

First Year Writing Section 30

ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/19/2024

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>)

Our Class Policies

Late Work

In-Class Work: Students must be present in class to participate in and earn credit for group work. If you cannot attend class, make sure to complete coursework in full to earn late credit and contact a classmate to catch up on lecture notes. Visit me in office hours if you need an exception.

If an illness or emergency will keep you from class for more than one period, message me on Canvas.

Homework: Submit work by the due date listed. Unexcused late work will receive partial credit. If you need an extension, contact me before the assignment is due.

Partial credit: There is no deadline to turn in assignments for 50% credit. You may complete and turn in in-class or homework assignments for partial credit up until our final class meeting on Monday, May 13.

Final Exam

Date and Time: Thursday, May 16 by 12 PM.

Our Final Experience will be the Final Portfolio. We will not meet in-person during this final exam period. We will discuss this assignment in class.

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

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpreting and analyzing texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

Over the course of the coming semester, we will be closely engaging with academic writing as we try and shape our writing styles to fit the expectations of undergraduate writing assignments. Writing for college professors is demanding work; different subjects and assignments require separate and nuanced approaches.

The goal of this class is to help you become a more confident and versatile writer in academic settings. You will learn to develop a personalized voice for academic writing and a reliable set of skills for understanding and evaluating various facets of writing. By the end of the semester, students should feel more comfortable reading complicated pieces of academic writing and writing about complex topics themselves.

The writing assignments in this course are aimed at exercising your ability to analyze written texts and categorize their respective approaches to persuasion. Academic writers focus on a particular audience and usually make a claim. Through extensive questioning and active reading, you will try to uncover the various aims of these writers and examine their usage of rhetorical tools. Upon completing these assignments, you will be able to write analytically and get more information out of reading.

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

Coursework will be completed digitally through Canvas. You will need to have a phone, laptop or tablet with internet access in order to submit work in-class and for homework. If this is a concern, email me and we will figure out a solution.

Reading assignments may be added or removed (with notice) based on our needs as a group.

Assigned Reading Materials

There is no course textbook. Most of the material that we will be reading is taken from *Writing Spaces*, a free digitally available open access textbook for students of first-year composition. Their website is [Writing Spaces – Readings on Writing](http://writingspaces.org) (writingspaces.org) and all four volumes of their textbook can be found on the website. All the chapters we will be reading will be uploaded to Canvas.

Some of the other material we will be reading comes from *Bad Ideas About Writing*, another open access textbook, which is available for free online, and specific chapters will be uploaded to Canvas. We will also be using free online resources for college students, such as [Excelsior OWL | Online Writing Lab | Excelsior University](#) and [Purdue OWL® - Purdue OWL® - Purdue University](#).

All assigned reading materials will be available on Canvas, either in .pdf or as a link.

- Availability: Canvas

Student Sources

Students will be responsible for locating appropriate sources and materials for their writing assignments.

- Availability: University Library, Online Databases

Technology Requirements

You will need access to the internet and a laptop or computer to complete the assignments in this course.

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) in the Student Union (East Wing 2nd floor Suite 2600)
- [The Spaces and Technology](#) page at the MLK Library.
- [Student Computing Services](#)
- [Computers at the Martin Luther King Library](#) for the public at large
- Additional computer labs may be available in your department/college

Please note: The following software is free to all enrolled students in good academic standing.

- Adobe Creative Cloud <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php>
- Microsoft 360 | <https://portal.office.com/> [TUTORIAL NOTE: Use your university email address and SJSUOne password to access software for free.]

Library Liaison

The library at SJSU is an incredible resource. Our English department library liaison is Peggy Cabrera, who loves assisting students with research. Peggy can be reached at peggy.cabrera@sjsu.edu, by phone (408-808-2034), or through the chat function on the SJSU Library website.

Course Requirements and Assignments

Discussion Board Responses: You will write ten responses to a prompt about the readings consisting of 250 words each. Each discussion board response will be due by 11:59 PM Saturday in the weeks that it is assigned. In their responses, students are expected to demonstrate that they have done the readings and formed an assessment of the authors' arguments.

Analysis of a Visual Text: You will be asked to analyze a visual text (film, advertisement, photograph, artwork, website, infographic) and describe the elements of persuasion that the author is employing. The goal is to understand how that particular visual text sends its message(s) across to potential audiences.

Rhetorical Analysis: The next step will be to describe the methods employed by an author in a written text to convince the reader of their claim. In this assignment, you will focus on the author's rhetorical and stylistic choices and try and explain how and why such methods were used in that particular text.

Research Paper: Using a minimum of **two** outside sources, you will attempt to formulate an original argument by first creating a theoretical foundation for your argument, then arguing your claim as a continuation of an ongoing debate.

Final Portfolio: At the end of the semester, students are required to submit a portfolio containing a reflection essay and an appendix of writing that documents their awareness of the course learning goals.

