

# First Year Writing Section 03

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/14/2023

### Course Description and Requisites

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English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

### \* Classroom Protocols

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#### ENGL 1A Course Content

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 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>)

## Writing Center

The SJSU Writing Center offers a variety of free resources to assist students with more effective mechanical, grammatical, syntactical, and conceptual usage. Consider it as an NPC village where you can respect or level-up your writing skills. The center offers one-on-one tutoring (both in-person and online) to support students in all disciplines.

The Writing Center has two in-person locations: Clark Hall, Suite 126 and MLK Library, 2nd floor. To make an appointment or to refer to the numerous online resources offered through the Center, visit their website at [sjsu.edu/writingcenter](https://www.sjsu.edu/writingcenter).

## Plagiarism

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

“This includes knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another’s work without giving appropriate credit, and representing the product as one’s own work.” Additionally, plagiarism includes “submitting work previously graded in another course.”

Turning in AI-generated work is categorically a violation of SJSU’s academic integrity policy, the only difference being that the work was taken from an algorithmic—rather than organic—source.

Confirmed instances of plagiarism in student work will result in an immediate fail in the class and/or expulsion from the university. In other words, don’t sell your own ideas and perspectives short with ones that are not the product of your own mind.

# Program Information

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Welcome to this General Education course.

SJSU’s General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students’ core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university’s commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

## Course Goals

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A stranger journeys into a strange land to solve a baffling mystery...

A student enrolls in a required writing course to complete their General Education requirements...

Who is speaking? To whom are they speaking? Why are they speaking? What exactly do they want from us? And why should we actually care? Alternatively, why exactly should another person care about what matters most to us?

In this course we will be charged with studying, producing, and critiquing the use of narrative as a method of persuasion and argumentation. We will consider its forms, purposes, and liabilities as it functions in popular culture, interpersonal interaction, and political discourse.

Of particular interest to our course inquiry are the rhetorical features of communication as they relate to narrative: **author**, **text (genre)**, **purpose**, **context**, and **audience**. Additionally, we will practice rhetorical strategies which provoke emotion (**pathos**), convey logic (**logos**), and assert credibility (**ethos**).

Although our course material uses storytelling and narrative as guides for our shared inquiry, this is not a semester-length creative writing workshop. Our primary objective is developing our skills as persuasive and ethical communicators.

## Course Learning Outcomes (CLOs)

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### GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

### GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

**Writing Practice:** Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

## Course Materials

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All required readings will be provided free through Canvas in the form of PDFs and URLs. These materials survey a diversity of perspectives and voices throughout many different compositional genres

Materials we are all required to bring to each class meeting include:

- a device capable of running word processing software;

- letter-sized paper;

- a pen or pencil.

## Technology

The only required software is a reliable web browser and a word processor capable of saving files in .doc or .docx formats. In-class and outside-of-class work will be submitted to our Canvas page.

We will have opportunities to use tools that may benefit the scope and vision of our compositional quests. These tools are entirely optional, so please consider them as complimentary cosmetics for our inventory. It is important to note that the following software is free to all enrolled students in good academic standing:

### Adobe Creative Cloud

<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php>

### Microsoft 360

<https://portal.office.com/>

[TUTORIAL NOTE: Use your university email address and SJSUOne password to access software for free.]

## Course Requirements and Assignments

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Students should expect to attend all class meetings, not only because you are responsible for material discussed therein, but because active participation is a benefit for all members of the class. In-class work is a major factor in grading criteria and such work is accepted for credit only if a student is physically and intellectually present. Students who know in advance that they will miss one or more classes should reach out so that make-up work may be arranged.

Since this course emphasizes process over product. Completing the shorter assignments will naturally lead to stronger major assignments.

Success in this course is based on the expectation that we will spend a minimum of 45 hours over the length of the course for each unit of credit (AKA three hours per unit per week). Accounting for these hours includes attending class, studying course materials, participating in course-related activities, and completing both major and minor assignments.

This journey requires the completion of three major projects: a **personal narrative**, a **satirical essay**, and a **multimodal artifact project**. Each project will refine an essential component of critical and creative thinking. We will discuss these major assignments throughout the semester.

