

First Year Writing Section 87

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/20/2024

Course Information

Engl 1A Course Specific Theme: Community

“What should young people do with their lives today? Many things, obviously. But the most daring thing is to create stable communities in which the terrible disease of loneliness can be cured.”

– Kurt Vonnegut, *Palm Sunday: An Autobiographical Collage*

This section of English 1A will ask you to think about what it means to be a member of a community. Community can be defined as a group of people who share an identity-forming narrative. The essays you write, the assignments you complete, and the readings you are assigned will all require you to think about the ways we belong, engage, and enact change in and for our communities. It will ask you to think about the interactions of your identities and the communities you belong to and evaluate how your community interacts and impacts your world and the world around it.

In exploring these questions we will think critically about not only our personal communities, but engage in constructive critique with modern definitions of community, social media, and pseudo communities and the way in which some may promote a false sense of belonging and action.

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.

Trigger Warning: Please note- Sometimes projects and class discussions will include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. I'm happy to help you navigate these challenges within our classroom community.

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>)

AI and Academic Integrity

OUR CLASS POLICY RE CHATGPT AND OTHER GENERATIVE AI:

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. **If you are unsure, ask!**

STUDENT ROLE:

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 the SJSU's comprehensive academic integrity policy

here: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>
[Generative Artificial Intelligence \(Chat GPT\)_\(https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf%20Generative%20Artificial%20Intelligence%20\(Chat%20GPT\)\)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf%20Generative%20Artificial%20Intelligence%20(Chat%20GPT))

WHAT YOU SHOULD KNOW ABOUT AI PLATFORMS:

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data “scraped” from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute). AI writing platforms have become savvy enough to write essays, create apps, help with excel, and nearly any conceivable writing situation that relies on linguistic patterns. In this class, we'll practice learning and thinking with them. ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls

Disclosure Agreement

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.

- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
 - Fixed spelling and grammar
 - Changed the structure or order
 - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

Classroom & Communication Guidelines

Office Hours: Office hours are available to help you. This is dedicated time to ask further questions, get individual help, or check-in. I'm available in the office or on Zoom during my office hours and by appointment.

Email: As a courtesy please email me to inform me of an absence or to ask questions about your assignments. Put our course name and section number or time/date of our course in the subject of your email. Emails will be a common mode of communication in your professional career; in preparation for that please include a salutation and address me by name in your email and sign your emails with your name. Use your best prose (capitalization, punctuation, and complete sentences) so that your writing is easy to read. These are professional courtesies and good practices in a common genre you will use for your future careers.

Attendance: While attendance alone is not graded, attendance is pivotal for your success in this class. We will do activities in our class sessions, for which you will receive points. If you miss in-class activities you will miss available points for that class section. Some activities may not have options for make-up. You are responsible for any missed instruction. Please check Canvas, and reach out to myself or a peer for any missed content. I will do my best to work with you to ensure your success if absences are unavoidable.

Illness: In the case that you become ill or injured advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from in-person lectures and make changes as needed. Students who miss significant portions of in-class instruction may have a harder time catching up so please reach out and stay in communication with me. You also can create a course message board in Canvas to request and share notes and information about our class meetings, ultimately you are responsible for getting the information missed from class.

Late work and make-ups: You are the captain of your own ship and the diviner of your own destiny in this class. It is your responsibility to inform me if you need an extension for applicable assignments. As long as you communicate with me **prior to the due date** (not in the wee hours before the assignment is due) you can submit late work for full credit. Documented and excused absences may also submit late work for full credit. Both of these instances must have an agreed upon date for submission for credit.

Late papers without an excused absence will be marked down a half a letter grade for each class period they are late up to four weeks. We all have demanding schedules and in our class, we will practice some flexibility but will also be mindful of our class schedule and agreed-upon due dates.

Class Mission Statement: We will work together to define our classroom goals, values, and culture. We will return to our mission statement as needed to determine whether we are upholding our mission both as a class and individually.

