SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing

ENGL 1A

Spring 2026   Section 18   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/22/2026

👤 Contact Information

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We belong here in the writing classroom if we see ourselves as writers, or if we feel we can't string words together on a page. We belong here in the writing classroom from all backgrounds, experiences, identities, histories, abilities, or even if we are still figuring out what and who we are. We belong here if we are here to learn how to use writing to create a world that is more humane, inclusive, respectful, rigorous, and just in ways only we can express and develop.

It's important to be able to develop our skills together as a class and as a team, which will mean that you'll want to be in contact not just with the professor, but with other classmates throughout the semester. This is not only needed on assignments, but encouraged outside of class for student success and community.

University students encounter setbacks, confusion and difficulty from time to time, particularly those who are new to the university, like many first-year writing students are. **This is normal, and we at the university are here to help.** If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with your professor through email or office hours, or contacting your [academic advisor (https://www.sjsu.edu/advising/)](https://www.sjsu.edu/advising/). There are a number of different resources that assist with wellness and academic success at San José State. If you want to talk to another student who's experienced something similar to what you're experiencing, [SJSU Peer Connections (https://www.sjsu.edu/peerconnections/index.php)](https://www.sjsu.edu/peerconnections/index.php) has fellow student mentors to give advice. If you're

struggling with your mental health, [CAPS (Counseling and Psychological Services) (https://www.sjsu.edu/counseling/)](https://www.sjsu.edu/counseling/) is free and available to assist you. If you need accommodations for a disability, the [Accessible Education Center (https://www.sjsu.edu/aec/)](https://www.sjsu.edu/aec/) is here for you. If you have financial concerns, [SJSU Cares (https://www.sjsu.edu/sjsucares/)](https://www.sjsu.edu/sjsucares/) is available to help you with basic needs, like paying for food, housing, or other bills due to an unforeseen crisis. Your enrollment at SJSU ensures access to any and all of these resources, so don't hesitate to contact someone if you need.

🖥 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.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): Completion of Reflection on College Writing
Grading: 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. This final portfolio will include material from your RCW course, at least one final draft of your written work from 1A, and the self-reflection essay to be complete.

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)

Important note about a possible work stoppage during the semester

It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to: www.calfac.org. The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management.

☷ 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

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

1. Explain, develop, synthesize, critique, and question the primary content of reading sources objectively in multiple formats
2. Analyze textual sources of information encountered online for relevance, accuracy, authority, perspective, and purpose
3. Analyze the information presented in a variety of texts and formats for their component parts and arguments
4. Argue their point of view and justify it with supporting outside sources in debate, presentation, and written papers
5. Organize supporting arguments and evidence in structures appropriate to specific audiences and purposes
6. Apply information from required sources and sources they have found in academic writing with appropriate citations
7. Control conventions of written English for various audiences, particularly an academic audience
8. Reflect on their own learning processes and demonstrate metacognitive practices in their reflections

Why do we write? What does being able to write and to develop that writing help students accomplish in the classroom, in the community, in the workplace, and among their peers? How does the place where we write and the people we hope to read our writing affect the way we present ourselves when we write? How can we effectively persuade an audience just by the way we structure our message? How can we capitalize on the appeals to our audience to debunk myths, sway perspectives, and change hearts and minds to different actions? In this writing course, we will explore how the the ways we interpret and express information affect our reading and communication strategies, how we can push for changes we want to see in our public writings, and how we can help students help themselves when it comes to taking ownership of what they learn and how they learn it. All of our writing will build from one transcription tool to the next, from hand-written work, to word processed documents, to edited and interactive digital media. As we build our understanding from our readings and developmental papers, we will explore present our documentation of our understanding in our portfolios to each other and reflect on the dynamic and changing process of text and how we work with it.

▁▂▃▄ Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

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 others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A 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 requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

Required Texts/Readings

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas resource links or presented in class. Students will also be responsible for locating other research reading materials throughout the course in support of their writing projects.

Other Technology Requirements / Equipment / Material

Students will be expected to bring note-taking material (writing implements and paper) and relevant previous notes and assignments to class as indicated by the syllabus assignment schedule. Some material can be provided (bluebook paper, for example) but with limited supply. This is a writing class, so it is expected students will have the material to do some writing during the class.

