First Year Writing Section 30

ENGL 1A

Spring 2025   In Person   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/22/2025

👤 Contact Information

Dr. or Mr. Navarro (He/Him/His)

Tuesday and Thursday – 9:00am-10:15am

Boccardo Business Center 221

Jan 23, 2025-May 12, 2025

Office Hours via Zoom: Monday and Wednesday

Office Hours Zoom Link: Canvas Home Page

🕐 Course Information

Course Reader (located on Canvas)

Technology requirements / equipment / material

- Notebook
- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Access to a computer
- Zoom application

About Me:

I have worked as a lecturer of writing for ten years (10), eight (8) with UCSC and SJSU. I have a PhD in Composition and Applied Linguistics and an MFA in Writing and Poetics--my BA is in English.

My research and writing interests include anti-racism, critical pedagogy, and writing. I love to read, my favorite authors are Octavia Butler, Gabriel Garcia Marquez, Haruki Murakami and Thomas Pynchon.

I swim, run and hike. I have a yoga and meditation routine, and I am a vegan.

Diversity Statement

This course is grounded in the idea that the human experience is defined by an intersectional and positional understanding of existence. Intersectional in that every individual is comprised on multiple, intersecting identities. Positional in that each one of these identities creates the opportunity for both privilege and oppression within society. The ethical root of this praxis within this course begins with critical race theory (CRT) and the idea that education in the United States is built upon white supremacist and racist constructs. First, within the institutional barriers to access that are the legacy of colonialism and racial/ethnic segregation. Second, within the epistemological racism rooted in colonial and racist ideologies of eurocentrism, white-supremacy, xenophobia, and other marginalizing behavior like sexism, misogyny, homophobia, transphobia to name but a few. This ethical alignment is a dedication to the openness of the educator-learner ecology—an awareness of the unique, situated experience of every individual that is involved. This pedagogical lens demands an active anti-racist pedagogy, which vigilantly seeks to dismantle barriers to access and other remanent of institutional and epistemological racism.

🖥 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.

<u>Reading:</u> 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.

<u>Final Experience:</u> 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)](https://www.sjsu.edu/english/frosh/program-policies.php)

Academic Dishonesty and Plagiarism

For this course, the use of any form of Generative A.I. sourced content (ChatGPT, Grammarly, etc.) will be considered an act of academic dishonesty. TurnIt in is activated for all assignments and it will be utilized alongside a number of strategies to analyze your coursework for Generative A.I.

The Norton Field Guide describes plagiarism as "using other people's words and ideas without acknowledgment" (The Norton Field Guide 491). Specifically, plagiarism occurs when "(1) using another writer's words or ideas without acknowledging the source, (2) using another's writer's exact words without

quotation marks, and (3) paraphrasing or summarizing someone else's ideas using language or sentence structures that are too close to theirs" (The Norton Field Guide 495).

Right to Remove

If any student becomes a threat or impediment to the health, safety, and educational growth of the class, a fellow classmate, or the instructor—the instructor, the program and the department reserve the right to remove the student from the course. Furthermore, the issue will be documented and taken to the university for further review.

⊞ 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).

◎ Course Goals

Course Goals

1. Students will investigate two questions: 1) What is anti-racist about writing? 2) How does an anti-racist academic identity support academic writing and research?
2. Students work to develop an understanding of their emerging academic identity through writing anchor concepts and research threshold concepts.
3. Students will begin with an intersectional and positional exploration of their experiences with education and literacy, writing, and research.

4. Students will then research and develop a scholarly review of literature on a topic based on personal inquiry.
5. Students will undertake a final transmodal assignment in the development of the Digital short based on their writing and research for the term.

📶 Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

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 Requirements and Assignments

Grading Scale

A letter grade system of A to F will be used, including pluses and minuses. Formal writing assignments will be evaluated by your professor; final grades will be calculated using this scale..

