

# First Year Writing Section 33

## ENGL 1A

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

### Course Information

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We use writing to improve our lives in many ways, regardless of our college majors. We can use writing to express who we are. We can use writing to get what we want. We can use writing to meet our academic and professional goals. We can use writing to change the world for the better. And we can use writing to leave our legacy.

In this course, my hope is that you will discover the different ways that writing can be useful to YOU. We will explore how honing your writing skills and rhetorical awareness can improve the way you express yourself, communicate with others, and navigate your world.

My goal is to make our assignments and discussions relevant to your lives, however, you will get what you put into this class. Please take your learning, time, and not mention *money*, seriously!

### Course Description and Requisites

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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

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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>)

## **Classroom Protocol**

On our first day of class we will form a classroom culture together. Since we will likely be encountering some challenging, hot button topics in our classroom, there may be times that you disagree with your peers. That's okay. We are all here to learn. In our classroom, respect is imperative. Disrespectful

comments, aggression, and offensive behavior will not be tolerated.

Participation in every class is necessary for you to build on what you are learning. Participation means completing the readings before class, actively engaging in in-class activities including discussions, and providing thoughtful peer feedback to your fellow writers. Please arrive on time so as to not create disruptions. Cell phones should be silenced and put away throughout the entirety of class.

Because we are all learning together, audio and video recording are not allowed. Course materials are the intellectual property of the instructor and cannot be shared.

## Program Information

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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)

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### 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

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There are no required textbooks for this class. Links to the readings will be available on the syllabus or via Canvas. Many of the readings will be found at *Writing Spaces: Readings on Writings* (link found here: <https://writingspaces.org>), which is a free online resource. You are expected to complete the readings before attending class.

## Course Requirements and Assignments

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Success in this course 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.

Since this is a three-credit course, that means that you will be completing 9 hours of work per week. That can feel like a lot. It IS a lot. Because this class is a significant time commitment, my promise to you is this—everything that I assign, and expect you to spend your time on, will have a learning purpose. Every assignment is designed to help us become better writers and meet our goals. I will not assign “busy work” just for the sake of keeping you occupied. Having said that, please manage your time wisely.

Throughout the semester you will be completing three major writing assignments, one multimodal presentation, and a cumulative portfolio and reflection project. Assignment sheets will be provided for each explaining the purpose and expectations of the assignment. This class requires a minimum of 8,000 written words, 4,000 of which will be revised into a final draft.

## Grading Information

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Assignment	Word Count	GELO	% of Grade
Cover Letter	1,000-1,500	1, 2, 3, 5	10%
Using Your Voice Across Genres	2,000-3,000	1-5	20%
Letter to Public Official	2,000-2,500	1-5	20%
Presentation and Handout	500-1,000	1, 2, 3, 5	10%
Portfolio	500-600 words	1-5	20%
Participation/Free Writing/In class Activities	n/a	1-4	15%
Reading Responses	n/a	1, 4	5%

## Breakdown

Letter grades will be used in this course, including +/- grades. There may be very limited opportunities for extra credit at the instructor's discretion. Late work will result in a lower grade.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

This course must be passed with a C- or better as a CSU graduation requirement.

## University Policies

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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

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# ENGL 1A 77, First-Year Writing, Fall 2023, Course Schedule

Course schedule is subject to change with fair notice. Some readings and in class activities to be determined based on class needs and student interests.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, January 25th	<p>In class: Intros/Syllabus Review and Game/Building our Classroom Culture Activity</p> <p>For Next Class:</p> <p>Read: What is A Rhetorical Device?, <a href="https://www.thoughtco.com/rhetorical-devices-4169905">https://www.thoughtco.com/rhetorical-devices-4169905</a></p>
1	Tuesday, January 30th	<p>In class: Introduction to Project #1/Rhetoric Game</p> <p>For Next Class:</p> <p>Read: How to Write Meaningful Peer Response Praise, <a href="https://writingspaces.org/past-volumes/how-to-praise/">https://writingspaces.org/past-volumes/how-to-praise/</a></p> <p>And</p> <p>Cover Letters, <a href="https://www.sjsu.edu/writingcenter/docs/handouts/Cover%20Letters.pdf">https://www.sjsu.edu/writingcenter/docs/handouts/Cover%20Letters.pdf</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
2	Thursday, February 1st	<p>In class: Peer Feedback Activity/Cover Letter Activity</p> <p>For Next Class:</p> <p>Read: So You've Got a Writing Assignment, Now What?, <a href="https://writingspaces.org/past-volumes/so-you-what/">https://writingspaces.org/past-volumes/so-you-what/</a></p> <p>and</p> <p>Critical Thinking in College Writing, <a href="https://writingspaces.org/past-volumes/critical-thinking-in-college-academic/">https://writingspaces.org/past-volumes/critical-thinking-in-college-academic/</a></p>
2	Tuesday, February 6th	<p>In class: Rhetoric Bingo Game/Cover Letter Brainstorming</p> <p>For Next Class: Complete the first draft of your cover letter and bring it to the next class. Be prepared discuss it in small groups. Print off five copies for your peers to use to provide you with feedback. Fee individual feedback.</p> <p>Read: <a href="https://writingspaces.org/whats-that-supposed-to-mean-using-feedback-on-your-writing/">https://writingspaces.org/whats-that-supposed-to-mean-using-feedback-on-your-writing/</a></p>
3	Thursday, February 8th	<p>Due: First Draft of Cover Letter</p> <p>In class: Peer Review of Cover Letters/Attendance Triangle</p> <p>For Next Class: Start incorporating feedback and revising cover letter.</p> <p>Read: Writing with Your Peers, <a href="https://writingspaces.org/past-volumes/writing-with-your-peers/">https://writingspaces.org/past-volumes/writing-with-your-peers/</a></p>