Students are required to have access to an internet-connected device with access to Canvas assignments and SJSU Google docs. While a laptop is not always required for all class activities, there will be opportunities to edit, format, and collaborate on documents during most class sessions. It is the student's responsibility to ensure their own devices are available, charged, and connected.

If you have difficulty accessing a suitable laptop, there are free resources available to you through SJSU's IT IMS Equipment Loaning (https://sjsuequipment.getconnect2.com/) (semester-long loans) or MLK Library's Student Computing Services (https://library.sjsu.edu/student-computing-services) (24-hour, 7-day,

or semester-long loans).

☷ Course Requirements and Assignments

This course has 4 required projects: the culmination of your writing process toward a final draft of a different style of paper.

All readings, homework, and in-class assignments are designed to develop your ideas and expression through the steps of the writing process, from invention and idea and evidence-gathering to prewriting, organizing, composing, revising, and editing your work before you submit your final draft. All projects have guided in-class time to develop over a period of 4-5 weeks, and an additional period of 2 weeks outside of class to polish the finished product to be submitted in a revised final format.

Combined, these papers account for 30% of your grade overall, and are assessed not just on their individual completion, but the steps you develop to achieve them, as identified in their outcome-based rubrics.

Profile Project: Who are We as Writers?

Synthesis of Statements, Specific Audience, and Purpose for Efficacy of Rhetorical Appeals

Over the course of 5 weeks, students will work together in subsequent interviews to explore and investigate the multiple diverse identities we bring to SJSU as first-year writers. The piece will require interviews of 2 different classmates with at least 1 follow-up interview that explores each student's relationship with writing an the intersection of their identities as students at SJSU. In addition to obtaining interview statements, students are expected to be able to synthesize and code the responses in such a way as to establish a theme and advocate for support from the university for the identities of their classmates. Each interview is expected to yield sections of at least 300 words, and will require introduction and conclusion sections that will bring the completed document to 1500 words.

Opinion Piece: Campus & Community Issue

Local Context Issue & Stance, Multiple Perspectives, Interviews, and Expert Views & Counterargument

Over the course of 5 weeks, students will develop their argumentative flexibility to take a stance on a debated subject in the local or campus community and examine how they may establish a persuasive case applicable to local campus, community, or government organizations to effect change, able to be submitted to an actual local news publication as an opinion piece. The work is expected to include information from quoted sources in actual interviews the writer has conducted and include an external expert opinion as evidence. The final draft of the opinion piece is expected to be at least 700 words and no more than 900 words written concisely for Associated Press (AP) journalistic standards.

Expository Essay: The Skills University Students Need

5-Paragraph Expanded Structure, Open Research, 2 Scholarly Peer-Reviewed Sources Required

Over the course of 5 weeks, students will develop their information literacy to explain the learning environment and agency students have and examine how students themselves may take command of their own development and opportunities. The paper will require at least 6 sources of diverse types, 2 of which will be required to be peer-reviewed scholarly journal articles. The final draft of this paper is expected to be at least 1200 words.

Self-Reflection Essay & Portfolio: What I've Learned about the Writing Process

Self Reflection on Course Learning Outcomes Based on Written work

Over the course of 16 weeks, students will reflect on the development of their skills in the 5 areas covered by the GE Area A2: Written Communication. The reflection will ask that they examine the work they performed in the RCW before the course and how this compares to the work they developed in one of their final drafts of their written projects. The final draft of this paper is expected to be at least 600 words and will be submitted with the RCW material and the Final Draft of one project paper from ENGL-1A in the department portfolio.

Submission Requirements

Online Submission:

Quick "check yourself" assignments that review what we covered in class and in-class writing is expected to be submitted on Canvas **before 11:59 p.m. the same day** it was started. These are intended to take no more than 15-20 minutes and will be available to submit immediately after the class session ends.

Review assignments and more extended written submissions are due online on Canvas **before the next class.** These assignments are given the estimated amount of time it is anticipated students should consider spending on them, such as (Est. 40min).

All online submissions must be in an accessible document format to receive feedback on the digital document (PDF). Work that was developed by hand may be submitted through photo submission that is inserted into the PDF document format (Canvas submissions do not allow for HEIC files, so iPhone photos may need to be adjusted). Submitted documents that are unable to be accessed for viewing will receive an automatic 50% grade and receive no feedback until access permissions have been adjusted.

