SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 48

ENGL 1A

Fall 2023   3 Unit(s)   08/21/2023 to 12/06/2023   Modified 08/18/2023

MW 1:30pm - 2:45pm BBC 121

👤 Contact Information

Instructor: Chelsea Criez

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Office: FOB 215

Office Hours

Monday, Wednesday, 12:00 PM to 1:00 PM, FOB 215 and Zoom

🖥 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.

Student Expectations

Students are expected to come to class with an open mind and a willingness to learn; to be respectful and kind; and to be productive and reliable. Students are expected to view the syllabus, Canvas course page, Packback, and assignments regularly for announcements and updates.

Instructor Expectations

Students can expect that their instructor will be available for consultation and assistance; will be flexible with accommodations; will communicate announcements in multiple mediums (Canvas, in person, message, etc.); will provide written feedback in a timely manner; will respond to emails and messages within two business days; and will listen to students' ideas, comments, and concerns.

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)

AI Generated Content

Academic integrity is our foundation as a community of scholars and learners. It defines the values we personally uphold, and it expresses a shared understanding of why we do so. This includes a commitment to truth, personal integrity, and certain standards and shared values on which membership in this community is based.

By submitting an assignment for evaluation:

- you assert that it accurately reflects the facts and to do so you need to have verified the facts, especially if they originate from generative AI resources;
- you assert that all your sources that go beyond common knowledge are suitably attributed;
- you assert that you have respected all specific requirements of your assigned work, in particular requirements for transparency and documentation of the process, or have explained where this was not possible.

If any of these assertions are not true, whether by intent or negligence, you have violated your commitment to truth, and possibly other aspects of academic integrity. This constitutes academic misconduct.

CFA Work Stoppage

Important note about a possible work stoppage during the semester

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/).

Student Resources

Students can access academic, career, financial, tech, and health support using our Campus Resources.

📊 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).

📊 Course Learning Outcomes (CLOs)

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

Can I Use I? Because I Hate, Hate, Hate College Writing

Author: Catherine Prendergast
Publisher: Out of Pocket Press
Edition: 2015
ISBN: 9780986145711
Availability: Campus Bookstore

PackBack

Availability: Bookstore & Canvas Course

They Say, I Say: The Moves that Matter in Academic Writing (without readings)

Author: Gerald Graff and Cathy Birkenstein

Publisher: Norton

Edition: 5e

Optional

We'll be referring to this text throughout the semester via an electronic document, but if you'd like a hard copy, I encourage you to purchase a copy.

Electronic Device

We will be researching, writing, and completing online activities in every class, so you must bring some type of electronic device that will allow you to do so.

☷ Course Requirements and Assignments

Essay: Hidden Intellectualism

You will write an essay in which you demonstrate your knowledge on a topic you're interested in. This assignment will establish the topic you will be working with for the semester.

Proposal: Topic Proposal and Annotated Bibliography

You will propose your topic for research, explain the hole in current research and the relevance of your topic. You will also include a sample of what research you've conducted so far with an annotated bibliography.

Research Essay

For this assignment, you will present an argument and support it with textual evidence you found in your research.

Packback Posts

Over the course of the semester, you will ask and respond to questions on Packback.

Participation

Participation comes in many forms. In this class, participation consists of the following:

- Contribution to class discussions
- Collaborative group work
- Completion of in-class and online activities
- Communication outside of class (email, office hours, etc.)

Final: Reflection on College Writing Portfolio

For your Final, you will compile a portfolio that consists of a self-reflection essay demonstrating your growth as a writer, the critical essay from the RCW you completed before enrolling, and a bibliography of student work.

✔ Grading Information

Grading Policy

The lowest score you can receive on an attempted assignment is 50% (unless you've turned in an assignment past the full credit deadline in which case you will receive no less than 25%). So, it is better to submit an assignment you've attempted--no matter how low quality you believe your work to be--than not submit anything at all.

Late Work Policy

I accept late work for every *writing* and *participation* assignment other than the Research Essay, Final, and Extra Credit assignments. For full credit, you have two days after the due date to submit the assignment. For half credit, you have an additional two days. After four days, I will not accept the assignment. Although I accept late work, do not rely on it to complete your work. There is a lot of work to complete, and it's easy to fall behind and become overwhelmed.

