SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 35

ENGL 1A

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/23/2023

👤 Contact Information

Instructor: Professor Ume Ali (OO-me ah-LEE)

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Office Hours

Monday, 12:00 PM to 1:00 PM, FOB 213

Zoom appointments:
Meeting ID:
718 854 2378
Meeting link:
https://sjsu.zoom.us/my/ume.ali (https://sjsu.zoom.us/my/ume.ali)

🖥 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).

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

No textbook. Free online and digital texts: Online Writing Lab (owl.purdue.edu), *The Norton Field Guide to Writing*, and *Bad Ideas About Writing* (available as free pdfs on Canvas > Files. **Please download onto your device for easy offline access**). Links to online articles and pdfs will be provided.

📋 Course Requirements and Assignments

In order to succeed in this class, students should ideally spend about 9 hours (3 per unit) preparing for class, participating in course activities, and completing assignments.
These activities and assignments include:

1. 10 journal posts
2. 2 essays
3. 1 multimodal presentation
4. 1 portfolio + reflection
5. Engagement (class participation via in-class quick writes, workshop, discussions, and/or comments on Canvas posts)

Journal Posts:
Members of the class are expected to write 10 journal posts based on assigned readings and class discussions. Your 300-400 word post should not simply summarize or repeat points raised in the readings or class, but **should build upon those points to advance our discussion**. You are welcome to discuss your reactions (liked or disliked, agreed or disagreed, etc., and why). I will evaluate blog posts based on evidence that you have read the assigned readings and have attempted to **expand upon the issues raised in a thoughtful way**. Some specified posts will be reflective essays, in essence you will be writing about your writing process. All journal posts should consider rhetorical situation, and rhetorical appeals.

Essays:
We write effective essays by building a strong writing process. Essays aren't assigned with only a prompt and a deadline in the near future. We will brainstorm, outline, pre-write, write, workshop and revise. **Essays require up to 1500 words of thoughtful research, analysis, and commentary**. Essays should be typed, double spaced, and in 12pt Times New Roman font. Since this course studies process as much as the finished product, you will also be expected to submit pre-writes (outlines), rough drafts, and reflections.

Process:
As this course is geared towards understanding writing as a process, not just a product, you will incorporate the necessary steps (pre-writing, writing, revising etc.) to build effective writing habits which can be applied in any writing situation. Components of this process (outline, workshop reflection etc.) will be taught and evaluated throughout the semester.

Engagement:
Students will earn engagement (or participation) credit for actively engaging with the material we cover, with their peers, and with their own work. As this is an in-person course, participation **will primarily be based on your attendance, 1-on-1 check-ins with your instructor, your responses to quick writes and journal posts, as well as your verbal participation in large and small group class discussions.**

Final Presentation & ePortfolio:
Students will create a final multimodal presentation in the form of an artifact (collage, Tiktok video, poster, dance, podcast etc) to present a relevant message or PSA to a chosen audience. Students may not write an essay or use powerpoint. This is your

chance to combine our curriculum on communication/composition studies and your personal interests and passions. Students will also put together a final portfolio of selected process pieces and assignments completed over the semester, as well as a reflection essay, to be submitted to and evaluated by the English Department.

✔ Grading Information

Breakdown

This course must be passed with a C- or better as a CSU graduation requirement. Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's strengths in clarity, organization, effective argumentation, effective use of sources, and grasp of language. All assignments are graded on an 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.

A "B" essay demonstrates competence in the same categories as an "A" essay, but may not be fully developed in one or more of those areas, and suitably responds to the topic.

A "C" essay will complete the minimum requirements of the assignment, may not effectively develop or present ideas and evidence.

A "D" essay will neglect to meet all the requirements of the assignment, and may be superficial in its treatment of the topic. It may lack development of or focus on the topic, which can interfere with overall coherence.

An "F" essay does not fulfill the requirements of the assignment.

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An "F" essay does not fulfill the requirements of the assignment.

