First Year Writing Section 09

ENGL 1A

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

👤 Contact Information

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Office Hours

Mondays and Wednesdays 10:0 am-12 pm, and by appointment
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🕐 Course Information

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

lecture

MW 1:30 pm-2:45 pm
Boccardo Business Center 128

🖥 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)](https://www.sjsu.edu/english/frosh/program-policies.php)

Community norms and expectation

Attendance and participation

University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class."

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing out on important feedback and interaction with peers. You are expected to participate cooperatively, constructively, and to the best of your ability in all classes and conference activities. Participation work includes oral and written responses to readings and other course material, in-class writing, group work, drafts, revision work, and anything else we do in the course of the writing process for each project.

Please also note that some course content may be sensitive. As we conduct the scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

Late Work

Because so much of the learning in this course will come from class discussions, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and writing assignments on time. Many activities in the course are time-sensitive, so it is crucial to submit and provide your feedback and input on time. If you have any questions or problems with technology or other concerns, be sure to communicate with me beforehand.

Other assignments are due before the start of class and are considered late if submitted after that. Some assignments based on class activities may be due by the end of the day. If you are consistently late, whether due to technical issues or otherwise, your overall grade may be affected. Late or incomplete work will be accepted for a **10**% reduction of points per day **late**.

Any such **work** that is five or more days **late** will receive a mark of 0.

However, if an emergency arises that prevents you from meeting the deadlines on major assignments, you must contact me before the deadline to establish a new due date at my discretion. Only health issues and illness with documented proof are considered for extensions without a late penalty.

AI Usage Policy

As AI becomes more prevalent in the workforce, you'll likely use it in your daily tasks. In this class, AI will be used as a tool to support your writing process. However, developing strong writing and communication skills requires personal practice, so it's crucial that you learn to create and edit high-quality work independently. You'll be responsible for your final product, including any AI-related limitations or biases, and must disclose when and how you use AI.

Improper AI use (e.g., relying on it to write most of your work without significant personal input) or failing to disclose its use can lead to consequences such as warnings, failing grades, or reports to the Student Conduct Board. If in doubt, ask!

Disclosure Agreement

If you use AI, you must disclose its role in your process. Examples:

- "I completed this work without AI assistance."
- "I wrote the first draft, then used AI for grammar checks and made the following changes: [List changes]."
- "I used AI to generate ideas or create an outline, which I then edited. (Explain your contributions.)"

Conferences and Office Hours

During the semester, we will have both individual and group conferences. For individual conferences, at least once, I will require you to meet me online to discuss your papers. Both individual and group conferences will take place in class. More details about the group conferences will be announced when you work on your writing projects. I am in my virtual office to help you during the hours listed on the front of this document—please don't be afraid to stop by during any stage of the writing process to talk about your papers. You also can contact me by email.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: http://www.sjsu.edu/gup/syllabusinfo/index.html.

▤ 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 Goals

Course-specific Theme:

Exploring Digital Literacy and Its Impact on Social Dynamics

In contemporary society, engaging with technology-driven activities and fostering literacy skills in the digital realm is not merely a choice but a necessity across various facets of our daily lives. Digital literacy encompasses a set of essential competencies that enable active participation in a knowledge-based society and empower individuals to make meaningful contributions. Throughout this course, we will delve into the profound influence of technology and literacy on how we discover, consume, and generate new information.

Furthermore, our communication and interactions in the digital sphere play a pivotal role in driving social change. This course will examine how rhetorical strategies are employed in different types of arguments, shedding light on the intricate relationship between arguments and actions. Your analysis will focus on evaluating the effectiveness of various rhetorical appeals, considering their purposes, target audiences, and contexts. Additionally, we will discuss the potential impact of these persuasive techniques on catalyzing movements for social change. Join us in unraveling the dynamic interplay between digital literacy, technology, and their transformative influence on our societal landscape.

In this course, you will learn specifically:

1. develop sophisticated audience- and situation-sensitive reading and writing *strategies*
2. use these strategies to make convincing, appropriate *arguments* to the particular audience in formal and informal settings
3. identify and evaluate key *rhetorical strategies*, with an emphasis on *ethos*, *logos*, *pathos*, and *kairos*
4. explore the complexity of an issue by seeking *multiple perspectives*
5. engage in a variety of *research methods* to study and explore the topics— may include both primary research (such as fieldwork and observation) and secondary research (such as library and Internet research)
6. use a variety of organizational strategies (for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

📊 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

Required Readings

- *Everything's an Argument with Readings. 9th Ed.* Lunsford, A. A., Ruszkiewicz, J. J., & Walters, K. *(2022).* ISBN-13: 978-1319413279, ISBN-10: 1319413277

- Students will be asked to research other texts and materials on the theme of digital literacy and social changes that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

☷ Course Requirements and Assignments

1. In-class tasks and particpation

Students should attend all in-person meetings, if scheduled, of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. Suppose you have any specific reasons for not being able to attend meetings or complete the tasks in class. In that case, you should report to me upon your return to inquire about making up the work or check Canvas for instructions. You who know in advance that they will miss one or more classes should inform me about your plans.