Letter Grade/ Points	Letter Grade/ Points

A	94-100		C+	77-79
A-	90-93		C	70-76
B+	87-89		D	60-69
B	84-86		F	59 and below
B-	80-83			

Course Structure and Weekly Deadlines

Most assignments will have a soft deadline of the Sunday the week that they are assigned. *Some assignments may have longer or shorter due dates, ensure that you are opening the assignment guidelines and double checking the dates on the submission folders.*

Week 1	2/2	Week 6	*3/9*	Week 11	*4/13*	Week 16	*5/18*
Week 2	2/9	Week 7	*3/16*	Week 12	*4/20*		
Week 3	2/16	Week 8	3/23	Week 13	*4/27*		
Week 4	2/23	Week 9	3/30	Week 14	*5/4*		
Week 5	*3/2*	Week 10	*4/6*	Week 15	*5/11*		

2/18 - Last day to drop for "W"

3/09 - Project 1 deadline

3/30 - Deadline for all Project 1 lacework

4/22 - Last Day to File Late Drop/ Semester Withdrawal Petition

5/11 - Final Deadline for Project 2

5/18 - Final Deadline for Project 2 Late Work

Peer Review/Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

Participation and Word Count

All assignments unless otherwise noted will have a **350 word minimum word count** requirement.

The Participation Grade is calculated out of 100. The final score considers:

Your Percentage of Attendance

- Classes missed

- Late arrivals

How much late work you submitted

- The total amount of assignments submitted past the deadline

How much work you are missing

- The total amount of "0" you have for assigned work

Your final grade in terms of the total performance to date with the course work and material.

Absence

If you need to miss class take the follow steps and I will excuse your absence:

1. Email me in advance as to why you are missing class.
2. Explain how you will access the work on Canvas
3. Set a deadline for when you will complete the work

Failure to attend class sessions will impact your grade.

Late Work

All late work past the designated **Soft Deadline (Weekly Sunday Deadline)** is accepted and will receive an automatic (-**5** point) deduction prior to being graded.

- For each assignment that you submit past Soft Deadline in a later Project, your work will receive an additional (-5). For example, late work from Project 1 will receive (-5) if turned in during Project 1 and (-10) if submitted in Project 2.
- The **Hard Deadline (Final Deadline)** for all later work for the term is May 18th @ 11:59PM. You will be unable to submit work past this point in the term.
- I am unable to provide an Incomplete at the end of the term.

Messaging

Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page.

Projects

Project 1—Literature Review- Once you have identified your research interests in relation to your Topic and Issue in California you will start researching and annotating Peer Reviewed resources that support your interest in the Topic for one reason or another (it might be the purpose of the study and its findings, the context and/or population studied, the theoretical approach used in the study, etc.). You will be provided with two (2) resources and you will be required to locate two (2) Peer Reviewed resources. The Topics include:

- Anti-Racism/Racism
- Data Science, Algorithms and Artificial Intelligence
- Housing and Cost of Living
- Immigration and Xenophobia
- Climate Change

Project 2—Digital Short- For Project 2 you will pull from your previous essay and assignments to develop a scholarly argument around One (1) or more Stakeholder's view of your Topic within a City or County of California in the form of a Digital short. The Digital short should pull from your Literature Review. You should reflect on the progression of your research, and look forward to where this research might head next?

- Digital short (Youtube): Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

Additional Information

Resources

- Peer Connections Tutoring and mentoring services. SSC 600, (408)924-2587
- Writing Center Writing resources, workshops, and one-on-one tutoring sessions in the Library and https://www.sjsu.edu/writingcenter/
- Health and Wellness https://www.sjsu.edu/campus-life/health-and-wellness.php
- UndocuSpartan https://www.sjsu.edu/undocuspartan/

- SJSU Cares Resources https://www.sjsu.edu/sjsucares/resources/index.php

Sexual Harassment Reporting

Title IX requires higher education institutions to take necessary precautions to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported.

- For more information and resources, go to: http://notalone.sjsu.edu/

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.