

# First Year Writing Section 17

## ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/20/2024

### Course Information

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Welcome to English 1A, First Year College Writing. This is course designed to deconstruct the writing and analysis process through the use of gamified thinking. To practice rhetorical communication in a variety of modes, we'll practice writing in a range of diverse genres. In this course, you will explore an issue that matters to you through three major projects: a personal narrative/rhetorical analysis, an argumentative essay, and a multimodal presentation. Each writing project will refine an essential component of successful communication while introducing skills and strategies that are crucial for each task. In addition, shorter writing assignments and collaborative work supplement the goal of each project, intensifying rhetoric through a gamified lens. As we proceed through the writing process concerning each project, students will practice effective communication through the use of rhetorical appeals and gamified situations. From this perspective, we will analyze writing, reading, and thinking, as "players" within a distinct "game." Students will sharpen this perspective to catalyze active learning. Moreover, our examination of the writing process and its connection to metacognition will act as an assessment of our work and foster strategies for critical dexterity and adaptive learning.

### 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>)

## 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 Goals

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As students complete Unit 1, they will encounter:

- Pathos, analysis of narrative structures and interpreting claims, productivity and the writing process, genres, rhetorical devices 1, the rhetorical situation.

As students complete Unit 2, they will encounter:

- Logos and deductive logic, syllogisms and enthymemes, the Toulmin Method, expository writing, reasoning, rhetorical devices 2, codeswitching, the Feynman technique (adaptive learning).

As students complete Unit 3, they will encounter:

- Ethos and trust, earning credibility, logical fallacies, rhetorical devices 3, tone and voice, visual rhetoric, an analysis and practice of digital literacy, Burke's audience driven "Identification."

## 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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Students will not be required to purchase a textbook for this class.

Reading assignments and texts will be provided via canvas. The reading scheduled in the syllabus will activate our understanding of what defines good writing. With our study of genres and templates, we will examine how to adjust our writing and thinking to achieve a particular outcome. We'll also analyze each other's work as a means of how models of texts and reading influence the writing process. Since we'll be working with texts digitally, students should be prepared to bring a laptop or smart device to act as writing tools that will support collaborative work.

Alternatively, we will be working with John Zimmer's "Rhetoric: The Public Speaking Game," an app available through Apple's App Store, or Google Play.

## Course Requirements and Assignments

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Students will be required to write short reflections in response to reading assignments alongside in class collaborative work, and each major writing project. Each post should be around 250 words. Reflective writing assignments for in-class work and homework assignments account for 30% of the total grade.

Students will present digital submissions of their work through canvas.

In addition, we will also compose three major writing projects in the personal narrative/rhetorical analysis, the argumentative essay, and a multimodal presentation. Each project will be composed in stages and with the revised draft in the approximate range of 1200 words. These major projects will be worth 20% of the overall course grade. Lastly, a comprehensive project will be assessed with the creation and submission of the e-portfolio to synthesize learning outcomes.

## Grading Information

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### Personal Narrative/Rhetorical Analysis (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

## Argumentative Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

## Multimodal Presentation (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Presentation: 5 points

## Minor Assignments (30+ points)

Every week, short assignments are distributed as scaffolding tasks that fold into larger projects. Typical assignments include readings and reflective prompts. In addition, collaborative in class work will be assigned with a short writing reflection to compliment the learning goals associated with each major project. Each assignment should be completed before class.

## Portfolio (10 points)

Annotated Bibliography: 5

Reflection Essay: 5

Total points possible: 100

### Determination of Grades

Points are awarded for each major project following the writing process.

Late submissions for each major project are subtracted a point for each day it is overdue.

Full credit is awarded to a project/assignment/activity with developed content and timely submission.

While minor assignments may be accepted occasionally, draft materials on peer review workshop dates cannot be made up. Similarly, missed attendance for in-class collaborative work and reflections will be marked as incomplete. However, if an emergency occurs, please let me know in advance, and we will work together to find a solution.

A= An "A" will be worth 90 to 100 percent of the points possible.

B= A "B" will be worth 80 to 89 percent of the points possible.

C= A "C" will be worth 70 to 79 percent of the points possible.

D= A "D" will be worth 60 to 69 percent of the points possible.

F = An "F" will be worth 0 to 59 percent of the total points possible.

## 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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English 1A / First Year College Writing, Spring

2024, Course Schedule

The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.

# Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed 1/24	Objectives: <ul style="list-style-type: none"><li>· Introduction: Syllabus + Classroom Norms</li><li>· 5 Stories + 5 Changes</li><li>· Introductory Paragraph</li></ul> Homework: <ul style="list-style-type: none"><li>· Read "Shitty First Drafts" + 2 Essays</li></ul>
2	Mon 1/29	Objectives: <ul style="list-style-type: none"><li>· Project 1: The Personal Narrative/Rhetorical Analysis</li><li>· The writing process: Prewriting, Generating content, writing to analyze</li><li>· Pathos + Mind Mapping Emotions</li></ul>
2	Wed 1/31	Objectives: <ul style="list-style-type: none"><li>· Narrative Patterns</li><li>· Harmon's story circle</li><li>· Jigsaw Narrative</li></ul> Homework: <ul style="list-style-type: none"><li>· Finish Jigsaw Narrative</li><li>· Read + Reflect</li></ul>

Week	Date	Topics, Readings, Assignments, Deadlines
3	Mon 2/5	Objectives: <ul style="list-style-type: none"> <li>· Audience + Genres: Who is on your Mt. Rushmore?</li> <li>· Rhetorical Devices: Repetition with anaphora + epistrophe</li> </ul>
3	Wed 2/7	Objectives: <ul style="list-style-type: none"> <li>· Logos</li> <li>· Enthymemes + syllogisms</li> <li>· The Toulmin Method</li> </ul> Due: <ul style="list-style-type: none"> <li>· Project 1: The Personal Narrative/Rhetorical Analysis Outline + Proposal</li> </ul>
4	Mon 2/12	Objectives: <ul style="list-style-type: none"> <li>· Kenneth Burke + Identification</li> <li>· Codeswitching + Explaining Fandom to Dinosaurs</li> </ul>
4	Wed 2/14	Objectives: <ul style="list-style-type: none"> <li>· Ethos and Credibility: Ask the Expert</li> <li>· The Feynman Technique</li> <li>· Wiki-How Tutorials</li> </ul>



Week	Date	Topics, Readings, Assignments, Deadlines
5	Mon 2/19	Objectives: <ul style="list-style-type: none"> <li>· Wiki-How Tutorials</li> <li>· Visual Rhetoric + Inferences</li> <li>· Harmon Investigation</li> </ul>
5	Wed 2/21	Objectives: <ul style="list-style-type: none"> <li>Project 1: The Personal Narrative/Rhetorical Analysis Rough Draft + Peer Review</li> </ul>
6	Mon 2/26	Objectives: <ul style="list-style-type: none"> <li>· Rhetorical Devices: Analogy</li> <li>· The importance of Expository Writing</li> <li>· Explain the Game</li> </ul>
6	Wed 2/28	Objectives: <ul style="list-style-type: none"> <li>· Rhetorical Devices: Anecdotes</li> <li>· Explain the Game 2</li> </ul> <p>Due: Project 1: The Personal Narrative/Rhetorical Analysis Revision + Draft Letter</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Mon 3/4	Objectives: <ul style="list-style-type: none"> <li>· Identification + Pop culture</li> <li>· The Ethos of Criminals: Villain Monologues</li> </ul>
7	Wed 3/6	Objectives: <ul style="list-style-type: none"> <li>· Logical Fallacies + How to undermine Logic</li> <li>· Practice Exam: ???</li> </ul> <p>Due: Project 2: Argumentative Essay Outline + Proposal</p>
8	Mon 3/11	Objectives: <ul style="list-style-type: none"> <li>· Identification + Aliens: Intergalactic Food War</li> </ul>
8	Wed 3/13	Objectives: <ul style="list-style-type: none"> <li>· Practice Exam</li> <li>· Food War 2</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
9	Mon 3/18	Objectives: <ul style="list-style-type: none"> <li>· Multimodal Presentation Overview</li> <li>· Rogerian Rhetoric + Post-it Arguments</li> </ul>
9	Wed 3/20	Objectives: <ul style="list-style-type: none"> <li>· Project 2: Argumentative Essay Rough Draft + Peer Review</li> <li>· Midterm Written Midterm Overview</li> </ul>
10	Mon 3/25	Objectives: <ul style="list-style-type: none"> <li>· Midterm: Written Exam 1 (Infinity Mode)</li> <li>· Overview of Oral Exam (WWR)</li> </ul>
10	Wed 3/27	Objectives: <ul style="list-style-type: none"> <li>· Midterm: Oral Exam 1 (WWR)</li> </ul>
11	Mon 4/1	SPRING BREAK NO CLASS MEETING
11	Wed 4/3	SPRING BREAK NO CLASS MEETING

Week	Date	Topics, Readings, Assignments, Deadlines
12	Mon 4/8	Objectives:  · Ted Talk Argument: What Adults can learn from Kids  Due: Project 2: Argumentative Essay Revision + Draft Letter
12	Wed 4/10	Objectives:  · Ted Talk Argument Presentations  Due: Project 3: Multimodal Presentation Outline + Proposal
13	Mon 4/15	Objectives:  · Rhetorical Devices: Hyperbole + Extended Metaphor
13	Wed 4/17	Objectives:  · Project 3: Multimodal Presentation Rough Draft + Peer Review
14	Mon 4/22	Objectives:  · E-portfolio: Annotated Bibliograph
14	Wed 4/24	Objectives:  · E-portfolio: Reflection Essay
15	Mon 4/29	Project 3:  · <b>Multimodal Presentations</b>

Week	Date	Topics, Readings, Assignments, Deadlines
15	Wed 5/1	Project 3: · Multimodal Presentations
16	Mon 5/8	Project 3: · Multimodal Presentations
16	Wed 5/10	Project 3: · Multimodal Presentations
17	Mon 5/15	Objectives: · Last class meeting · E-portfolios · Project 3: Multimodal Presentations