Major and minor assignments will cover informal and formal writing produced in multiple contexts, and weekly reading and writing assignments will guide us through the stages of essay construction.

This class requires a minimum of 8,000 words written by semester's end, at least 4,000 of which must be in revised final draft form. To that aim, our graded activities and assignments include:

### **Personal Narrative: 20% of final grade (GELO 2, 4, 5)**

Narrate an important turning point from your life where you were compelled to complete a difficult task and construct a piece of persuasive storytelling from said experience using narrative pattern. 1500-2000 words in revised form.

### **Satirical Essay: 20% of final grade (GELO 1, 2, 3, 4, 5)**

Write a piece of satirical commentary on a current political, cultural, and/or social issue. We will think critically about how claims and arguments are legitimized through irony and subversion of rhetorical appeals. This essay will require a minimum 3 externally cited sources. 1500-2000 words in revised form.

### **Subculture Multimodal Project: 20% of final grade (GELO 2, 3, 4, 5)**

Research a marginalized or underrepresented subculture, community, or cause in which you have a staked interest and create a multi-genre project that humanizes said group through counternarrative. This project will require a minimum 3 externally cited sources. 1500-2000 word prospectus in revised form and a multimodal artifact.

### Short Writing Assignments (outside-of-class): 20% of final grade

Regular reading assignments and writing responses. 200-500 words per assignment.

### Participation (in-class): 15% of final grade

In-person involvement in discussions, group exercises, peer feedback, and quick writes.

### SJSU Writing Program Portfolio: 5% of final grade

Curate a final portfolio of assignments completed during this semester and over the summer RCW program which demonstrates your writing development. This portfolio will also require you to write a reflection essay and an annotated bibliography.

## ✓ Grading Information

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Our grading schema is based on the proportional values of your engagement with the writing process and your incorporation of class material into its stages of construction. Specific requirements for each assignment will vary, but in all cases assessment will be based on evidence of applied energy, imaginative thought, and intentional awareness of purpose, context, and audience in a composed work.

**Personal: 20% | Satirical: 20% | Multimodal: 20% | SWAs: 20% | Participation: 15% | Portfolio: 5%**

Furthermore, grading criteria for each of the three major projects (Personal, Satirical, and Multimodal) will be assessed according to the following combined stages of construction:

1. **Proposal: 25%** of project's total value
2. **Initial Draft: 25%** of project's total value
3. **Revised Draft/Artifact: 25%** of project's total value
4. **Process Letter: 25%** of project's total value

Declining to submit work for any one of these four stages will significantly alter your cumulative grade on a major writing project. For example: if one were to not complete a proposal whatsoever for an assignment, but submitted a high quality initial draft, revised draft, and process letter at their corresponding deadlines, then the highest grade that student could receive for the entire project would be 75%, or a C.

Unless an arrangement has been discussed with and approved by the instructor in advance, late work will not receive full credit. An automatic 10% point reduction is applied for every two days an assignment is late.

Extra credit opportunities will occasionally be made available in the form of on-campus CLA reading events and as optional side quests within our major and minor assignments. These will be indicated to you in class wherever applicable within assignment prompts or described during an in-class session.

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

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

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

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

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

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

**This course must be passed with a C- or better as a CSU graduation requirement, so it is prudent to plan our quest progress accordingly and mindfully.**

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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**The following schedule is subject to change with advance notice through a Canvas Announcement.**

Note: Due dates for all assignments are by 08:59am the day of class.