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

There will be no required textbook for this class. However, that does not mean we will not be reading. All course materials will be available through Canvas or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Note: Please let me know if you need any printouts of online texts for accessibility reasons.

Technology Requirements

This course will be technology intensive at times with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Please come to class prepared to use technology as needed, but only when needed.

In this course you will need regular access to the internet. You will be using Canvas regularly and will also need access to a word processor (Word, Google Docs).

If you need help accessing technology resources, the library does have materials that can be checked out. Feel free to reach out to me if you have any difficulties.

Please also come to class with those archaic bits of technology: paper and a pen.

Note: If you have any difficulty with access to technology requirements for this class, contact me as soon as possible so I can help arrange needed technology to be available for you in class and/or outside of class as required.

Campus Resources for Writers

SJSU Writing Center

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. All services are free. To make an appointment or to refer to the Center's online resources, visit the Writing Center website.

SJSU Peer Connections

Peer Connections is your online, campus-wide resource for mentoring (time management, note taking, study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants in classes across campus. All services are free. Make appointments to meet with a tutor or mentor by visiting Spartan Connect (Links to an external site.) For more information on services, online workshops, and a step-by-step guide to making an appointment, please visit the Peer Connections website.

Course Requirements and Assignments

Assignment	Word Count	CLO	Grade %
Personal Photo Essay (Including Community Discourse Map)	800-1000		20%
Rhetorical Analysis (incl. process materials)	1500	1-5	20%
Multimodal Argumentative Project (incl. process materials and final presentation)	1000-1500	1-5	25%
Discussion Posts (10)	1000 (100ea)	1-5	10%
In-Class Engagement (freewrites and other in class writing)	n/a	2-5	15%
Final Portfolio (Includes self reflection essay)	500	1-5	10%

In-class Activities and Participation: In class we will have class discussions and participate in a number of writing activities meant to help you with your major writing projects for which you will receive participation points. These points cannot be made up so attendance is essential to receive credit. Point values for the writing activities will be indicated in Canvas.

Peer Review Workshops and Essay Revision: For the two major essays/projects, you will complete a rough draft and participate in a peer-review workshop. You will work with a peer to help identify strengths and weaknesses, while offering suggestions for improvements. Both the rough draft and the peer review will be

worth points towards the total project.

Discussion Posts/Hypothesis Readings/Quizzes: For our reading assignments this semester you will be completing reading notes (usually in Hypothesis) and/or completing a discussion post regarding the reading or a related topic. These will be due before class in order to be prepared for in class engagement activities. Discussion posts should be at least a healthy paragraph demonstrating thoughtfulness to the prompt regarding the assigned reading or discussion topic. You will have 12 discussion posts opportunities but only 10 will be graded, the extra two can either be thrown out or be completed for extra credit.

Major Essays and Other Assignments: Major essays and other assignments will be given assignment sheets (descriptions of the assignment and rubric) in class when initially assigned.

Final Portfolio: 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.

Grading Information

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and below

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

*Course Schedule is not written in stone and is subject to change. This will serve as a guideline, changes will be discussed in class and reflected on Canvas.

Week	Date:	In-Class/Reading/ Activity/Assign:	Due:
1	8/21	In-Class: Intro Activities and Syllabus	
2	8/26	In-Class: Intro to Community, Establishing Our Classroom Community Guidelines Assign: Community Discourse Map Read: Joining the Discussion PDF (for class)	Due: Discussion #1,