Late Policy

Work is expected to be submitted on time. This enables feedback and space to develop to the next stage. By default, the due dates for <u>in-class written submissions and post-class "check yourself" assignments</u> are set as **11:59 p.m. the day it was worked on in class**. The due dates for <u>larger review assignments and written submissions</u> assigned at the end of a class session are expected **by the next time the class meets**. Basically, if we work on it in class, it's due the same day before midnight. If it's assigned at the end of the class, it's due the morning of the next class. This gives enough time to complete the assignment from the date it was assigned (at minimum 40 hours) and **enough time to be reviewed, printed, or assessed by the instructor for the class session needs.**

It is understood that sometimes students may have difficulty with a quick turnaround time on homework assignments. All students have an embedded extension of 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. Submissions will expire and close after 4 weeks (about 28 days) have elapsed.

Emergency Extensions

In the event of an emergency circumstance, an extension may be granted without the 5% fee when requested with compelling rationale. This rationale has 3 qualifying criteria:

1. The extension request has been emailed to the professor a substantial period before the due date (generally 24 hours in advance)

2. The circumstances that prompted the extension request constitute an actual emergency, limited to the following types:

- a personal health crisis (documented through hospitalization records or physician recommendation)
- a family health crisis or death of a family member
- a mental health crisis (documented with CAPS or other psychological counseling)
- a natural disaster documented in the area (wildfire damage, earthquake, etc.)
- unforeseen immediate financial hardships (loss of job, family member loss of job, loss of residence, etc.)

3. The work can be submitted in its entirety by the end of the extension date (usually a period of 3 days, but can be up to 10 days, depending on the severity of emergency circumstances)

Academic Integrity Policy

It is generally understood that students genuinely do their best and generate their writing using their own original ideas, efforts, and techniques. However, the integration of others' ideas from research can often be confused when producing written work unintentionally, or without adequate understanding of the limitations and citations required at the college level. Moreover, digital and online tools for text generation can also blur the line of original writing and assisted, copied, or plagiarized text.

The university's policy on academic integrity, cheating, and plagiarism ([University Policy F15-7 (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)) states the following:

> The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically.
>
> This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.
>
> DEFINITIONS OF ACADEMIC DISHONESTY
>
> 1.1 CHEATING
>
> San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes:
>
> 1.1.1 copying, in part or as a whole, from another's test or other evaluation instrument, including homework assignments, worksheets, lab reports, essays, summaries, and quizzes;
>
> 1.1.2 submitting work previously graded in another course without prior approval by the course instructor or by departmental policy
>
> 1.1.3 submitting work simultaneously presented in two or more courses without prior approval of all course instructors or by the departmental policies of all departments;
>
> 1.1.4 using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination;
>
> 1.1.5 altering or interfering with the grading process;
>
> 1.1.6 sitting for an examination by a surrogate or as a surrogate;
>
> 1.1.7 any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.
>
> 1.2 PLAGIARISM

San José State University 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.

Plagiarism includes:

1.2.1 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;

1.2.2 representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own.

Basically, the policy requires that you 1) don't cheat, and 2) don't plagiarize. This means that **your performance on assessments needs to come from your own ideas and your own memory**, and **your writing needs to be your own original work, and any sources you integrate into your writing are credited and cited appropriately**.

Generative AI Policy

Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. These include platforms like ChatGPT, Grammarly Premium, or Microsoft Copilot. If using tools like these, students in this course are expected to adhere to the same standards as the [Academic Integrity policy](#) that SJSU has on plagiarism. Presenting generative AI software content as your own work is a violation of academic integrity. However, this does not mean that you are prohibited from using this digital tool, but you must be able to differentiate your original work from that generated by AI. If you use generative AI in your work, you must indicate that you have done so.

There are 3 categories of Generative AI use in this class, and assignments are tagged with specific labels:

AI-Restricted	Your ideas and personal voice are important here. You **cannot have any part of this piece generated by AI** to "brainstorm" ideas for you or to replace your voice. Your own thoughts and your own words matter. Assignments with this label come with the expectation that there will be no AI-generated content or content that contains hallmarks of AI-generation ("exceedingly average" language).

