First Year Writing Section AA

ENGL 1A

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 09/17/2024

👤 Contact Information

OFFICE HOURS: Mon/Wed 12:00 – 1:00 P.M. (Online only; Also, by appointment)

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🕐 Course Information

Gender fluid. Heteronormative. Poly. Incel. Bi-curious. Toxic masculinity. Tradwife. Cis. Man or bear?

These terms represent only a few points on the 21st century's vast landscape of sex (which is biological) and gender (which is cultural). In fact, we live in an era in which traditional, and largely binary, concepts of sexual identity have been radically challenged and altered. Yesterday's "first comes love, then comes marriage, then comes baby in a baby carriage," has given way to today's Tinder, FWBs, and throuples. Meanwhile, titanic societal shifts, including feminism and the rise of LGTBQ rights, have fundamentally altered Americans' expectations of what it means to be a man, a woman—or a mix of both, or neither. For some, these shifts represent progress toward more just and equitable society. To others, these changes can feel disruptive, even unnatural. And with political fault lines increasingly forming between men and women, especially in Gen Z, what might happen if, and when, America elects its first female president this year? This semester's ENGL 1A will explore all things 21st century sex and gender.

Online; Synchronous

SECTION: AA (48065) – Mon/Wed, 9:00 – 10:15 A.M. (Zoom login: Meeting ID- 813 5964 3590/Passcode- 625397)

💻 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)](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 Goals

GENERAL EDUCATION COURSE LEARNING OUTCOMES (GELO)

Upon successful completion of the course, students will 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.
5. Demonstrate college-level language use, clarity, and grammatical abilities in writing.

ᵒᵒᵒ 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

MATERIALS

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

Required:

- *American Girls: Social Media and the Secret Lives of Teenagers* by Nancy Jo Sales (ISBN: 0385353928)
- *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity* by Peggy Orenstein (ISBN: 0062666975)

Also required to complete some assignments is Adobe Express. Adobe's creative suite is free to as an SJSU student. Using your SJSU credentials, you can register at: new.express.adobe.com.

Recommended:

- *The Everyday Writer, Eighth Edition* by Andrea A. Lunsford (ISBN: 131933203X)*

*So long as it's reasonably current, any equivalent writing guide will suffice

☰ Course Requirements and Assignments

COURSE WORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on the assignment.
- Be in MLA Style.
- Unless otherwise noted, ALWAYS include an MLA Style works cited.

Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	Point Value
Diagnostic	This essay will be my first opportunity to evaluate your writing.	2	750	75
Memoir	The essay will explore the ways in which you define your own gender.	1,3	750	100
Short Answer Responses	You will write short answer responses to stories about relationships, sexuality, and gender by classic and contemporary authors, such as Ernest Hemingway and Jhumpa Lahiri.	2-3	750	100
Process	This essay requires that you to participate in an activity traditionally associated with the opposite sex, then reflect on and write about that experience.	1-3	750	100
Expository	You will write an expository essay based upon *American Girls* by Nancy Jo Sales.	1-3	750	100

Infographic	Your infographic will visually illustrate an aspect of Peggy Orenstein's *Boys & Sex*	1-4	750	100
Slide Presentation	You will create a 10-minute multimedia presentation (e.g. PowerPoint, Canva) based upon a sex and gender-related topic.	1-4	750	100
Reflections	You will write four 2-page reflections on a variety of gender-related prompts.	1-4	2,000	200 [4x50]
English Dept. Self-Reflection & ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1A.	2	750	75
Participation	In addition to consistently attending class, you should always be up-to-date on your reading and be prepared to actively participate in discussions.	N/A	N/A	50
			Word Count Total: 8,000	Point Total: 1,000

✔ Grading Information

CONTRACT GRADING

This course utilizes the "Contract Grading" methodology. Think of this like the old adage, "It's about the journey, not the destination." This means that if a student completes a set number of assignments—on time and in good faith—then, that student is guaranteed a minimum grade in the class of a B (85%). Contract Grading deemphasizes the final grade as the student's ultimate goal. Instead, the focus shifts to bettering a student's skills through writing as a process.

In the comments section on Canvas, each writing assignment will receive one of three scores:

- P (completed satisfactorily)
- P+ (completed exceptionally well)
- O (missing or unsatisfactory effort)

For students who wish to work toward a grade higher than 85%, additional assignments will be graded in the traditional A-B-C model (see Pathway 2 below).

Your grade can follow one of three potential pathways:

Pathway 1: Earning an 85% (B)	In order to earn an 85% (B), you must complete ALL of the following 13 assignments, on time and in good faith*: 1. Diagnostic (750 words) 2. Memoir (750 words) 3. Short Answer Responses (750 words) 4. Process (750 words) 5. Expository (750 words) 6. Infographic (250 words) 7. Slide Presentation (750 words) 8. Reflection 1 (500 words) 9. Reflection 2 (500 words) 10. Reflection 3 (500 words) 11. Reflection 4 (500 words) 12. Dept. ePortfolio (750 words) 13. Participation**

Pathway 2: Earning higher than 85% (B+ or higher)	In order to earn HIGHER than 85%, you must: 1. Complete all 13 elements listed in Pathway 1 2. Earn a P+ on at least three major assignments (numbers 1-7) 3. Write an additional essay summarizing the subject of your infographic (500 words) 4. Complete a fifth reflection (500 words) At semester's end, these assignments will be compiled into a special packet. *Note: Pathway 2 does not guarantee an A. It only offers the opportunity to earn higher than 85%. To receive an A, your work must meet A-level criteria, as defined by the Department Grading Policy (see above).*
Pathway 3: Earning less than 85% (B or lower)	You will earn LOWER than 85% if: 1. You do not complete ALL of the elements in Pathway 1 AND/OR 2. Little effort, or care, was put forth to complete an assignment—*see the "Good faith" description below.*

*"Good faith" means thoughtful consideration was put into the crafting of an assignment. Error-ridden assignments, such as those with persistent spelling and grammatical errors, or those that are off-topic, do not meet this threshold.

