

First Year Writing Section 37

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/03/2023

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.

Environment: I intend for our classroom to be a **safe place** where every student can express their knowledge and opinions. In order for this to happen, students need to be prepared for class, ready to participate, and open to receiving feedback. While the classroom is a safe place, it is also a place where opinions can collide and raise new perspectives. Considering this, it is important to always maintain a **respectful attitude** towards all classmates, assignments, activities, and discussions. If at any point you feel unsafe or concerned about the classroom environment, please contact me privately. You are also always welcome to schedule a meeting with me if you would like to discuss other class assignments.

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 be from sources you locate and some from sources provided throughout 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>)

Attendance & Participation Policy

You are allowed to miss as many classes as you need/want since I do not have an attendance requirement. *However, a significant portion of your grade is dedicated to your engagement, participation, group work, discussion contributions, and your work ethic for in-class activities.* Therefore, by missing class or not engaging you're risking your grade.

If you have questions or concerns about your attendance and/or participation, you are welcome to contact me to set up a meeting or visit my office hours. I understand that you have your own crazy and busy lives, and I am happy to be flexible as needed.

Late Policy

If your assignment is more than 30 minutes late with no explanation or request for an extension, you will receive a 10% deduction on that assignment. If you need an extension, please send me an email or speak with me at least 6 hours in advance before the due date.

The only extensions I cannot provide are on the participation assignments (for obvious reasons) and the Rhetorical Analysis Essay assignments. The Rhetorical Analysis Essay assignments are extended across the course of the semester to ensure progressive work and to purposely to avoid requests for extensions.

All assignments can be turned in up to the last day of class (December 5th). There will be no extensions for late work past this date.

Please note: if your assignment is late, I may not be able to provide feedback.

Word Count

In another part of the syllabus you probably noticed that the university expects you to write upwards of 4000 words in this class spread over the course of the semester. While your first reaction is probably along the lines of "ugh," your second reaction is probably "why?" Well, here's why...

Like many other things in life, practice is the only way to get better. Writing over and over again helps you notice past errors, experiment with your writing voice, and further develop your ideas. The nature of writing is to simultaneously participate in active reflections and repetition. So, while the majority of the expected word count will come from essays and large assignments, about half of it will also come from crappy drafts and free writes. You will do a lot of writing in this class, but I don't expect it all to be good writing.

Since writing and writing over again is important to your writing process as well as expanding your learning process, I do have strict word count expectations. Not meeting word counts will result in either a deduction of points on the assignment itself, or in a deduction of participation points.

AI Writing & Plagiarism

While many may make the case that AI writing is not someone else's work because it's a machine's work, and therefore it's not plagiarism to use AI writing, the most basic definition of plagiarism is essentially using work that is not your own. Therefore, giving an AI program a prompt or idea and *turning in the AI's work is plagiarism because it is not your own writing.* Similarly, when you have an AI program clean up or adjust your writing to make it sound better, this is also plagiarism because the writing is no longer yours.

I understand that AI programs can be useful, and I encourage you to use these resources for productivity and efficiency. However, knowing the boundaries and limitations of these resources and tools is incredibly important for you to be successful. Therefore, I've incorporated activities and assignments that use AI programs so we can learn how to use AI programs to develop and expand your writing and learning processes. We will also explore the meaning of ownership and power in the context of writing.

To encourage the development of your writing skills and help expand your writing and learning processes, I have made the following adjustments and rules:

- All free writes will be handwritten and turned into me or tracked on a document where I can review the history and progress of your free writes. This will allow me to observe and guide your writing process and provide feedback when necessary.
- We will explore how to use AI programs as tools and resources in-class and for particular assignments.
- I have spread out assignments and loosened expectations on grammar on particular assignments to remove the stress of writing, therefore hopefully removing some of the pressure to use AI programs.
- If there is process-based evidence and clear indication of AI use, you will automatically fail the assignment.

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

This course will be focused on the **writing process**, meaning that we will be exploring the methods that develop and progress your writing process. This exploration and development require vulnerability, trust, respect, and engagement both with me and your peers.

On a thematic level, this class has some overlap with **art, protest art, and activism**. We will also be discussing topics that may align with your interests and major. On these topics, I encourage you to speak up on your opinions, contribute your knowledge, and carefully listen to your peers.

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

Textbook

None Required.

Other Materials

All other materials will be provided via the Canvas "Modules" or "Pages" tabs. Occasionally, readings are also sent out via "Announcements." I may unofficially encourage you to read material before class so that you come to class prepared for discussions, group work, and lectures.

Course Requirements and Assignments

Assignments 50 points each | 25% of final grade

These in-class exercises will be diverse and wide-ranging. These activities and assignments are fairly informal, but are significant to your final grade as occasional materials or writing will need to be turned in. Assignment descriptions and rubrics are provided on Canvas. The purpose of these assignments is to practice rhetorical and analytical reading and writing skills in alternative settings. These activities and assignments may include:

- Project Chaos
- Presentations
- Letters

Rhetorical Analysis Essay: 30% of final grade

This essay will provide an opportunity to demonstrate your understanding and use of rhetorical devices, strategies, and techniques. For this assignment, there will be multiple due dates for drafts, peer review sessions, peer review letters. This essay, while it focuses on rhetorical analysis, will also require you to synthesize, analyze, and research your chosen article/media/topic. There will be several opportunities in class for you to develop your ideas, outline, and receive feedback from peers.

