

First Year Writing Section 79

ENGL 1A

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

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

- This is a workshop-style class. We will be doing a lot of pair work and group work, so I ask that you finish your reading before class and come to class prepared to discuss ideas.
- Everyone is encouraged to share their ideas. I ask that everyone be treated with respect, no matter their background: gender identity, religion, and other aspects of their identity.
- A lot of the ideas in the class will be new, and some of the ideas in this class will be sensitive and/or challenging to encounter. Feel free to discuss issues with me that may arise from this class.
- Be prepared to write a lot! Because this class takes about 3 units, it will take 9 hours a week to prepare for.
- Late assignments: -.5 for 1 day late, -1 for 2 days late, and -1.5 for 3 days late.
- Extensions: I encourage you to reach out to me to talk about extensions before major assignment deadlines. We can figure something out.
- When you email me, please be respectful and clear. In the subject line, state your purpose (i.e., Assignment 1 Extension), and in email, include a greeting and a signature that includes your name.
- Accommodations: Please reach out to me as soon as you can in order to get the support you deserve.

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.

Let's be real. Writing takes a lot of practice. Since this is a 3-unit course, each unit will count for approximately 3 hours, which totals 9 hours of study a week. 2.5 of these hours will be held in class, and 6.5 of it will be up to you to figure out how you want to split your time with doing the readings, discussion posts, research papers, and preparing for the class discussions. We will discuss how to manage our time in this course as it unfolds.

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>)

Need help with finding information for your research projects?

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students a library resource page for the Department of English and Comparative Literature.

Resources

- Trying to print? Check out the [Associated Students Print & Technology Center](#) in the Student Union (East Wing 2nd floor Suite 2600) or the [WEPA print locations](#).
- Trying to borrow technology? Check out the [Student Computing Services](#) at the MLK Library.
- Health and accommodations
 - [Counseling and Psychological Services](#) at the Student Wellness Center
 - [Accessible Education Center](#) at the MLK library
 - [Student Wellness Center](#)
- Free Tutoring (Free to all SJSU students!)
 - [Writing Center](#) at the MLK library
 - [Peer Connections](#) at the Student Services Center
- Other on-campus resources
 - [SJSU Career Center](#)
 - [SJSU Cares](#)
 - [Spartan Food Pantry](#) in the Student Union

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

What is this class about?

Writing is a vehicle for thinking. We will be writing about writing and talking about writing! The goal of English 1A is to help you create your own strategies and workflow for writing by writing in different genres. The goal here is to prepare you to be comfortable with later using your writing strategies to later write in the genres of your field. You will learn to do so by developing a habit for writing through answering small discussion posts and in-class writing exercises. Each small writing assignment and in-class will build up help you show the information you have researched, analyzed, and synthesized through a series of larger writing assignments. You will put together the sum of what you have been learning through a portfolio at the end.

This is a GE class. You will learn 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 your 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.

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

What are the course materials and where can I find them?

I will post the course materials on Canvas. Readings for the most part will come from *Bad Ideas about Writing*, edited by Cheryl E. Ball and Drew M. Loewe and *Writing Spaces Vol. 1-3*. These texts are freely accessible on the Internet, but if you would like to purchase a copy of them, you can.

Course Requirements and Assignments

What assignments will I have?

- 15 discussion posts to consistently develop your writing muscles
- 9 minor assignments that will build up to...
- 2 major essays
- 1 multimodal project to flex beyond your reading and writing skills
- 8 reflections to help us all hone our skills
- Final presentation
- Final portfolio
- Participation opportunities to discuss what you're learning

Grading Information

How will I be graded?

The blog posts are designed to help you develop your writing strategy and your voice. The more you write, the better you will be at expressing your own opinions and critical thinking skills. They will be graded on how relevant the topics you are discussing in regard to the readings and questions at hand.

3 minor assignments will be given as checkpoints during each of your major assignments for me to give you feedback about your process.

The major assignments (2 essays, 1 multimodal project) will be opportunities for you to study and join discussions within online communities. The goal here is to help you research and to understand in an in-depth way the ways that people communicate with each other in communities.

The reflections are designed to help you think about how your writing process is evolving. Think of them as checkpoints for your own developing writing process. They will help you with your own writing strategy that you will customize and hone in your future writing courses (2 or 1B and 100w).

Participation will be an opportunity for you to engage with your peers in learning to do college-level academic writing.

You will have an opportunity to share your research with your audience through a final presentation.

Instead of having a final exam, you will put together a portfolio of the writing you have done throughout this semester.

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

Breakdown

Assignments	Points Each
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Discussion Posts (15)	10
Reflections (8)	10
Writing Process Assignments (9)	10
Essays (2)	10
Multimedia Project (1)	10
Final Presentation	10
Final Portfolio	10
Participation	10

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

Schedule

- Calendar is subject to change with fair warning.
- It is your responsibility as the student to check for updates.
- Readings listed should be read before class.

