

# First Year Writing Section 84

## ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/17/2024

### Contact Information

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**Instructor:** Rita Cameron

**Office Location:** FOB 116

**Email:** rita.cameron@sjsu.edu

**Office Hours:** Tues. 10:30AM – 11:30AM (In Person, FOB 116); Tues. 5:00PM – 6:00PM (Zoom)

**Class Days/Time:** Tuesday/Thursday 9:00AM – 10:15AM

**Classroom:** Sweeney Hall 413

**Prerequisites:** Reflection on College Writing

**GE/SJSU Studies Category:** A2

### 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

Students should expect to regularly attend class, not only because you are responsible for material discussed in class, but because active participation is a benefit for all members of the class. In-class work is a major factor in grading criteria. Students who know in advance that they will miss one or more classes

should reach out so that make-up work may be arranged.

This class requires the completion of three major projects: a **personal narrative**, a **multimodal research project**, and a **persuasive essay**. In addition, we will complete a number of smaller assignments and discussion posts. Major and minor assignments will cover informal and formal writing produced in multiple contexts, and weekly reading and writing assignments will guide us through the stages of essay construction.

#### **Personal Narrative: 20% of Final Grade (GELO 1,2,3,5)**

Write a "[Letter of Recommendation](#)" modeled on the personal essay genre featured weekly in the *New York Times Sunday Magazine*. In these columns, writers recommend odd things or experiences that bring them happiness, connection, or comfort, or that help them understand themselves and their place in the world. 1,000 – 1,500 words in revised form.

#### **Multimodal Research Project: 20% of Final Grade (GELO 1-5)**

Create a multi-modal, research-based essay analyzing a photograph of an event, cause, subculture, community, and identifying at least three aspects of the photograph that give the reader a deeper understanding of the topic. 1,500 – 2,000 words in revised form; minimum of three externally cited sources, including one academic journal.

#### **Persuasive Essay: 20% of Final Grade (GELO 1-5)**

Write an "Open Letter" using a range of rhetorical devices to convince an audience to change their mind about a specific subject. Address the letter to a political figure or organization, business, or other organization, or draft it as a letter to the editor at a news organization. 1,000 words in revised form.

#### **Short Writing Assignments: 20% Final Grade (GELO 1,3,4)**

Regular written responses to the reading assignments, an analysis of AI writing tools, and a piece of cultural criticism.

#### **Classwork and Participation: 15% Final Grade (GELO 1-4)**

In-person involvement in discussions, group activities, peer feedback workshops, and grammar and style exercises.

#### **SJSU Writing Program Portfolio (Final Evaluation): 5% of Final Grade (GELO 1-5)**

Curate a final portfolio of assignments completed during this semester and over the summer RCW program that demonstrates your writing development. This portfolio will also require you to write a reflection essay on what you've learned.

**A Note About Time Expectations:** 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.

# GRADING INFORMATION

## Grading Scale:

A plus = 98 - 100

A = 93 - 97

A minus = 90 - 92

B plus = 86 - 89

B = 83 - 85

B minus = 80 - 82

C plus = 76 - 79

C = 73 - 75

C minus = 70 - 72

D = 60 - 69

F = 59 and below

**Personal Essay: 20% | Multimodal Research: 20% | Persuasive Essay: 20% | Short Writing Assignments: 20% | Participation: 15% | Portfolio: 5%**

The three major projects will be graded on multiple steps of development, which may include a proposal, first draft, peer workshop participation & workshop letter, presentation, and revised draft. Detailed information about project steps and grading criteria will be distributed during the semester.

**The following are the criteria by which major assignments are evaluated in first-year writing courses:**

**The "A" writing assignment** is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment's requirements, written in a unique and compelling voice. This work takes creative risks and applies original thought. It will show the student's ability to use language effectively and persuasively.

**The "B" writing assignment** demonstrates competence in the same categories as an "A" essay, but it may not be fully developed in one or more of the previously stated areas. It will respond to the topic suitably and may contain some grammatical, mechanical, or usage errors.

