

First Year Writing Section 01

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/16/2024

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

NO PHONES ALLOWED unless its an emergency

Be mindful of what you choose to write about. Faculty are mandated reporters.

Respect others' freedom of expression.

Come to class with a positive attitude. Be respectful and mindful.

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

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

GE Area A2 Learning **Outcomes / Goals**

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 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.

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

Course Materials

Notebook

Highlighter

Printing rough draft essays is required before peer review days

All required readings will be available on CANVAS.

Course Requirements and Assignments

The bulk of this course are 6 papers, three of which will be finalized drafts, peer review (can only be turned in, in-class), blog posts, group discussions, annotations, a final portfolio and hand-written work.

By the end of a successful semester you will have written a total of at least 8,000 words.

The 6 papers are divided into three categories:

Argumentative Essay

Personal Narrative

Rhetorical Analysis

Students are required to write 1100 word rough drafts and a final draft for each category, which sums up these assignments into 6 papers.

After each rough draft due date, students are required to print a physical copy of their rough drafts for peer review exercise upon arrival to class.

Peer review exercises must be done and submitted in-class, in-person, peer review DOES NOT get submitted via CANVAS.

Students are required to do readings which will be available on CANVAS under "Course Schedule."

In-class activities and homework consist of peer review, blog posts, in-class annotations, discussions, presentations, worksheets, and hand-written journal entries.

Last but not least, students are required to submit a **Final Portfolio** which will include three documents:

The 1A Prerequisite Reflection

An essay of your choice

a 600 word reflection on learned skills.

✓ Grading Information

Determination of Grades

- A grade of at least C- is required to pass this course.
- Late assignments will automatically be one letter grade lower.

- Personal Narrative: 20%
- Argumentative Essay: 20%
- Rhetorical Analysis: 20%
- Peer Review, Weekly blog posts, and other hand-written work: 25%
- Final - Portfolio: 15%

A plus = 1000 to 970 points

A = 969 to 940 points

A minus = 939 to 900 points

B plus = 899 to 870 points

B = 869 to 840 points

B minus = 839 to 800 points

C plus = 799 to 770 points

C = 769 to 740 points

C minus = 739 to 700 points

D plus = 699 to 670 points

D = 669 to 512 points

D minus = 639 to 600 points

F = 599 points or lower

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

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| 8/21 | Introduction to the course. Syllabus overview via Canvas. Group activity In-class |
| | Read <i>A Writing Assignment, A Way of Life</i> https://www.jstor.org/stable/3650535?casa_token=n_6ubgr2PccAAAAA%3ADaVZmyTRfMj9dxB8MeDNCsJIJ6Ri32pmTCTwdi_AJX0zhfWZmi4rmBz& Prepare Occasional Paper- Presentations due Monday morning (next class meeting) 8/26 |
| 8/26 | Occasional Paper Presentations |
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| 8/28 | Introduction to the Argumentative Essay |
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| 9/2 | Labor Day - NO CLASS |
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| 9/4 | Writing activity timed Group discussion |
| | Quiz on Monday - Read <i>What is Academic Writing</i> https://wac.colostate.edu/books/writingspaces1/irvin-what-i First argumentative essay Draft is due 9/15 @11:59 PM. |
| 9/9 | Writing Quiz Practice Close Reading |
| | First argumentative essay Draft is due 9/15 @11:59 PM. |
| 9/11 | Group work: Annotating the reading (what is the artist of this song conveying to their audience? use lyrics to support) Argumentative Essay Rough Draft Due 9/15 @ 11:59 PM. |
| 9/16 | Peer Review Peer Review due today before end of class. Argumentative Rough Draft Due tonight @ 11:59 PM. |
| 9/18 | Group Activity: who would you hire? resume writing Argumentative Essay Final Draft Due 9/30 @ 11:59 PM. |
| 9/23 | Common things to watch out for in finalizing drafts Argumentative Essay Final Draft Due 9/30 @ 11:59 PM. |

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| 9/25 | In-class working on rough drafts, I'm available for any questions. |
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| 9/30 | Activity: Proofreading your work. |
| | Argumentative Essay Final Drafts due tonight . |
| 10/2 | Annotating Backpacks vs Briefcases. How do I notice rhetorical methods of a speaker? |
| | Rhetorical Analysis Rough Drafts due 10/16 |
| 10/7 | Distribute prompt and rubric for Rhetorical Analysis essay. Think about a time you used rhetoric and why you used it. Look at the third question for the peer review exercise, this is asking about your peer's goal in their personal narrative. Similarly, you will be identifying an author's goal for the rhetorical analysis. |
| | Argumentative Essay Final Drafts due 9/30 |
| 10/9 | Presentation and discussion about writing about trauma. Boundaries and limits. Group activity: Choose something you want me (professor) to analyze in front of you. We will vote on it and the winner will get to be analyzed. |
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| 10/14 | <p>Continue analyzing media from last class on a document (available under modules as a sample rhetorical analysis essay for your reference).</p> <p>Ethos, Pathos, Logos worksheet. Identify whether each rhetorical appeal is used after reviewing certain texts. Explain your answer. Use each rhetorical appeal for hypothetical scenarios.</p> |
| | <p>Complete Blog post 250 words, before class on Wednesday.</p> |
| 10/16 | <p>Group discussions: What topics did your peers choose to analyze? Why?</p> <p>Verbal presentations. We will vote on which topic to analyze in our groups.</p> <p>Group discussions: Each group will be responsible for one rhetorical appeal, context, audience, and purpose.</p> |
| | <p>Personal Narrative Rough Drafts due 10/16 @ 11:59 PM.</p> |
| 10/21 | <p>Peer Review</p> |
| | |
| 10/23 | <p>group activity</p> |
| | <p>Read 14-18 <i>The Resources of Discourse Analysis</i> and reflect in 250 words by 10/31 @ 11:59 PM.</p> <p>https://books.google.com/books?hl=en&lr=&id=0Aw5DQAAQBAJ&oi=fnd&pg=PP1&dq=how+to+analyze+rhetoric&ots=8645gAJK7Q&sig=2LVDt</p> <p>In a blog post, use the assigned pathos, ethos, or logos you received in a paragraph addressing the supreme court.</p> |
| 10/28 | <p>Happy almost Halloween</p> |
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| 10/30 | <p>Discuss rough draft progress with a peer. Complete rough draft.</p> |

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| | <p>Personal Narrative Final Draft Due 11/3</p> <p>Rhetorical Analysis Rough Draft Due 11/17 @ 11:59 PM.</p> |
| 11/4 | Library Tour - Research and librarian resources |
| | In-class discussion and writing exercise. |
| 11/6 | complete outline worksheet 3 by 11/12 @ 11:59 PM. |
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| 11/11 | Reflect on the peer review exercise in a blog post by 11/14 @ 11:59 PM. |
| | work on final draft for rhetorical analysis essay. |
| 11/13 | Final Draft of Rhetorical Analysis due 12/2 @ 11:59 PM. |
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| 11/18 | Peer Review |
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| 11/20 | |
| | Final Draft of Rhetorical Analysis due 12/2 @ 11:59 PM. |
| 11/25 | Complete blog post reflection on peer review exercise in 250 words by 11/26 @ 11:59 PM. |
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| | Introduce portfolio final project. |
| 11/27 | |

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| 12/2 | |
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| 12/4 | Final Portfolio Due 12/9 @ 11:59 PM. |
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| 12/9 | FINAL Portfolio DUE Portfolio - FINAL, include summer work reflection (pre req to 1A) and choose one assignment from the course, v |