

First Year Writing Section 19

ENGL 1A

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

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>)

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 Texts/Readings and other materials

Selected readings will be available on Canvas. Students will be responsible for selecting and locating additional resources in support of their writing projects.

Materials students are required to bring to each class meeting include:

- laptop or computer with internet connectivity and word processing software (laptops may be checked out from [the SJSU Student Computing Service](#) at no cost)
- notebook just for this class with pages that can be removed and handed in
- pen or pencil

Library Liaison

Our library liaison is [Peggy Cabrera](#). She is available to help you find resources to do your work in this course. She has set up for students a [library resource page for the Department of English and Comparative Literature](#). The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

Course Requirements and Assignments

Time Commitment

Success in this course 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. This works out to a **minimum of 9 hours per week** spent on this course.

You may find that in order to support your success with the course assignments, you need to put in additional time. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing. The time you put in will allow you to develop your skills as a writer and will serve you well throughout your college career.

Assignments

There are four categories of writing assignments in this course: major writing assignments, short writing assignments (SWAs), in-class writing, and final portfolio and reflection. In addition, your class participation will count toward your final grade.

1. Three Major Assignments:

1. A "conflict narrative" that incorporates an interpersonal argument as key to plot and/or character development. The objective of this assignment is to explore how the rhetorical strategies of argument affect and are affected by real-world events. This is a 1000-word assignment (minimum), and will build on assignments we produce in class. (GELO 1, 2, 3)
2. A research project on how robots and AI are impacting a profession you are interested in pursuing in the future. This project will have two phases: first, you will conduct library research; and second, you will interview a professional in the field. Your final paper will include your findings from both library and original research, presenting your findings in a researched and cited academic writing. This assignment should total 1500 words (minimum). (GELO 1, 2, 4, 5)
3. The last major assignment of the semester is a personal essay that builds on an in-class writing prompt of the student's choice. A personal essay is a short work of autobiographical nonfiction that discusses inner thoughts and experiences, relating them to some kind of insight or universal truth. The structure is highly variable in personal essays, but you should try to begin with a hook, and make some

kind of point at the end that will bring your thoughts together. This assignment should be written in informal language—trust your own voice. This assignment should total 1000 words (minimum). (GELO 2, 3, 4, 5)

1. Short Writing Assignments (SWAs):

Ten writing exercises will be assigned as homework over the course of the semester. These assignments form the building blocks of your major projects and are graded C/NC. Feedback available upon request. (GELO 1, 3, 4, 5)

1. In-class Writing:

You will engage in daily writing activities in response to prompts given in class. In addition, you are responsible for completing peer reviews of your classmates' work. These are graded C/NC and will form part of your participation grade. Feedback available upon request. (GELO 2, 3, 5)

1. Final Portfolio and Reflection:

Save all of your writing for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self- assessment pieces and in-class entries. At the end of the semester, you will curate a final portfolio of selected writing from the semester, accompanied by a 500-word reflection paper that discusses excerpts from both first and final essay drafts to demonstrate how you applied concepts and processes learned in class. This assignment will include an annotated bibliography of the work cited in the Reflection. (GELO 2, 3, 4, 5)

✓ Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

This course must be passed with a C- or better, as a CSU graduation requirement. Your grade will be calculated in the following way. The course total is 1000 points:

Writing Project 1 – 20% or 200 pts. [for project breakdown, see below]

Writing Project 2– 25% or 250 pts.

Writing Project 3 – 20% or 200 pts.

Short Writing Assignments (SWAs) – 15% or 150 pts.

Participation – 15% or 150 pts.

Final Portfolio and Reflection – 5% or 50 pts.

Writing Projects and the Final Portfolio will receive letter grades according to the following criteria:

- The “A” writing assignment is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment’s requirements, written in a clear and compelling voice. There is evidence of considerable engagement with the topic and effort put in towards the mastery of details as well as structure.

- The “B” writing assignment responds to the topic suitably, but it may not be as fully developed or as comprehensive as an “A” essay. There is evidence of some engagement with the topic and effort put in towards the mastery of details as well as structure.
- The “C” writing assignment will complete the minimum requirements of the assignment, but it may not be fully developed in fundamentals or in details.
- The “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 errors that interfere with reader comprehension.

Students may rewrite major assignments multiple times, but each rewrite requires a conference with me first. I do not grade on grammar, but I will provide feedback on it.