WEEK	Date	Topics, Readings, Assignments, Deadlines
1	8/21	In-Class: Syllabus; The Rhetoric of Anecdote + Fable  For next class: <a href="#">Partner Legend (part I) &amp; Short Writing Assignment (SWA) 1</a>
	8/23	In-Class: Introduce the <b>Personal Narrative essay</b> ; Structuring/Organizing; Proposal  For next class: <a href="#">SWA 2</a>
2	8/28	In-Class: Mind-mapping; Story Jigsaw Puzzle, part I  <b>DUE TODAY: PROPOSAL</b>
	8/30	In-Class Agenda: Story Jigsaw Puzzle, part II  For next class: <a href="#">SWA 3</a>
3	9/4	In-Class: NO CLASS - Labor Day
	9/6	In-Class: Genre awareness + Audience awareness + Voice; Zombie Apocalypse  For next class: <a href="#">SWA 4</a>
4	9/11	In-Class: Entry/exit points for paragraphs; Thesis statements as "nutshell paragraph"; Beginnings and endings  <b>DUE TODAY: INITIAL DRAFT</b>
	9/13	In-Class: Peer workshop  For next class: <a href="#">Peer Feedback Letter and Annotations</a>
5	9/18	In-class: Restructure, rebuild, revision; Subjectivity v. Objectivity  For next class: <a href="#">SWA 5</a>
	9/20	In-Class: Explaining fandom to an extraterrestrial  For next class: <a href="#">SWA 6</a>

WEEK	Date	Topics, Readings, Assignments, Deadlines
6	9/25	In-Class: Remediation of source text  <b>DUE TODAY: REVISED DRAFT &amp; PROCESS LETTER</b>  In-Class: <b>Satirical Essay introduction</b> ; Exigence + context
	9/27	For next class: <b>SWA 7</b>
7	10/4	In-class: Satire as social justice activism  For next class: <b>SWA 8</b>
	10/6	In-Class: Satire v. dis/misinformation; news source literacy; Satire as socio-political critique
8	10/9	<b>DUE TODAY: PROPOSAL</b>  In-class: Visual rhetoric + Ironic rhetoric; logical fallacy  For next class: <b>SWA 9</b>
	10/11	In-Class: Satire as social justice activism  For next class: <b>SWA 10</b>
9	10/16	In-class: Group Satire, part I  For next class: <b>SWA 11</b>
	10/18	In-Class: Group Satire, part II
10	10/23	<b>DUE TODAY: INITIAL DRAFT</b>  In-class: Peer workshop  For next class: <b>PEER FEEDBACK LETTER &amp; ANNOTATIONS</b>
	10/25	In-Class: Group Satire, part III  For next class: <b>SWA 12</b>
11	10/30	In-Class: Group Satire, part IV  For next class: <b>SWA 13</b>
	11/1	In-class: identifying tone through embellishment; Semiotic Ad analysis



WEEK	Date	Topics, Readings, Assignments, Deadlines
12	11/6	<p><b>DUE TODAY: REVISED DRAFT &amp; PROCESS LETTER</b></p> <p>In-Class: <b>Multimodal project Introduction</b></p> <p>For next class: <b>SWA 14</b></p>
	11/8	In-Class: Complicating claims with counterclaims; Ethics of AI art, music, prose, and companionship
13	11/13	<p><b>DUE TODAY: INITIAL DRAFT PROSPECTUS</b></p> <p>In-Class: Peer Workshop</p> <p>For next class: <b>Peer Feedback Letter</b></p>
	11/15	<p>In-Class: NextGen WAR OF THE WORLDS - Rebooting primary texts</p> <p>For next class: <b>SWA 15</b></p>
14	11/20	In-Class: Visual persuasion to prompt reaction and action; MLM cospypasta
	11/22	<b>NO CLASS – Non-instructional day</b>
15	11/27	<p><b>DUE TODAY: REVISED PROSPECTUS + MULTIMODAL ARTIFACT</b></p> <p>In-Class: Multimodal presentation, part I</p>
	11/29	In-Class: Multimodal presentation, part II
16	12/4	<p><b>DUE TODAY: PROCESS LETTER</b></p> <p>In-Class: <b>Portfolio introduction</b> – Assembling a year’s worth of greatest hits</p> <p>For next class: <b>Partner Legend (part II)</b></p>
	12/6	<p><b>DUE TODAY: Annotated Bibliography draft</b></p> <p>In-Class: TBD</p>
FINAL	12/13	<p><b>NOTE: We meet from 7:15am - 9:30am on this day</b></p> <p><b>DUE TODAY:</b></p> <p><b>SJSU Writing Program Portfolio</b></p> <p><b>Reflection + Annotated Bibliography + Selected Writing Assignments from RCW &amp; ENGL 1A</b></p>