AI-Limited	You are permitted to ask AI for EDITS, PROOFREADING, or FEEDBACK, but you must not use it for more than 40 words of edited or generated text. You must disclose what you asked through the [Student AI Disclosure Form](#) attached to this assignment, and **both your prompt and generated response must be limited to 40 words of targeted text as reported in the "context and explanations" section.** *This includes* use of rephrase features for parts of sentences in tools like Grammarly, which is using AI to rewrite your words through its predictive and generative features. Assignments with this label come with the expectation that any use of AI-generated text will be reported in the disclosure form and fall within the limited parameters of the assignment requirements only.
AI-Allowed (with integrity)	Using AI as an **assistive** tool won't necessarily interfere in this type of assignment, but you **must be ethical and honest about how you use it.** You can ask it to SEARCH for sources (with caution), roleplay ideas to help BRAINSTORM, GENERATE SPECIFIC NON-TEXTUAL content (e.g. images), or give you FEEDBACK on your own writing. You must disclose what you asked through the [Student AI Disclosure Form](#) attached to this assignment, and you **still cannot have more than 40 words of text generated by AI included in your submitted version**, but you can get it to ask YOU questions to write more yourself. Assignments with this label come with the expectation that any use of AI-generated text will be reported in the disclosure form and fall within the parameters of the assignment requirements only.

WAIT, IS USING GRAMMARLY GOING TO GET MY WORK FLAGGED AS AI?

1. When using Grammarly for **spelling or grammatical** errors, the impact regarding AI content detectors is minimal.
2. When using Grammarly's **rewrite and rephrase features**, this can lead to content getting **flagged as AI-generated**. Try to **avoid replacing your words with their suggestions** to keep your voice original. If you do take suggestions, COUNT THEM. Try to do **fewer than 10 to stay under 40 words** of AI-generated text.
3. Wherever possible, always **strive to be transparent and open about the tools you use for creating content**, DISCLOSE THE TOOL YOU USED AND WHAT SPECIFICALLY YOU USED IT TO DO and save original versions for clarity if required.

Using AI-generated text in this class that does not follow the specific category on an assignment has the following consequences:

- An immediate comment on the document at grading and temporary 50% score placeholder until the issue can be resolved adequately.
- A request for an office hour meeting to explain the use of the generative AI tool and potential required live, timed rewrite.
- If the meeting request goes unanswered, the assignment remains unchanged within a minimal time frame, or this is a repeat incident, academic integrity violation policies may be enacted.

Caution:

If you use generative AI tools, please keep the following points in mind:

1. **Limited and Outdated Information**: Generative AI tools are trained on limited and possibly outdated information and sources. They have not attended our class and may not accurately reflect our specific course content.
2. **Risk of Plagiarism & Privacy Breach**: AI tools are trained on pre-existing material, including copyrighted works. This means using them could lead to plagiarism or copyright violations. Moreover, data you input into the AI will be stored and used to train other models, and you are liable for violations of copyright in generated content according to most models' terms of use.
3. **Inaccurate Content**: The main goal of generative AI is to produce human-like content, not necessarily accurate or reliable information. It's your responsibility to ensure the quality and accuracy of your work.
4. **Turnitin Detection**: Essays, papers, and other written projects may need to be submitted through Turnitin, which can detect AI-generated text. Unauthorized use of AI tools (not following the 3 category requirements) will be treated as a violation of SJSU's Academic Integrity policy.
5. **Academic Integrity**: Misuse of generative AI can result in academic sanctions. Repeated violations may lead to more severe consequences like administrative sanctions. Always act with integrity to protect your personal character and academic record.

Participation: Class Contributions

Attendance - In Person. This is an in-person class. That means that while many of the assigned tasks will be posted online and may be completed at different times, or are available for students to review before or after the class session, certain aspects of the course can only be completed in real time, in the classroom, and will count toward the contributions and participation of the course. According to SJSU policy, although attendance itself may not necessarily affect grading, participation in in-class activities does:

University Policy F15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf), Attendance and Participation

Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.

The **CLASS CONTRIBUTIONS** category of your grade in this class measures your participation in in-class activities and interactions with your class and others in the class. It is measured by your work with your peers in peer reviews, your engagement in in-class written work, group discussion, leading and representing a team's responses to the class, and individual responses to questions in class. 2 points per day of class are required for in-class contributions, meaning that a student must contribute

in at minimum 2 ways in the class each time it meets (writing and participating in group discussion, for example, or answering a question in class and representing your group's discussion as a group leader). The percentage of your overall grade that these in-class activities count for is **10% overall**.