Extra Credit

For up to 5 additional points on your Final, you may complete one of the following: you may schedule a tutoring visit at the Writing Center (sjsu.edu/writingcenter) *or* you may visit a new place on campus that you have not visited before. For each assignment, you will describe your experience and submit proof (if you visit the Writing Center, you will have your tutor email me confirmation of your visit; and if you visit a new place on campus, you will upload an image of where you visited). This assignment must be submitted by Wednesday, November 29th, 11:59 pm.

Breakdown

A+	97%<	B+	87%-89.9%	C+	77%-79.9%	D+	67%-69.9%
A	93%-96.9%	B	83%-86.9%	C	73%-76.9%	D	63%-66.6%
A-	90%-92.9%	B-	80%-82.9%	C-	70%-72.9%	D-	60%-62.9%
						F	<59.9%

Criteria

Weight	Category	Summary
50%	Essays	This category includes the rough and final drafts of major writing assignments. The lowest grade in this category (aside from the final draft of the Research Essay and Final) will be dropped.
25%	Participation	Participation will be assessed on completion of in-class activities as well as online assignments. The lowest grade in this category will be dropped.
25%	Packback Questions	There will be 10 required posts throughout the semester. The lowest grade in this category will be dropped.

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Monday	Wednesday
1	**Topic:** Introductions	**Topic:** Rhetorical Questions **Read:** *They Say, I Say* ch 12

2	**Topic:** Hidden Intellectualism **Read:** *Can I Use I?* pp 1-15, 21-25 **Due:** Syllabus Quiz; Packback #1	**Topic:** The Writing Process **Read:** *Can I Use I?* pp 50-54, 73-79
3	**No Class**	**Topic:** Essay Workshop **Due:** Packback #2; Rough Draft (eoc)
4	**Topic:** Peer Review **Read:** *Can I Use I?* pp 33-41 **Due:** Peer Review Worksheet (eoc)	**Topic:** Essay Workshop **Read:** *Can I Use I?* pp 69-72, 76-79, 84-88 **Due:** Final Draft 11:59 pm
5	**Topic:** Topic Proposal **Read:** Can I Use I? pp 16-20, 26-32 **Due:** Packback #3	**Topic:** Civic Online Reasoning
6	**Topic:** Selecting Evidence **Read:** *They Say, I Say* ch 15 **Due:** Packback #4	**Topic:** Incorporating Evidence **Read:** *Can I Use I?* pp 42-45, 89-92
7	**Topic:** Proposal Workshop	**Topic:** Peer Review
8	**Topic:** Proposal Workshop **Due:** Packback #5; Topic Proposal & Annotated Bibliography	**Topic:** Academic Conversations **Read:** *They Say, I Say* Introduction
	Topic: Reading for the Conversation **Read:** *They Say, I Say* ch 1 & 14	**Topic:** "They Say" **Read:** *They Say, I Say* ch 2-3
10	**Topic:** Responding to the Conversation **Read:** *They Say, I Say* ch 4 **Due:** Packback #6	**Topic:** Responding to Objections **Read:** *They Say, I Say* ch 6
11	**Topic:** "I Say" **Read:** *They Say, I Say* ch 5; *Can I Use I?* pp 46-49, 59-63 **Due:** Packback #7	**No Class**
12	**Topic:** Saying Why it Matters **Read:** *They Say, I Say* ch 7; *Can I Use I?* pp 102-106 **Due:** Packback #8	**Topic:** Connecting Parts **Read:** *They Say, I Say* ch 8

13	**Topic:** Essay Workshop **Read:** *Can I Use I?* pp 64-68, 93-101 **Due:** Packback #9	**Topic:** Peer Review **Due:** Peer Review Worksheet (eoc)
14	**Thanksgiving Break!**	
15	**Topic:** Saying What You Mean **Read:** *They Say, I Say* ch 9-10	**Topic:** Revising Substantially **Read:** *They Say, I Say* ch 11; *Can I Use I?* pp 107-126 **Due:** Revision Plan (eoc); Final Draft 11:59 pm
16	**Topic:** Final Review **Due:** Packback Question #10	**Topic:** Final Workshop **Final due:** *Wednesday, December 13th 11:59 pm*
	The syllabus is subject to change. Students will be notified of any changes in advance.	