

First Year Writing Section 72

ENGL 1A

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

Course Information

The broad theme of this ENGL 1A section is representation. Each day, we encounter diverse forms of representation: a map of the BART system represents train routes through color coded lines. A movie we stream uses actors, sets, effects, etc. to represent events, and the emotions and desires they inspire in the characters; the commercial for paper towels that interrupts the film (let's say we're watching on Tubi) perhaps represents to us our own anxieties about budgeting for household products. An editorial we read online might express concern that a political movement has been misrepresented by the media. Even music is said to represent feelings and moods, though in a nonreferential way.

Throughout the semester we will read and respond to several pieces of writing addressing these diverse, yet interrelated, ideas related to representation. It is my hope that this section will prepare you to write, read, and research at the university level. Cultivating these skills will not only prepare you for subsequent coursework but help you explore, refine, and clearly express your ideas, and respond thoughtfully to the ideas of others.

Monday, Wednesday, 12:00 PM to 1:15 PM, Boccardo Business Center 122

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>)

Specific Policies and Required Materials

-You will need to be able to upload all written assignments to Canvas as .doc, .docx, or .pdf files.

-Please bring a laptop, tablet, or old-school notebook to each class. As indicated in the Course Schedule and Assignments sections of the syllabus, there will be twelve graded in-class writing assignments throughout the term. Moreover, it will be useful to take notes during class!

-**PLEASE DO NOT** text, surf the web, play mobile games, watch videos, or listen to music on your phone or laptop during class. Doing so is not only disrespectful to me and your classmates, but it can cause you to miss key information. Habitual violation of this policy will result in a lowered grade.

-Participate! You doubtlessly have something worthwhile to contribute to the class, whether it's an insight, observation, or a question (there are no silly questions!) I understand speaking in class can be daunting for many students, and I will do my best to create an environment where you will have multiple different ways to participate.

-A note on plagiarism: plagiarism is the act of attempting to pass off someone else's writing or research (human or AI-generated) as your own. It is a **serious** ethical violation. Students caught plagiarizing will receive a failing grade on the assignment.

Examples of plagiarism include:

-Using AI generated writing, such as ChatGPT.

-Copying and pasting portions of someone else's writing without quotation marks and/or citation. It doesn't matter if it is one paragraph or the whole piece.

-Copying and pasting portions of someone else's writing and running it through rewording or translation programs (this is always easy to catch, as these programs are terrible at replicating the way humans naturally write.)

-Paraphrasing (rephrasing in your own words) someone else's work without citation and attribution.

-Submitting someone else's work with your name on it **OR** submitting an essay you have submitted previously for another class (this last one is called "self-plagiarism.")

-Purchasing an essay online and passing it off as your own work.

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

There are no assigned textbooks for this section of ENGL 1A. All readings will be available through Canvas as Modules. I will announce reading assignments in class and via Canvas.

Course Requirements and Assignments

Table of Graded Assignments

Assignment	Available Points
Diagnostic Essay	30
Diagnostic Essay Revision	10
Personal Narrative	100
Personal Narrative Revision	50
Comparative Essay	100
Comparative Essay Revision	50
Précis + Pitch	50
Critique	150
Critique Revision	50
Reflection Piece	50
In-Class Writings (12)	60 (5 each)

Total Available Points: 700

✓ Grading Information

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83

C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	61-63
F	Below 61

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

Week	Day	Class	Assignment
1	Weds 1/24	Introduction	1/24 Read Chayka
2	Mon 1/29 Weds 1/31	-Discuss Chayka -Start Diagnostic	1/29 -N/A 1/31 Diagnostic Essay (Due 2/5)

3	Mon 2/5 Weds 2/7	-Review essays/in-class writing -Discuss Hopper + Ellison	2/5 Read Hopper + Ellison/work on Diagnostic revision (due 2/12) 2/7 Start Personal Narrative (Due 2/14)
4	Mon 2/12 Weds 2/14	-In-class writing -Intro. Stuart Hall/ possible short video essay screening	2/12 Finish Personal Narr. 2/14 Read Hall
5	Mon 2/19 Weds 2/21	-Discuss Hall - In-class writing	2/19 Work on Personal Narr. Revision (Due 2/26) 2/21 Read Didion
6	Mon 2/26 Weds 2/28	-Discuss Didion/in-class writing -Introduction to the comparative essay, outlining, etc.	2/26 Read Birkenstein and Graff 2/28 Work on comparative essay (Due 3/6)
7	Mon 3/4 Weds 3/6	-In-class workshop -TBD/in-class writing	3/4 Cont. working on Comp. essay 3/6 Nothing!
8	Mon 3/11 Weds 3/13	-Intro film analysis/short screening -Discuss Mulvey/in-class writing	-Read Mulvey -Work on comp. essay revision (Due 3/18)
9	Mon 3/18 Weds 3/20	-TBD -Discuss Jackson/in-class writing	-Read Jackson -Read TBD (will announce in class/on Canvas)

10	Mon 3/25 Weds 3/27	-Discuss reading/in-class writing -Introduce critique/exercise	-Catch up on late/missing work 😊
11	Mon 4/8 Weds 4/10	-Introduce pitch/précis+ in-class writing -Research review/workshop	-Prepare shortlist of possible subjects -Start work on pitch/précis (Due 4/17)
12	Mon 4/15 Weds 4/17	-In-class research workday -In-class writing/TBD	-Finish pitch/précis -Read TBD (selections will be based on shortlisted subjects selected by class)
13	Mon 4/22 Weds 4/24	-Discuss reading(s)/in-class writing -Outlining + Misc.	-Work on Criticism/prepare short drafts (Due 5/6)
14	Mon 4/29 Weds 5/1	-In class draft workshops (possibly in small, staggered groups)	-Continue working on criticism!
15	Mon 5/6 Weds 5/8	-Discuss/prep Portfolio -Final in class writing!	-Work on Criticism Revision + Reflection (Due 5/13)
16	Mon 5/13	Final Day of Instruction!	Completed Portfolio Due by end of the day!

SCHEDULE/ASSIGNMENTS SUBJECT TO CHANGE AT PROFESSOR'S DISCRETION