Discussion Posts: 20 points each | 15% of final grade

On some weeks you will make a discussion post on Canvas related to that week's material. These posts may include specific directions or response prompts, group work, or additional work. The purpose of these posts is to keep you engaged with class related material and give you a place to investigate, analyze, and synthesize multiple topics and discourses.

Participation: 20% of final grade

Participation will be determined at the end of the semester based upon your contributions and engagement in various class activities. These activities may include editing and revising activities in-class, group work, in-class mini debates, surveys, and the like. I will track your participation throughout the semester but will not update the grade until midterms and the last week of class.

Final Exam: 20 points each | 10% of final grade

The final exam for this course will have 2 parts. First, you will turn in portions of ePortfolio, which will include the Reflection and Annotated Bibliography. The second part of your final exam is optional; you will have an opportunity to resubmit any assignment you would like for a new grade with no late penalty attached, *with the exception of the Rhetorical Analysis Essay*.

Grading Information

A plus: 96 to 100%

A: 93 to 95%

A minus: 90 to 92%

B plus: 86 to 89 %

- B: 83 to 85%
- B minus: 80 to 82%
- C plus: 76 to 79%
- C: 73 to 75%
- C minus: 70 to 72%
- D plus: 66 to 69%
- D: 63 to 65%
- D minus: 60 to 62%

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

Essay Expectations

"A" range 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.

"B" range 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.

"C" range 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.

"D" range 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.

"F" essay does not fulfill the requirements of the assignment.

A Note on Grammar

In my classroom, I recognize the diverse writing capacities and abilities of every student writer. All of us come from different writing backgrounds which affects our voice, writing style, writing process, language skills, and even our knowledge and use of grammar techniques and conventions. I understand that reviewing specific grammar rules in class is not going to be helpful for everyone, but I will still review some grammar and style conventions throughout the semester according to our lesson focus.

I will not grade you for every grammatical mistake in your class assignments. However, grammar (while sometimes annoying and difficult) is fundamental to writing coherently and effectively. Writing and re-writing is part of the drafting process, and for your final submissions (of essays, presentation materials, etc.), I expect that you have put in the effort to employ correct grammar and punctuation. If your use of grammar is significantly impacting my ability to read your assignments, I will have to deduct points according to the assignments' rubric.

If you struggle with any part of the writing process, you are not alone! Even as an established writer, I too sometimes struggle with grammar conventions, organization, and style. You are welcome to visit my office hours or schedule a time to meet with me if you have questions or concerns about your writing. [The Writing Center \(https://www.sjsu.edu/writingcenter/\)](https://www.sjsu.edu/writingcenter/) is also a great resource for all students. They can provide free appointments and help with any part of your writing assignment from brainstorming and organization to grammar and style.

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	Schedule

1	8/22 & 8/24	<p>Introductions!</p> <p>DUE: INTRODUCTION SURVEY 8/23</p>
2	8/29 & 8/31	<p>College Expectations & Writing</p> <p>DUE: LETTER 8/28 & DP COLLEGE EXPECTATION 8/31</p>
3	9/5 & 9/7	<p>The Workplace, Culture, and Rhetoric</p> <p>DUE: GROUP CONTRACT ACTIVITY 9/5 & ACTS OF DEVIANCE 9/7</p>
4	9/12 & 9/14	<p>Rhetoric, Rhetoric, Rhetoric</p> <p>DUE: MINI DEBATE 9/14</p>
5	9/19 & 9/21	<p>Peer Review, Rhetoric, and AI</p> <p>DUE: RHETORICAL ANALYSIS ESSAY DRAFT 1 9/19 & PEER REVIEW LETTER 1 9/19</p>
6	9/26 & 9/28	<p>Culture & Project Chaos Launches</p> <p>DUE: PROJECT CHAOS; CHAPTER 1 9/26 & PROJECT CHAOS; CHAPTER 2 9/28</p>
7	10/3 & 10/5	<p>Culture & Project Chaos Continues</p> <p>DUE: PROJECT CHAOS; CHAPTER 3 10/3</p>
8	10/10 & 10/12	<p>Culture & Project Chaos Concludes</p> <p>DUE: PROJECT CHAOS; CHAPTER 4 10/11 & PROJECT CHAOS; CHAPTER 5 10/13</p>
9	10/17 & 10/19	<p>Back to the Essay...</p> <p>DUE: RHETORICAL ANALYSIS ESSAY DRAFT 2 10/17 & PEER REVIEW LETTER 1 10/17 DP BLOG TO PEERS 10/19</p>
10	10/24 & 10/26	<p>Rhetoric (again, I know...) and Presentations</p>
11	10/31 & 11/2	<p>Analysis, Synthesis, Discussion, and Scary College Things</p>
12	11/7 & 11/9	<p>More College Things</p> <p>DUE: MINI DEBATE 11/7</p>
13	11/14 & 11/16	<p>The Argusasive Presentations</p> <p>DUE: ARGUSUASIVE PRESENTATION MATERIALS (THE DAY OF YOUR PRESENTATION)</p>

14	11/21 & 11/23	Thanksgiving Break! No class on Tuesday. Sleep, nurture food babies, dream of puppies and palm trees or something...
15	11/28 & 11/30	We're back! Food Babies & All! Now Let's Talk About the End of the World... DUE: RHETORICAL ANALYSIS ESSAY FINAL
16	12/5	Final Exam Preparation & Trying to Survive
17	12/14	DUE: FINAL EXAM PARTS 1 & 2 BY 10AM 12/14

For more information about our day-to-day activities and lecture content, please visit the Canvas "Modules" tab and the "Assignments" tab.