Major projects and portfolio are broken down into five stages: project proposal, first draft, revision reflection, revision memo, and final draft. In most cases, they are weighted as follows:

1. Brief outline explaining your plan. (40 points)
2. First draft. (60 points)
3. Revision reflection (10 points)
4. Revision memo (30 points)
5. Final draft. (60 points)

Participation, in-class writing, and short writing assignments (SWAs) will be graded C/NC, on completion of requirements only. Feedback will be available on request. Participation is a crucial part of this class. Failure to prepare for class or failure to participate will result in a reduction in your grade. In-class writing and peer reviews are a crucial part of your participation grade.

If you cannot make a deadline, please contact me BEFORE THE DUE DATE. Unless an arrangement has been determined in advance, **late work will not receive full credit**. Grades for late assignments (those without prearrangements) will be reduced by 10%.

Criteria

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is essential that you are in class every day, on time, and ready to participate in class activities and discussions. Phones and computers will be treated as resources rather than distractions. Bring them, but do not put them on

your desk/table until instructed to do so.

Show respect for others at all times, in both your language and behavior. Part of this class may involve disagreeing with your classmates, but we will do this respectfully and courteously. This course may cover topics that are contentious and potentially upsetting to some students. You may encounter materials that differ from, and perhaps challenge, your ideas, beliefs, and understanding of reality. You are encouraged to discuss issues about such material with me. It is important to remain respectful of all classmates and the instructor during class discussions and in all assignments in class and online. If you have a question at any time about what is appropriate, please contact me for guidance.

Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive or disrespectful are not allowed.

Do not hand in any assignments that you are not willing to share: peer review is an integral part of this class.

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

English 1A-20, Fall 2023

Course Schedule

The following schedule is subject to change with advance notice in class or through a Canvas Announcement. All assignments can be found on Canvas, unless otherwise noted.

<u>Week</u>	<u>Date</u>	<u>Topics, Assignments, Deadlines</u>
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1	1/25	<p>In class: Welcome! Introductions, syllabus review, expectations, deadlines, grades. Discuss and practice freewriting.</p> <p>Homework: Introductory assignment on Canvas. Due 1/30 @ 8:59am.</p>
<p>Unit 1: Thank You for Arguing</p> <p>Project 1: Conflict Narrative</p>		
Week 2	1/30	<p>Due: Introductory assignment.</p> <p>In class: Argumentation unit begins. Writing Project #1 introduced.</p> <p>Homework: Read Logical Fallacies and Fallacy and the Professional. Complete SWA-1. Due 2/1 @ 8:59am.</p>
	2/1	<p>Due: Readings and SWA-1.</p> <p>In class: Argumentation unit.</p> <p>Homework: read "10 rules for ethical argument" and post SWA-2 to Canvas. Due 2/6 @ 8:59am.</p>
Week 3	2/6	<p>Due: Readings and SWA-2.</p> <p>In class: Argumentation unit.</p> <p>Homework: Two items, both due 2/8 @ 8:59am:</p> <ul style="list-style-type: none"> • Proposal for Writing Project 1. • SWA-3.

Week 3	2/8	<p>Due: Proposal for Writing Project 1 and SWA-3.</p> <p>In class: Argumentation unit.</p> <p>Homework: SWA-4</p>
Week 4	2/13	<p>Due: SWA-4.</p> <p>In class: Discuss and practice peer review; levels of revision.</p> <p>Homework: First draft of Writing Project #1. Due Feb 15 @ 8:59am.</p>
	2/15	<p>Due: First draft of Writing Project #1. [by 8:59am]</p> <p>In class: Peer review and revision reflection.</p> <p>Homework: Read "Levels of Revision" (Canvas) and finish Revision Reflection. Due Feb 15 @ 11:59pm.</p>
Week 5	2/20	<p>Due: —</p> <p>In class: Argumentation unit continued.</p> <p>Homework: Read "Reflective Writing and the Revision Process" (Canvas) and post Revision Memo 1 to Canvas. Due 2/22 @ 8:59am.</p>
	2/22	<p>Due: Revision Memo 1.</p> <p>In class: Argumentation unit.</p> <p>Homework: TBD.</p>
Week 6	2/27	<p>Due: —.</p> <p>In class: Argumentation unit.</p> <p>Homework: Final draft of Project 1. Due 2/29 @ 8:59am.</p>

Unit 2: To Prove You Are Not A Robot

Project 2: How will robots and AI affect your future profession?