	8/28	<p>In-Class: Discourse Communities</p> <p>Activity: Intro to Hypothesis and Active Reading</p> <p>Read: "To Counter Loneliness, Find Ways to Connect" NYT (https://www.nytimes.com/2018/06/25/well/to-counter-loneliness-find-ways-to-connect.html).</p>	
3	9/2	No Class	
	9/4	<p>In-Class: How Language Shapes Our Communities</p> <p>Activity: TBD</p> <p>Assign: Personal Photo Essay, Discussion 2</p> <p>Read: "Mother Tongue" by Amy Tan (https://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf).</p>	Due: Discourse Community Map
4	9/9	<p>In-Class: Exploring Community Issues</p> <p>Activity: Brainstorming Group Activity</p> <p>Read: "The Family Restaurant" (https://www.nytimes.com/interactive/2023/02/16/style/mexican-family-restaurant-connecticut.html).</p>	Due: Discussion #2
	9/11	<p>In-Class: Crafting a Personal Essay</p> <p>Activity: Thesis and Structure</p> <p>Read: "The Thrift Market" (https://www.nytimes.com/interactive/2023/02/01/style/lagos-nigeria-women.html).</p>	
5	9/16	<p>In-Class: Intro to Peer Review- Giving Good Feedback</p> <p>Activity:</p> <p>Read: "Shitty First Drafts" by Anne Lamott (https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf).</p>	Due: First Draft of Personal Photo Essay
	9/18	In-Class/Activity: Peer Review	

6	9/23	<p>In-Class: Intro to Rhetorical Situations</p> <p>Activity: TBD</p> <p>Read: "The Akhada" (https://www.nytimes.com/interactive/2023/02/23/style/girls-wrestling-academy-india.html).</p>	Due: Discussion 3
	9/25	<p>In-Class: Rhetoric: What to Write and When to Write It</p> <p>Activity:</p> <p>Read:</p> <p>Assign: Discussion 4</p>	
7	9/30	<p>In-Class: Intro to Multimodal Texts</p> <p>Activity:</p> <p>Read: "The Park" (https://www.nytimes.com/interactive/2023/05/18/style/los-angeles-community-park.html).</p>	Due: Discussion #4
	10/2	<p>In-Class: Visual Rhetoric and Design</p> <p>Activity:</p> <p>Read:</p> <p>Assign: Discussion 5</p>	Due: Final Draft of Personal Photo Essay
8	10/7	<p>In-Class: Analysis Vs. Summary</p> <p>Activity:</p> <p>Read:</p> <p>Assign: Rhetorical Analysis of a Film or Show, Discussion 6</p>	Due: Discussion 5
	10/9	<p>In-Class: Rhetorical Analysis: Understanding Why It Matters</p> <p>Activity:</p> <p>Read:</p>	Due: Discussion 6

9	10/14	In-Class: Drafting and Reviewing Multimodal Works Activity: Assign: Read:	Due: First Draft of Rhetorical Analysis of Film/Show
	10/16	In-Class: Peer Review Workshops Activity: Read: Assign: Discussion #7	
10	10/21	In-Class: Introduction to Argument Activity: Read:	Due: Discussion 7
	10/23	In-Class: Creating Credibility: Claims, Evidence, & Reasoning Activity: Read:	
11	10/28	In Class: Argumentation and Public Discourse Activity: Read: Assign: Discussion 8, Multimodal Public Forum Essay	Due: Final Draft of Rhetorical Analysis
	10/30	In Class: Choosing an Audience & Genre Activity: Read: Assign:	Due: Discussion 8

12	11/4	In-Class: Kairos- Because Timing is Everything Activity: Read: Assign: Discussion 9	
	11/6	In-Class: Ethics and Argument Activity: Read: Assign	Due: Discussion 9
13	11/11	No Class	
	11/13	In-Class: Workshop- Instructor Feedback Activity: Read: Assign: Discussion 10	Due: Draft of Multimodal Public Forum
14	11/18	In-Class: TBD Activity: Read: Assign:	Due: Discussion 10
	11/20	In-Class: Reflective Writing and Portfolios Activity:	
15	11/25	In-Class: TBD	Due: Discussion 10
	11/27	In-Class: Workshop Portfolios	
16	12/2	In-Class: Presentations Assign: Discussion 11	Due: Final Draft of Multimodal Public Forum

	12/4	In-Class: Presentations	Due: Discussion 11
17	12/6	<p style="text-align: center;">Last Day of Instruction</p> <p>In-Class: Presentations and End of Semester Wrap Up</p> <p>Assign: Discussion 12</p>	
	12/13	Final Period	Due: Self Reflection and Works Cited/Portfolio, Discussion 12