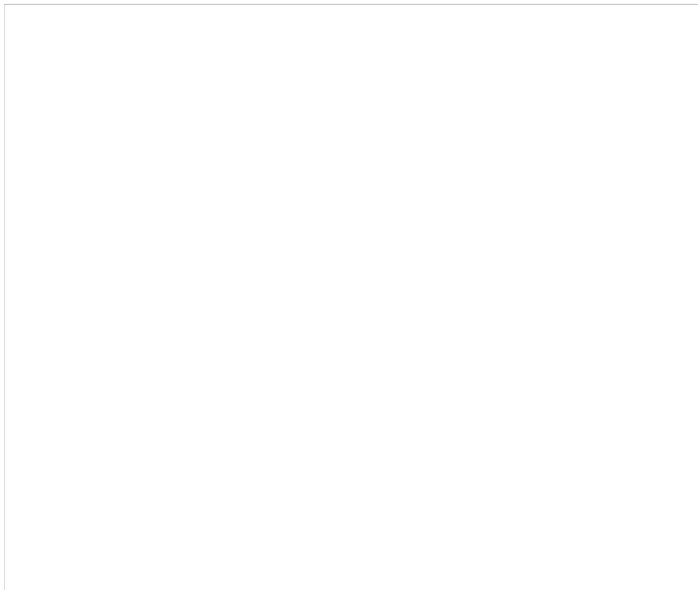


First Year Writing Section 25

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/20/2023



Welcome to Engl 1A Section 25. We will be meeting every Tues and Thurs at 10:30am in Sweeney Hall Room 348.

I look forward to a great semester!

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

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 will give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Students in Engl 1A are required to write a minimum of 8000 words, at least 4000 of which must be in revised final draft form. That sounds like a lot, but the writing will build through multiple drafts of short and medium assignments rather than long papers. Specific descriptions and instructions for each assignment will be distributed in class and posted on Canvas.

Reading: Engl 1A is primarily a writing class, so there is no required textbook to purchase. However, there will be short texts required for reading on a regular basis throughout the semester that are critical to the process of learning to write at an academic level. We will

also use podcasts, videos, and other multi-media texts to add insights about writing.

In class participation: Engl 1A is an in-person course and regular participation is essential to succeed. Attendance will be noted each day, and points will be assigned for coming to class. Engl 1A is an interactive class, so it will be difficult to make up missed work online. Students who have specific conflicts that prevent attending class should email the teacher to discuss how to catch up.

Final Exam: All students enrolled in Engl 1A are required to compile a writing portfolio at the end of the semester that is designed to reflect on process of learning to write. The portfolio will include selected examples of your writing produced for Engl 1A, as well as materials from your RCW Canvas course and other SJSU courses. We will talk about the portfolio in detail later in the semester. The portfolio will be due on the date for the final exam for Engl 1A Sect 25: Tues, Dec 13th, 12pm.

Diversity and class discussions

SJSU is a wonderfully diverse learning environment, and this course is designed to build on the strength of our different backgrounds. However, our readings and class discussions may raise sensitive and challenging questions, and in preparation we will create norms for how to deal with potential conflict or inappropriate comments during the first week of the semester. I hope we will try to interact with each other from a place of mutual respect and learning, which require both an open mind and an open heart. Although I doubt it will come to this, any behavior that threatens the learning environment and the safety of the classroom will not be tolerated.

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. Other course structures will have equivalent workload expectations as described in the syllabus.

Faculty Web Page and MYSJSU Messaging

We will use Canvas extensively for Engl 1A, so it is critical that students check Canvas regularly, including messages from the instructor. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. For help with using Canvas see Canvas Student Resources page.

Academic Integrity

As a SJSU student your commitment is to learning. The [University Academic Integrity Policy](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

University Policies

Per [University Policy S16-9](#), 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 [Syllabus Information web page](#). Make sure to visit this page to review and be aware of these university policies and resources.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) at to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#).

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

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

English 1A General Education Learning Outcomes (GELO) Upon successful completion of this GE course, students will be able to:

1. Read actively and rhetorically.
2. Perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of the whole writing process and why each step in the process is important.
3. Articulate an awareness of and write according to the rhetorical features of texts, including purpose, audience, context, and rhetorical appeals.
4. Integrate your own ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

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

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

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.

Course Materials

Required Texts/Readings

You are not required to purchase a textbook for this class. However, there will be frequent required readings that will be from online sources or pdfs posted on Canvas. Students will need to check their email and visit Canvas frequently for updates. We will also use free online writing resources for our work around writing mechanics, grammar, and organization.

