

# First Year Writing Section 49

## ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/03/2024

### Course Information

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#### Classic Masterpieces

This class considers certain famous works of literature that have really made a difference in our human story and history. Over the centuries, all over the world, brilliant pieces of texts have been written and shared that have illuminated and enlightened our knowledge and perspectives on life, love, and, really, what it means to *be*. There are foundational genres of poetry, fiction, and creative non-fiction. Stories in narrative prose, plays, and performance. Most often, the works that inspire us contain both common and mysterious qualities, and we are often left in a sense of wonder. There are tangible qualities we can relate to, such as the images, setting, and various sensory details. There are also many intangible aspects that remain commonly unknown, including questions of psyche and theories of the larger universe. Students will discover what others have sought, and possibly found, in their own explorations through a thorough analysis of a variety of texts. Students will thoughtfully consider facets of these works by questioning their perspectives, whether these ideas have changed them in any way, and why these notions remain at the forefront of our human experiences. Over the course of this class, students will read creative, critical and complex texts from a variety of places all over the globe and in a multitude of voices, and will produce insightful, original and individual work, maturing our practice of analysis and argumentation.

This course will largely focus on readings, discourse, and clear, cohesive writing. We will learn how to encounter and enter these texts, discuss how and why they are written, and write our own personal, intimate, and important papers responding to what we have found to be inspiring. We will discover the fundamentals of classic masterpieces throughout it all. Some of these texts are cornerstones of our human history, and we will learn the skills of studying them as we set forth on this magical journey of scholarship ourselves.

### 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>)

## **Attendance:**

*Come to class—you know that.* Roll will be taken at the beginning of class, every class. If you arrive after roll has been called, it's your responsibility to notify me. It's a good idea to make friends and exchange contact information with one or more of your classmates to confer about that day's lessons. You should also contact me to review details of the class lecture. University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class."

## **Participation:**

Participation is key to classroom success. I encourage you to interact, ask questions, provide insightful comments and contribute to the overall classroom discussion. *While attendance is mandatory, just attending doesn't automatically accrue participation points. A participation grade is unique to your attendance record.* Please be courteous and respectful of others while in the classroom and practice proper classroom etiquette and refrain from using mobile devices and laptops during lectures and discussions. You may use these devices for certain in-class activities when appropriate.

## **Conferences:**

In lieu of regular class meetings on days when individual conferences are scheduled, we will instead prepare to meet one-on-one to discuss your current performance and grades in private. These meetings serve two primary goals: to critique a paper draft and to evaluate your overall progress as a writer. As with your attendance, these conferences are also mandatory. Please schedule a conference when dates and times are announced in class.

## **Canvas and Technology:**

If you have not already done so, please visit SJSU's Canvas software. Here you will be able to find a special site devoted exclusively to our course. On this site, you will find files containing this syllabus and other class handouts as they become available. Additionally, we will regularly use the Discussion Board. You will also be able to communicate with fellow classmates, providing insight, answers or compounding questions when necessary. I will keep track of your participation and may use some of the material, including any linked texts, you and your classmates post as a starting place for in-class discussions.

## **Writing Portfolio:**

At the end of the term, you will turn in a writing portfolio, similar to the one you completed for English 1A. We will discuss details closer to when this is due, which is around the same time for your final paper.

### Late Policy:

Assignments are due at the beginning of the class for which they are due. NO LATE PAPERS WILL BE ACCEPTED.

### University Policies:

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>.

## 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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Through an active practice of writing modes, students will develop the critical thinking and writing skills designed for English 1A and will become proficient in effectively writing and revising original work. This course will largely focus on critical readings, discourse, and clear, cohesive writing. We will learn how to encounter and enter these critical texts, discuss how and why they are written, and write effective, logical, and well-composed essays that respond to the theses presented by these authors. We will discover the fundamentals of writing, the rhetorical situation, and the mechanics of forming organized and thorough essays. Thinking critically and writing are cornerstones of academic knowledge, and we will learn the skills of rhetorical analysis and the writing process, including revision, as we practice reading critically and

thinking comprehensively about our place and purpose by understanding elegant literature. We will learn the fundamentals of writing in an elevated setting—and, perhaps most importantly, we will deliberately aim to discover how to write beautifully.

