

First Year Writing

ENGL 1A

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/26/2026

Contact Information

Prof. Artie Patel (they/them/theirs)

Email: artie.patel@sjsu.edu

Feel free to email me whenever. I'll do my best to get back to you within 24 hours. If you know ahead of time that you're not going to make it to class, keep me updated over email.

Course Information

Class Time/Location

MW 3-4:15 PM IN-PERSON

Clark Hall Room 243

Office Hours

I hold scheduled office hours for 2 hours every week, on **Monday right before our class from 12:30pm-2:30pm**. They will be held in **Faculty Office Building Room 116**. I also have a [Zoom](https://sjsu.zoom.us/j/88248261692) (<https://sjsu.zoom.us/j/88248261692>) open for those who'd rather meet virtually—just let me know when you'll be joining. If that day and time doesn't work for you, email me to set up a one-on-one meeting.

[Office Hours Zoom \(https://sjsu.zoom.us/j/88248261692\)](https://sjsu.zoom.us/j/88248261692)

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.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): Completion of Reflection on College Writing

Grading: 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 6000 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: 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.

Extensions and Late Work

- My policies are designed to encourage you to seek an extension, or turn in work late, rather than not submit anything at all. However, this course is fast-paced, and you will find it easier on yourself (and make it much easier on me) if you can keep on track with the due dates that I have set.
- I do allow extensions (without grade penalties) on major assignments. **If you need an extension, email me at least 24 hours before the set due date. Make it clear you are asking for an extension and include the new day/time you will have the paper turned in by. You do not need to provide details about why you need an extension.**
- If you do not ask for an extension, you may still submit your work for a grade up until TWO WEEKS after the original due date. Any work submitted, without prior permission, more than two weeks late will receive a zero grade.

Canvas 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>).

OUR CLASS POLICY RE: CHATGPT AND OTHER GENERATIVE AI:

The use of generative AI to complete any coursework in this class is prohibited. This includes Gemini, ChatGPT, Copilot and any other LLMs (Large Language Models) that are programmed to output text when given a prompt. Grammarly and other 'text-smoothing' software are okay.

For every assignment you submit, you will need to agree: 1) That your work is in your own words, meaning you did not use any generative AI tools in your writing process. 2) That you will accept the consequences of any unpermitted AI use, ranging from a one-on-one discussion to a formal academic misconduct investigation.

The main reason that I prohibit any and all generative AI is because it's my job to make your lives more challenging in ways that will benefit you and your learning. There is no way to develop difficult academic skills without some extrinsic motivation. That's why professors set deadlines, ban plagiarism, assign numeric grades, and other things we'd rather not have to enforce.

I don't know of any reputable academic journals, undergraduate/graduate thesis committees, literary journals, or business publications that accept AI-generated writing. I'd like to set you up for success in a competitive academic and career environment that will require more than prompting a chatbot or generating polished text. I am always happy to discuss any confusion or concerns you have about AI and/or my policies.

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;
2. know the consequences of violating the Academic Integrity Policy;
3. know the appeal rights and procedures to be followed in the event of an appeal;
4. foster academic integrity among peers.

You can access SJSU's comprehensive academic integrity policy [here](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf) (<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>).

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 1A: Written Communication I

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 others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A 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 requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Course text: "Can I Use It?: Because I Hate, Hate, Hate College Writing" by Catherine Prendergast (2015)

All other readings will be made available on Canvas under the weekly modules.

Please bring a personal device (laptop, tablet) as well as paper/pen to class every day.

Course Requirements and Assignments

Over the course of this semester, we will develop our thinking, reading, and writing practices, with a particular focus on **VALUES** and **GENRES**. As college students with new and challenging responsibilities, our classroom will be a space to confront our fears about writing and the obstacles that can prevent us from achieving our academic goals. Therefore, this class's assignments and projects will ask you to identify and think through your and others' connections to language, rather than just crank out grammatically and logically 'correct' pieces of writing that I grade and hand back.

With each major assignment, we will be working through the conventions of a specific genre for a specific audience. We will regularly check in and workshop our major assignments in the weeks leading up to the final due date. This can and will involve outlining, drafting, peer revision, scholarly writing, research, and oral presentation.

Final: There is no scheduled final exam for this class. Instead, you will write a final self-reflection essay in which you make an argument about the progress you've made as a reader and writer over the semester. There will also be a portfolio (details to come).

In-class assignments: We will be conducting in-class activities, including warm-up activities in the beginning of each class, which will count towards your final grade. In-class points may potentially be made up in case of absence, but you must contact me about arranging an alternate assignment. If you are absent on a day when I've assigned you to bring writing to class for peer review, you can make up the missed participation grade by arranging an asynchronous peer review session.

Reading Annotations: When I assign reading, you will be responsible for submitting annotations on that week's texts on Canvas (through Hypothesis). These will be due before class on Mondays/Wednesdays when we have reading due. Annotations are graded automatically by Hypothesis, but I will review them to make sure that they are insightful, genuine, and collaborative with other students.

Genre 1: Values Essay

Genre 2: Research Essay

- Proposal
- Annotated Bibliography
- Rough Draft
- Peer Review
- Final Draft

Genre 3: Multimodal Project

Genre 4: Independent Genre Project

- Proposal
- Rough Draft
- Peer Review
- Oral Presentation
- Final Draft

✓ Grading Information

- **A/A+:** 93–100% (4.0)
- **A-:** 90–92% (3.7)
- **B+:** 87–89% (3.3)
- **B:** 83–86% (3.0)
- **B-:** 80–82% (2.7)
- **C+:** 77–79% (2.3)
- **C:** 73–76% (2.0)
- **C-:** 70–72% (1.7)
- **D+:** 67–69% (1.3)
- **D:** 63–66% (1.0)
- **D-:** 60–62% (0.7)
- **F:** < 60% (0.0)

Breakdown

Category	% of total grade	Word Count	Learning Outcomes
Genre 1	10%	500	2,4,5
Genre 2	15%	1200	1-5
Genre 3	10%	n/a	1-5
Genre 4	15%	1200	1-5
In-class assignments	20%	1000+	2
Reading notes	20%	1000+	1,2,4
Final portfolio	10%	1000	1-5

Criteria

How I Grade

- I provide rubrics for all assignments that are not graded for completion.
- In-class assignments and participation activities will almost always be graded complete/incomplete.
- The highest point value items will come with the most extensive rubrics (ex: rough drafts + final drafts).
- I allow one resubmission/revision of a final graded piece of writing per semester.
 - The exception is if I explicitly ask you to revise something you've turned in.
- I reserve the right to make subjective judgments on grades, including deductions due to banned AI usage.

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.