**The "C" writing assignment** will complete the minimum requirements of the assignment, but it may not be fully developed, and it may demonstrate a superficial treatment of its topic. It may show weakness in mastery of grammar, mechanics, usage, or voice.

The “D” writing assignment will neglect to meet the assignment’s requirements and it may be superficial in its treatment of the topic. It may substantially deviate from the assignment’s purpose or fail to stay on topic. It may contain many grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

**Late or Missing Work:** Get your work in on time! A big part of the university experience is learning to manage a busy schedule with multiple due dates. It is especially important that you turn your drafts and workshop feedback forms in on time, as your fellow students will be depending on work you turn in to complete their own work.

Unless an arrangement has been discussed with and approved by the instructor in advance, late work for the three major assignments (the **personal narrative**, **multimodal research project**, and **persuasive essay**) will not receive full credit. All students have 10 days before a late assignment will be considered failed. Each extended day has a late fee or penalty of 5%. This means a submission that extends its time by 1 day will be accepted, but with a deduction of 5%. Two days will receive a deduction of 10%, and this extended submission period will last until 10 days have passed, when a submission can only receive a maximum grade of 50%. Submissions that come 10 days or later waive any feedback or comments, and will be graded based on any writing, regardless of quality or content, as a 50% grade.

Short writing assignments (such as **reading responses**) that are turned in late will incur a one-time penalty of 15%.

**Extra Credit:** There will be several opportunities for extra credit throughout the semester, which will be clearly communicated to all students. Is your grade not where you want it to be? The best thing to do is to come talk to me during my office hours so that we can work together to get things on the right track.

**Plagiarism:** According to University [Policy F15-7](#) on Academic Integrity, SJSU defines plagiarism as “the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.

“This includes knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit and representing the product as one’s own work.” Additionally, plagiarism includes “submitting work previously graded in another course.” Turning in AI-generated work is categorically a violation of SJSU’s academic integrity policy, the only difference being that the work was taken from an algorithmic—rather than organic—source.

## CLASSROOM PROTOCOL

For a course like this one, much of the learning happens in class. Therefore, it is imperative that you come to class and participate in class activities and discussions. Class participation entails: (1) demonstrating that you’ve completed the readings/out-of-class assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

This class is not a lecture but a seminar, and I will be facilitating your discussions of readings and presentations. This is not the kind of class you can miss and just get the lecture notes from a friend to catch up. A writing course is a community of learners undergoing a process whereby they develop their reading and writing skills over time, through hard work and dedication. Staying on track with homework assignments and being present (both physically and mentally) and actively contributing to class discussions and completing in-class writing or other assignments is absolutely essential to your success in this course. You are therefore expected to arrive on time, fully prepared, and ready to participate actively in each class meeting.

**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.

**Please note:** We will be writing and reading across a range of topics. Sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from or challenge our ideas, beliefs, and prior experiences. Students are encouraged to discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

### 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

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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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Coursework will be submitted digitally through Canvas.

**Readings:** All of our readings will be available online, either through website links or downloads on our course Canvas page.

**Technology Requirements:** Students will need a computer, tablet, or other device with a web browser and word processing program.

**Writing Center:** The SJSU Writing Center offers a variety of free resources to assist students with more effective mechanical, grammatical, syntactical, and conceptual usage. To make an appointment or to refer to the numerous online resources offered through the Center, visit their website at [sjsu.edu/writingcenter](https://sjsu.edu/writingcenter).

## 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 / First-Year Writing Sec. 84, Fall, 2024

Tuesdays & Thursdays 9:00AM – 10:15AM, Sweeney Hall 413

Calendar subject to change with fair warning.

Readings listed should be read BEFORE class.

