

First Year Writing Section 16

ENGL 1A

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

Course Information

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

Course Description and Requisites

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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

GE Learning Outcomes (GELO)

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

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 Learning Outcomes (CLOs)

GE Area A2: Written Communication

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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

All required readings will be available on CANVAS.

Course Requirements and Assignments

Course requirements include weekly blog posts of at least 250 words, pre-drafts, outlining, drafts, final drafts of three major essays that make-up the bulk of the course, and a final portfolio containing the summer reflection, one essay from 1A of the student's choice, and a reflection on their progress. The final portfolio will cover GELO #1 and #3 in which students will articulate an awareness of their writing skills progress through the 1A course and demonstrate knowledge and understanding of content, context, and forms of written communication.

Personal Narrative, Rhetorical Analysis, and Research Paper will each be 1500 words, along with weekly blog posts which will address the GELO of students writing at least 8000 words. Practicing three different genres of essay writing, personal narrative, rhetorical, and research will cover GELO #4 & #3 in which students will be able to integrate their ideas and those of others by analyzing, synthesizing, and criticizing in different genres, as well as articulating an awareness of purpose, audience, context and writing according

to these rhetorical appeals. Successful practice of these essays will ultimately result in GELO # 5 which is student demonstration of college-level language use, clarity, cohesion, and grammatical abilities in writing. Because writing is a practice and can never be perfect, there are many stages to the writing process in which the pre-drafts, outlining, and rough draft assignment practices cover GELO # 2, which is performing essential steps in the writing process. Weekly blog posts will contain many prompts about weekly readings. With the practice of weekly readings of short and somewhat long (depending on the reading assignment of that week) excerpts, students will cover GELO #1 which is demonstrating knowledge and understanding of the context, content, effectiveness, and forms of written communication.

✓ Grading Information

Determination of Grades

- A grade of at least C- is required to pass this course.
- Late assignments will automatically be one letter grade lower.
- Deadline to turn in late work will be 12/6.
- Personal Narrative: 20%
- Rhetorical Analysis: 20%
- Research Paper: 20%
- Attendance, Group Work, Weekly blog posts, and peer review: 25%
- Final - Portfolio: 15%

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 640 points

D minus = 639 to 600 points

F = 599 points or lower

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	Topics, Readings, Assignments, Deadlines
	8/21	Introduction / Canvas / Syllabus
		<p>Read <i>A Writing Assignment, A Way of Life</i> https://www.jstor.org/stable/3650535?casa_token=n_6ubgr2PccAAAAA%3ADaVZmyTRfMj9dxB8MeDNCsJIJ6Ri32pmTCTwdi_AJX0zhfWZmi4</p> <p>Reflect on the reading in accordance with the Blog Post in at least 250 words BY 8/22 @ 11:59 PM.</p>
	8/23	In-class Discussion, Writing Exercise
		<p>Read <i>What is "Academic" Writing?</i></p> <p>https://books.google.com/books?hl=en&lr=&id=gqoWEAAAQBAJ&oi=fnd&pg=PA3&dq=so+you%27ve+got+a+writing+assignment&ots=vA</p> <p>Reflect on the reading in accordance with the Blog Post in at least 250 words BY 8/27 @ 11:59 PM.</p>
	8/28	In-class discussion, Writing Exercise

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Listen to Marty Lobdell - <i>Study Less Study Smart</i></p> <p>https://www.youtube.com/watch?v=IIU-zDU6aQ0</p> <p>Reflect on the lecture in accordance with the Blog Post in at least 250 words BY 8/29 @ 11:59 PM.</p>
8/30		In-Class Discussion, Writing Exercise
9/4		NO CLASS
9/6		Personal Narrative Essay Prompt distribution.
		Read the Narrative Essay prompt and complete outline 1 worksheet (electronic and physical copies will be distributed)
9/11		Peer Review Exercise w outline 1 and discussion
		<p>Reflect in Blog Post by 9/12 in 250 words about the peer review outline exercise.</p> <p>Read <i>Getting personal</i> https://www.semanticscholar.org/paper/Getting-personal%3A-Writing-stories-Richard-Lobdell/IIU-zDU6aQ0</p>
9/13		In-class discussion and writing exercise.
		<p>Read <i>Backpacks vs. Brief cases: steps toward Rhetorical Analysis</i>. Combining this reading with the 'Getting personal' reading.</p> <p>https://books.google.com/books?hl=en&lr=&id=ggoWEAAAQBAJ&oi=fnd&pg=PA3&dq=so+you%27ve+got+a+writing+assignment&ots=vA</p>
9/18		In-class discussion, writing exercise