**Simply attending class will not earn full participation credit. Instead, active and consistent participation in class should be the goal. Additionally, you must have profile photos set up in both Zoom and Canvas to earn full participation credit.

Criteria

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

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:

- All assignments will de due on Fridays—*Reminder: No late assignments will be accepted.*
- Below, look for any assignments worth points to be CAPITALIZED.
- All lecture presentations will be housed in the Files section of Canvas.

- Aim to have the week's readings finished by Monday's class.
- Though most presentations will take place on Wednesdays, you should be ready to present by the beginning of your assigned week.
- Unless otherwise noted, all assignments should be submitted on Canvas. Please do not submit any assignments via email unless I first give you the okay.

Agenda Key:

- AMERICAN (*American Girls*)
- BOYS (*Boys & Sex*)
- eR (eReader)
- GDocs (Google Docs)

Weekly Agendas:

Agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide.

Week 1:   Wed 8.21

Class: Syllabus review

Week 2:   Mon 8.26/Wed 8.28

Read: eR—"Young Women are the Most progressive Group in American History. Young Men are Checked Out" (Guardian)

Class: Introductions; Lecture—"The Great Sex and Gender Quiz"

Week 3:   Mon 9.2 (No Class—Labor Day)/Wed 9.4

Class: Lecture—"Crafting the Essay: Writing as a Process"

Due: DIAGNOSTIC

Week 4:   Mon 9.9/Wed 9.11

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

Week 5:   Mon 9.16/Wed 9.18

Class: Lecture—"MLA Style 101," "You're in College Now: The New Rules of University
        Writing"

Due: REFLECTION 1

Week 6:   Mon 9.23/Wed 9.25

Class: Reading discussion; Slide presentations; Lecture—"Citing Sources in MLA: The Basics"

Due: MEMOIR

Week 7:   Mon 9.30/Wed 10.2

Read: GDocs—Lit Pack 1

Class: Reading discussion; Slide presentations; Lecture—"Anatomy of a Short Answer
                Response," "Reading for College: Seven Tips"

\Week 8:   Mon 10.7/Wed 10.9*

Read: GDocs—Lit Pack 2

Class: Slide presentations; Lecture—"On Wordiness: Exercises," "AI + College Writing, Pt. 1:
                What to Know"

Due: SHORT ANSWER RESPONSES

*Your process essay asks that you participate in an activity traditionally associated with the opposite sex. You should aim to complete said activity this week.

Week 9:   Mon 10.14/Wed 10.16

Read: AMERICAN—Chapter One: 13

Class: Reading discussion; Slide presentations; Lecture—"AI + College Writing, Pt. 2: The Best
                Uses"

Due: PROCESS

Week 10:   Mon 10.21(Women only)*/Wed 10.23 (Men only)

Read: AMERICAN—Chapter Two: 14 - Chapter Three: 15

Class: Women-only meeting OR Men-only meeting**

Due: REFLECTION 2

*Special guest moderators TBA

**Attend the class—men's or women's—which best aligns with your sexual identity. You do you!

Week 11:   Mon 10.28/Wed 10.30

Read: AMERICAN—Chapter Four: 16 - Chapter Five: 17

Class: Reading discussion; Slide presentations

Week 12:   Mon 11.4/Wed 11.6

Class: Slide presentations

Due: EXPOSITORY

Week 13:   Mon 11.11 (No Class—Veteran's Day)/Wed 11.13

Class: Slide presentations

Week 14:   Mon 11.18/Wed 11.20

Reading: BOYS—Chapter 1: Welcome to Dick School – Chapter 3: Are You Experienced? Life
                and Love in Hookup Culture

Class: Reading discussion; Slide presentations

Due: REFLECTION 3

Week 15:   Mon 11.25/Wed 11.27 (No Class—Happy Thanksgiving)

Reading: BOYS—Chapter 4: Get Used to It: Gay, Trans, and Queer Guys – Chapter 6: I Know
                I'm a Good Guy, but …

Class: Reading discussion; Slide presentations; Lecture—"Getting to Know Adobe Express"

Week 16:   Mon 12.2/Wed 12.4

Reading: BOYS—Chapter 7: All Guys Want It, Don't They? – Chapter 9: Deep Breath: Talking
                to Boys

Class: Reading discussion; Slide presentations; Writers Workshop; Lecture—"The
Self-   Reflection Essay and ePortfolio: A How-To"

Due: REFLECTION 4; INFOGRAPHIC (DRAFT 1)

Week 17:   Mon 12.9*

Class: Class wrap-up

Due: INFOGRAPHIC (FINAL DRAFT); REFLECTION 5 (PATHWAY 2 ONLY)

Last regular class meeting of the semester

Final Exams:

Sec: 99-

Date: Wed 12.11, 8:00-9:30 A.M.

Zoom: Meeting ID- 831 0731 2022/Passcode- 202610

Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS
               BY MIDNIGHT)

Sec: AA-

Date: Fri 12.13, 8:00-9:30 A.M.

Zoom: Meeting ID- 860 5655 9093/Passcode- 242375

Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS
               BY MIDNIGHT)