

First Year Writing Section 91

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

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

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

- Songbook [AKA 31 Songs] by Nick Hornby; ISBN: 9781573223560
- This is Your Brain on Music: The Science of a Human Obsession by Daniel J. Levitin; ISBN: 0452288525

Recommended:

The Everyday Writer with 2020 APA Update by Andrea A. Lunsford (ISBN: 1319361153)*.

**Any equivalent writing guide, so long as it's current, will suffice*

Grading Information

Department Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay 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 grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

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

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider this syllabus to be only a rough guide and immediately out-of-date.

Notes:

Look for any assignments worth points to be CAPITALIZED below.

Assignments will be due during "Submission Windows"—short periods of time during which you may submit work. Please note that no assignments are accepted after those windows close.

All lecture presentations will be housed in the "Files" section of our Canvas.

Aim to have readings finished by Monday's class.

Unless otherwise noted:

All assignments are due via Canvas. Please do not submit assignments via email.

Most presentations will take place on Wednesdays.

Key:

BRAIN (This is Your Brain on Music)

eR (eReader)

GDOCS (Google Docs)

SONG (Songbook)

Weekly Agendas:

These agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider the agendas below to be only rough guides.

Additionally, each week we will briefly examine a critically-acclaimed album from the arenas of rock, country, jazz, and hip hop.

Week 1: Buddy Holly, Buddy Holly (1958)

Dates: Mon 8.21/Wed 8.23

Class: Syllabus review; Introductions

Week 2: The Dave Brubeck Quartet, Time Out (1959)

Dates: Mon 8.28/Wed 8.30

Readings: eR—"The Healing Power of Music" (UW Health), "I Miss Making CD Mixtapes and Discovering Music" (Gizmodo)

Class: Lecture—"Crafting the Essay: Writing as a Process" and "A Test of Your Musical Knowledge"

Due: DIAGNOSTIC

Week 3: The Beach Boys, Pet Sounds (1966)

Dates: Mon 9.4 (No Class: Labor Day)/Wed 9.6

Class: Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

Week 4: The Beatles, Abbey Road (1969)

Dates: Mon 9.11/Wed 9.13

Class: Presentation topic assignments; Lecture—"AI and College Writing: Points to Consider"

Due: REFLECTION 1

Week 5: Loretta Lynn, Coal Miner's Daughter (1971)

Dates: Mon 9.18/Wed 9.20

Readings: GDOCS—Lit Pack 1 ("Nineteen-Fifty-Five" by Alice Walker, "The Music of Erich Zann" by HP Lovecraft, Excerpt from Owen Noone and The Marauder by Douglas Cowie, "The Portable Phonograph" by Walter Van Tilburg Clark)

Class: Lecture—"You're in College Now: The New Rules of University Writing" and "Anatomy of a Short Answer Response"

Due: REFLECTION 2

Week 6: Led Zeppelin, Led Zeppelin IV (1971)

Dates: Mon 9.25/Wed 9.27

Readings: GDOCS— Lit Pack 2 ("Them Old Cowboy Songs" by Annie Proulx, "No One Goes to Heaven to See Dan Fogelberg" by BJ Novak, "The Second Bakery Attack" by Haruki Murakami, "Wunderkind" by Carson McCullers)

Class: Reading discussion; Lecture—"On Wordiness: Exercises" and "Citing Sources in MLA: The Basics"

Due: SHORT ANSWER RESPONSES

Week 7: Carole King, Tapestry (1971)
Dates: Mon 10.2/Wed 10.4
Readings: SONG—Read any six essays of your choice from chapters 1-15
Class: Reading discussion; Multimedia presentations

Week 8: Stevie Wonder, Innervisions (1973)
Dates: Mon 10.9/Wed 10.11
Readings: SONG—Read another six essays of your choice from chapters 16-31
Class: Reading discussion; Multimedia presentations
Due: MEMOIR

Week 9: Fleetwood Mac, Rumours (1977)
Dates: Mon 10.16/Wed 10.18
Class: Reading Discussion; Multimedia presentations

Week 10: Michael Jackson, Thriller (1982)
Dates: Mon 10.23/Wed 10.25
Class: Multimedia presentations; Lecture—"Close Reads 101"
Due: REFLECTION 3

Week 11: Bruce Springsteen, Born in the USA (1984)
Dates: Mon 10.30/Wed 11.1
Class: Multimedia presentations
Due: CLOSE READING

Week 12: Nirvana, Nervermind (1991)

Dates: Mon 11.6/Wed 11.8

Class: Multimedia presentations; Lecture—"Infographics 101"

Week 13: Lauryn Hill, *The Miseducation of Lauryn Hill* (1998)

Dates: Mon 11.13/Wed 11.15

Readings: BRAIN—"1. What is Music?," "2. Foot Tapping," "5. You Know My Name, Look Up the Number"

Class: Reading discussion; Multimedia presentations

Due: INFOGRAPHIC

Week 14: The Strokes, *Is This It* (2001)

Dates: Mon 11.20/Wed 11.22 (No Class: Happy Thanksgiving)

Class: Multimedia presentations

Week 15: Adele, *21* (2011)

Dates: Mon 11.27/Wed 11.29

Readings: BRAIN—"6. After Dessert, Crick Was Still Four Seats Away from Me," "8. My Favorite Things," "9. The Music Instinct"

Class: Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

Due: EXPOSITORY

Week 16: Travis Scott, *Astroworld* (2018)

Dates: Mon 12.4/Wed 12.6*

Class: Multimedia presentations; Class wrap-up

Due: REFLECTIONS 4 AND 5

*Last regular class meeting of the semester.