

# First Year Writing Section 08

## ENGL 1A

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

### Contact Information

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Instructor: Sara Cook

Email: Sara.Cook@sjsu.edu

Office Hours: Tuesdays + Thursdays, noon - 1pm (and by appointment)

### 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 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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- *On Writing Well* by William Zinsser (online, free)
  - This is available for free on our Canvas course
- *The Displaced* edited by Viet Thanh Nguyen
  - You should have been given a free copy of this at orientation
- English 1A course "Handouts"
  - These are informational pages that I will post on Canvas throughout the semester
- Access to *OWL: Purdue Online Writing Lab*
- Recommended online dictionary: Oxford

Other readings will be posted on Canvas throughout the semester. **Notice of any additions will be sent via Canvas.**

# ☰ Course Requirements and Assignments

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Important information specific to this section of English 1A:

## *Course Description:*

This semester we will bolster our critical reading, writing, and thinking skills by reflecting on what it means to be in the place you are now: in college, as a new adult. First, we will reflect on your educational journey to develop your agency and goals for college; next, we will research and write about a current cultural or political issue that you, as a now eligible voter, wish to impact with your vote; and finally, we will use Photovoice methodology to conduct our own research project to make an argument that braids text and photography.

## *Course Policies:*

- Reading: Class activities and discussions are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule -- I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your texts.
- Peer Review Workshops: Peer workshops are a chance for you to test drive your writing and are very important to the writing process. You must attend! If you choose not to attend a peer review workshop, you will forfeit one letter grade on the assignment.
- In-class work, participation, and learning: This is a seminar course and therefore participation is necessary: your contributions are important to our communal growth as thinkers and writers. **Almost every class session will contain some writing or learning exercise that you will earn credit for while in class; conversely, you will not earn this credit if you choose not to come to class.** If you must miss class, please contact me ahead of time. If you are absent from class but submit the in-class work to Canvas during class time, you will earn half credit.
- AI tools, like ChatGPT: Later in the semester, we will practice learning and thinking with these tools in order to facilitate your learning in an ethical way. I will provide specific instructions when and how you are to use AI tools, and your use must adhere to the following policies:
  - You may not use generative AI tools (like ChatGPT) for our class's work unless I specifically direct you to, on the assignment prompt.
  - All material generated by AI must be cited (like all other sources you borrow from).
  - You must submit artifacts of your "conversations" with AI that display the material you included in your assignment (via screenshots, or ShareGPT, etc.).
  - Any writing that is not explicitly identified as AI-generated (or borrowed from another source) will be assumed as original to you, the student. Content generated by an Artificial Intelligence third-

party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it.

- For reference, here is [SJSU's Academic Integrity Policy](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>).

### *Classroom Protocol:*

#### **In this class I expect you to:**

1. Commit yourself. Academic work is what you make of it.
2. Come to class on time. Tardiness is disruptive and disrespectful.
3. If you are not using your cell phone for a class activity, it should be silenced and **stowed, out of reach**. Additionally, you should not have any earbuds or headphones in during class.
4. Engage yourself in our class. If you are doing anything other than being present in our class work, I will ask you to leave our meeting.
5. Take responsibility for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or otherwise need help unless you tell me. If you have questions about the work, speak up in class, come to see me in my office, or send an email.

#### **My Professional Policies**

1. I do not accept late work.
2. I do not accept work via email (unless I specifically request it).
3. In-class work cannot be made-up.
4. I reserve the right to publish your work to the class as part of our workshop activities.
5. Please come to my office hours for any help you want; that is what I am here for!

## Grading Information

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### Criteria

Essays in this class will be graded according to the following criteria:

A = Excellent. This essay is organized and well constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Ideas are clearly presented and supported with specific details.

Paragraphs are fully developed and flow easily from one to the next. The language is varied, lively and syntactically complex. This paper is virtually free of mechanical errors and is a pleasure to read.

B = Very good. This essay shows an understanding of the prompt, but is less precise and original than the “A” paper. This paper exhibits clear ideas and supports them with examples, but may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical and/or mechanical errors, however it does exhibit overall confidence.

C = Average. This essay discusses the prompt, but in a superficial or overly generalized way. The paragraphs show a lack of firm control of the ideas and neglect to provide sufficient support and detail. Word choice and syntax is unvaried and simplistic and mechanical errors may be frequent enough to distract the reader.

D = Poor. This essay makes an attempt to discuss the prompt, but is poorly organized, vague, and lacks appropriate and/or adequate examples. The paper exhibits a weak control of ideas and syntax and is full of mechanical and grammatical errors.

F = Unacceptable. This essay does not adequately fulfill any of the requirements of the assignment. It fails to address the prompt or misrepresents it significantly. It lacks coherence, clarity and development. This essay does not demonstrate a competent understanding of grammar and mechanics.

## Breakdown

**Grading:** A-F. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. **This course must be passed with a C- or better as a CSU graduation requirement.**

### Grade Calculation:

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0%		

Assignment	Word Count	% of Grade
Assignment 1	1200	15%
Assignment 2	1600+	20%
Assignment 3	1200+	15%

Homework	2500	20%
In-class work and learning	2000	25%
Portfolio	600	5%

## 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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This schedule will likely change. Please see the current Module in Canvas for the most updated schedule.

Tuesdays	Thursdays
	8/22: Introduction
8/27: "Shitty First Drafts" (Canvas) Rhetorical Context	8/29: "Why are American Teens so Sad?" (Canvas)
9/3: "Why We're Banning Phones at Our School" (Canvas)	9/5: The Ladder of Abstraction Thesis Statements
9/10: "Claiming an Education" (Canvas)	9/12: Essay anatomy
9/17: Review and drafting <b>Essay 1: 1st draft due by midnight</b>	9/19: <b>Essay 1: Peer review workshop</b> (penalty if you choose not to attend)

9/24: Drafting and incorporating feedback  Chapter 2 "Simplicity" and chapter 3 "Clutter" (Zinsser)	9/26: Optional meetings with me  <b>Essay 1 due by midnight</b>
10/1: Research topics	10/3: <b>Field trip: Meet in the King Library!</b>
10/8: How to write a research question	10/10: Lateral reading Building an annotated bibliography
10/15: Refining your research question Summary vs. Analysis	10/17: Synthesizing sources
10/22: Review  <b>Essay 2: 1st draft due by midnight</b>	10/24: <b>Essay 2: Peer review workshop</b> (penalty if you choose not to attend)
10/29: Optional meetings with me  <b>Essay 2: Final draft due by midnight</b>	10/31: Recasting your research for new audience and genre
11/5: Presentations	11/7: Presentations
11/12: Photovoice	11/14: Photovoice  <i>The Displaced</i>
11/19: Photovoice  Playing with Adobe Express	11/21: <b>Focus Group day for Photovoice Project</b> (penalty if you choose not to attend)
11/26: Drafting Critical Reflection	11/28: Thanksgiving Break :)



12/3: **Photovoice Project: Peer review workshop** (penalty if you choose not to attend)

12/5: Drafting portfolios

**Photovoice Project: Final draft due by midnight**