

First Year Writing Section 82

ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 02/01/2024

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.

Zoom Class Sessions Etiquette

Live sessions via Zoom are required each week. You should make every attempt to attend these sessions in real time. The sessions will not be recorded. Here are the requirements and expectations for our live meetings:

1. Click on the Zoom link at least 10 mins prior to the start of our live session.
2. Mute your mic upon entry into the room.
3. Video allows for us to see each other, make connections, and form a community of learners. You should turn on your camera in order to actively engage in our classroom community and get full participation points. **In breakout rooms, video is necessary to monitor participation and foster communication.**
4. During open discussion, please feel free to raise your hand and speak out when you have a question or comment.
5. Cell Phones- We love them - but we must ignore them during class time. Turn off cell phones or put them on silent mode during the Zoom live sessions.
6. For more information on how to conduct yourself and manage the tech during our live sessions, check out https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvas_Spring2020.pdf.
7. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)(http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

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>)

All reading must be completed by the beginning of each class period. Please come prepared with questions and ideas on the reading assignments for each class.

2. Homework will be assigned each day in the form of readings, written responses to the

readings, or grammar exercises. These are intended to give you extensive practice in writing.

3. Reading responses encourage you to engage actively with the text and to reinforce the symbiotic connection between reading and writing, and therefore, must be completed for each class meeting.

4. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.

5. Late papers will not be accepted. No faxed or e-mailed papers will be accepted. Please submit your assignments on Canvas on the dates that they are due.

6. Homework assignments and quizzes cannot be made up.

7. In-class essays may be made up with an authentic medical excuse.

Attendance

Since discussion and participation is an important component of this course, students should attend class regularly. All in-class writing and contribution towards discussion will count towards your participation grade. Absences and/or tardiness may, therefore, affect your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered. To this purpose, please obtain names and e-mail contacts of at least three of your classmates.

There will be a 15 minute break midway through the class. Please don't connect late or exit early. In case you need to do that, please let me know ahead of time.

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 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

Required Texts

Lunsford, Andrea, et. al. **Everyone's an Author** (4th edition). W. W. Norton & Co., 2021.

A college-level dictionary

Internet access to material on Canvas and an e-mail address for updates.

Additional material posted on Canvas

Technology Requirements / Equipment / Material

For this course, you will need access to a computer (with a webcam and microphone), the ability to review course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.) and ability to participate in synchronous class sessions via Zoom. The University has a free equipment loan program (sjsu.edu/learnanywhere/equipment/index.php) available for students. Stable Internet connection is crucial.

You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> and through Canvas messaging to learn of any updates, assignments, or comments from the instructor / peers. The best and fastest way to reach me is via my SJSU email. Please do not contact me via Canvas or voicemail

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, etc.

Reading: English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class, and each reading will be accompanied by some form of writing. Most of the assigned essays will be based on these readings as well. It is therefore imperative that you complete each reading before class and bring your textbook and reading responses to every class meeting.

Writing: This is a composition course—every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued, and because you will need to be able to perform well in timed writing situations, you will also write graded, in-class essays. You must complete all required essays to pass the class.

Out-of-class essays must be typed, double-spaced, and in 12-point, Times New Roman font. They must be in accordance with MLA citation guidelines. Out-of-class essays will have specified minimum word counts that will be listed on the prompt sheets. **Essays are due on their due dates. No late papers will be accepted without a medical note.**

Workshops: Peer collaboration is an important component of the writing process and group workshops will be held periodically. Missed workshops cannot be made-up. For peer review, you should have a complete draft of the assignment. Peer review will take place during our class times. If you do not bring drafts, you will not receive points for that peer review workshop. I will not be editing drafts, though I will make some comments and make sure you have a complete draft; your peers will truly be your colleagues in this respect. However, if you would like me to look over a draft and comment, you are welcome to meet with me during office hours.

Group Multimodal Project: I will assign a multi-modal group project. Multimodal assignments involve written, visual, and oral components. You will complete one major multimodal assignment this semester.

These projects will enable you to work with each other to create visual and audio responses (video essays, infographics, podcasts, etc.) A successful group project that follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will earn a high grade and improve the overall participation score of each individual member.

Self -Reflection Portfolio: By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the term, you will assemble

and reflect on your work to gauge and define your progress. Your reflection essay will demonstrate your ability to present your writing progress to the Writing Program Faculty.

