

# First Year Writing Section 96

## 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: Jordan Zachary Ellis

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Office Location: Faculty Office Building(FOB) 118

or on Zoom by appointment

Office Hours: 12pm-1:15pm on Tuesday and Thursday(directly after class) or on Zoom by appointment

Class Times: Tuesdays and Thursdays from 10:30am-11:45am

Classroom: Clark Hall 218

### Course Information

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Welcome to English 1A: First Year Writing! My name is Jordan Zachary Ellis, and I will be your instructor for this course. Much like yourselves, I am a student of writing here at San Jose State University, specifically I am in our Creative Writing Graduate Program with a focus in Poetry and a secondary focus in Fiction. Clearly, I love writing, I have ever since I was a little kid and my parents would read me the rhymes in Dr. Seuss books. While I do not expect any of you to discover this same level of passion for writing, although you are definitely encouraged to, I do hope to make the process of writing at least a little less daunting and maybe slightly more enjoyable for each of you. At the same time, it is my intention to not only make this process less stressful but to also help you develop the writing skills you already have to give each of you the tools to write at the collegiate level. Every single one of you has the ability to write, I am simply here to help you hone those abilities that you already possess.

As Miyamoto Musashi wrote in his book, *The Book Of Five Rings*, "In any case, as human beings, it is essential for each of us to cultivate and polish our individual path." One fundamental way we can cultivate our individual path is by learning how to express ourselves through writing. This course is dedicated to making the process behind that just a little bit less scary and, hopefully, just a bit easier to understand.

# 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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We will be using Canvas and the internet as our primary material for this course. All readings that are assigned will be available through a link both in this syllabus and in each individual discussion board relevant to that particular reading. Likewise, all homework assignments and the three big projects, as well as any and all class activities, will be submitted online through Canvas. This means that access to either a laptop or a smartphone will be essential to passing this course. If you come to class without a laptop or phone, you are expected to bring materials to hand write your daily prompt responses and class activities with and will then be expected to type them out and submit them online after class. If there are any questions or concerns about this, please reach out to me so that we may work together to find a solution.

## Course Requirements and Assignments

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### Daily Prompts

#### Welcome Writing Prompt

At the beginning of each class, as a form of taking attendance, we will be responding to a short writing prompt in this discussion board. Alongside posting your own Welcome Writing Prompt response, you must also respond to one other classmate's post. Please be respectful of one another and the vulnerability of commenting on each other's writing, we can share our thoughts without insulting one another.

For each Welcome Writing Prompt, you should have one post containing your own response to the prompt and one comment responding to a classmate's post. That means you should have two posts and two comments each week. There is no word count or requirement for these, my only expectation for this is that you respond in full sentences.

#### P.O.P. Activities

You are probably wondering how participation is going to be accounted for, and that is what the Proof Of Participation(P.O.P.) Activities discussion board is for! Almost every class session, if not literally every class session, you will be doing some form of writing activity during class. In this discussion board, you will be typing out those activities(or copy and pasting them from your own word documents) as proof that you did them. For group activities, only one person needs to post the actual activity response in the discussion board, however the other members of the group must also comment with the names of each group mate to make sure that everyone gets credit within Canvas.

You are not required to comment on each other's P.O.P. Activities, however you are more than welcome to. Please be respectful of each other, we can share our thoughts with one another and not insult or attack each other. More details about the expectations of individual activities and prompts will be given in class when the activities/prompts actually happen.

## Nine “Weekly” Prompts

### Reading and Responses

Due Tuesdays by Midnight

These readings are *not* meant to be intensive readings. I am not expecting you to dive into these articles and break them down too deeply. They are meant to supplement the topics and ideas we discuss and practice in class. For the responses, all I am expecting is a typed out response of around 100 words in which you discuss your thoughts about the article. I am being intentionally vague about this, you can respond to any aspect of the article in any way you see fit. I want to see that you read and engaged with the article in some way. Tell me how this reading connects with you and your own life in some way. The focus here is to express your thoughts through writing in an academic setting, but these responses are about *your* thoughts on these readings. You must also comment on at least one classmate’s response each week. I am not placing a word count on these comments but please try and leave at least two sentences that authentically address your classmate’s response in a thoughtful and respectful manner.

Requirements:

- Response must be 100 words or more
- Response must directly address the reading
- Response must directly address your thoughts or reactions to the reading
- Must comment on at least one other classmate’s response each week. Be thoughtful and respectful of your peers and their own thoughts/experiences.

