

First Year Writing Section 25

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/27/2025

Course Information

Instructor: Nica C. Tanaka

- Email: nicollette.tanaka@sjsu.edu
- How to Email: Make subject header - [STUDENT QUESTION]
- Office: FOB 218 (second floor)

Classroom: Clark Building 316

Office Hours

- Mondays, 10:30 am - 11:30 am, in-person only
- FOB 218

Schedule appointment:

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

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 Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

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

Laptop

You are expected to have a laptop for this class. Laptops will be used for assignments, research, and in-class activities. Ensure your laptop is fully charged and ready for use at the start of each class.

Pen

This is a writing class. Come to class ready with a pen to write with.

Readings

All class readings will be filed under the "Files" tab of our Canvas course.

✓ Grading Information

Criteria

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>

Grade	Points	Percentage
<i>D minus</i>	600 to 629	60 to 62%

Breakdown

Major Assignment	Points	%	Learning Outcome
<p>Submission 1: TOPIC SENTENCE & THESIS STATEMENT</p> <ul style="list-style-type: none"> · Due: Friday, February 14th, 11:59 PM · Think: What is your project? What would you like to write about? Why? Who is your audience? What is your purpose? 	50	5%	Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
<p>Submission 2: GATHERING OF BOOKS (1)</p> <ul style="list-style-type: none"> · Due: Wednesday, February 19th, 9:00 AM · MLA Format: Books 	25	2.5%	Perform essential steps in the writing process: Prewriting and Organizing.
<p>Submission 2: GATHERING OF BOOKS (2)</p> <ul style="list-style-type: none"> · Due: Friday, February 26th, 11:59 PM · Summary and Direct Quote, MLA format 	100	10%	Demonstrate college-level language use, clarity, and composition.
<p>Participation A: OFFICE VISIT (1)</p> <ul style="list-style-type: none"> · Due: Wednesday, February 26th 	25	2.5%	Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication.

<p>Submission 3: ONLINE ARTICLES</p> <ul style="list-style-type: none"> · Due: Wednesday, March 5th, MLA format 	50	5%	Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication.
<p>Submission 4: GLOSSARY</p> <ul style="list-style-type: none"> · Due: Wednesday, March 12th 	100	10%	Perform essential steps in the writing process: Prewriting and Organizing.
<p>Submission 5: OUTLINE</p> <ul style="list-style-type: none"> · Due: Wednesday, March 12th 	100	10%	Integrate own ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
<p>Submission 6: PROJECT DRAFT</p> <ul style="list-style-type: none"> · Due: Wednesday, March 26th 	100	10%	<p>Demonstrate college-level language use, clarity, and composition.</p> <p>Integrate own ideas and those of others by synthesizing, explaining, analyzing, and developing.</p> <p>Perform essential steps in the writing process: Composing.</p>
<p>Submission 7: OFFICE VISIT (2)</p> <ul style="list-style-type: none"> · Due: Monday, April 14th 	100	10%	Demonstrate college-level language use, clarity, and composition.

Submission 8: COMPLETE PROJECT · Due: Monday, April 21 st	100	10%	Integrate own ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
Submission 9: BIO & ABSTRACT · Due: Wednesday, April 23 rd	100	10%	Demonstrate college-level language use, clarity, and composition.
Submission 10: PORTFOLIO · Due: May 19 th , 10:30 AM	50	5%	Perform essential steps in the writing process: prewriting and composing.
Participation B: IN-CLASS WRITING	25	2.5%	Perform essential steps in the writing process: prewriting and composing.
Participation C: PRESENTATION OF LEARNINGS · April 30 th , May 5 th , and May 7 th	50	5%	Demonstrate college-level language use and clarity.
Participation D: PEER REVIEW · Due: Wednesday, May 7 th	25	2.5%	Demonstrate college-level language use, clarity,

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

Class Cadence:

Every Monday, a reading will be assigned for you to complete over the weekend. Make sure to read the assigned readings carefully. It will be discuss it in the following class on Monday.

Late submissions:

Late submissions will receive a maximum of half the possible points. For instance, if an assignment is worth 100 points but it's turned in late, you can only earn a maximum of 50 points.

No makeups for in-class writing assignments.

Participation:

Students must complete TWO office visits to consult with the instructor and engage in thoughtful Peer Review throughout the term.

Attendance:

There will be in-class writing assignments. No make ups will be provided.

Focus Time:

All tech devices must be put away during designated focus time.

