

First Year Writing

ENGL 1A

Spring 2026 Section 06 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/27/2026

Contact Information

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Office Hours

Thursday 6:00-7:00 pm Via Zoom

Zoom link is in Canvas

Course Information

Class Meetings: Monday and Wednesday 10:30-11:45 BBC #221

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

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

The Undocumented Americans, Karla Cornejo Villavicencio, ISBN: 978-0-399-59270-6

Bring a laptop to every class. We will write during every class.

Other class texts will be posted in Canvas.

Course Requirements and Assignments

Late Assignment Policy

Not having your work done on time will disrupt your writing processes and the sequence of assignments that are scaffolded to help you think, produce and revise.

This course will emphasize the writing process, and each assignment is contingent on the next. I have automatically issued each of you one late pass. This means that you can be up to 2 days late with the assignment of your choice without questions asked or penalty.

After that late pass has been used, all late assignments will receive a 10 percent per day grade deduction. I will not accept assignments that are 14 days late. I will not allow you to submit late assignments that were never completed during the last few weeks of the semester just to try to improve your grade.

Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

A rough draft submitted more than 48 hours late will receive 0 points and only 50% if it is submitted within the 48 hours after peer workshop. Having a first draft that begins your thinking and writing process is vital to your growth in this course. Plus, a peer will be assigned to give you feedback on your draft and they need it turned in on time to complete their work. Think of Peer Revision Workshop as both a celebration because you have submitted a working draft and met the assignment expectations and a tutorial because the feedback that you receive will prompt the revision process.

In Class Assignments

In Class Assignments are the keys to doing well in this course. The points attached adhere to the theory that process should be valued over the final product or essay.

There are many scholars within the composition field that argue that this is how students should learn writing. On that note, they are worth a good portion of the points you can earn for this course. These assignments are expected to be quality and your best effort. They will be graded, and they are not just points attached to an assignment because you did it. Additionally, if I see that you do not understand the concept sparking the assignment, I will have a mini conference with

you during class so I can help you. You are expected to come to each class, engage in the material with your teacher and classmates and produce impressive work. I will be in the classroom and available to help you. Additionally, if you leave class early, you will miss the second half of the material that I will always present as we conclude for the day. Our class time will be split up into presentation of new material, assignment introduction, work time and presentation of material needed for next class and homework. There will be 15 In class assignments worth 20 points each, for a total of 300 points.

Grade Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

In Class Process Assignments 300 (15x20 points each)

Rough Drafts 75 (3x25)

Essay 1 -- Rhetorical Analysis Essay 100

Essay 2 -- Response Analysis Essay 125

Essay 3 -- Synthesis Essay 150

Remix Oral Presentation 100

Annotated Bibliography 100 (2X50)

Portfolio Reflective Letter 50

Total 1000

Breakdown

A+ = 1000 to 970 points

A = 969 to 940 points

A- = 939 to 900 points

B+ = 899 to 870 points

B = 869 to 840 points

B - = 839 to 800 points

C+ = 799 to 770 points

C = 769 to 740 points

C- = 739 to 700 points

D+ = 699 to 670 points

D = 669 to 640 points

D- = 639 to 600 points

F = 599 points or lower

Important: Artificial "Intelligence" and Academic Integrity* -- AI POLICY

Expectations and Values

As a writing teacher, I will follow the beliefs of the Humanities Department and use the following guidelines. As a department, we strive to help students develop their own knowledge base and the ability to form new ideas, think creatively, and analyze and critique the world. A key part of that development and learning is that students complete the analytical and cognitive work for classes independently, with their own minds and skills. Much of the academic work we do in the Humanities department—from writing essays, to producing lesson plans, to creating visual art—functions much like weight lifting. You build your intellectual “muscle” by practicing and by doing. You can’t build muscle by bringing a forklift with you to the gym. Likewise, you can’t build your skills and knowledge by offloading your intellectual work to an algorithm. Remember: Any 8 year old can type a prompt into an input field; but a truly educated person can think for themselves because they have knowledge and skills at their disposal from practice.

A.I. tools may be either generative (they actually produce new content) or assistive (they aid in the refinement of user content without creation of new). Both offer powerful affordances and both can potentially short-circuit or disrupt learning, where they avoid or circumvent the practices that help us actually learn and develop our skills. As such, the Humanities Department has the following guidelines that I am choosing to integrate 100% into my grading policy. One main objective of this course is to insure that you master syntax and grammar. Outside of spellcheck, you should rely on editing and proofreading that you accomplish over several sessions and feedback from your peers as part of peer revision workshop, to help you identify areas that need improved.

Guidelines

Neither generative nor assistive A.I. tools are allowed, unless explicitly stated as part of an assignment or course activity.

Assignments completed for the Humanities and English classes, especially writing and creative projects, to be effective, must be the students’ own work.

Any Violation, will result in a grade of 0 (F) being issued for the assignment and a report being filed with the University for Academic Integrity violations. I will not allow or promote plagiarism and cheating just because a new tool is now available for use and I will not turn my head to it and pretend that it is not happening. It is cheating and it is dishonest!

Generative A.I. Tools are any platform that creates content based on user inputs and prompts (e.g., ChatGPT, JASPER, Bard, DeepMind, DALL-E, Grammarly, etc.). Generative A.I. for many assignments is the antithesis of the kind of learning we are engaged in in the Humanities and English Department.

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 Schedule

This schedule is tentative and could be revised based on our class needs. All changes will be announced in class and in Canvas assignments.

Week 1

M 1/26: Introduction of Course. Introduction to Essay 1.

Homework for next class: Read and Annotate *People Who Have Overcome Obstacles*. List appeals it includes. Take Good Notes.

