First Year Writing Section 24

ENGL 1A

Spring 2024   3 Unit(s)   01/24/2024 to 05/13/2024   Modified 01/20/2024

🕐 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)

> **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: 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.

Illness: In the case that you become ill or injured, please provide me documentation. 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 will not pass the class so please reach out and maintain communication. You also can create a course message board in Canvas to request and share notes and information about our class meetings.

Late work and make-ups: You are the captain of your 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 three weeks. We all have demanding schedules and in our class, we will practice some flexibility but must also be mindful of our class schedule and agreed-upon due dates.

COVID-19 protocols: Please observe the [university's health and safety protocols](#) so we can have a healthy semester together.

Plagiarism: To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author with an in-text citation as well as on a works cited; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy. Plagiarism can result in automatic failure of the assignment, and a possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

*ChatGPT: Submission of work created by ChatGPT is also considered plagiarism and can result in failure of the assignment, class, and possible additional penalties as indicated in the Office of Student Conduct's Academic Integrity Policy. We will do work in this class to better recognize how we can use ChatGPT ethically as a tool to our writing instead of a substitute for your writing.

▦ 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

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.

☰ Course Requirements and Assignments

Assignment	Word Count	CLO	Grade %
Diagnostic Materials	500-800	2-5	5%
Stasis Analysis (incl. process materials)	1500	1-5	30%
Multimodal Argumentative Project (incl. process materials)	1000-1500	1-5	30%

Assignment	Word Count	CLO	Grade %
Diagnostic Materials	500-800	2-5	5%
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), 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.

Date:	In-Class/Reading/ Activity/Assign:	Due:
Jan 24th	**In-Class:** Intro Activities and Syllabus	
Jan 29th	**In-Class:** Intro to Community, Establishing Our Classroom Community Guidelines **Assign:** Exploring Your Communities and Community Issues Diagnostic Essay **Read:** Joining the Discussion PDF (for class)	**Due:** Discussion #1, Syllabus Quiz, Canvas Extra Credit
Jan 31st	**In-Class:** Rhetorical Situations and Why We Are Still Speaking Greek **Activity:** Intro to Threadable and Active Reading **Read:** [Why I Write George Orwell PDF (https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/why-i-write/)](https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/why-i-write/)	
Feb 5th	**In-Class:** Intro to Rhetorical Analysis and Stasis Analysis **Activity:** Class Rhetorical Analysis **Assign:** Stasis Analysis **Read:** "Why Rhetoric" from *Understanding Rhetoric* PDF	**Due:** Diagnostic Essay
Feb 7th	**In-Class:** Diving Deeper into Ethos, Pathos, & Logos **Activity:** TBD **Assign:** Persuasive Proposal of Topic (email) **Read:** Online Rhetoric Video and webpage on Canvas	**Due:** Discussion 2- Community Related Topics-Uncovering the Discussion

Feb 12th	**In-Class:** Focusing In and Narrowing Topics	**Due:** Email Proposal for Topic
	Activity: Brainstorming Group Activity	
	Read: Finding and Listening in On Conversations PDF	
Feb 14th	**In-Class:** Finding Sources, Finding Stasis	**Due:** Discussion 3: Sourcing Sources-Finding Alternate Viewpoints on Your Topic
	Activity: Mini Group Stasis	
	Read: Processes from The Norton Field Guide to Writing PDF 327-363	
Feb 19th	**In-Class:** Intro to Peer Review Outlining	
	Activity: Writing Workshop	
	Read: Processes from The Norton Field Guide to Writing PDF 364-384	
Feb 21st	**In-Class/Activity:** Peer Review	**Due:** First Draft of Stasis Analysis Due
Feb 26th	**In-Class:** Whatcha Talkin' Bout and Putting All the Parts Together	**Due:** Discussion 4- Reflections or Peer Review
	Activity: TBD	
	Read: Shitty First Drafts by Anne Lamott (https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf)	
Feb 28th	**In-Class:** Proofwriting vs Revision	**Due:** Office Visit/Check-In
	Activity:	
	Read: "Rereading and Rewriting" from *Writing Down the Bones* PDF	
Mar 4th	**In-Class:** Rhetorical Analysis Redux	
	Activity: Rhetorical Analysis of a Meme	
Mar 6th	**In-Class:** Arguing with Ethos, Pathos, and Logos	**Due:** Second Draft of Stasis Analysis
	Activity: Group Activity cont.	
	Read: TBD	

Mar 11th	**In-Class:** Why Your Voice Matters **Activity:** **Read:** "Language" by bell hooks from *Teaching to Transgress*	**Due:** Discussion 5
Mar 13th	**In-Class:** Visual Rhetoric **Activity:** Memeify Your Argument **Read:** Defining Rhetoric: Visual Rhetoric PDF	
Mar 18th	**In-Class:** Introduction to Multimodality **Activity:** Multimodal Scavenger Hunt **Assign:** Multimodal Project **Read:**	**Due:** Discussion 6
Mar 20th	**In-Class:** Arguing in Multiple Modes **Activity:** Rhetorical Analysis of a Music Video **Read:** Media/Design PDF 659-693	
Mar 25th	**In-Class:** Genre and Understanding Your Audience **Activity:** **Read:** Working with Genres PDF	**Due:** Stasis Analysis Final Draft
Mar 27th	**In-Class:** TBD **Activity:** **Read:** Going Public PDF from *Understanding Rhetoric*	**Due:** Discussion 7
April 1st	Spring Break	
April 3rd	Spring Break	
April 8th	**In-Class:** Kairos- Because Timing is Everything **Activity:** **Read:**	

April 10th	**In-Class:** Context is Key: Laying a Foundation for Your Audience **Activity:** Well…That Didn't Age Well Group Activity	**Due:** Draft of Multimodal Project
April 15th	**In-Class:** TBD **Activity:** Well…That Didn't Age Well Group Activity	**Due:** Discussion 8
April 17th	**In-Class:** TBD **Activity:**	
April 22nd	**In-Class:** TBD **Activity:**	**Due:** Discussion 9
April 24th	**In-Class:** TBD **Activity:**	**Due:** 2nd half semester check in and office visit
April 29th	**In-Class:** Looking Back to Look Forward-Self Reflection and Portfolios	**Due:** Discussion 10
May 1st	**In-Class:** Workshop	
May 6th	**In-Class:** Presentations	Due: Final Draft of Multimodal Artifact and Argumentative Defense
May 8th	**In-Class:** Presentations	**Due:** Discussion 11
May 13th	Last Day of Instruction **In-Class:** Presentations	
May 16th (Thursday) 12:15pm-2:30pm	Final Period	**Due:** Self Reflection and Works Cited, Portfolio Submission, Discussion 12