🏛 University Policies

Per University Policy S16-9 (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 Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

When	Topic	Notes
Week 1		**Wednesday** Introductions & Skits
Week 2		**Monday** Discussion: *"First-Year Composition Should be Skipped"* Bad Ideas (pg 24-29) Syllabus, Canvas, SJSU Writing Center, Purpose of FYW, process, portfolios, and classroom norms **Wednesday** Discussion: Rhetorical Situations *"You Can Learn to Write in General"* Bad Ideas (pg30) *"Rhetorical "* Norton (pg 55-67) **Small Group Activity**: Zombie Apocalypse
Week 3		**Monday** Discussion: Comparing rhetoric Article (https://tinyurl.com/muysktfc) Article II (Find a separate article that discusses the same issue) In class writing: Rhetorical analysis **Assign [Journal I]** **Due Monday by midnight!** **Wednesday** **Assign Essay 1:** Film Analysis (Critical Analysis Essay) **In class:** Film review vs Film Critical Analysis Review vs Analysis (https://tinyurl.com/2abx34be) Jurassic World Review (https://tinyurl.com/4tjd9et6) Jurassic World Criticism (https://tinyurl.com/2s48cf6a) **What are the components of a critical analysis?**

When	Topic	Notes
Week 4		**Monday**
		Library Day (meet outside MLK)
		Discussion: How do I start writing my essay?
		"Research Starts with Answers" Bad Ideas Bad Ideas (pg 226-230)
		"Research Starts with a Thesis Statement" Bad Ideas (pg 231-235)
		In Class: Begin Researching Film + Social Issue
		Optional Readings:
		"Parts of a Thesis Sentence" OWL Module
		"Evaluating Sources" OWL Module
		Wednesday
		Due (Monday night): Thesis + Annotated Bib (minimum 5 sources) on Canvas in Week 4 Module
		(Workshop in small groups)
		In Class: Discuss Intros & begin intro paragraphs
Week 5		**Monday**
		Due: Journal #2 [Intro Paragraph]
		Workshop Intro Paragraphs in Groups
		Assign Film Analysis
		Wednesday
		Due: Evaluations of Example Film Essay(s)
		Evaluate Example Essays
		(post evaluations in Canvas > Discussions > Sample Essay Evaluations)
		In class: Crafting an Essay
		Outlining Essay I

When	Topic	Notes
Week 6		**Monday**
		Due: Journal #3 [Film Analysis]by midnight
		Discussion: Rhetorical Appeals: Logos, Pathos, Ethos
		Understanding Rhetorical Appeals Link (https://tinyurl.com/cushrx9e)
		Rhetorically analyze: "Official American English is Best" *Bad Ideas* pg 93-98
		Weekend: Write Essay 1 Outline
		Wednesday
		Discussion: *"*Shitty First Drafts*"*Excerpt by Anne Lamott
		Due: Essay 1 Outline (in Canvas Week 6 Module)
		In Class: Work on Essay Draft
		1-on-1 Check-ins (Outline + Draft in progress)
Week 7		**Monday**
		Due: Film Essay Draft
		Assign Peer Reviews
		Werewolves/Mafia Activity
		Wednesday
		Discussion: Workshop Basics
		"What do I say about someone else's draft?" Canvas files
		Peer Review Worksheet in Canvas
		What NOT to do when providing feedback to peers
Week 8		**Monday**
		Workshop Essay 1
		Wednesday
		Discussion: Semiotics + Visual Analysis
		Semiotics Video (https://www.youtube.com/watch?v=R7VA95JdbMQ)
		Visual Analysis Video (https://www.youtube.com/watch?v=i-5VNlhPWeg)
		Rhetorical Appeals in AdsLink (https://tinyurl.com/5ftva5c4)
		Assign Journal #4

When	Topic	Notes
Week 9		**Monday** **Due: Journal #4 [Ad Analysis]** **NO CLASS** **Wednesday** **Discussion:** Social Activism + Call to action PSAs Posters Article (https://posterhouse.org/blog/a-brief-history-of-psas/) **In Class:** Group Song Analysis "This is America" Video (https://www.youtube.com/watch?v=VYOjWnS4cMY) **Assign: Journal #5 [Song + Social Analysis]**
Week 10		SPRING BREAK