	2/29	<p>Due: Final draft of Writing project #1</p> <p>In class: Research unit begins. Writing Project #2 introduced.</p> <p>Homework: Read "Assessing Source Credibility for Crafting a Well-Informed Argument" and complete SWA-5. Due 3/5 @ 8:59am.</p>
Week 7	3/5	<p>Due: Readings and SWA-5.</p> <p>In class: Research unit.</p> <p>Homework: Read "Research should start with questions, not answers" (Canvas) and complete Project 2 proposal. Due 3/7 @ 8:59am.</p>
	3/7	<p>Due: Proposal for Writing Project 2</p> <p>In class: Research unit.</p> <p>Homework: Complete SWA-6 and post to Canvas. Due 3/12 @ 8:59am.</p>
Week 8	3/12	<p>Due: SWA-6</p> <p>In class: Research unit</p> <p>Homework: Post SWA-7 to Canvas. Due 3/14 @ 8:59am.</p>
	3/14	<p>Due: SWA-7</p> <p>In class: Research unit.</p> <p>Homework: SWA-8. Due 3/19 @ 8:59am.</p>

Week 9	3/19	<p>Due: SWA-8</p> <p>In class: Research unit.</p> <p>Homework: First draft of Project #2. Due 3/21 @ 8:59am.</p>
	3/21	<p>Due: First draft of Writing project #2 [by 8:59am]</p> <p>In class: Peer Review.</p> <p>Homework: SWA-9. Due 3/26@ 8:59am.</p>
Week 10	3/26	<p>Due: SWA-9</p> <p>In class: Research unit.</p> <p>Homework: Re-read "Reflective Writing and the Revision Process" and post Revision Memo 2 to Canvas. Due 3/28 @ 8:59am.</p>
	3/28	<p>Due: Revision Memo 2</p> <p>In class: Research unit.</p> <p>Homework: Interview plus transcript. Due 4/9 @ 8:59am.</p>
Week 11	4/9	<p>Due: Interview transcript.</p> <p>In class: Research unit.</p> <p>Homework: Interview - paragraph summary</p>
	4/11	<p>Due: Interview - paragraph summary</p> <p>In class: Research unit.</p> <p>Homework: Finish final draft of Writing Project 2. Due 4/16 @ 8:59am.</p>

Unit 3: Taking it Personally

Project 3: Personal Essay

Week 12	4/16	<p>Due: Final draft of Writing project #2.</p> <p>In class: Personal Essay unit. Writing Project #3 introduced.</p> <p>Homework: Project 3 proposal. Due 4/18 @ 8:59am.</p>
	4/18	<p>Due: Project 3 proposal.</p> <p>In class: Personal Essay unit.</p> <p>Homework: Post SWA-10 to Canvas. Due 11/8 @ 8:59am.</p>
Week 13	4/23	<p>Due: SWA-10.</p> <p>In class: Personal Essay unit.</p> <p>Homework: Finish first draft of Project 3. Due 4/25 @ 8:59am.</p>
	4/25	<p>Due: First draft of Writing project #3 [by 8:59am]</p> <p>In class: Peer Review; write revision reflection</p> <p>Homework: Finish revision reflection. Due 4/25 @ 11:59pm.</p>
Week 14	4/30	<p>Due: —</p> <p>In class: Personal Essay unit.</p> <p>Homework: Revision Memo 3. Due 5/2 @ 8:59am.</p>
	5/2	<p>In class: Personal Essay unit.</p> <p>Homework: Final draft of Writing project #3. Due 5/7 @ 8:59am.</p>

Unit 4: Looking Back, Looking Forward

Project 4: Final Portfolio and Reflection

Week 15	5/7	<p>Due: Final draft of Writing project #3.</p> <p>In class: Final Portfolio and Reflection introduced. Portfolio work day.</p> <p>Homework: First draft of Final portfolio and reflection. Due 5/9 @ 8:59am.</p>
	5/9	<p>Due: First draft of Final portfolio and reflection</p> <p>In class: Peer review. Portfolio work day.</p> <p>Homework: Finish final draft of Portfolio Reflection. Due 5/17 @ 9:30am. NO LATE WORK ACCEPTED.</p>
final exam	Friday, 5/17	<p>Due: Final draft of Portfolio and Reflection. Due 5/17 @ 9:30am. NO LATE WORK ACCEPTED</p>