Typically, a class session has 4 ways to obtain contribution credit:

- Demonstrating your initial presence and thoughts in the ENTRY QUICKWRITE
- Demonstrating your engagement in the class by offering RESPONSES TO OPEN QUESTIONS
- Demonstrating your cooperation with your classmates or group members by REPRESENTING THE GROUP'S COMMENTS TO CLASS AS GROUP LEADER
- Demonstrating your collaboration with the material during GROUP WORK ON TEXTS OR CONNECTIONS IN DISCUSSION

It is understood that sometimes students will not be able to attend all sessions all the time, or at times may have other conflicting events. For this reason, material from each class session is posted on Canvas with the corresponding date. These materials are available for students who miss classes for whatever reason. In the event of emergency circumstances, there are other policies in place. See S22-2, University Policy (https://www.sjsu.edu/senate/docs/S22-2.pdf).

In addition, the CLASS CONTRIBUTIONS category of your grade is the ONLY category in which EXTRA CREDIT can be accrued. This means that while it is required to achieve a total of 2 points per class session, it is possible to achieve 4 points if more engagement occurs. This means that if a student contributes to all categories in a class session, they may acquire twice as many points. This EXTRA CREDIT is meant to serve as a way to make up for missed contributions from classes students may have been absent from (and thus, were not able to contribute to receive credit before), or so that students can bank credit (achieve extra points early) so as to mitigate any planned future absences.

Consultations: Getting Connected for this Course

Consultations are highly recommended as part of the metacognitive process for this class and its portfolio. There are multiple ways to consult with others from a variety of college resources:

Office Hours (https://calendar.app.google/qLQimuu6xb5shCN17)

Writing Center Workshop (https://www.sjsu.edu/writingcenter/workshops-events/)

Peer Connections Session (https://www.sjsu.edu/peerconnections/about/appointment.php)

Writing Center Tutoring Session (https://sjsu.mywconline.com/)

Comm Center Session (https://sjsu.mywconline.net/)

Independent Group Study Session with other classmates (https://success.tulane.edu/blog/virtual-study-groups)

(Keep in mind, Professor Turner's Office Hours are limited to these times (https://calendar.app.google/qLQimuu6xb5shCN17) and must be booked to be confirmed). Consultations are designed to ensure student success and preparation for tasks as well as to assist with questions or concerns the student may have regarding standing in the class, ability or resources

to complete assignments, or alternative assignments to be issued in the event that equipment or circumstances prevent the student from completing the necessary assignments. Consultations are recommended to **all** students, not just those who are struggling, so as to make the most of the resources available to students, provide networking opportunities, and to ensure a connected and productive experience during the semester.

I want you to pass this class, and I promise I will do my utmost to help you get to where you need to be. This is part of what my office hours are for. In particular, if you have questions about the work in this class, about comments that have been placed on your papers, about how to approach the readings, or just want to talk about an aspect or topic in the course in more detail, there is always help available, including my online office on Fridays from 10-4. If that may not work for you, please remember that there are other methods of connecting through campus resources or with classmates.

I promise that as your instructor, I will do my best to provide the information, access, examples, resources, feedback, explanations, and opportunities for practice you need to be able to demonstrate your writing ability for this first-year writing course.

Since **a syllabus serves as a course contract with the university and the instructor**, I ask that you consider the information you have been given and answered questions about, as well as what I may be able to assist you with as your instructor. I have indicated what I promise to deliver to you here. In exchange, **I ask for 3 primary actions from you during this course in order to receive a passing grade:**

HOW TO PASS THIS CLASS:

Show up and participate (contribute to each class session!)

Remember what you read and listen to (take notes and review before class!)

Submit your written work (even when it's a work in progress or unfinished!)