### Literacy Narratives

Due Thursdays by Midnight:

A literacy narrative is a way in which a person is able to express their experiences and journey with reading and writing in a unique way. Nine times throughout the semester, much like your Reading and Responses, you will be asked to write a short Literacy Narrative of about 175 words. What will make your Literacy

Narratives unique is that you will be using music to express them. Personally, I love music, I listen to it while I write constantly, and it plays a major role in my own journey with reading and writing. What you will do is find a song that seems to fit with how your experience with reading and writing is when you write them. You cannot use the same song twice. While the songs you choose do not have to be “family friendly,” your Literacy Narratives do; it is possible to express thoughts and experiences that are not family-friendly while using language that is appropriate for an academic setting and I will gladly support you if you need help learning to do so. I want to know what the song title is as well as who the artist(or artists) is(are). I want to know what your experiences with reading and writing are and how the song is connected to them. Reading and writing is about a journey, and this is a space for you to be able to have some fun and express that journey. If you find yourself struggling to reach the word limit, do not be scared to write a second song and have a week with two songs instead of one. The point here is to look at your own experience with literacy in a new way and express it in an academic setting. The final project of the semester will involve each of these Literacy Narratives that you write, and will involve having to cite your sources, so try to pick songs that you are able to find the publishing information for.

Requirements:

- Each response must be about 175 words or more
- Must pick at least one(up to two) songs per narrative and be able to articulate what the song title is and who wrote or performs the song in the recording.
- Describe your current thoughts and experiences with reading and writing.
- Describe how the song relates to those thoughts/experiences.
- Each narrative must be given a creative and original title

## Three Big Writing Projects

### Astrology Essay

(Rough Draft due September 13; Final Draft due September 27)

More details and a more in depth prompt will be provided about this essay on Tuesday, August 27, in class. This will be a 1000 word essay in which you will take a look at your own astrological sign and see how its traits relate to you.

### Person of Interest Essay

(Rough Draft due October 18, Final Draft due November 1)

More details and a more in depth prompt will be provided about this essay on Tuesday, October 1, in class. This will be a 1500 word essay in which you will research a person who inspires you and use research to support what makes them an inspiring person.

### Literacy Playlist

(Rough Draft due November 22 , Final Draft due December 13)

More details and a more in depth prompt will be provided about this essay on Tuesday, November 5, in class. This will be a 1500 word writing project based on the Literacy Narratives you have written throughout the semester.

## Reflection Portfolio

Later in the semester, around November, you will be given a separate Canvas course in addition to this one in which you will be submitting a Reflection Portfolio on your experience this semester in English 1A. This will involve three tasks, consisting of two short surveys and a 500-600 word self-reflection on your progress and growth from the beginning of this semester to the end. You will then compile this self-reflective essay with the Critical Essay you wrote for *Reflection on College Writing* and our last big project from this course and submitting all of them to the Canvas course. We will go over this more later in the semester.

## ✓ Grading Information

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These grading guarantees are tentative, meaning that they are subject to change. As the semester goes on we may find that we need to come back to this and revise it as a class. If this comes up, we will sit down as a class and discuss what changes need to be made. Until then, you are guaranteed these grades based on fulfilling these requirements:

You are Guaranteed an A in this course if you:

1. Complete at least eight(8) or more Reading and Responses by the end of the semester.
2. Complete at least eight(8) or more Literacy Narratives by the end of the semester.
3. Turn in each completed Project Rough Draft by the appointed due date.
4. Turn in each completed Project Final Draft by the appointed due date.
5. Participate in, and/or submit work from, a reasonable amount in class discussions, P.O.P. Activities, and Welcome Writing Prompts.

You are guaranteed a B in this course if you:

1. Complete at least seven(7) Reading and Responses by the end of the semester.
2. Complete at least seven(7) Literacy Narratives by the end of the semester.
3. Turn in each completed Project Rough Draft no more than one week late.
4. Turn in each completed Project Final Draft no more than one week late.
5. Participate in, and/or submit work from, a reasonable amount in class discussions, P.O.P. Activities, and Welcome Writing Prompts.

You are guaranteed a C in this course if you:

1. Complete at least six(6) Reading and Responses by the end of the semester.
2. Complete at least six(6) individual Literacy Narratives by the end of the semester
3. Turn in each completed Project Rough Draft by the end of the semester
4. Turn in each completed Project Final Draft by the end of the semester
5. Participate in, and/or submit work from, a reasonable amount in class discussions, P.O.P. Activities, and Welcome Writing Prompts.

## 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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### Tentative Schedule

In a perfect world with a perfect teacher, this is exactly how our day-to-day and week-to-week schedule would look. However, this is not a perfect world and I am not a perfect person, and so there may be changes that come to this schedule as the semester progresses. This is my *intended* schedule for our class with a brief “title” for each week and class to give you an idea of what we will be talking about. Things may need to change and move around as we get deeper into the semester, if this happens we will discuss the changes happening as a class. Until such a time, this is my Tentative Schedule for our class:

**Week 1: Introductions**



Tuesday, August 20 - NO CLASS

Thursday, August 22 - Introductions

Homework: Fill out the Introduction Survey before the beginning of next class.