In addition, I highly encourage you to purchase a grammar and style guide - (yes, a physical book)- that you can use as a reference throughout your college years. Yes, Grammarly is great (I am a fan), but a Google extension is not going to teach you how to make your writing more clear or grammatically correct. By using a guide, you will engage your brain to remember when to use a comma or even the mysterious semi colon. A few of my favorite grammar/usage guides are:

Woe Is I: The Grammarphobe's Guide to Better English in Plain English (Fourth Edition), by Patricia O'Connor. Grammar can even be funny...or kind of.

Elements of Style, Fourth Edition, by William Strunk and E.B. White. It's not perfect, but it's a classic for a reason.

Course Requirements and Assignments

This Engl 1A Course will have four major writing assignments and a final portfolio project, along with journal writing in almost every class, reading response assignments, and other writing throughout the semester.

The four major assignments are:

1. Personal narrative essay (PN)
2. Rhetorical analysis essay (RA)
3. Persuasive essay (PE)
4. Multi-modal composition (MM)

Plus, the culminating assignment: Final Portfolio

I will create a set of complete directions for each assignment, which will be posted on Canvas and discussed in class. Assignments 1-3 will include prewriting, drafting, giving and receiving feedback, and revising to practice the writing process. Throughout both reading and writing, we will use multiple modes of communication (oral, written, digital, and visual).

A note about college writing: Most students come into their first college writing class feeling intimidated about academic writing and believing that they are not good writers because of their past experience. Here's the reality: writing is hard for *everyone* (even people who are 'writers'), and the only way to get through it is to practice writing on a regular basis.

Every student has the capacity to succeed in this class if they put in the work, regardless of the writing skills or experience they had prior to enrolling at SJSU. If you find yourself struggling in this class, please reach out at victoria.thorp@sjsu.edu and I will help you.

Grading Information

Grading in Engl 1A Sect 25

A central goal of Engl 1A Sect 25 is for students to learn the writing process, so assignments 1-3 will require drafting, writing, revising, and re-writing to earn full credit. We will spend time in class reviewing each other's writing and I will provide extensive comments on

rough drafts in Canvas. All final drafts must reflect revision from initial drafts and show that the student has incorporated feedback received from peers and the instructor. (See [University Grading System Policy F18-5 \(https://www.sjsu.edu/senate/docs/F18-5.pdf\)](https://www.sjsu.edu/senate/docs/F18-5.pdf) for more information about grading at SJSU).

The culminating project for English 1A is a writing portfolio, where you will collect samples of your writing that illustrate what you have learned during the semester. You will also write a reflection about your progress as a writer and your goals moving forward. We will go over the portfolio in class and there will be time to work on it at the end of the semester.

Format: All essays should be double-spaced and typed in 12-point Times New Roman font. The student's name, professor's name, course number and section, and the due date must be located at the top left corner of the first page. Please see the Essay Sample under the "Files" tab on Canvas for more information on how to properly format your essays.

Classroom Participation

The goal of Engl 1A is to help students learn to write in a supportive classroom environment. To meet this goal, it's essential that you are in class and participate actively on a regular basis. *Simply put, you cannot pass Engl 1A Sect 25 without coming to class on a regular basis.* The good news is that students who attend class, actively participate, and do the required work will have no trouble doing well!

Active participation for this course requires four things:

1. finishing out-of-class reading and assignments;
2. coming to class prepared and on time;
3. contributing to class discussions and activities;
4. completing in class assignments, including in class writing and reflections.

Each class is worth **five participation points**, which will total 15% of your final grade. As such, it is the easiest part of your grade to control, and earning these points simply requires showing up, speaking up during class discussions and contributing to our learning community. Your in-class writing will not be graded but will contribute to your overall participation grade.

However, life happens: If you have extenuating circumstances that prevent you from coming to class (illness, family emergency, etc.), please let me know as soon as possible. (See [F15-12, University Policy, Attendance and Participation \(https://www.sjsu.edu/senate/docs/F15-12.pdf\)](https://www.sjsu.edu/senate/docs/F15-12.pdf) for more information about SJSU policy on attendance). **If you chose not to come to class and do not contact me to explain why you are absent, it will negatively impact your grade.**

Points and Grades

Below is a breakdown of the number of words per assignment, the points per assignment and how the assignment relates to your final grade for the course. In addition, you can see how each assignment contributes to the course goals or "General Learning Outcomes" (GELO) for Engl 1A.