Participation activities (in-class assignments) will equal 20% of the course grade, and it all adds up, so make every effort to come to class and keep up with assignments. **You will be awarded only half of the credit for makeup participation work that requires class attendance, unless you notify me in advance and establish mutually agreeable deadlines for completing the work with documented proof. You need to attend regularly to keep work and grades up to date.**

Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, call/email a classmate, or check our Canvas modules and discussion board, to find out what the assignment for the next class is--and come to class prepared.**

2. Writing Project (WP)*3

There will be three writing projects in this course—rhetorical analysis, proposal and critical evaluation. For each project, you need to produce a rough draft, a revised draft and a final product based on my and your peers' feedback. More detailed instructions will be given at the beginning of the writing project. You will also be required to complete a reflection essay (e.g. self-assessment) along with your ePortfolio. Note that if you do not submit your writing projects by the assignment deadline, you will lose **10% by class days** from your final writing project grade.

3. Reading Journals (RJ)

Each time you are assigned reading from our textbook or online materials, please complete a journal entry to all the chapters or readings assigned. In your journal, you need to (2) Asking a question, and then (2) add a description that provides context or explains your question in more detail. If possible, include images, videos, or resources that will give the reader all the information they need to effectively respond to your inquiry. After completing your own journal, you need to respond to TWO other students' questions.

4. Written Peer Response/Review

You will be required to respond to your peers' drafts at least three times during the semester. At the same time, your drafts will be reviewed by your peers. You will have a peer response form for each assignment. The peer response session will take place in class, and that means you need to have your draft of each assignment done **BEFORE** the day the peer response takes place. If you do not have a draft prepared on the day a peer review workshop takes place, you will lose your grade on the peer response and the opportunity to receive peer feedback. We will practice and evaluate peer review techniques periodically, and you will be given instructor feedback to help you become an effective peer reader.

5. Final exam: ePortfolio

KEEP ALL OF YOUR WRITING for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-assessment pieces and in-class entries. At the end of the semester, you will be assigned one of the learning goals (GELOs), and complete a 500-600 word reflection essay, in which you argue how the work you've done helps achieve the goal by reviewing all your work to analyze and evaluate your progress, including all the work you reference in the appendix. Further instructions will be provided toward the end of the semester. Keep backup copies of your work on the thumb drive or cloud required for the course—and/or a secure server.

✔ Grading Information

Assignment Learning Goals, and Grade Value

Assignment	Word Count	GELO	Grade Value
Participation (drafts, in-class discussion, peer-review workshops and feedback, etc.)	500	GELOs 1, 2	20%
Reading Journals	2000	GELOs 1, 2, 3	10%
Writing Project #1 Evaluation	2000	GELOs 1, 2, 3	20%

Writing Project #2 Proposal essay	2000	GELOs 1, 2, 3	25%
Writing Project #2 presentation	500	GELOs 1, 2, 4	5%
Writing Project #3 Rhetorical analysis	2000	GELOs 1, 2, 3	15%
Final exam: reflection essay	500	GELOs 2, 3	5%
Totals			100%

Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale. All assignments and exams are graded on a traditional A-F scale. The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

English 1A Grading: A – F

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B= above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Point Grade Scale

A	93% and above	B-	80%-82.9%	D+	67%-69.9%
A-	90%-92.9%	C+	77%-79.9%	D	63%-66.9%
B+	87%-89.9%	C	73%-76.9%	D-	60%-62.9%
B	83%-86.9%	C-	70%-72.9%	F	Below 60%

🏛 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	Topics and Assignments
1	Introduction and community building
2	Intro to Writing Project 1: digital literacy and technology

3	Understanding arguments and reading critically
4	Annotated bibliography
5	Genre of evaluation essay
6	WP#1 revised draft and individual conferences
7	Introduction to Writing Project 2: institutional policy
8	Brainstorming topics and group norms
9	Intro to field research and primary studies
10	Using evidence: analyzing and synthesizing the data
11	Group conferences
12	Group presentation
13	Introduction to Writing Project 3: pop culture and identity
14	Rhetorical appeals and rhetorical analysis
15	Drafting poster and round table discussion
16	eportfolio instruction and reflection writing
	Final Exam