At the end of this course, students will have gained a further understanding of some masterful pieces of classic writing, its influences on, and places in, English texts, and its role in providing varying perspectives to those who seek larger answers. We will aim to consider these elements as we sharpen our analytical and authorial skills in our own expedition of becoming better academic readers and writers.

## 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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1. Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*, 4th edition (with readings). (ISBN: 978-0393631685).
2. Puchner, Martin (ed.) et al. *The Norton Anthology of World Literature*. Fourth Edition. (ISBN: 978-0393265903).
3. Access to the Purdue OWL: <https://owl.english.purdue.edu/owl/>
4. Printing and viewing resources for course readings, videos, assignments, and other material that are posted on Canvas.

# Course Requirements and Assignments

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## Reading Assignments:

In this class, we will be reading a series of creative, critical and complex texts. *They may often be challenging, so you should be prepared to read them more than once if necessary to fully understand their concepts.* Please be prepared to come to class with questions and comments to contribute to our discussion. Some of these reading assignments may focus on the mechanics, techniques and notions of language, rhetoric, and writing. These will be valuable in our discourse and practice of constructing, drafting, finalizing, and revising essays. Reading assignments are due on the day they appear on the course calendar and schedule. Please be responsible and do the readings beforehand.

This is, of course, largely a writing class, and we'll be focusing upon it. We'll reference selections from these texts to grow our reading comprehension, critical thinking, and analytical skills. We'll be able to thusly reflect on these ideas in our writing assignments. Please do complete the readings for homework, so that we can fully understand the context of these stories when we read the selections in class for discussion and activities.

## Writing Assignments:

*Each of the three essays will be examples of polished, revised versions that have been peer- and instructor-reviewed. Essays should have a clear and concise thesis, a well-organized paragraph structure, and proper formatting.*

1. Personal Narrative (2-3 pages): Please consider the larger theme of this course. Have you read any famous pieces before? Which locations, eras, cultures, and/or texts would you like to read and understand further? Think deeply and write from the heart.
2. Rhetorical Analysis (Essay #1, 3-4 pages): Consider one of the texts we have read in class thus far and provide a coherent, meaningful analysis of the text that details the author's thesis, the text's rhetorical situation, and Aristotle's appeals.
3. Synthesis and Argument (Essay #2, 4-6 pages): Take one or more of the texts we have reviewed in class thus far and formulate a unique argumentative essay that supports or challenges the text(s). This essay should draw upon supporting evidence from the text(s) and relevant scholarly sources.
4. Final Critical Paper (Essay #3, 5-7 pages): For this final assignment, please compose a thoughtful and thoroughly researched essay that details your views and perspectives on a particular notion or idea from a text we have read. Have we encountered similar views in our other class readings? Have we read texts that challenge these views? Find and discuss these concepts in your essay with supporting evidence from scholarly sources.
5. Reading Response Questions.
6. Writing Portfolio.
7. In-class peer-review and critique of essays for revision.
8. In-class activities and writing assignments.

## Grading Information

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## Class Grades:

1. Personal Narrative Reflection (2-3 pages): 10%
2. Rhetorical Analysis Paper (Essay #1, 3-4 pages): 15%
3. Synthesis and Argumentative Paper (Essay #2, 4-6 pages): 20%
4. Final Paper (Essay #3, 5-7 pages): 30%
5. Reading Response Questions: 15%
6. In-class peer-review, activities and assignments: 5%
7. Participation: 5%

\*In order to receive credit for the assignments, students must attend class to complete the in-class writing activities (pre-writing, drafting, peer review). If the writing activities are incomplete, the overall assignments may grade as an incomplete as well.

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

## 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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## Course Calendar and Schedule:

This is a tentative schedule for this quarter. Reading and writing assignments can and likely will change to better suit the needs of our class discussions. Please be sure to attend class regularly and visit our course information on Canvas to note any changes to the syllabus.