Class Participation

Class Participation: We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not log into class. I expect you to attend class daily and come on time. Absences and tardiness will affect your grade because you will be missing class material and/or in-class activities. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, turn your camera on, contribute to discussions, actively listen to your peers, and take notes as necessary. Additionally, you must refrain from texting or electronic device usage of any kind.

Class participation is assessed as follows:

A: Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B: Occasional, pertinent questions and comments; active listening

C: Infrequent, tangential questions or comments; questionable attentiveness

D: Rare interaction; distraction or unpreparedness for class

F: Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes all in-class activities, and cannot be made up if you miss a class, regardless of the reason.

✓ Grading Information

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's effectiveness, which is 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.

Criteria

<u>Grade</u>	<u>Percentage</u>
A	93.0% to 100%
<i>A minus</i>	90.0% to < 93.0%
<i>B plus</i>	86.0% to < 90.0%
<i>B</i>	83.0% to < 86.0%
<i>B minus</i>	80.0% to < 83.0%
<i>C plus</i>	76.0% to < 80.0%
<i>C</i>	73.0% to < 76.0%
<i>C minus</i>	70.0% to < 73.0%
<i>D plus</i>	66.0% to < 70.0%
<i>D</i>	63.0% to < 66.0%
<i>D minus</i>	60.0% to < 63.0%
F	< 60.0%

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

Breakdown

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	Weightage
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Diagnostic Essay	700	1,2,3,5	0%
Profile Essay (Out of Class)	1000	1,2,3,5	10%
Rhetorical Analysis (in-class writing)	500	1,3,4,5	10%
Persuasive Argument (out-of-class essay)	1500	1,2,3,4,5	15%
Multimodal Essay	2000	1,2,3,4,5	20%
Portfolio Self-Reflection	500	1,2,3,4,5	5%
Group Presentation of Multimodal Essay	N/A	1,2,3,4,5	10%
Revision Drafts	1200	1,2,3,4,5	N/A
Class Participation	N/A	1,3,5	20%
Peer Review Workshop	N/A	1,2,3,4,5	10%
Reader Responses (out-of-class writing)	700	1,3,4,5	N/A

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A.

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

The schedule is subject to change with fair notice. I shall inform you of changes made to the syllabus via canvas announcement or class announcement. Reading assignments must be completed by the day they are listed. If there is a change in schedule, I shall inform you in a timely fashion via Canvas announcement. EA= Everyone's an Author.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 26	Class: Introductions, Syllabus Review. Diagnostic Writing Homework: Read Part 1: Chapter 2 and Chapter 4 (EA), Profiles (Laitner, pp.301-310; Estabrook, 318-323 (EA) Read White's "Once More to the Lake" (Canvas) Write a one-page response to each.
2	Feb 2	Profile Essays. What is a Profile Essay? Discuss Laitner, Estabrook and White Writing Profile Essays Profile Essay Assigned. Homework: Complete Draft of Profile Essay
3	Feb 9	Profile Essay Peer Review Workshop. More Profile Essays
4	Feb 16	DUE: Profile Essay. Rhetorical Analysis. Grammar Workshop. Homework: Read (pp.238-242-EA), Part 1: Chapters 1&3 (EA) Handouts on Canvas

5	Feb 23	Rhetorical Analysis Workshop. Discussion and Writing Practice on Rhetorical Analysis
6	Mar 1	Rhetorical Analysis – In Class Writing Homework: (pp. 256-61-EA) Visual Analysis- Discuss Readings/Videos/Ads
7	Mar 8	Modes of Visual Analysis
8	Mar 15	What is an Argument? Homework: Read Part IV: Ch 12 (EA) Discuss Readings. Structure of an Argument Homework: Read Part V- Ch 18 &19-EA) Read Canvas Readings: Atwood, Appiah, McGonigal. Write responses on each. Argument Essay Assigned. Discuss Readings Homework: Work on Argument Essay Rough Draft
9	Mar 22	Due: Argument Essay Rough Draft Peer Review Workshop on Argument Essay Discuss Self- Reflection Portfolio Homework: Read (Part VII- Ch. 35: pp. 776-93-EA)
10	Mar 29	Due: Argument Essay. Multimodal essays
11	Apr 5	Spring Break
12	Apr 12	Work on Project
13	Apr 19	Group Conferences Homework: Rough Draft of Video Essay

14	Apr 26	Peer Review Workshop on Video Essays Work on Class Presentations
15	May 3	Due: Multimodal Essays Homework: Work on Self-Reflection Portfolio
16	May 10	Due: Self -Reflection Portfolio Multimodal Essays Contd.