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College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 02

ENGL 1A

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/20/2024

👤 Contact Information

Instructor: Prof. Tony Papanikolas, Ph.D.
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Office Hours: Thursday 11:00-1:00 (or by appointment.)
Faculty Offices Building, rm 226

🕐 Course Information

Lecture

Monday, Wednesday, 9:00 AM to 10:15 AM, Clarke Building 225B

💻 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).

📊 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

All readings will be made available through the Modules section of Canvas.

☰ Course Requirements and Assignments

IMPORTANT INFORMATION FOR THIS PARTICULAR SECTION: PLEASE READ

ENGL 1A is intended to prepare you for college-level writing through a series of assignments and activities designed to refine your writing abilities and to help you develop effective strategies for prewriting, drafting, and time management. I firmly believe that reading carefully and attentively is essential for writing well, and, to that end, we will also work on strategies for effective reading.

Please read the following policies, specific to this section, carefully!

Please bring a laptop, tablet, or old-school notebook to each class. As indicated in the Course Schedule and Assignments sections of the syllabus, there will be several graded in-class writing assignments throughout the term.

PLEASE DO NOT text, play mobile games, watch Rick and Morty with the sound on softly (seriously, this has happened before), listen to music through headphones, or answer phone calls (this has also happened before) during class. Doing so is not only very disrespectful, but it will cause you to miss key information.

Participate! You doubtlessly have something worthwhile to contribute to the class, whether it's an insight, observation, or a question (there are no silly questions!) I understand speaking in class can be daunting for many students, and I will do my best to create an environment where you will have multiple different ways to participate.

Policy on AI

My belief is that using AI to *help* brainstorm theses and research questions, or to generate possible essay outlines (all of which you will then revise and refine) is a valid use of this technology.

Students who simply feed my essay prompts into an AI and copy and paste the results will earn Ds on those assignment for several reasons:

1.) Unless given precise instructions, AI produces superficial, overly general theses and analyses that do not meet the standards of college-level writing. Just because a piece of writing is grammatically correct and uses polysyllabic words doesn't mean it is thorough or effective!

2.) AI-generated essays will not reflect what you have learned in class. For instance, Chat GPT's analysis of an assigned reading will not address what we have emphasized in our discussion of that text, or the analytical methods you have learned *in this class*. Therefore, it will not demonstrate to me that you are actively engaging with lectures or course materials.

3.) AI still tends to invent supporting evidence, namely authors, articles, journals, or quotations that don't exist. When I see false citations in student work, it tells me that the student either does not care enough about the assignment to read the essay they supposedly wrote, or that the student is actively trying to

falsify research, which is a serious ethical violation for which journalists, scientists, and academics can and do lose their jobs.

Above all: when we submit a piece of writing under our own name, we are telling our readers that we stand by what has been written. It is no different when you sign your name to something produced by AI. As a student and adult, you are accountable for what you submit!

POLICY SUBJECT TO CHANGE AT PROF. PAPANIKOLAS' DISCRETION

✔ Grading Information

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	61-63

F	Below 61

Per university policy, this course must be passed with a C- or better to meet graduation requirement.

Breakdown

Assignment	Approx. Percentage of Final Grade
Diagnostic Essay	6 %
Personal Narrative (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts	16%
Rhetorical Analysis (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts	19%
Research Paper Proposal	3%
Precis of Peer-Reviewed Article	6%
Research Paper (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts	25%
Final Portfolio	6%
Six In-Class Writing Assignments (Cumulative)	19%

🏛 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	Day	Class Agenda	Assignment(s)
1	Weds 8/21	Introductions, course policy	**Read** Mazzucato for 8/26
2	Mon 8/26 Weds 8/28	8/26: Discuss Mazzucato 8/28: Diagnostic Essay	Diagnostic Essay **Due 8/27** at midnight
3	Mon 9/2 Weds 9/4	9/2: **No Class: Labor Day** 9/4: Intro. Personal Narrative (Gonzalez reading in class) **-In-class writing No.1**	**Read** Ellison essay for **9/9**
4	Mon 9/9 Weds 9/11	9/9: Discuss Ellison Essay 9/11: Intro. media analysis techniques **-In-class writing No.2**	Personal Narrative Draft **Due 9/15** at midnight

5	Mon 9/16 Weds 9/18	9/16: Discuss revision/intro rhetorical triangle and **Rhetorical Analysis Essay** 9/18: Discuss Chayka	**Read** Chayka for **9/18** Personal Narrative Final Draft **Due 9/22** at midnight
6	Mon 9/23 Weds 9/25	9/23: Outlining 9/25: **In-class writing No.3**	Work on Rhetorical Analysis Essay
7	Mon 9/30 Weds 10/2	9/30: **In-class workshop: bring draft of Rhetorical Analysis Essay** -10/2: In-class working period	Rhetorical Analysis Draft Essay **Due 10/4** at midnight
8	Mon 10/7 Weds 10/9	-Review Rhetorical Analysis assignment -	Rhetorical Analysis Essay Revision Due 10/11 at midnight
9	Mon 10/14 Weds 10/16	10/14: Introduce Research Paper + Proposal and Precis, **In-class writing No.4** 10/16: Discuss Graff and Birkenstein	**Read** Graff and Birkenstein for **10/16**
10	Mon 10/21 Weds 10/23	10/21: Effective and appropriate thesis statements 10/23: **In-class writing No.5**	Research Paper Proposal **Due 10/24** at midnight

11	Mon 10/28 Weds 10/30	10/28: What is peer review and what are scholarly sources? 10/30: Meet in MLK, Jr. Library foyer	Precis **Due 11/1** at midnight
12	Mon 11/4 Weds 11/6	-Synthesizing sources **-In-class writing No. 6**	-Work on Research Paper
13	Mon 11/11 Weds 11/13	**-No class: Veterans Day** -In-class work period	-Work on Research Paper
14	Mon 11/18 Weds 11/20	**11/18: In-class draft workshops (participation mandatory!)** 11/20: In-class work period	Research Paper Draft **Due 11/22** at midnight
15	Mon 11/25 Weds 11/27	11/25: Discuss Portfolio and Reflection Piece 11/27: In-class work period: Reflection Piece, etc.	Work on Research Paper Final Draft + Portfolio
16	Mon 12/2	Final Day of Instruction! **Last chance for one-on-one clarification!!**	Completed Portfolio+ Reflection Piece+ Research Paper Final Draft **Due 12/13** at midnight