Week	Date	Topics, Readings, Assignments, Deadlines
3	Tuesday, February 13th	<p>In class: Genre Exploration</p> <p>For Next Class:</p> <p>Read: The Importance of Transfer, <a href="https://writingspaces.org/past-volumes/the-importance-of-transfer">https://writingspaces.org/past-volumes/the-importance-of-transfer</a></p>
4	Thursday, February 15th	<p>In class: Rhetorical Bingo</p> <p>For Next Class:</p> <p>Read:</p> <p>What were you thinking?, <a href="https://writingspaces.org/past-volumes/reflective-writing-and-the-revision-p">https://writingspaces.org/past-volumes/reflective-writing-and-the-revision-p</a></p> <p>And</p> <p>Make your move in writing genres, <a href="https://writingspaces.org/make-your-move-writing-in-genres/">https://writingspaces.org/make-your-move-writing-in-genres/</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Tuesday, February 20th	<p>Project #1 (2<sup>nd</sup>)/Proj #2 (I)</p> <p>In class: Turn in Final Draft of Cover Letter</p> <p><b>Final Drafts Must Include: First Draft, Feedback from Peers, and Final Draft</b></p> <p>In class: Letter to the Editor Exercise</p> <p><b>For Next Class:</b> Bring in an Article, Begin Brainstorming</p> <p>Read: How to write an op-ed and letter to the editor, <a href="https://pnhp.org/take-action/how-to-write-an-op-e">https://pnhp.org/take-action/how-to-write-an-op-e</a></p>
5	Thursday, February 22nd	<p>In Class: Rhetorical Analysis of Taylor Swift, AI, and Sandy Hook</p> <p><b>For Next Class:</b> Start writing first drafts</p> <p>Read:</p> <p>Exigency, <a href="https://writingspaces.org/past-volumes/exigency-what-makes-my-message-indispensable-">https://writingspaces.org/past-volumes/exigency-what-makes-my-message-indispensable-</a></p> <p>and</p> <p><a href="https://www.cnn.com/2014/10/07/opinion/maynard-assisted-suicide-cancer-dignity/index.html">https://www.cnn.com/2014/10/07/opinion/maynard-assisted-suicide-cancer-dignity/index.html</a></p> <p>and</p> <p><a href="https://www.nytimes.com/2022/04/15/opinion/radonda-vaught-medical-errors.html">https://www.nytimes.com/2022/04/15/opinion/radonda-vaught-medical-errors.html</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Tuesday, February 27th	<p>In Class: Opinion Piece Exercise</p> <p>For next class:</p> <p>Read:</p> <p>Weaving personal experience into academic writing, <a href="https://writingspaces.org/past-volumes/weaving-academic-writing/">https://writingspaces.org/past-volumes/weaving-academic-writing/</a></p> <p>and</p> <p><a href="https://www.foxnews.com/opinion/fight-free-speech-supreme-court-victory">https://www.foxnews.com/opinion/fight-free-speech-supreme-court-victory</a></p> <p>and</p> <p><a href="https://www.sfchronicle.com/opinion/openforum/article/supreme-court-lgbtq-same-sex-marriage-18">https://www.sfchronicle.com/opinion/openforum/article/supreme-court-lgbtq-same-sex-marriage-18</a></p>
6	Thursday, February 29th	<p>In Class: Opinion Piece Exercise pt 2/Identifying Slant in the Media</p> <p>For next class:</p> <p>Read:</p> <p><a href="https://www.nytimes.com/2017/03/03/style/modern-love-you-may-want-to-marry-my-husband.html">https://www.nytimes.com/2017/03/03/style/modern-love-you-may-want-to-marry-my-husband.html</a></p> <p>and</p> <p>Public Writing for Social Change, <a href="https://writingspaces.org/past-volumes/public-writing-for-social-c">https://writingspaces.org/past-volumes/public-writing-for-social-c</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	Tuesday, March 5th	<p>In class: Social Media Exercise</p> <p>For next class:</p> <p>Read:</p> <p>Storytelling Narration, <a href="https://writingspaces.org/past-volumes/storytelling-narration-and-the-who-i-am">https://writingspaces.org/past-volumes/storytelling-narration-and-the-who-i-am</a></p> <p><u>And</u></p> <p>Annoying ways people use sources, <a href="https://writingspaces.org/past-volumes/annoying-ways-people-us">https://writingspaces.org/past-volumes/annoying-ways-people-us</a></p>
7	Thursday, March 7th	<p>In class: Social Media Exercise pt 2</p> <p>For next class: Bring 5 copies of your first draft and be prepared to share your writing.</p> <p>Read: Assessing Source Credibility, <a href="https://writingspaces.org/past-volumes/assessing-source-credibi-argument/">https://writingspaces.org/past-volumes/assessing-source-credibi-argument/</a></p>