## COURSE SCHEDULE

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	<b>In Class:</b> Introductions, Syllabus, Classroom Norms & Expectations. Why do we write?
Weeks 2-6: Letter of Recommendation: Personal Narrative/Persuasive Essay (Project #1)		

2	Tues  8/27	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· Letters of Recommendation: <a href="#">College Essays</a>, <a href="#">Mahjong</a>, and <a href="#">Stickers</a>.</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· Reading Response (RR) #1: Were you convinced?</li> <li>· What is genre? Genre Analysis Activity. Personal Narrative Project introduction.</li> </ul>
2	Thurs  8/29	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· Letters of Recommendation: <a href="#">Lip Reading</a> and <a href="#">Escape Rooms</a>.</li> <li>· <a href="#">What is a Rhetorical Device?</a></li> </ul> <p><b>Due Before Class:</b> Proposal for "Letter of Recommendation"</p> <p><b>In Class:</b> What is rhetoric? Rhetorical Analysis through Commercials Activity.</p>
3	Tues  9/3	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Household Object: Taxidermied Alligator Head, \$20.00</a></li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· Elevator pitch</li> <li>· RR #2: Rhetoric is Murder</li> </ul>



3	Thurs  9/5	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">My Grandmother's Tortillas Were the Best. Try Them Yourself.</a></li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· Email Etiquette for Academic and Professional Settings</li> </ul>
4	Tues  9/10	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">"Shitty First Drafts" by Anne Lamott</a></li> </ul> <p><b>Due Before Class:</b> "Letter of Recommendation" Draft</p> <p><b>In Class:</b></p> <p>Rhetoric is Murder</p> <ul style="list-style-type: none"> <li>· Begin AI Writing Models</li> </ul>
4	Thurs  9/12	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">How to Write Meaningful Peer Response Praise</a> (Writing Spaces)</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· RR #3: AI Essay Critique</li> <li>· How to give and receive feedback; Feedback Forms</li> </ul>

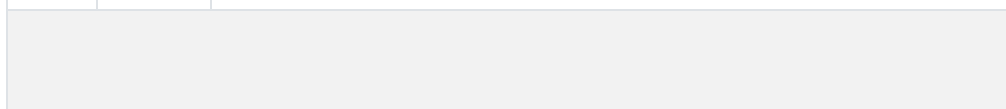
5	Tues 9/17	<p><b>Read Before Class:</b> Classmate "Letter of Recommendation" drafts for workshop</p> <p><b>Due Before Class:</b> Feedback forms</p> <p><b>In Class:</b> Small peer workshop groups.</p>
5	Thurs 9/19	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Revision and Editing Checklist for a Narrative Essay</a>.</li> </ul> <p><b>In Class:</b> Field Trip! We will be attending a panel that is part of the Georgetown Free Speech Project's two-day event hosted at SJSU: Free Speech at the Crossroads: A Silicon Valley Dialogue, from 9AM to 10:15AM at the SJSU Student Union Theater.</p>
<b>Week 6: Cultural Criticism</b>		
6	Tues 9/24	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">At Señor Frog's in Times Square, It's Spring Break Forever</a></li> </ul> <p><b>Due Before Class:</b> "Letter of Recommendation" Revised Draft</p> <p><b>In Class:</b> Cultural Criticism; Preview "In One Image" Project #2.</p>

6	Thurs  9/26	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Advice on How to Write a Review by Three New York Times Critics</a></li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· RR#4: Cultural Review</li> </ul>
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**Week 7 – 11: In One Image: Multi-Modal Research (Project #2)**