Wk	Date	In-Class	Homework to Do AFTER Class
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1	8/23	Introductions, Purpose of this class (goal of 1A), Dear Self	<ul style="list-style-type: none"> • FIRST-YEAR COMPOSITION SHOULD BE SKIPPED • 1 You Can Grow Your Brain • Discussion 1: goals and aspirations • Finish Reflections 1: Dear Self if you haven't
2	8/28	Community guidelines + What is a community?	<ul style="list-style-type: none"> • Discussion 2: research communities
	8/30	Metacognition day + walking tour	<ul style="list-style-type: none"> • RCW extra credit due before next class • 2 YOU CAN LEARN TO WRITE IN GENERAL • Finding Your Way In • Discussion 3: writing strategies
3	9/4	NO CLASS	
4	9/6	<p>Prompt strategizing</p> <ul style="list-style-type: none"> • So You've Got a Writing Assignment. Now What? by Corrine E. Hinton • Metacognition + prompt steps • Tips and Tricks for Planning: The KWHL Chart 	<ul style="list-style-type: none"> • So You've Got a Writing Assignment. Now What? by Corrine E. Hinton + Questions • Discussion 4: describe one community
	9/11	<p>Theme: Community + Writing</p> <ul style="list-style-type: none"> • Academic Language • DES: describe- <p>elaborate-suggest</p> <ul style="list-style-type: none"> • Possible genre scavenger hunt 	<ul style="list-style-type: none"> • A1 Part 1: Annotate 3 sources • Annoying Ways People Use Sources • Discussion 5: how to gain credibility in a group
	9/13	<p>Helpful peer responses</p> <ul style="list-style-type: none"> • Discuss annotated sources examples <p>Possibly print out annotations</p>	<ul style="list-style-type: none"> • Reading and Writing are Not Connected • Reflections and revisions 1: Why did you choose x source? • Extra credit if you visit office hours before the end of week 4
5	9/18	Rhetorical analysis: freewrite, group annotations	<ul style="list-style-type: none"> • Backpacks vs. Briefcases • Discussion 6 • A1 Part 2: annotate 2 more sources
	9/20	Deep vs. shallow takes	<ul style="list-style-type: none"> • Reflections and revisions 2: Revise annotations

6	9/25	Academic writing	<ul style="list-style-type: none"> • Revisiting "Reading and Writing are Not Connected" • Shitty First Drafts • Discussion 7
	9/27	<p>Coffee and drafting day</p> <p>I bring coffee in</p> <ul style="list-style-type: none"> • Re-scramble paragraphs • Fill in sentences • How to cite <p>I will give you feedback on your sources at week 7 at the latest.</p>	<ul style="list-style-type: none"> • Discussion 8 • How to reclaim deep thinking.
7	10/2	Technology and Writing	<ul style="list-style-type: none"> • Assignment 1 draft due before class on 10/4 • How to write meaningful peer response praise • Discussion 9
	10/4	Peer review day + peer review reflection	<ul style="list-style-type: none"> • Reflections and revisions 3
8	10/9	NO CLASS	<ul style="list-style-type: none"> • Assignment 1 final draft due before 10/11
	10/11	<p>Post-assignment reflection</p> <p>What would I do differently?</p> <p>How big was your world?</p> <p>Introduce Assignment 2</p>	<ul style="list-style-type: none"> • A2 Part 1: follow the arguments
9	10/16	It's in the way you look at things: visual rhetoric	<ul style="list-style-type: none"> • A2 Part 2: KWHL • Discussion 10: Genre analysis
	10/18	Example day / rhetorical analysis	<ul style="list-style-type: none"> • A2 Part 3: Writer's intent--what helps you connect sources? • Keep on writing assignment 2; draft 1 due before class on 10/23
10	10/23	Peer review day	<ul style="list-style-type: none"> • Reflections and revisions 4

	10/25	TBD: Expect comments back/possibly a conference day	
11	10/30	Grammar and style day	<ul style="list-style-type: none"> • Discussion 11: Ad analysis • Perform surgery on these sentences (possibly)
	11/1	Day after Halloween! <ul style="list-style-type: none"> • Deep work • What is literacy? Multimodal composing revisited 	<ul style="list-style-type: none"> • Final draft due before 11/6 • An Introduction to and strategies for multimodal composing • Discussion 14: multimodal
12	11/6	Introduce assignment 3: multimodal project Mid-semester reflection: What would I do differently? Great artists steal: The Evolution of Imitation: Building Your Style	<ul style="list-style-type: none"> • The Evolution of Imitation: Building Your Style • Discussion 13: Steal their style
	11/8	Gather sources Writer's statement	<ul style="list-style-type: none"> • A3 Part 1: Sources due
13	11/13	Multimodal mapping + workshopping	<ul style="list-style-type: none"> • A3 Part 2: Writer's statement / multimodal map due
	11/15	Multimodal workshopping and Peer review	<ul style="list-style-type: none"> • Reflections and revisions 5 • Extra credit: draw me a meme or describe it in words or a combination of words and drawing
14	11/20	Meta-reflect <ul style="list-style-type: none"> • Workflow map • Presentation strategy Finals week strategizing 	<ul style="list-style-type: none"> • A3 Part 3: Workflow map and due before 11/27
	11/22	Thanksgiving	
15	11/27	What else do you want to learn? Post-assignment reflection: What would I do differently?	<ul style="list-style-type: none"> • A3 final draft due before 11/29 • Discussion 14: Where are you going? Where do you want to go?

	11/29	Portfolio assignment introduce	<ul style="list-style-type: none">• Discussion 15: Dear self again
16	12/4	Final Presentations	
	12/6	Final Presentations Last day of class	
17	12/14		<ul style="list-style-type: none">• Final portfolio due Thursday, December 14 before 12pm