7	Tuesday, March 12th	<p>Peer Review Project #2/1<sup>st</sup> draft</p> <p>For Next Class:</p> <p>Read: <a href="https://www.dmlp.org/legal-guide/risks-associated-publication">https://www.dmlp.org/legal-guide/risks-associated-publication</a></p> <p>And</p> <p>Understanding and Maintaining Your Privacy, <a href="https://writingspaces.org/past-volumes/understanding-a-writing-with-digital-technologies/">https://writingspaces.org/past-volumes/understanding-a-writing-with-digital-technologies/</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	Thursday, March 14th	<p>In Class: Transfer Activity Social Media vs. Opinion Essays vs. Letter to the Editor</p> <p>For Next Class: Bring 2 copies of rough drafts to class, scissors, and tape</p> <p>Read:</p> <p>Building your style, <a href="https://writingspaces.org/past-volumes/the-evolution-of-imitation-building-your-sty">https://writingspaces.org/past-volumes/the-evolution-of-imitation-building-your-sty</a></p>
8	Tuesday, March 19th	<p>In class: Paragraph Scramble Game</p> <p>For the Next Class: Bring 3 copies of First Drafts</p> <p>Read:</p> <p>The Role of Antithetical Writing, <a href="https://writingspaces.org/past-volumes/on-the-other-hand-the-role-of-composition-courses/">https://writingspaces.org/past-volumes/on-the-other-hand-the-role-of-composition-courses/</a></p>
9	Thursday, March 21st	<p>In Class: The Peer Review Interview</p> <p>For Next Class:</p> <p>Read:</p> <p>Punctuations Rhetorical Effects, <a href="https://writingspaces.org/past-volumes/punctuations-rhetorical-effe">https://writingspaces.org/past-volumes/punctuations-rhetorical-effe</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	Tuesday, March 26th	<p>In Class: Revisions</p> <p>For Next Class:</p> <p>Read: How to Write Effective Letters to Congress, <a href="https://www.thoughtco.com/write-effective-letters">https://www.thoughtco.com/write-effective-letters</a></p> <p>And How to Write a Letter to Your Elected Representative, <a href="https://www.grammarly.com/blog/write-el">https://www.grammarly.com/blog/write-el</a></p>
10	Thursday, March 28th	<p>In Class: Turn in Final Draft at beginning of the Class/Introduction to Project #3</p> <p>Final Draft Includes First Drafts, Final Drafts, and Reflection (including Peer Review)</p> <p>For Next Class:</p> <p>Read:</p> <p><a href="https://writingspaces.org/past-volumes/grammar-rhetoric-and-style-2/">https://writingspaces.org/past-volumes/grammar-rhetoric-and-style-2/</a></p> <p>Project #2 Final Draft/Project #3 Intro</p>
10	Tuesday, April 9th	<p>In class: Exploration of Elected Officials Examples</p> <p>For Next Class:</p> <p>Read:</p> <p><a href="https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aboutaasl/aaslcommunity/quicklinks/el/Sam">https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aboutaasl/aaslcommunity/quicklinks/el/Sam</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	Thursday, April 11th	<p>In Class: Audience Game</p> <p>Read: TBD</p>
11	Tuesday, April 16th	<p>In Class: Media Bias Writing Exercise</p> <p>For Next Class: Bring 5 copies of your first draft and be prepared to share your writing.</p> <p>Read: TBD</p>
12	Thursday, April 18th	<p>Project #3 1<sup>st</sup> Draft/Peer Review</p> <p>Read: TBD</p>
12	Tuesday, April 23rd	<p>In class: Peer Review</p> <p>Read: TBD</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	Thursday, April 25th	<p>In Class: Argumentative vs Persuasive vs Opinion Writing</p> <p>Read: TBD</p>
13	Tuesday, April 30th	<p>In class: Revision Rainbow</p> <p>Read: TBD</p>
14	Thursday, May 2nd	<p>In Class: Portfolio Introduction and Instructions</p>
14	Tuesday, May 7th	<p>Project #3 Final Draft DUE</p> <p>Final Draft Includes First Drafts, Final Drafts, and Reflection (including Peer Review)</p> <p>Portfolio Workshop/Discussion/Writing Time</p>



Week	Date	Topics, Readings, Assignments, Deadlines
15	Thursday, May 9th	Portfolio Workshop/Revision/Peer Review
FINAL	Friday, May 17 <sup>th</sup> 07:15 am	Portfolio Due  Submit portfolio in Canvas, no in person meeting