7	Tues  10/1	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· In One Image: <a href="#">Big League Dreams</a> and <a href="#">The Steepest Hill</a></li> </ul> <p><b>In Class:</b> “In One Image” project introduction – multimodal formats and visual rhetoric.</p>
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7	Thurs  10/3	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· In One Image: <a href="#">Vintage of War</a> and <a href="#">The Surgeon</a></li> <li>· <a href="#">Essay Planning: How to Develop a Working Thesis Statement</a> (SJSU Writing Center) (pgs. 1-5)</li> </ul> <p><b>Due Before Class:</b> “In One Image” project proposal</p> <p><b>In Class:</b> Multimodal composing; Thesis development.</p>
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8	Tues  10/8	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Writing like a Game Designer (Writing Spaces)</a> (do not complete activities at end of reading)</li> <li>· Review three sources related to your proposal</li> </ul> <p><b>In Class:</b> Research methods.</p>
8	Thurs  10/10	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">The New World: Envisioning Life After Climate Change.</a></li> <li>· <a href="#">In Praise of a Normal, Boring Country</a></li> </ul> <p><b>In Class:</b> Visual Rhetoric; Citations; Rhetoric of College Marketing.</p>
9	Tues  10/15	<p><b>Due Before Class:</b> "In One Image" project draft</p> <p><b>In Class:</b> Fake news and fallacies; Using quotations; authority.</p>
9	Thurs  10/17	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· One multimodal text of your own choice</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· RR #5: Find Your Own Multimodal Text</li> <li>· Sign up for presentation days &amp; individual conferences</li> <li>· Extra credit presentations</li> </ul>

10	Tues 10/22	<p><b>Read Before Class:</b> 2 Student drafts for Workshop</p> <p><b>Due Before Class:</b> Feedback Forms</p> <p><b>In Class:</b> "In One Image" Peer Workshop</p>
10	Thurs 10/24	<b>In Class:</b> Revise drafts. Mid-semester check-in. Discuss presentation format.
11	Tues 10/29	<p><b>Due Before Class:</b> "In One Image" Revised Draft</p> <p><b>In Class:</b> In One Image Student Presentations</p>
11	Thurs 10/31	<b>In Class:</b> In One Image Student Presentations
<b>Week 12: Student Conferences</b>		
12	Tues 11/5	Individual Student Conferences (No regular class)

12	Thurs 11/7	<p>Individual Student Conferences (No regular class)</p> <p><b>Due:</b> RR #6: Workshop Experience</p>
<b>Week 13 – 16: Letter to the Editor (Project #3)</b>		
13	Tues 11/12	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Pause Giant AI Experiments: An Open Letter</a></li> <li>· <a href="#">An Open Letter to Governor Lee on the Slaughter of Our Children</a></li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· Open letters and opinion pieces, format and style</li> <li>· RR #7: Open Letter Response</li> </ul>
13	Thurs 11/14	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">To Whom Would You Write an Open Letter?</a></li> <li>· <a href="#">Writing with Force and Flair (Writing Spaces).</a></li> </ul> <p><b>Due Before Class:</b> Open Letter Proposal</p> <p><b>In Class:</b> The visual rhetoric of campaign advertising.</p>

14	Tues 11/19	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Review advice on Community Toolbox: Writing Letters to the Editor</a></li> </ul> <p><b>Due Before Class:</b> Open Letter Draft</p> <p><b>In Class:</b> The Rhetoric of Dating and Social Media</p>
14	Thurs 11/21	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Eliminate the Required First-Year Writing Course</a></li> <li>· <a href="#">Writing is a technology that restructures thought – and in an AI age, universities need to teach it more</a></li> </ul> <p><b>In Class:</b> Coding Primary Data Activity</p>
15	Tues 11/26	<p><b>Read Before Class:</b></p> <ul style="list-style-type: none"> <li>· Open Letter or Opinion Piece of your choice</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>· RR#8: An Open Letter to My Younger Self</li> </ul>
15	Thurs 11/28	NO CLASS - THANKSGIVING

16	Tues 12/3	<b>In Class:</b> <ul style="list-style-type: none"> <li>· End of semester check-in</li> <li>· Open Letter Revision</li> <li>· RR #9: TBD</li> </ul>
16	Thurs 12/5	<b>Due Before Class:</b> Open Letter Revised Draft  <b>In Class:</b> RR #10: Portfolio Reflection
FINAL EXAM	12/16	<b>Due:</b> Final Portfolio due by 9:30AM