Week	Date	Topics, Readings, Assignments, Deadlines
		Work on Rough Draft and reflect on progress in blog by 9/19 @ 11:59 PM.
9/20		In-class discussion about rough draft progress (group activity)
9/25		In-class working on rough drafts.
		Rough Draft Personal Narrative due 9/25 @ 11:59 PM.
9/27		Peer Review Exercise. Complete worksheet and turn-in by end of class.
		Interview a peer about their personal narrative writing process. Complete interview in at least 500 words ;
10/2		In-class discussion and writing exercise.
		Read 68-74 <i>Rhetorical Analysis</i> by Mark Zachry and Reflect by 10/3 @ 11:59 PM in 250 words. https://books.google.com/books?hl=en&lr=&id=APaqBgAAQBAJ&oi=fnd&pg=PA68&dq=how+to+analyze-
10/4		In-class discussion, writing exercise
10/9		work on final draft
10/11		work on final draft
		Final Draft Personal Narrative Due 10/11 @ 11:59 PM.
10/16		Rhetorical Analysis Prompt Essay distribution.

Week	Date	Topics, Readings, Assignments, Deadlines
		Complete outline 2 worksheet by 10/17 @ 11:59 PM. (electronic and physical copies will be available.)
	10/18	Peer Review Exercise w outline 2 and discussion
	10/23	In-class discussion, group activity
		Reflect in Blog Post by 10/24 in 250 words about the peer review outline exercise.
	10/25	In-class discussion and writing exercise.
		<p>Read 14-18 <i>The Resources of Discourse Analysis</i> and reflect in 250 words by 10/31 @ 11:59 PM.</p> <p>https://books.google.com/books?hl=en&lr=&id=0Aw5DQAAQBAJ&oi=fnd&pg=PP1&dq=how+to+analyze+</p> <p>In a blog post, use the assigned pathos, ethos, or logos you received in a paragraph addressing the supren</p>
	10/30	Happy almost Halloween
	11/1	Discuss rough draft progress with a peer. Complete rough draft.
		Rhetorical Analysis Rough Draft Due 11/1 @ 11:59 PM.
	11/6	<p>Library Tour - Research and librarian resources</p> <p>Research Paper Prompt Distribution.</p>
	11/8	In-class discussion and writing exercise.
		complete outline worksheet 3 by 11/12 @ 11:59 PM.

Week	Date	Topics, Readings, Assignments, Deadlines
	11/13	Peer review exercise with outline worksheet 3
		Reflect on the peer review exercise in a blog post by 11/14 @ 11:59 PM.
	11/15	work on final draft for rhetorical analysis essay.
		Final Draft of Rhetorical Analysis due 11/15 @ 11:59 PM.
	11/20	Work on research paper in class.
	11/22	NO CLASS
	11/27	Work on research paper in class.
		Complete blog post reflection on peer review exercise in 250 words by 11/26 @ 11:59 PM. Research paper rough draft due @ 11:59 PM 11/27.
	11/29	Peer review exercise turn in by end of class. Introduce portfolio final project.
	12/4	Discuss progress on research paper final draft w peer
	12/6	work on research paper final draft
		Final Draft Research Paper Due 12/6 @ 11:59 PM.

Week	Date	Topics, Readings, Assignments, Deadlines
	12/8	
	12/14	FINAL Portfolio DUE Portfolio - FINAL, include summer work reflection (pre req to 1A) and choose one assignment from the co