

# First Year Writing Section 93

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

### 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 (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

#### Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

### 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>)

## 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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## Technology Requirements

Students are required to have an electronic device (e.g. laptop, desktop, or tablet) with a camera and built-in microphone, as well as a reliable Wi-Fi connection. The University has a free equipment loan program ([sjsu.edu/learnanywhere/equipment/index.php](https://sjsu.edu/learnanywhere/equipment/index.php)) available for students.

## Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

## Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

- **Writing:** Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.
- **Reading:** In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.
- **Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

## Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

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

## University, College, or Department Policy Information

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be found at [sjsu.edu/gup/syllabusinfo/index.html](https://sjsu.edu/gup/syllabusinfo/index.html).

## The Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Their mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). They accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions. The SJSU Writing Center conducts scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](https://sjsu.mywconline.com). To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [sjsu.edu/writingcenter](https://sjsu.edu/writingcenter).

## On Academic Integrity and Artificial Intelligence (AI) Tools Usage

Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT, to complete essays or other assignments constitutes a violation of the University's Academic Integrity Policy ([sjsu.edu/senate/docs/F15-7.pdf](https://sjsu.edu/senate/docs/F15-7.pdf)). AI-generated submissions are not permitted and will be treated as plagiarism.

## Department Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

# 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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### Reading Materials

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

- The Film That Changed My Life: Thirty Directors on Their Epiphanies in the Dark by Robert K. Elder (ISBN: 1556528256)
- Tab Hunter Confidential: The Making of a Movie Star by Tab Hunter with Eddie Muller (ISBN: 1565125487)

Recommended:

The Everyday Writer with 2020 APA Update by Andrea A. Lunsford (ISBN: 1319361153)\*

\*Any equivalent writing guide, so long as it's current, will suffice.

## Grading Information

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This course utilizes the “Contract Grading” methodology. This means, if a student completes a set number of assignments—on time and in good faith—then, that student is guaranteed a minimum grade in the class of a B (or 85%).

Think of this methodology like the old adage, “It’s about the journey, not the destination.” Contract Grading deemphasizes the final product/grade as the student’s ultimate goal. Instead, the focus shifts to bettering a student’s skills through writing as a process.

Potential pathways:

Pathway 1: Earning a B (85%)	Pathway 2: Earning higher than 85%	Pathway 3: Earning lower than 85%
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<p>To earn a B (85%) in the course, you must:</p> <p>-Complete the following 13 assignments (8,500 words total) on time:</p> <ul style="list-style-type: none"> <li>• Diagnostic (750 words)</li> <li>• Editorial (750 words)</li> <li>• Memoir (750 words)</li> <li>• Infographic (750 words)</li> <li>• Comparative (750 words)</li> <li>• Close Reading (750 words)</li> <li>• Multimedia Presentation (750 words; partnered)</li> <li>• Reflection 1 (500 words)</li> <li>• Reflection 2 (500 words)</li> <li>• Reflection 3 (500 words)</li> <li>• Reflection 4 (500 words)</li> <li>• Reflection 5 (500 words)</li> <li>• Self-Reflection Essay and ePortfolio (750 words)</li> </ul> <p>-Complete the assignments in good faith—a rubric will be included for each assignment to guide you.</p> <p>-Consistently attend class and actively participate.</p>	<p>In order to earn higher than 85%, you must:</p> <p>-Complete the criteria listed in Pathway 1</p> <p>-Rewrite the three following assignments:</p> <ol style="list-style-type: none"> <li>1. Editorial (750 words)</li> <li>2. Memoir (750 words)</li> <li>3. Comparative (750 words)</li> </ol> <p>-Complete your Multimedia Presentation alone, as opposed to with a partner.</p> <p>Please note:</p> <ul style="list-style-type: none"> <li>• This path does not guarantee an A. It only offers the opportunity to earn higher than 85%. To receive an A, your work must meet A-level criteria, as defined by the Department Grading Policy (see above).</li> <li>• All rewrites will be due via email by midnight on Friday, December 1.</li> </ul>	<p>You will earn lower than 85% if:</p> <p>You do not complete ALL of the assignments in Pathway 1</p> <p>OR</p> <p>You do not complete ALL assignments in Pathway I on time.</p> <p>OR</p> <p>The assignments are not completed in good faith, as outlined in the rubrics.</p>
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# 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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Week 1: Y tu mamá también (2001)	Week 2: Chicago (2002)
Dates: Fri 8.25	Dates: Fri 9.1
Class: Syllabus review; Lecture—The History of Film, I-III”	Readings: eR—“Hollywood is Taking the ‘Wrong Lessons’ from Barbie, Says Randall Park: ‘Make More Movies By and About Women,’ Not Films Based on Toys” (Variety), “Why America Ferrera’s Barbie Monologue Resonates with Women” (NBC News) Class: Introductions; Lecture — “Crafting the Essay: Writing as a Process” Due: DIAGNOSTIC