W 1/28: Rhetorical Appeals. Writing for an Audience, Purpose and Context. In Class Assignment #1 is due by 11:59 pm.

Homework for next class: Read over and analyze The Growth Mindset website. Take notes and break down the appeals. You might be discussing these in groups during class.

Week 2

M 2/2: In Class Assignment #2 due by 11:59 pm. Exploring how appeals meet context in digital literacies.

Homework for next class: Watch/Read the Transcript in Inside the Mind of a Master Procrastinator. Complete Process Assignment #3 by the beginning of class Wednesday.

W 2/4: Appeals and why they matter in Inside the Mind of a Master Procrastinator.

Homework for next class: Finalize your prewriting and text selection for Essay 1. Bring your brainstorming notes to our next class.

Week 3

M 2/9: Process Assignment #4: Writing an Outline for Essay 1 due by 11:59 pm.

W 2/11: MLA/Introduction and Adding Quotes to support your topic Sentences.

Homework for next class: Using your Outline as a guide, write Essay #1 rough Draft which is due at the beginning of class on Wednesday.

Week 4

M 2/16: Essay #1 Rough Draft due by the beginning of class to be used for Peer Revision Workshop.

Homework for next class: Begin Revising your rough draft using peer comments.

W 2/18: Introduction to Essay #2 and (UA) Undocumented Americans.

Homework for next class: Read and annotate pages 1-40 UA

Week 5

M 2/23: Essay #1 Final Draft is due by 11:59 pm.

Homework for next class: Read and Annotate pages 40-100 in UA

W 2/25: Write to write analysis -- Process Assignment #5 due by 11:59.

Homework for next class: Read and Annotate UA pages 101-175

Week 6

M 3/2: Process Assignment #6 Due by 11:59 pm – How to write Response like you mean it.

Homework for next class: Finish reading and annotating UA.

W 3/4: Thesis Statement Approval during class. Process Assignment #7- Write an Outline for Essay #2, due by 11:59 pm.

Homework for next class: Write Essay #2 Rough Draft by the beginning of class Monday to be used for Peer Revision Workshop.

Week 7

M 3/9: Essay #2 Rough Draft Due by the beginning of class. Peer Revision Workshop

Homework for next class: Revise your Rough Draft using Peer Comments.

W 3/11: Line level Revision. How to document your revisions between rough final draft.

Homework for next class: Read and annotate Black Men in Public Places.

Week 8

M 3/16: Essay #2 Final Draft is Due by 11:59 pm. Introduction to Essay #3 and the Annotated Bib assignment.

Homework for next class: Read and Annotate, Worries About Life in 2025.

W 3/18: Discussion of Homework and how to use it for Essay 3 Topic.

Homework for next class: Read, Homelessness in Older Adults. Complete Process Assignment # 8 by 11:59 pm.

Week 9

M 3/23: Dissecting the Vanishing American Family.

Homework for next class: Finish reading and annotating your selected text.

W 3/25: Primary and secondary sources. How to write the Annotated Bib.

In Class Assignment #9 due by the end of class.

Homework for next class: Go ahead and begin researching for appropriate sources to answer your small inquiry questions. Bring 3 sources to class on Wednesday.

Week 10

M 3/30: Writing the Annotated Bib. Research Techniques. Complete Process Assignment #10 by 11:59 pm.

Homework for next class: Finish your research. You should have located 5 sources. Begin writing the Annotated Bib assignment

W 4/1: Spring Break -- No Class!

Week 11

M 4/6: Annotated Bib due by 11:59 pm. How to set up your rough draft using an outline that includes answers to your small inquiry questions.

Homework for next class: Write your Essay #3 Rough draft and submit it by the beginning of class on Monday to be used for Peer Revision workshop.

W 4/8: Essay #3 Rough Draft due at the beginning of class to be used for Peer Revision Workshop. Introduction to the Remix Assignment.

Homework for next class: Begin revising your rough draft using Peer Comments. Read over the Remix Assignment Prompt and begin planning your intentions.

Week 12

M 4/ 13: Revision and how to make line level changes to your rough draft. Adding a visual aid.

Homework for next class: Select a Visual Aid and add it to your rough draft using the concepts discussed in class.

W 4/15: MLA Documentation and revision strategies.

Homework for next class: Write the final draft of Essay 3 and submit it by 11:59 pm.

Week 13

M 4/20: **No Class--Work Day.** Essay 3 Final draft is due by 11:59 pm.

Homework for next class: Start Planning your Remix Project. Be sure to read over the assignment prompt for the second time. Be prepared to write the proposal for next class.

W 4/22: Process Assignment #11 due by 11:50 pm -- Writing a proposal for your remix presentation. Mode, Medium, Audience and Context.

Homework for next class: Work on your Remix project and begin documenting your decisions for Essay 4.

Week 14

M 4/27: Remix Presentations Day 1. Process Assignment #12 is due at the end of class.

Homework for next class: Read over the Portfolio Instructions.

W 4/29: Day 2 of Remix Presentations. Process Assignment #13 is due at the end of the class.

Homework for next class: Read over the Portfolio Instructions .

Week 15

M 5/ 4: Day 3 of Remix Presentations. Process Assignment #14 is due at the end of class.

Homework for next class: Read over the Portfolio Instructions and work on the reflective letter.

W 5/6: Peer Revision Workshop during class for the reflective letter. Process Assignment #15 is due at the end of class.

Homework for next class: **Work on your portfolio.**

Week 16

M 5/11: Last Day of Class. The Final Check in. Portfolio Preparation.

Have a GREAT BREAK!