Assignment	# Words	Points per Assignment	Total points	Percent of Final Grade	GELOs Covered
Reading Responses	250 per response	10	100	10%	GELO 1, 2
In class participation	NA	5	150	15%	GELO 1, 2
Personal narrative			200	20%	GELO 1, 2, 3
Outline	300	25			

Rough draft 1	1000	25			
Rough draft 2	1000	25			
Final draft	1000	100			
Reflection essay	250+	25			
Analytical essay			175	17.5%	GELO 1, 2, 3, 4
Outline	300	25			
Rough draft 1	1000	25			
Rough draft 2	1000	25			
Final draft	1000	75			
Reflection	250+	25			
Persuasive Essay			200	20%	GELO 1, 2, 3, 4
Outline	300	25			
Rough Draft 1	1000	25			
Rough Draft 2	1000	25			
Final Draft	1000	100			
Reflection essay	250+	25			
Multimodal	750		75	7.5%	15 GELO 2, 3, 4
Presentation	500	75			
Portfolio			100	12.5%	15 GELO 2,5
Reflection essay	1000	75			

Analysis of submissions	250	25			
Totals	Well over 8,000		1000	100%	

Grading Information

All work must be submitted by the time noted in the assignment on Canvas. If you are expected to bring a printed copy to class in addition to submitting your assignment on Canvas, that will be noted on the assignment page. If there is a reason you cannot make a deadline, please contact me before the deadline.

Please note: Students must receive a C- or higher to pass the course and get the Area A2 GE credit toward the degree. Students who do not earn at least a C- in English 1A must retake it.

My goal for Engl 1A Section 04 is that every student will succeed and pass the course. Success in Engl 1A requires five simple things:

- 1) Do the reading and homework
- 2) Come to class and participate (essential)
- 3) Engage in the writing process by drafting, revising and re-writing each major assignment
- 4) Complete work on time
- 5) Get in touch with me if you fall behind or need help!

Policy for late work

Life happens and we all need help sometimes meeting our deadlines. I'm willing to be flexible, but only if you let me know ahead of time. I don't want to hear the day after an assignment is due that you need an extension.

A note about grammar and Standard English rules

Every writer comes with their own unique voice, background, language skills and knowledge of grammar rules and conventions. In our exploration of language, voice, and rhetoric this semester, we will consider when and how to use different forms of English depending on the genre and purpose of your writing. For formal essays, we will be learning the rules and conventions of college writing and will review grammar and punctuation together as needed.

Writing is re-writing and part of the drafting process is to identify and fix usage errors with a goal of creating coherent, clear written text. For your final draft submissions, I expect you to have made demonstrated effort to use correct grammar and punctuation and to submit comprehensible and cohesive work. If you struggle with issues such as grammar, essay structure, or punctuation, you are not alone. Raise the issues that challenge you, and let's work on them 1:1 or as a class. I'm happy to can set up time to go over any specific questions you have.

A very important note about getting help!

No one can do it alone and we all need help. That's why SJSU has established many resources for getting academic and emotional help. Please take advantage of these free resources when you are feeling stressed or anxious about a writing assignment in Engl 1A (or other classes). If at any time in the semester, you need help managing the demands of this course or any aspect of college life, reach out to me at victoria.thorp@sjsu.edu or one of the SJSU student resources listed below.

The SJSU Writing Center is located in the Main Library on the Second floor (Appointment hours: Mon-Thu 10:00 am –7:00 pm; Friday 10:00 am – 3:00 pm), and Clark Hall, Suite 126 (Drop-in hours: Mon-Thu 10:00 am - 3:00 pm). Students can get free 1:1 help with writing in person or by Zoom Writing Center, visit the Writing Center [website \(https://www.sjsu.edu/writingcenter/\)](https://www.sjsu.edu/writingcenter/).

SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building.

Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website \(http://www.sjsu.edu/counseling/\)](http://www.sjsu.edu/counseling/).

SJSU Peer Connections offers workshops on topics including improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and more. To learn more, visit [Peer Connections website. \(https://www.sjsu.edu/peerconnections/index.php\)](https://www.sjsu.edu/peerconnections/index.php)

Grade Scale

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

Course grades will be using the following scale:

Grade	Points	Percentage
A	940 to 1000	94 to 100%
A -	900 to 939	90 to 93.9%
B +	870 to 899	87 to 89.9%
B	840 to 869	84 to 86.9%
B -	800 to 839	80 to 83.9%
C +	770 to 799	77 to 79.9%
C	740 to 769	74 to 76.0%
C -	700 to 739	70 to 73.9%
D +	670 to 699	67 to 69.9%
D	640 to 669	64 to 66.9%
D -	610 to 639	61 to 63.9%
F	BELOW 610	

Criteria

All major assignments in Engl 1A (except the Final Portfolio) require drafting, writing, and revising. Your grade will reflect the extent to which you engaged in the writing process and tried to improve your writing through reflection and feedback from the instructor and peers. This focus on the writing process allows every student to do well in Engl 1A regardless of language skills, prior knowledge, etc.