<p>Week 3: Eternal Sunshine of the Spotless Mind (2004)</p> <p>Dates: Fri 9.8</p> <p>Readings: eR  —“r/unpopularopinion: Going to the Movies Sucks” (Reddit), “Cinema is Dying: How Movie Theaters Can Ensure Their Survival” (MakeUseOf), “Curtain Closing on the Traditional Moviegoing Experience” (Montreal Gazette), “Movie Theaters Didn’t Die, but They’ll Never Be the Same Again” (CNET)</p> <p>Class: Reading discussion, Presentation topic assignments; Lecture— “Building a Better Multimedia Presentation: An Annotated Look”</p> <p>Due: REFLECTION 1</p>	<p>Week 4: Brokeback Mountain (2005)</p> <p>Dates: Fri 9.15</p> <p>Readings: eR—“Here’s What It Will Take f or Movie Theaters to Survive Ten Years From Now” (Entertainment Weekly), “Movie Theaters Aren’t Dying—They’re Evolving” (CNBC), “Covid Isn’t Why Americans Aren’t Going To The Movies, Study Suggests” (Forbes), “How the Movie Industry is Adjusting to Changes in Viewing Habits” (PBS News Hour)</p> <p>Class: Reading discussion; Lecture— “MLA Style 101;” “Artificial Intelligence and College Writing: Points To Consider”</p> <p>Due: EDITORIAL</p>
<p>Week 7: It Follows (2014)</p> <p>Dates: Fri 10.6</p> <p>Readings: TAB: 1. Male Kelm – 3. Bless Me, Father</p> <p>Class: Reading discussion; Multimedia presentations; Lecture— “Infographics 101”</p>	<p>Week 8: Gone Girl (2014)</p> <p>Dates: Fri 10.13</p> <p>Readings: TAB: 5. Henry’s Boys – 7. Manufacturing a Star</p> <p>Class: Reading discussion; Multimedia presentations</p> <p>Due: INFOGRAPHIC— DRAFT 1</p>

<p>Week 9: Mad Max: Fury Road (2015)</p> <p>Readings: TAB: 9. Don't Worry ... It'll Only Play in Drive-Ins, 13. Success and Scandal – 16. Out of the Blue</p> <p>Dates: Fri 10.20</p> <p>Class: Reading discussion; Multimedia presentations; Watch—Excerpts from Tab Hunter Confidential (2015)</p> <p>Due: INFOGRAPHIC—FINAL DRAFT</p>	<p>Week 10: The Revenant (2015)</p> <p>Dates: Fri 10.27</p> <p>Readings: TAB: 19. The Deep Freeze, 22. Damn Yankees</p> <p>Class: Multimedia presentations</p> <p>Due: COMPARATIVE</p>
<p>Week 11: Moonlight (2016)</p> <p>Dates: Fri 11.3</p> <p>Class: Multimedia presentations; Lecture—"Close Reads 101"</p> <p>Due: REFLECTION 4</p>	<p>Week 12: Spider-Man: Into the Spider-Verse (2018)</p> <p>Dates: Fri 11.10—No Class: Veterans' Day</p>
<p>Week 13: Parasite (2019)</p> <p>Dates: Fri 11.17</p> <p>Class: Multimedia presentations</p> <p>Due: CLOSE READING</p>	<p>Week 14: Nomadland (2020)</p> <p>Dates: Fri: 11.24—No Class: Happy Thanksgiving</p>

<p>Week 15: West Side Story (2021)*</p> <p>Dates: Fri 12.1</p> <p>Class: Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"</p> <p>Due: REFLECTION 5</p> <p>*1. Last regular class meeting of the semester. 2. Any rewrites for Pathway 2 due to daniel.hendeldelao@sjsu.edu by midnight.</p>	<p>Week 16: Everything Everywhere All at Once (2022)*</p> <p>Date: Fri 12.8 from 7:15-9:30 a.m.*</p> <p>Login: Meeting ID: 897 2139 7416/PW: 512224</p> <p>Class: Multimedia presentations; Class wrap-up</p> <p>Due: SELF-REFLECTION ESSAY AND EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)</p> <p>*Final exam period—note the special start time.</p>
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