

# First Year Writing Section 08

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

### 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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**Office Hours:** Visit my scheduled Zoom office hours or make an appointment if you would like extra help.

**Email:** Please email me to inform me of an absence or to ask questions about assignments. Put our course name and section number or time/date of our course (for example: Sect 8, T/TR 9am) in the Subject of your email. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Ms. Gregory*, or *Hello Professor Gregory*) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.

**Attendance:** We will do activities in our in-person class sessions, for which you will receive points. There are no make-ups for these assignments. If you are absent, email me so I can advise you of any important class developments. Check Canvas for announcements too. All students must be in attendance the majority of our in-person classes to establish your commitment to the in-person instruction and class. Otherwise, you will not pass the class.

**Illness:** In the case that you become ill, please provide me documentation from county or university officials or healthcare professionals. Advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from the in-person lectures and also adapt assignments as needed so you don't lose points. Beyond this, I advise you to keep up with the reading and homework you see posted in Canvas. I encourage our class to create a course message board to request and share notes and information about our class meetings. And of course, email me with questions.

**Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. Late submissions of final drafts of major assignments without an excused absence will be marked down a letter grade after two class periods. The assignment will not be accepted after two class periods and will receive an automatic 50% grade. These policies are in place to be fair to your classmates who also have demanding schedules. Provide documentation (doctor's note, etc.) to excuse an absence.

**Classroom and online conduct:** Please be courteous in our live classes and in your written online responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. When critiquing one another's work online, offer constructive and kind advice. During our in-person classes, put away laptops and phones unless otherwise permitted. These are distractions from the lecture and class activities.

**Plagiarism:** You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in SJSU's Office of Student Conduct's [Academic Integrity Policy](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the

presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) is regarded as another form of plagiarism. AI generated submissions cannot achieve a passing grade in this course. This is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society. If this cannot be achieved, if you are not able to maintain control of the rules, you are jeopardizing your good standing in this class and in the university. Plagiarism will result in automatic failure of the assignment, and possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty.

If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

**Important Note about Possible Work Stoppage:** The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFABargaining.org](http://www.CFABargaining.org). <https://www.calfac.org/re-opener-bargaining-impasse/>.

## 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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### 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>)

## 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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### Required Texts/Readings

#### Textbooks

Boyle, Kirk. *The Rhetoric of Humor*. Bedford/St. Martin's. ISBN: 978-1-319-02013-2

#### Other Required Readings

Purdue Online Writing Lab website for grammar and documentation conventions

Additional readings must be downloaded from our virtual classroom in Canvas

## Other technology requirements / equipment / material

Regular access to the internet and Canvas and a word processor.

# ☰ Course Requirements and Assignments

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## Assignments

Essay Assignment	Word Count	GELOs
Essay 1: humor theory analysis	1000	1, 2, 4, 5
Essay 2: ethos and rhetor analysis	1000	1-5
Video Essay 3: argument—the comic right to offend	1200	1-5
Final self-reflection essay and e-portfolio	750	1-5

- **Essay Assignments (GELOs 1-5):** For each essay, you will be given a prompt with specific guidelines to write the essay. Your essays will be evaluated by your participation in the writing process: Total points for the essay assignments are distributed across separate drafting assignments, including thesis, outline, paragraphs, rough drafts, and final draft. For example, the final draft may only be worth 25 points, while the remaining 75 points are distributed across drafting stages. Thus, it's important to participate in the drafting process to get as many points possible for the assignment. Both rough and final drafts must be typed, using MLA documentation style. All final essays must be submitted to Turnitin.com via Canvas to check for plagiarism.
- **Peer Review Workshops and Essay Revision (GELOs 1, 2, 5):** As you draft your essays, you will participate in peer review workshops, exchanging sketches and rough drafts with classmates to comment upon one another's work and offer encouragement and suggestions for improvement.
- **Reading Responses, Discussion Posts, and Reading Notes (GELOs 1, 4, 5):** For our reading assignments this semester, you will compose a reading response or discussion post or take reading notes. Sometimes these are due in Canvas before class on the day they are listed in the schedule, and sometimes they will be unannounced in-class responses. Responses and Discussion posts should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtfulness in response to the prompt and assigned reading.
- **Grammar and Writing Homework and In-class Activities (GELO 1, 2, 5):** Listed in the schedule are some grammar exercises and writing practice homework that will help you to articulate your ideas clearly. We often do activities in class—for which you will earn points—that are not listed in the schedule and are not yet published in Canvas. If you come to class, you can earn these points.

## ✓ Grading Information

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Grade	Percentage
A plus	97 to 100%

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% and below</i>

**Minimum Grading Policy for Major Assignments:** All stages of drafting (thesis, outline, draft paragraphs, rough drafts, final drafts) for your major essay assignments (Essays 1 & 2, Video Essay 3, and the final Self-reflection Essay) will be graded using a minimum grading policy, on a A-F scale, with a lowest score of 50%, even for non-submissions. While 50% is better than 0%, it is still a failing grade and will significantly harm your grade if you allow non-submissions in your writing-process drafts to accumulate.

**All other assignments:** All non-draft homework and in-class work (reading responses, grammar, analysis- and skill-building exercises in Canvas and in class) will be graded on a 0-100% scale, so it's important to finish your Canvas homework and in-class work.

<b>Major Assignments (and process drafts)</b>	<b>Points</b>
Essay 1	100
Essay 2	100
Video Essay 3	150

Final Self-Reflection Portfolio: Essay, annotated bibliography and supporting documents	50
<b>Other Assignments</b>	<b>Points</b>
Reading responses, quizzes, in-class activities, discussion posts, grammar exercises	75*
<b>Total</b>	<b>475*</b>

\*Note: These points are approximate, depending on how many activities we do throughout the semester.

## 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

Week	Date	Major Assignments and Deadlines <i>(Please consult the Modules in Canvas for detailed, week-by-week, and up-to-date assignments and deadlines)</i>
1	Tue, 8/22	First day of class: Introductions
2		
3		
4		
5	Tue, 9/19	Essay 1 Rough Draft to Instructor due
6	Thur, 9/28	Essay 1 Rough Draft for Peer Review due
7	Tue, 10/3	Essay 1 Final Draft due
8		

Week	Date	<b>Major Assignments and Deadlines</b> <i>(Please consult the Modules in Canvas for detailed, week-by-week, and up-to-date assignments and deadlines)</i>
9	Tue, 10/17	Essay 2 Rough Draft to Instructor due
10	Thur, 10/26	Essay 2 Rough Draft for Peer Review due
11	Tue, 10/31	Essay 2 Final Draft due
12		
13		
14		
15	Tue & Thur, 11/28 & 11/30	Video Essay 3 Rough Drafts for Peer and Instructor Review
16	Tue, 12/5	Last Day of Class  Final Draft Video Essay 3 due
Final ePortfolio due	Thur, 12/14	All items for the final ePortfolio are due at the end of the final exam period for our class: Thur, 12/14 at 9:30 am