✓ Grading Information

Breakdown

Grade	Range	Grade	Range
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

Grade Composition:

Assignment	Word Count	GELO	% of Final Grade
Participation/In-class Work	n/a	1-4	10%
Ten Discussion Board Responses	2500	1,3,4	25%
Analysis of a Visual Text	1000	1-5	10%
Rhetorical Analysis	1500	1-5	15%
Research Paper	2000	1-5	25%

Portfolio	1000	1-5	15%
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Criteria

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	We 1/24	Class Cancelled

2	Mo 1/29	Before Class: Read "First-Year Composition Prepares Students for Academic Writing" by <i>Tyler Branson</i> In Class: Introductions/Syllabus Discussion; Analysis of a Visual Text Introduction
	We 1/31	In Class: Writing Exercise, College Essays Demystified Due: First Discussion Board Post on Saturday 2/3 at 11:59 PM.
3	Mo 2/5	Before Class: Read "What Is 'Academic' Writing?" by <i>L. Lennie Irvin</i> In Class: Types of Academic Writing, Pre-Writing
	We 2/7	In Class: Writing Exercise, Drafting Due: Second Discussion Board Post on Saturday 2/10 at 11:59 PM.
4	Mo 2/12	Before Class: Read "So You've Got a Writing Assignment, Now What?" by <i>Corrine E. Hinton</i> In Class: Contextualizing Writing
	We 2/14	Before Class: Analysis of a Visual Text First Draft Due In Class: Peer Review Due: Third Discussion Board Post on Saturday 2/17 at 11:59 PM.
5	Mo 2/19	Before Class: Read "The Inspired Writer vs. The Real Writer" by <i>Sarah Allen</i> In Class: Writing Exercise, Editing and Revision
	We 2/21	In Class: Academic Conventions, Style Guides Due: Fourth Discussion Board Post on Saturday 2/24 at 11:59 PM.

6	Mo 2/26	Before Class: Read "Critical Thinking in College Writing: From the Personal to the Academic" by <i>Gita DasBender</i> In Class: Breaking Down the Process
	We 2/28	Before Class: Analysis of a Visual Text Final Draft Due In Class: Rhetorical Analysis Introduction
7	Mo 3/4	Before Class: Read "Looking for Trouble: Finding Your Way into a Writing Assignment" by <i>Catherine Savini</i> In Class: Writing Exercise, Using Problems
	We 3/6	In Class: Rhetorical Tools Due: Fifth Discussion Board Post on Saturday 3/9 at 11:59 PM.
8	Mo 3/11	Before Class: Read "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis" by <i>Laura Bolin Carroll</i> In Class: Understanding Grammatical Choices
	We 3/13	Before Class: Rhetorical Analysis First Draft Due In Class: Peer Review Due: Sixth Discussion Board Post on Saturday 3/16 at 11:59 PM.
9	Mo 3/18	Before Class: Read "Grammar, Rhetoric, and Style" by <i>Craig Hulst</i> In Class: Writing Exercise, Style
	We 3/20	In Class: Tone and Agency Due: Seventh Discussion Board Post on Saturday 3/23 at 11:59 PM.

10	Mo 3/25	Before Class: Read "Navigating Genres" by <i>Kerry Dirk</i> In Class: Research Paper Introduction
	We 3/27	Before Class: Rhetorical Analysis Final Draft Due In Class: More Rhetorical Tools
11	Mo 4/1	*Spring Recess*
	We 4/3	*Spring Recess*
12	Mo 4/8	Before Class: Read "Writing with Force and Flair" by <i>William T. FitzGerald</i> In Class: Writing Exercise, Researching to Write
	We 4/10	In Class: Editing and Revision Part 2 Due: Eighth Discussion Board Post on Saturday 4/13 at 11:59 PM.
13	Mo 4/15	Before Class: Check out The Research Process - Excelsior OWL and Research Paper Steps - Excelsior OWL In Class: Active Reading and Targeted Research
	We 4/17	Before Class: Research Paper First Draft Due In Class: Peer Review Due: Ninth Discussion Board Post on Saturday 4/20 at 11:59 PM.
14	Mo 4/22	Before Class: Read "How to Read Like a Writer" by <i>Mike Bunn</i> In Class: Writing Exercise, Investigating the Author
	We 4/24	In Class: Developing Outside Claims Due: Tenth Discussion Board Post on Saturday 4/27 at 11:59 PM.

15	Mo 4/29	Before Class: Read "I need you to say 'I': Why First Person Is Important in College Writing" by <i>Kate McKinney Maddalena</i> In Class: Proofreading
	We 5/1	In Class: Portfolio Introduction, Academic Voice
16	Mo 5/8	In Class: Editing and Revision Part 3
	We 5/10	Before Class: Research Paper Final Draft Due In Class: Portfolio Introduction
17	Mo 5/13	*Final Day of Instruction* Before Class: Portfolio Draft Due In Class: Portfolio Discussion