Clear focus. Responded to all parts of prompt, organized response in logical manner, with a beginning, middle, and end.	Very strong ideas. Additional details/insight would be helpful to overall response. Good focus. Structure could be more intentional, thoughtful.	Additional detail/insight would be helpful to strengthen presentation of ideas. Responds to the prompt, though response can be structured in a more organized and coherent manner.	Shows some demonstration of understanding the prompt, response seems to address some components of the prompt while missing aspects. Some thoughts and insights presented. More clarity/focus needed.	Minimal engagement with the prompt. Some scattered thoughts. Response needs focus/clarity.	Did not attempt, complete, or address the prompt.

## 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

\*\*\*Schedule is tentative and subject to change at any given time. It is the student's responsibility to check Canvas for updated assignment deadlines and assigned work.

Week	Date	Readings, Assignments, Discussions, Deadlines <i>(all assignments/readings are due on the date in which they are listed and should be completed <b>before</b> class.)</i>

1	Jan 29	<p><b>Introductions &amp; Ice Breaker</b></p> <p>Skits</p> <p>WQW 1: Skit reflection</p> <p>Syllabus Contract</p>
1	Jan 31	<p><b>Discussion:</b> Audience, Purpose, Context</p> <p><i>"Rhetorical Situations"</i> Purpose &amp; Audience in Norton (pg 53-60)</p> <p>WQW 2</p> <p><b>Small Group Activity:</b> Zombie Apocalypse</p> <p>FYW purpose, syllabus, Canvas, Writing Center, process, norms</p>
2	Feb 5	<p><b>Discussion:</b> <i>"You Can Learn to Write in General"</i> Bad Ideas (pg30)</p> <p><b>In class:</b> Rhetorical Analysis of Will McAvoy's monologue (from the pilot episode of "The Newsroom") <a href="#">text</a> &amp; <a href="#">video</a></p> <p>WQW 3</p>
2	Feb 7	<p><b>Discussion:</b> Summary vs Analysis (Superbowl Ad)</p> <p>WQW 4: What slang words and phrases do you use most often? What do they mean?</p> <p><b>Assign [Journal I]</b></p>
3	Feb 12	<p><b>Journal 1 due by midnight</b></p> <p>Reading BEFORE class:</p> <p><b>Visual Rhetoric,</b> <a href="#">link 1</a> &amp; <a href="#">link 2</a></p> <p>Scavenger Hunt</p>



3	Feb 14	<p><b>Discussion:</b> Essay Prewriting: Brainstorm, Outline</p> <p>WQW 5: What is the significance of a favorite childhood food?</p> <p><b>Silent Reading Day</b></p> <ol style="list-style-type: none"> <li>1. How to Write a Personal Narrative Essay <a href="#">Link</a></li> <li>2. Compelling Personal Essays <a href="#">Link</a></li> <li>3. Mistakes in Personal Writing <a href="#">Link</a></li> <li>4. What is a personal Essay? <a href="#">Link</a></li> </ol> <p><b>Assign Essay I</b> Food + Family Personal Narrative</p>
4	Feb 19	<p><b>Due:</b> Draft of Intro paragraph</p> <p>Optional Readings:</p> <p><i>"Parts of a Thesis Sentence"</i> <a href="#">OWL Module</a></p> <p><i>"Evaluating Sources"</i> <a href="#">OWL Module</a></p>
4	Feb 21	<p><b>Workshop:</b> Intro Paragraphs</p> <p>Begin Outlining</p> <p><b>Discussion:</b> "Shitty First Drafts" <a href="#">Excerpt</a> by Anne Lamott</p> <p>Begin Body Paragraphs</p>
5	Feb 26	<p><b>Due:</b> Draft of Body Paragraphs (due for ALL except 1:30pm section)</p> <p><b>Due (for 1:30pm class):</b> Outline</p> <p><b>Workshop:</b> Body Paragraphs</p> <p>WQW 6: Reflection on PreWriting Process</p> <p><b>Assign Journal #2</b> [Reflection of process]</p>