Week 2: Thought Organization

Tuesday, Aug 27 - Brainstorming With Thought Bubbles And Outlines

Homework: Reading and Response 1 due by midnight

<https://www.sjsu.edu/writingcenter/docs/handouts/Brainstorming.pdf>

Thursday, Aug 29 - Types of Essays

Homework: Literacy Narrative 1 due by Midnight

Week 3: Developing An Argument

Tuesday, Sep 3 - Developing An Argument

Homework: Reading and Response 2 due by midnight

<https://writingcenter.fas.harvard.edu/thesis>

Thursday, Sep 5 - Anatomy Of An Essay

Homework: Literacy Narrative 2 due by midnight

Week 4: Peer Reviewing Respectfully

Tuesday, Sep 10 - Peer Reviewing Effectively

Homework: Reading and Response 3 due by midnight

<https://writing.colostate.edu/guides/guide.cfm?guideid=43>

Thursday, Sep 12 - What To Avoid While Peer Reviewing

Homework: Literacy Narrative 3 due by midnight

Project One Rough Draft due Friday, September 13, at Midnight

Week 5: Astrology Essay Rough Draft Peer Revisions

Tuesday, Sep 17 - Peer Revision Day

Thursday, Sep 19 - Peer Revision Day

Week 6: Astrology Essay Final Draft

Tuesday, Sep 24 - In-Class Writing Workshop

Thursday, Sep 26 - Optional In-Class Writing Workshop

Project One Final Draft due Friday, September 27, at Midnight

Week 7: Audience Awareness

Tuesday, Oct 1 - Defining Your Own Audience

Homework: Reading and Response 4 due by midnight

<https://wac.colostate.edu/repository/writing/guides/audience/>

Thursday, Oct 3 - Writing To A Specific Audience

Homework: Literacy Narrative 4 due by midnight

Week 8: Research Awareness

Tuesday, Oct 8 - What To Look For While Researching

Homework: Reading and Response 5 due by midnight

<https://www.cui.edu/studentlife/writing-studio/voice-paint-blog/blog/post/how-to-enjoy-writing-research-papers>

Thursday, Oct 10 - Looking At The Author

Homework: Literacy Narrative 5 due by midnight

Week 9: MLA Formatting

Tuesday, Oct 15 - How To Format Your Essay Into MLA

Homework: Reading and Response 6 due by midnight

1. [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
1. [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)
1. [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_works\\_cited\\_page\\_basic\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html)
2. At least take a look at all of the different ways to cite different sources on the works cited page. You are not expected to memorize this, but I do want you to know where to find this information and have some level of familiarity with it.

Thursday, Oct 17 -In-Text Citations And The Works Cited Page

Homework: Literacy Narrative 6 due by midnight

Project Two Rough Draft due Friday, October 18, at Midnight

Week 10: Person of Interest Essay Rough Draft Peer Revisions

Tuesday, Oct 22 - Peer Review Day

Thursday, Oct 24 - Peer Review Day

Week 11: Person of Interest Essay Final Draft

Tuesday, Oct 29 - In-Class Writing Workshop

Thursday, Oct 31 - Optional In-Class Writing Workshop

Project Two Final Draft due Friday, November 1, at Midnight

Week 12 : A.I. Awareness

Tuesday, Nov 5 - How To Use A.I. Effectively

Homework: Reading and Response 7 due by midnight

<https://www.forbes.com/advisor/education/it-and-tech/artificial-intelligence-in-school/>

Thursday, Nov 7 - How To Use A.I. Effectively(Continued)

Homework: Literacy Narrative 7 due by midnight

Week 13: Revising Your Writing

Tuesday, Nov 12 - Revising Your Own Writing

Homework: Reading and Response 8 due by midnight

[https://jrstephens.medium.com/writing-is-not-writing-unless-its-revising-b651045](https://jrstephens.medium.com/writing-is-not-writing-unless-its-revising-b65104539ce9)

[39ce9](https://jrstephens.medium.com/writing-is-not-writing-unless-its-revising-b65104539ce9)

Thursday, Nov 14 - Adding Complexity To Your Writing

Homework: Literacy Narrative 8 due by midnight

Week 14: Does Proper Grammar Actually Matter?

Tuesday, Nov 19 - Does Proper Grammar Really Matter?

Homework: Reading and Response 9 due by midnight

<https://smallbluedog.com/why-grammar-doesnt-matter.html#:~:text=It's%20the%20personal%20journal%20of,the%20concentration%20camp%20was%20liberated.>

Thursday, Nov 21 - Clarity In Your Writing

Homework: Literacy Narrative 9 due by midnight

Literacy Playlist Rough Draft due Friday, November 22, at Midnight

Week 15: Literacy Playlist Rough Draft

Tuesday, Nov 26 - Peer Revision Day

Thursday, Nov 28 - NO CLASS

Week 16: Literacy Playlist Revisions

Tuesday, Dec 3 - In-Class Writing Workshop

Thursday, Dec 5 - In-Class Writing Workshop

*Final Exam Period: Friday, December 13, from 9:45am-12pm. This is not mandatory, however I will be in the classroom to answer any questions, provide any last minute support, or to simply have the opportunity to say goodbye and thank you for a wonderful semester! The Literary Playlist Final Draft will be due by midnight on Friday, December 13.*