

First Year Writing Section 96

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

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.

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>)

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

Technology Requirements

Students are required to have an electronic device (e.g. laptop, desktop, or tablet) with a camera and built-in microphone, as well as a reliable Wi-Fi connection. The University has a free equipment loan program (sjsu.edu/learnanywhere/equipment/index.php) available for students.

Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of 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.

Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

- **Writing:** Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.
- **Reading:** In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.
- **Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

- Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication.
- Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
- Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
- Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
- Demonstrate college-level language use, clarity, and grammatical abilities in writing.

University, College, or Department Policy Information

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be found at sjsu.edu/gup/syllabusinfo/index.html.

The Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Their mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). They accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions. The SJSU Writing Center conducts scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at sjsu.mywconline.com. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at sjsu.edu/writingcenter.

On Academic Integrity and Artificial Intelligence (AI) Tools Usage

Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT, to complete essays or other assignments constitutes a violation of the University's Academic Integrity Policy (sjsu.edu/senate/docs/F15-7.pdf). AI-generated submissions are not permitted and will be treated as plagiarism.

Department Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- 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.

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

Reading Materials

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

You Couldn't Ignore Me If You Tried: The Brat Pack, John Hughes, and Their Impact on a Generation by Susannah Gora (ISBN: 0307716600)

Recommended:

The Everyday Writer with 2020 APA Update by Andrea A. Lunsford (ISBN: 1319361153)*

*Any equivalent writing guide, so long as it's current, will suffice.

Grading Information

- This course utilizes a “Minimum Grading” policy, meaning a missing or failed assignment will receive 50% of the allotted points, instead of a zero.
- Because sentence-level corrections in Canvas are cumbersome, instead, expect (often lengthy) end-notes in the comments section of your submissions.
- There is a participation component to your grade. It can mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently ask questions and/or comment). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- There will be no extra-credit opportunities this semester.
- Check Canvas for your most up-to-date grades.

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 1:	President Ronald Reagan	Week 2:	Diana, Princess of Wales
Dates:	Tue 8.22/Thu 8.24	Dates:	Mon 8.29/Wed 8.31
Class:	Syllabus review; Introductions	Readings:	eR—“Gen X’ers Sharing The Facts Younger People Tell Them” (BuzzFeed)
		Class:	Lecture—“Crafting the Essay: Writing as a Process”

<p>Week 3: MTV</p> <p>Dates: Tue 9.5/Thu 9.7</p> <p>Class: Lecture—"Building a Better Multimedia Presentation: An Annotated Look"</p> <p>Due: DIAGNOSTIC</p>	<p>Week 4: E.T. the Extra-Terrestrial</p> <p>Dates: Tue 9.12/Thu 9.14</p> <p>Class: Presentation topic assignments; Lecture—"MLA Style 10;" and AI and College Writing: Points to Consider"</p> <p>Due: REFLECTION 1</p>
<p>Week 5: Pac-Man</p> <p>Dates: Tue 9.19/Thu 9.21</p> <p>Class: Lecture—"You're in College Now: The New Rules of Writing" and "Close Reads 101" and University "Close</p> <p>Due: REFLECTION 2</p>	<p>Week 6: Thriller</p> <p>Dates: Tue 9.26/Thu 9.28</p> <p>Class: Lecture—"On Wordiness: Exercises" and "Citing Sources in MLA: The Basics"</p> <p>Due: CLOSE READING</p>

<p>Week 7: The Los Angeles 1984 Summer Olympics</p> <p>Dates: Tue 10.3/Thu 10.5</p> <p>Readings: eR—"R/AskReddit: If You Were a Kid in the 80s, What are You Most Nostalgic About That You Feel Kids are Missing Out on Today?"</p> <p>Class: Reading discussion;</p> <p>Multimedia presentations</p> <p>Due: REFLECTION 3</p>	<p>Week 8: The Cosby Show</p> <p>Dates: Tue 10.10/Thu 10.12</p> <p>Readings: eR—"R/AskReddit: What Was it Like Being a Child in the 1980s?" (Reddit), "Twenty-five Reasons We're Glad We Grew Up in the '80s" (BestLife), "Ten Reasons Why Being a Kid in the '80s was the Best" (HuffPost), "Six Lessons We Learned from Growing Up in the '80s" (NBC News)</p> <p>Class: Reading discussion;</p> <p>Multimedia presentations;</p> <p>Guest speakers (TBA)</p>
<p>Week 9: The World Wrestling Federation</p> <p>Dates: Tue 10.17/Thu 10.19</p> <p>Class: Multimedia presentations;</p> <p>Lecture—"Infographics 101"</p> <p>Due: COMPARATIVE</p>	<p>Week 10: USA for Africa</p> <p>Dates: Tue 10.24/Thu 10.26</p> <p>Class: Multimedia presentations</p> <p>Due: INFOGRAPHIC—FINAL DRAFT</p>

Week 11:	The Golden Girls	Week 12:	Oprah Winfrey
Dates:	Tue 10.31/Thu 11.2	Dates:	Tue 11.7/Thu 11.9
Class:	Multimedia presentations	Read:	Read: BRAT–1- Nothing Compares to Hughes: Teen Cinema and the Man Who Would Change it Forever, 2- Eternal Flame: Sixteen Candles Lights Up the Screen
		Class:	Multimedia presentations
		Due:	NARRATIVE

Week 13:	The Space Shuttle Challenger Disaster	Week 14:	Dirty Dancing
Dates:	Tue 11.14/Thu 11.16	Dates:	Tue 11.21/Thu 11.23 (No Thanksgiving)
Read:	Read: BRAT–3- Breakfast of Champions: The Breakfast Club “Breaks the Rules, Bares Their Souls,” and Revolutionizes the Teen Film Genre, 7- We Got the Beat: Behind the Music of the Brat Pack Films	Class:	Happy Class: Multimedia presentations
Class:	Reading discussion; Multimedia presentations		

<p>Week 15: Straight Outta Compton</p> <p>Dates: Tue 11.28/Thu 11.30</p> <p>Read: Ferris in Ferris Bueller's Perfect Day Off Before Graduating from High School—and John Hughes Graduates from Directing Teen Films, 14- Don't You Forget About Me: How the Brat Pack Films Changed a Generation</p> <p>Class: Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"</p> <p>Due: EXPOSITORY</p>	<p>Week 16: The Tiananmen Square Protest</p> <p>Dates: Tue 12.5*</p> <p>Class: Multimedia presentations; Class wrap-up</p> <p>Due: REFLECTIONS 4 AND 5</p> <p>*Last regular class meeting of the semester.</p>
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Week 17: Batman (Finals Week)

<p>Section: 30</p> <p>Dates: Tue 12.12</p> <p>Time: 8:00 – 9:30 a.m.</p> <p>Zoom: Meeting ID: 884 1798 8892 /Passcode: 376691</p> <p>Due: SELF-REFLECTION AND EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)</p>	<p>Section: 96</p> <p>Dates: Thu 12.14</p> <p>Time: 8:00 – 9:30 a.m.</p> <p>Zoom: Meeting ID: 886 3752 7618 /Passcode: 723350</p> <p>Due: SELF-REFLECTION AND EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)</p>
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