The following are the criteria by which essays will be evaluated in this writing course:

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 the 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 weakness 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 or was missing.

Extra credit

No one gets special credit for going above and beyond or even for bringing me coffee. Just do the work as assigned and you will have nothing to worry about. If you are worried, get in touch and let’s figure out how to bring down your stress level.

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

Some assignments may shift during the semester. Always check Canvas for the most up to date information

Week	Date	In class focus	Due	Assignments (all readings on Canvas unless otherwise noted)
1	Aug 22	Introductions, syllabus exploration, go over Reading Responses		Read “Shitty First Drafts” and do Reading Response #1 (RR) and Google survey (link in message on Canvas)
	Aug 24	Myths of writing, Intro first assignment: Personal Narrative Essay (PN)	RR #1	Read “ I need You to Say ‘I’: Why First Person Is Important in College Writing ” and “Just Walk By” (link on Canvas) Do RR #2

2	Aug 29	Explore the personal narrative genre	RR #2	Read "The Myth of the Latin Woman: I just met a girl named Maria" (on Canvas) and do Do RR #3
	Aug 31	Finding your story	RR#3	Read Amy Luterman Essay: https://www.thesunmagazine.org/issues/556/hard-times Do RR #4
3	Sept 6	Descriptive writing in narrative essays	RR #4	PN Outline
	Sept 8	Peer exchange of outlines- what is missing?	Outline for PN	Read " Workin' Languages: Who We Are Matters in Our Writing " Do RR #5
4	Sept 12	Practice peer review Time for work on Rough Draft #1	RR #5	PN Rough Draft (RD) #1
	Sept 14	Peer Review with RD #1 Eliminating 'dead' words	PN RD #1	Read " What's that Supposed to Mean? Using Feedback on Your Writing " RR #6
5	Sept 19	PN openings, dialogue, narrative time	RR#6	PN Rough Draft #2
	Sept 21	Peer Review with RD #2 Work time for revising	RD #2	Write PN final draft
6	Sept 26	PN Final draft Reflection essay Intro to analytical essay	PN Final draft	Read: Using rhetorical appeals in persuasion Do RR #7
	Sept 28	Newspaper exploration Examine opinion structure	RR #7	Read NYT opinion piece about teens and social media (pdf on Canvas) Do RR #8

7	Oct 3	Review logical fallacies Examine opinion pieces for RA essay	RR #8	RA Outline
	Oct 5	Peer review RA outline What makes for a strong argument	RA outline	RA Rough Draft #1
8	Oct 10	Peer Review RA RD #1 Time for revising	RA RD #1	Where are you stuck with this essay project? Podcast about Getting past procrastination Do RR #9
	Oct 12	Explore ChatGPT- what is good for?	RR #9	RA RD #2
9	Oct 17	RA Rough Draft #2 Peer Review	RA RD #2	Work on RA Final draft due Oct 22
	Oct 19	Zombie Apocalypse Why audience matters		RA Final draft
10	Oct 24	RA Final draft Reflection Intro persuasive essay	RA Final draft	Start brainstorming topics for the persuasive essay
	Oct 26	Work on topics in groups- identify pro/con arguments		PE Outline
11	Oct 31	PE Outline peer review	PE Outline	
	Nov 2	Visual rhetoric		Finish PE RD #1
12	Nov 7	PE RD #1 Peer review Work time on revising	PE RD #1	Work on PE RD #2 due Nov 14
	Nov 9	How to write a strong opening hook		PE RD #2
13	Nov 14	PE RD #2 Peer review Work time on revising	PE RD #2	Read: " Introduction to Multimodal Composing " Do RR #10: Write a paragraph with your initial proposal for your MM composition

	Nov 16	Intro multi modal Roadmap for rest of the semester Work time PE or MM	RR #10	Finish PE Final Draft
14	Nov 21	PE Final draft Reflection	PE Final draft	Start working on MM composition
	Nov 23	Thanksgiving- no school		
15	Nov 28	MM Compositions Day 1 Portfolio overview	MM Composition	
	Nov 30	MM Compositions Day 2	MM Composition	
16	Dec 6	MM Compositions Day 3 Review Portfolio again	MM Composition	

Final Schedule: Portfolio Due Date

Engl 1A Sect 25: Portfolio and bibliography due: Weds, Dec 13th 12pm