Week-by-Week:

When	Topic	Notes
Week 1 Monday January 27	Introduction to ENGL 1A	<ul style="list-style-type: none">• Introductions <p>Assigned Reading, read by next class: Why Studying Writing Matters, Ryan Skinnell, pp</p>

When	Topic	Notes
Week 1 Wednesday January 29	Reading in Higher Education	<ul style="list-style-type: none"> • Syllabus Overview • Discussion of Major Assignments • Reading <p>· [Learning Outcome 1: content, context, effectiveness, and forms of written communication]</p> <p>[Discuss and Assign] Submission 1: TOPIC SENTENCE & THESIS STATEMENT (50 points)</p>
Week 2 Monday February 3	Prewriting and Organizing	<ul style="list-style-type: none"> • Prewriting • Reverse Outlining <p>· [Learning Outcome 2: Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing)]</p> <p>Assigned Reading, read by next class: Slow Reading by Christopher Warley.</p>
Week 2 Wednesday February 5th	Slow Reading and Topic Sentences	<ul style="list-style-type: none"> • Slow Reading • <i>Practice: Summary Discussion exercise</i> <p>· [Learning Outcome 3: Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals]</p>
Week 3 Monday February 10 th	Slow Reading and Writing Summaries	<ul style="list-style-type: none"> • <i>Practice: In-class reading: TBD – summary exercise</i> <p>· [Learning Outcome 3: Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals]</p> <p>· Introduction to: Purpose and audience (exercise: What is it and who is it for?)</p> <p>[Discuss and Assign] Part One & Two: GATHERING OF EVIDENCE – BOOKS</p>

When	Topic	Notes
Week 3 Wednesday February 12 th	Analyzing, Criticizing, Introduction to Form	<p>Due on <u>Friday, February 14th</u>: Submission 1: TOPIC SENTENCE & THESIS STATEMENT (50 points)</p> <ul style="list-style-type: none"> · Analyzing and Criticizing · [Learning Outcome 4: Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres] · <i>Practice: analyzing a paper.</i> · Think: What is your project? What would you like to write about? Why? Who is your audience? What is your purpose?
Week 4 Monday February 17 th	Outlining: Developing and Communicating Written Ideas PART ONE	<ul style="list-style-type: none"> • Developing Written Ideas • [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.] · <i>Practice: How to introduce a person and idea.</i> · <i>Practice: How to present an idea</i>
Week 4 Wednesday February 19 th	Developing and Communicating Written Ideas PART TWO	<p>Due: Submission 2 Part One: GATHERING OF EVIDENCE – BOOKS (25 pts)</p> <ul style="list-style-type: none"> • Develop Ideas • <i>Practice: discuss your assigned reading. What books did you bring?</i> · [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.] • <i>Practice: Summarizing</i> · <i>Practice: How to introduce a person and idea.</i> • <i>Practice: How to present an idea</i>

When	Topic	Notes
Week 5 Monday February 24 th	Gathering Evidence PART ONE	<p>WRITING CLINIC: Outlining</p> <ul style="list-style-type: none"> • <i>Practice: Creating an Outline</i> • Gathering Evidence. • Finding reliable sources and accurate information, • Support your arguments and enhance credibility. • [Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.] <p>Assigned Reading, read your checked out books.</p> <p>[Discuss and Assign] Outline and Glossary</p>
Week 5 Wednesday February 26 th	Gathering Evidence PART TWO	<p>LAST DAY FOR: Participation A: OFFICE VISIT (1) (25 pts)</p> <p>Due on <u>Friday, February 28th</u>: Submission 2 Part Two: Gathering of Evidence – BOOKS (50 points)</p> <ul style="list-style-type: none"> • Evidence, Sourcing, Critical References. • Develop ideas – how has your understanding of your references changed? <p>· <i>Practice: Justifying your point.</i></p> <ul style="list-style-type: none"> • Exchange of knowledge and skills that 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]
Week 6 Monday March 3 rd	Reader Response	<ul style="list-style-type: none"> • Reader Response <p>· [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.]</p> <ul style="list-style-type: none"> • Evidence, Sourcing, Critical References. <p>· <i>Practice: Justifying your point.</i></p> <p>[Discuss and Assign] Outline and Glossary</p> <p>Assigned Reading, read by next class: TBD</p>

When	Topic	Notes
Week 6 Wednesday March 5 th	Posing Challenging Questions	Due: Submission 3: ONLINE ARTICLES (50 pts) <ul style="list-style-type: none"> • Challenging Questions • [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.] • <i>Practice: asking challenging questions</i>
Week 7 Monday March 10 th	Feedback and Editing	<ul style="list-style-type: none"> • How to Read Feedback: Outline & Glossary • Criticize the content, context, effectiveness, and forms of written communication of your own work.
Week 7 Wednesday March 12 th	Self-Editing	Due: Submission 5: OUTLINE (100 pts) Due: Submission 5: GLOSSARY (100 pts) <ul style="list-style-type: none"> • Self Editing • Clarity, coherence, and quality of your writing, • Practice: correcting errors, strengthen arguments, and ensure thesis is effectively conveyed.
Week 8 Monday March 17 th	Composition and Revision PART ONE	<ul style="list-style-type: none"> • Restructuring after getting peer edits. Assigned Reading, read by next class: Portfolio Examples ENGL 1A
Week 8 Wednesday March 19 th	Writing and Synthesizing Developed Ideas PART ONE	<ul style="list-style-type: none"> • Integrate ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and • Integrating: academic, personal, creative, and professional pursuits. • <i>Practice: Synthesizing your writing Glossary + Outline</i> Assigned Reading-Skim, read by next class: Legislative Process Booklet