*\*In order to preserve course flexibility, only major assignment dates appear in the calendar below. A more detailed assignment calendar may be provided as the quarter progresses, and these calendar dates may be adjusted. Additionally, if and when schedule permits, we will try to visit the university's Writing Center and the Rev. Dr. Martin Luther King, Jr. Library.*

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### **Week 1:**

Introduction of course & syllabus

### **Week 2:**

Introduce Favorite Work of Literature & Writing assignment

Review and present on Favorite Work of Literature & Writing

What is rhetoric? Review *They Say/I Say* preface & chapter 1

Entering the conversation and understanding the rhetorical situation & context

Begin discussing *The Epic of Gilgamesh*

### **Week 3:**

Academic Holiday: Labor Day, Monday, 2 September

Introduce Personal Narrative Reflection

Discuss sentence clarity, paragraph unity & structure

Review *They Say/I Say* chapter 2



Selecting words: language variety & word choice

Continue discussing *The Epic of Gilgamesh*

**Week 4:**

Draft work on Personal Narrative Reflection

Discuss thesis statements & topic sentences

Continue discussion of rhetoric: Aristotelian appeals & rhetorical triangle

Review *They Say/I Say* chapters 3 & 4

Continue discussing *The Epic of Gilgamesh*

**Week 5:**

Personal Narrative Reflections Due

Discuss forming & structuring essays

Discuss organizing paragraphs

In-class activity

Begin discussing Shakespeare's Sonnets and *Romeo and Juliet*

**Week 6:**

Discuss Rhetoric

Exploring evidence and evaluating credibility for supporting arguments

Review *They Say/I Say* chapter 5

Continue discussing Shakespeare's Sonnets and *Romeo and Juliet*

**Week 7:**

Introduce Rhetorical Analysis Paper

Discuss Information Literacy

Discuss secondary & scholarly sources

Discuss synthesizing & mapping arguments

Continue discussing Shakespeare's Sonnets and *Romeo and Juliet*

**Week 8:**

Draft work on Rhetorical Analysis Papers

Work on in-class writing assignment

Review *They Say/I Say* chapter 6

Begin discussing Homer's *The Iliad* and *The Odyssey*

**Week 9:**

Rhetorical Analysis Papers Due

Review *They Say/I Say* chapter 7

Continue discussing Homer's *The Iliad* and *The Odyssey*

**Week 10:**

Introduce Synthesis & Argumentation Paper

Review *They Say/I Say* chapter 8

Continue discussing Homer's *The Iliad* and *The Odyssey*

**Week 11:**

Draft work on Synthesis & Argumentation Paper

In-class research assignment

Finding, evaluating and comparing scholarly sources

Begin discussing Shelley's *Frankenstein; or, The Modern Prometheus*

**Week 12:**

Draft work on Synthesis & Argumentation Paper

Review *They Say/I Say* chapters 11 & 12

Discuss strategies and techniques for revision

Continue discussing Shelley's *Frankenstein; or, The Modern Prometheus*

**Week 13:**

Academic Holiday: Veteran's Day, Monday, 11 November

Synthesis & Argumentation Papers Due

Review *They Say/I Say* chapters 13 & 14

Discuss strategies and techniques for revision

Continue discussing Shelley's *Frankenstein; or, The Modern Prometheus*

**Week 14:**

Introduce Final Critical Paper

Begin discussing world poetry

**Week 15:**

Draft work on Final Critical Paper

Review *They Say/I Say* chapters 15 & 16

Continue discussing world poetry

***\*Thanksgiving Week: Academic Holidays, Wednesday, 27 November - Friday, 29 November***

**Week 16:**

Review Learning Objectives: How far have we come and where do we go from here?

Review *They Say/I Say* chapter 17

Wrap-up of course

Continue discussing world poetry

*Week 17:*

Final Critical Paper Due

*\*Classes for the Fall 2024 semester end on Monday, 9 December 2024.*