5	Feb 28	<p><b>Due: Essay Draft + Journal #2</b></p> <p>Assign Peer Reviews</p> <p><b>Discussion:</b> Workshop Basics (Sample Essay)</p> <p>"What do I say about someone else's draft?" Canvas files</p> <p>Peer Review Worksheet in Canvas</p> <p>What NOT to do when providing feedback to peers</p>
6	March 4	No Class Meeting
6	March 6	<p><b>Essay 1 Workshop</b></p> <p>WQW 7</p>
7	March 11	<p><b>Introduce Rhetorical Appeals</b></p> <p>Understanding Rhetorical Appeals <a href="https://tinyurl.com/cushrx9e">Link (https://tinyurl.com/cushrx9e)</a></p> <p>Logos, Pathos, Ethos <a href="#">Video</a></p> <p>Rhetorical analysis of article ("I'm Just Ken" <i>Barbie</i>)</p>
7	March 13	<p><b>Due: Essay 1 Final</b></p> <p><b>Assign Journal #3 [Lyric Analysis]</b></p> <p>In Class: Evaluate Example ChatGPT Essay in groups and as a class</p>
8	March 18	<p><b>Due: Journal #3 [Lyric Analysis]</b></p> <p><b>Discussion:</b> Visual Rhetoric + Analysis</p> <p>Visual Rhetoric <a href="#">link</a></p> <p>Visual Analysis <a href="#">Video</a></p> <p>Graffiti <a href="#">article 1</a> &amp; <a href="#">article 2</a></p> <p><b>Assign:</b> Mid Semester Evaluations <b>Canvas &gt; Quizzes</b></p>

8	March 20	Rhetorical Appeals in Ads <a href="https://tinyurl.com/5ftva5c4">Link (https://tinyurl.com/5ftva5c4)</a> Zombie Apocalypse 2.0  <b>Assign: Journal #4 [Ad Analysis]</b>
9	March 25	WQW 7  <b>Begin Essay 2</b>  <b>Due: Journal #4 [Ad Analysis]</b>
9	March 27	Mid Semester Evaluation Results Rhetoric Bingo  <b>Due: Essay 2 Thesis</b>  <b>Assign: Outline (research and complete over break)</b>
10	April 1	<b>SPRING BREAK!</b>
10	April 3	<b>SPRING BREAK!</b>
11	April 8	<b>Workshop Intro Paragraph</b>  Rhetorical Situation and Rhetorical Appeals of Essay 2  <b>Assign: Journal #5 [Intro Paragraph] due Sunday night!</b>
11	April 10	<b>Discussion: Work on Draft</b>  1-on-1 Check ins
12	April 15	<b>Due: Essay 2 Draft</b>  Group check ins on Essay Draft  Complete Mid Semester Evals (in Canvas > Quizzes)  Work on drafts
12	April 17	<b>Essay 2 Workshop + Workshop Bingo</b>

13	April 22	<p><b>In Class:</b></p> <p><b>Intro to Multimodal Presentation:</b> Define your happy place!</p> <p>What does multimodal mean?</p> <p>Brainstorming ideas + modes</p> <p><b>Due: Journal #6 [Reflection]</b></p>
13	April 24	<p><b>Due: Essay 2 Final</b></p> <p>Work on Journal #7 Multimodal Proposals</p>
14	April 29	<p><b>Due: Journal #7 [Multimodal Proposal]</b></p> <p>Your proposal declares your topic and explains the purpose/plan of your multimodal project</p> <p>Work on Presentations [This is a good time to record with peers]</p>
14	May 1	<p><b>Portfolios</b></p> <p>Work on Self Reflection [Journal #8]</p> <p>Workshop Reflection</p>
15	May 6	<p><b>Due: Journal #8 [Self Reflection Final]</b></p> <p>Work on multimodals</p>
15	May 8	<p><b>Due: Journal #9 [Multimodals]</b></p> <p>Begin Presentations</p>
16	May 13	<p><b>LAST CLASS</b></p> <p>Finish presentations</p> <p><b>In Class: Journal #10</b></p> <p>[Reflection on 1A class]</p> <p><b>Submit: Assessment Portfolio to Canvas Course</b></p>