When	Topic	Notes
Week 9 Monday March 24 th	Purpose and Audience	<ul style="list-style-type: none"> • Purpose and Audience • Leg Process • [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.] <p>In-Class reading: Legislative Process Booklet</p> <p>In-Class Sign-ups: WRITING CLINIC, April 7th & 9th</p> <p>[Discuss and Assign] OFFICE VISIT (2)</p>
Week 9 Wednesday March 26 th	Purpose and Audience PART TWO	<p>Due on March 26th: Submission 6: PROJECT DRAFT (100 points)</p> <ul style="list-style-type: none"> • Purpose and Audience • Leg Process • [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.]
Week 10 Monday March 31 st		Cesar Chavez Day – Campus Closed
Week 10 Wednesday April 2 nd		Spring Recess – Campus Closed

When	Topic	Notes
Week 11 Monday April 7 th	Writing your Critique	<p>WRITING CLINIC – Office Hours (2)</p> <ul style="list-style-type: none"> • Provide meaningful feedback to student work. • Assist students analyze complex/abstract ideas in their own work. • [Goal 3: To offer students integrated, multidisciplinary, and innovative study]
Week 11 Wednesday April 9 th	Writing your Learnings	<p>WRITING CLINIC – Office Hours (2)</p> <ul style="list-style-type: none"> • Provide meaningful feedback to student work. • Assist students analyze complex/abstract ideas in their own work. • [Goal 3: To offer students integrated, multidisciplinary, and innovative study]
Week 12 Monday April 14 th	Writing and Synthesizing Developed Ideas PART TWO	<p>Due: Submission 7: OFFICE VISIT (2) (100 points)</p> <ul style="list-style-type: none"> • Integrating: academic, personal, creative, and professional pursuits. • <i>Practice synthesizing.</i> • <i>Practice editing and fact checking.</i> <p>[Discuss and Assign] BIO & ABSTRACT</p>
Week 12 Wednesday April 16 th	Succinct Delivery	<ul style="list-style-type: none"> • Syllabus Review • Critique Major Assignments <p>· [Learning Outcome 1: content, context, effectiveness, and forms of written communication]</p> <ul style="list-style-type: none"> • <i>Practice synthesizing, outlining, and composing.</i> <p>[Discuss and Assign] PRESENTATION OF LEARNINGS AND PORTFOLIO</p>

When	Topic	Notes
Week 13 Monday April 21 st	Portfolio Writing PART ONE	Due: Submission 8: COMPLETE PROJECT (100 points) WRITING CLINIC · <i>Practice: Bio</i> · Demonstrate college-level language use, clarity, and grammatical abilities
Week 13 Wednesday April 23 rd	Synthesizing and Outlining	Due: BIO & ABSTRACT (100 points) – IN CLASS WRITING <ul style="list-style-type: none"> • <i>Practice: Outlining your learnings and summary</i> • [Learning Outcome: articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals]
Week 14 Monday April 28 th	Portfolio Writing PART TWO	Assigned Reading, read by next class: Student Bio's and Abstracts
Week 14 Wednesday April 30 th	Reporting of Learnings PART ONE	Due: Participation C: PRESENTATION OF PROJECTS/LEARNINGS (5 mins each) (50 points) <ul style="list-style-type: none"> • 8 students. • Practice asking questions and close reading
Week 15 Monday May 5 th	Reporting of learnings Part TWO	Due: Participation C: PRESENTATION OF PROJECTS/LEARNINGS (5 mins each) (50 points) · 8 students. · Practice asking questions and close reading

When	Topic	Notes
Week 15 Wednesday May 7th	Reporting of learnings Part THREE	Due: Participation C: PRESENTATION OF PROJECTS/LEARNINGS (5 mins each) (50 points) Due: PARTICIPATION D: PEER REVIEW <ul style="list-style-type: none"> · 8 students. · Practice asking questions and close reading
Week 16 Monday May 12 th		LAST DAY OF CLASS
Week 16 Wednesday May 14 th		NO CLASS – NO INSTRUCTION DAY
Week 17 - FINAL Monday May 19 th , 8:30 am -10:30 am	FINAL	Due at 10:30 AM - Submission 10: PORTFOLIO (100 pts)