✔ Grading Information

Criteria

Type	Weight	Topic	Notes
Readings & Textual Analysis	15%	(GELO 1) demonstrate understanding of content, context, efficacy, and forms of written communication	Annotations and responses to readings, Comprehension Summary-Responses, Text Review and Example Analysis Practice
Writing Process	30%	(GELO 2) perform steps of the writing process	Prewrites, Outlines and Organizational Models, Co-Authored Body Paragraphs, Paragraph Section Composing, First Drafts, Revisions
Rhetorical Features	15%	(GELO 3) be aware of and write according to rhetorical features of text	Group Visual Campaigns, Reflections, Rhetorical Analysis & Application Assignments
Integrating and Interpreting Ideas	15%	(GELO 4) Integrate ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres	Annotated Bibliographies, Source Integration Review Exercises, Guided Research and Paragraphing Practice
Mechanics & Style Development	15%	(GELO 5) Demonstrate college-level language use, clarity, and grammatical proficiency	Grammar & Mechanics Exercises, Collaborative Paragraph Exercises, Academic Style Reviews, Collaborative Formatting Exercises
Class Contributions	10%	(GE PLO 9) Evaluate and reflect on one's own learning while building on prior knowledge and life experiences	Class Engagement Responses, Group Discussions, Peer Reviews, Collaborative In-Class Assignments

Breakdown

Grade	Range	Notes
A+	96 to 100	
A	93 to 95	**An "A" range essay** is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in an effective and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
A-	90 to 92	
B+	86 to 89	

Grade	Range	Notes
B	83 to 85	A "B" range 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.
B-	80 to 82	
C+	76 to 79	
C	73 to 75	A "C" range 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.
C-	70 to 72	
D+	66 to 69	
D	63 to 65	A "D" range 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.
D-	60 to 62	
F	Below 60	An "F" essay does not fulfill the requirements of the assignment.
Requirement	There is no rounding, curving, or estimation of grade percentages for this course.	This course must be passed with a C- or better as a CSU graduation requirement.

🏛 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

When	Topic	Notes

When	Topic	Notes
Wk2a MON 01/26	In Class: Quickwrite & Introductions Syllabus Find Someone Who… mixer activity Outcomes & Policies First Generation Student Interviews Reading Discussion	Homework: Due tonight—Check Yourself: Syllabus & Academic Experiences (Est. 15min) Due before next class—Reflection: What is College Writing to Me? (Est. 30min)
Wk2b WED 01/28	In Class: Quickwrite & Exchange Writing Process & AI Reading Annotation Group Reading Discussion AI Limits, Boundaries, and Ethics	Homework: Due tonight—Check Yourself: AI Policy Scenarios (Est. 15min) Due before next class—Review: Reflecting on your Writing Process (Est. 30min)
Wk3a MON 02/02	In Class: Quickwrite Secret Missions Discussion: Communication & Teamwork soft skills Reading Research Investigating Campus Resources	Homework: Due tonight—Check Yourself: Soft Skills - Communication & Teamwork, Reading Research Articles (Est. 15min) Due before next class—Group Research: Investigate Your Campus Resources! Communication & Teamwork (Est. 45min)
Wk3b WED 02/04	In Class: Quickwrite & Find your Team Integrating quoted evidence into sentences Rhetorical appeals: Pathos & Kairos Group Infographic workshop	Homework: Due tonight—Check Yourself: Integrating Quotes, Appeals - Pathos & Kairos (Est. 15min) Due before next class—Group Infographic Poster: Visit Your Campus Resources! Communication & Teamwork (Est. 45min)
Wk4a MON 02/09	In Class: Quickwrite & Find your Interviewee Active Listening & Interviewing Interviews & Transcriptions	Homework: Due tonight—Check Yourself: Active Listening & Interviews (Est. 15min) Due before next class—Research: Student Interview 1 Response Notes (Est. 50min)

When	Topic	Notes
Wk4b WED 02/11	In Class: Quickwrite & Find your Interviewee Interview Quotes & Annotations Intergrating Quotes to Construct a Narrative Profile rough draft	Homework: Due tonight—Check Yourself: Cohesive Style—No Fronting! (Est. 15min) Due before next class—Profile Project: Handwritten Draft—Student Narrative 1 (Est. 60min)
Wk5a MON 02/16	In Class: Quickwrite Secret Missions, Discussion: News, Facts, & Opinions, Reading News, Understanding Brain Shortcuts & Bias	Homework: Due tonight—Check Yourself: News vs. Opinion (Est. 15min) Due before next class—Reading: Find a Local News Piece—Local Report, Analysis or Feature (Est. 45min)
Wk5b WED 02/18	In Class: Quickwrite & Share, Annotating News Sources, Prewriting: Opinion Piece Writing Project, Investigating Supporting & Opposing Evidence	Homework: Due tonight—Check Yourself: Identifying Factual News (Est. 15min) Due before next class—Opinion Piece Prewrite—Prompt, Basics, & Brainstorming (Est. 45min)
Wk6a MON 02/23	In Class: Quickwrite & Share, Reading: Opinion Piece Evidence, Understanding Opinion Piece Structure	Homework: Due tonight—Check Yourself: Model Opinion Piece—Evidence, Structure, & Claims (Est. 15min) Due before next class—Review: Understanding & Structuring Opinion Pieces (Est. 45min)
Wk6b WED 02/25	In Class: Quickwrite & Share, Review: Opinion Structure, Using concrete language in personal perspectives, Drafting personal perspective lede	Homework: Due tonight—Opinion Piece: Handwritten Draft Section 1—Perspective Lede (Est. 20min) Due before next class—Research: Interview Questions & Responses—Community Perspectives (Est. 90min)

When	Topic	Notes
Wk7a MON 03/02	In Class: Quickwrite Exchange, Coding Interview Quotes, Integrating quoted evidence into arguments, Drafting Opinion Piece: Community Impact	Homework: Due tonight—Opinion Piece: Handwritten Draft Section 2—Community Impact (Est. 20min) Due before next class—Review: Analyzing Perspective Lede & Community Impact (Est. 50min)
Wk7b WED 03/04	In Class: Quickwrite share Write-up: Perspective Lede & Community Impact Peer Review: Community Impact Preview: Expert opinion research	Homework: Due tonight—Opinion Piece Write-Up: Perspective Lede & Community Impact (In Class) Due before next class—Research: Find an Expert Opinion Source—Audio, Video, or In-Person Recorded Interview (Est. 90min)
Wk8a MON 03/09	In Class: Quickwrite share, Concrete descriptive language & concise style, Practice: Cut the Crap!, Drafting Opinion Piece: Expert View	Homework: Due tonight—AP Style & Writing Concisely (Est. 15min) Due before next class—Opinion Piece: Handwritten Draft Section 3—Expert Views (Est. 30min)
Wk8b WED 03/11	In Class: Quickwrite share, Countering the Strawman Fallacy, Calls to Action: Make it Doable, Drafting Opinion Piece: Counterargument & Call to Action	Homework: Due tonight—Check Yourself: Concise Counterarguments & Calls to Action (Est. 15min) Due before next class—Opinion Piece: Handwritten Draft Section 4—Counterargument & Call to Action (Est. 30min)
Wk9a MON 03/16	In Class: Quickwrite Postcards Writing Up Our Full Opinion Piece Learning from Model Opinion Pieces Peer Review: Counterarguments & Calls to Action	Homework: Due tonight—Opinion Piece Write-Up: Expert Views, Counterargument & Call to Action (In Class) Due before next class—Review: Revising, Editing & Proofreading Your Opinion Piece (Est. 40min)

When	Topic	Notes
Wk9b WED 03/18	In Class: Quickwrite share Reviewing AP Formatting Outcomes: Steps in the Writing Process Drafting Reflection Paragraphs	Homework: Due tonight—Self-Reflection: Handwritten Paragraph—Steps in the Writing Process (Est. 20min) Due before next class—Review: Reflection Outcomes—Rhetorical Features & Integrating Ideas (Est. 40min)
Wk10a MON 03/23	In Class: Quickwrite Secret Missions, Discussion: Work Ethic & Critical Thinking soft skills, Reading Research, Investigating Campus Resources	Homework: Due tonight—Check Yourself: Soft Skills—Work Ethic & Critical Thinking, How We Learn Due before next class—Group Research: Investigate Your Campus Resources! Work Ethic & Critical Thinking (Est. 45min)
Wk10b WED 03/25	In Class: Quickwrite & Find your Team, Logical Fallacies & Aspects of Character, Rhetorical appeals: Logos & Ethos, Group Infographic Workshop	Homework: Due tonight—Group Infographic Poster: Visit Your Campus Resources! Work Ethic & Critical Thinking (Est. 45min) Due before next class—Opinion Piece: REVISION—Campus & Community Issue (Est. 60min)
03/30--04/03	SPRING BREAK	
Wk11a MON 04/06	In Class: Quickwrite & Find your Interviewee Peer Interviews & Notes Interviews & Transcripts Drafting Profile Interview 2	Homework: Due tonight—Research: Student Interview 2 Responses (Est. 50min) Due before next class—Profile: Draft Student Interview 2 (Est. 40min)
Wk11b WED 04/08	In Class: Quickwrite & Find your Interviewee Peer Review & Authenticity Check Prompt Review & Example Website Website Creation & Profile Write-Up	Homework: Due tonight—Profile: Write-Up Your Webpage for Student Interviews & Introduction (Est. 30min) Due before next class—Reading: Find a Job Posting for University Graduates—Bachelor's (Est. 40min)

When	Topic	Notes
Wk12a MON 04/13	In Class: Quickwrite & Share Annotating Job Postings Prewriting: Expository Essay Writing Project Investigating Objective, research-based evidence	Homework: Due tonight—Check Yourself: Job Postings Skills (Est. 15min) Due before next class—Expository Essay Prewrite—Prompt, Basics, and Brainstorming (Est. 40min)
Wk12b WED 04/15	In Class: Quickwrite & Share Approaching University-Level Research Reading Peer-Reviewed Scholarly Studies for Evidence	Homework: Due tonight—Reading: Group Scholarly Source—What Soft Skills Employers Expect (group leaders submit) Due before next class—Review: Understanding & Integrating Scholarly Peer-Reviewed Research (Est. 40min)
Wk13a MON 04/20	In Class: Quickwrite & Share Collaborative Job Postings Quotes & Citations Evaluating Research Discussion Quotes GROUP: Drafting Expository Essay Body Paragraph 1	Homework: Due tonight—Expository Essay: Draft Body Paragraph 1 (Est. 20min) Due before next class—Research: Find a Scholarly Peer-Reviewed Study—What Students Can Do to Practice Soft Skills (Est. 90min)
Wk13b WED 04/22	In Class: Quickwrite & Share Roundtable Research Source Conferences Working with Data as evidence Reading Institutional Reports for Evidence	Homework: Due tonight—Reading: Group Institutional Report Source—What University Experiences Help Students' Soft Skills (group leaders submit) Due before next class—Review: Understanding and Integrating Data & Evidence into Paragraphs (Est. 40min)
Wk14a MON 04/27	In Class: Quickwrite & Share Evaluating Research Discussion Quotes Review & Revise Body Paragraph 1 Drafting Expository Essay Body Paragraph 2	Homework: Due tonight—Check Yourself: Paraphrasing & Summarizing Evidence (Est. 20min) Due before next class—Expository Essay: Draft Body Paragraph 2 (Est. 20min)

When	Topic	Notes
Wk14b WED 04/29	In Class: Quickwrite & Share Peer Review: Body Paragraph 2 Using & Integrating Campus Resource Evidence Grammar for writing: Sentence Structure	Homework: Due tonight—Check Yourself: Mechanics & Grammar—Sentence Structure (Est. 15min) Due before next class—Expository Essay: Draft Body Paragraph 3 (Est. 30min)
Wk15a MON 05/04	In Class: Quickwrite & Share, Follow-Up Interviews, Profile Rough Draft	Homework: Due before next class—Profile: Draft Follow-Up Interview (Est. 90min)
Wk15b WED 05/06	In Class: Quickwrite & Share Determining Audience Expectations Review & Revise Body Paragraphs 2 & 3 Drafting Introductions & Conclusions APA Formatting	Homework: Due tonight—Check Yourself: APA Format, Intros, & Conclusions (Est. 15min) Due before next class—Review: Mechanics & Academic Style—Sentences, Citations, & Structure (Est. 30min)
Wk16a MON 05/11	In Class: Quickwrite & Share Peer Review Body Paragraph 3 Reviewing: Academic Style & the Writing Process Drafting Reflection Paragraphs: Outcomes 2 & 5	Homework: Due tonight—Reflection Paragraph: Writing Process & College-Level Language (Est. 30min) Due before next class—Review: Revising, Editing, & Proofreading your Expository Essay (Est. 40min)
05/13--05/20	FINALS: PORTFOLIO	Homework: Due before the end of the finals period: 12/17 Expository Essay: REVISION—The Skills University Students Need Profile Piece: REVISION—Who are We as Writers at SJSU? Self-Reflection Essay & Portfolio