

First Year Writing Section 30

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/25/2024

Hi! I'm Professor Au-Co (O-ka) Tran. And I will be guiding you through our 1A course this semester.



| Section | Days/Time | Location |
|---------|---------------------|----------|
| 29 | M/W 12PM - 1:15PM | BBC 122 |
| 30 | M/W 1:30PM - 2:45PM | BBC 122 |

I've combined all my English 1A sections on Canvas so the course name for all of you will say Section 30 (same goes for the syllabus). So if you're enrolled in Section 29, you will see the materials labeled as Section 30, don't worry about that. You're in the right section and I know which section you belong to.

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a fully in-person course.

Contact Information

Email: au-co.tran@sjsu.edu, but **message me through Canvas or Discord**. Emails may get buried under other emails. Canvas/Discord is just for students.

Virtual Office Hours: Tuesday/Thursday 1PM - 2PM (Zoom only) No appointment necessary. Zoom link can be found on Canvas under GENERAL INFO Module. For meeting times outside of this window, in-person or virtual, appointments are necessary; contact me via Canvas or in class to set it up.

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.) Please familiarize yourself with the system so that you can turn in assignments on time.

Contacting me: Contact me through Canvas. I will get back to you within 48 hours on during the week. I generally don't check my message over the weekend so keep that in mind.

Discord: Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging or ask a classmate.

Note: the responsibility to reach out when you need help or don't understand something is **on you**. Therefore, you are encouraged to come to office hours if you need clarification or extra help.

Course Information

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>)

In our classroom:

If there's anything that 2020 has taught us, it's that life happens. You are in college, so your academics should take priority. However, like stated above, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments. But it is **your** responsibility to reach out to me so we can work out a plan together. I can't know you need help/accommodations unless you tell me.

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law ([S12-7](https://www.sjsu.edu/senate/docs/S12-7.pdf) (<https://www.sjsu.edu/senate/docs/S12-7.pdf>)). I am the exclusive owner of copyright in all materials created for the purpose of this class. For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to

copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent**. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

Submissions: I will only accept submissions on Canvas. If you are unsure whether or not your submission went through, you can leave a comment with your submission and I will check.

Late Policy: Assignments are due at 11:59 p.m. on the day of the deadline, unless stated otherwise. And I tend to be very annoying about reminders--so you will be reminded repeatedly.

Warm-ups and Activities are usually scaffolding assignments, which means they are intended to build off of previous assignments and to set up future/larger assignments. So the order in which I have assigned them to you are intentional. If you miss one and do it later, that most likely renders the assignment not as helpful. So for that reason, late Warm-ups and Activities are not accepted.

Late work for Peer Review will be accessed case by case. If you are not present for a presentation, that is a zero.

For major assignments, you will lose 5 points from your overall grade every day it is late for two days. After that, it is a zero. Requests for extensions will be treated case-by-case.

Presentations: You always know in advance when you are expected to have a presentation/interview. If you ask to switch within two days of your assigned presentation day, that is an automatic 50% off of your grade for that portion.

Attendance: You are expected to show up every day we have a meeting and participate. Any assignments/activities given during those meetings cannot be made up if you miss the meeting.

If you have to miss a class, please don't message me and ask "did I miss anything important?" because it hurts my feelings. 😞 Everything is important! But I understand that sometimes other things take precedence. Discord and your peers are great resources. Additionally, check the Weekly Bulletins (explained below).

Food & Drink: I would prefer it if you didn't eat during class as it can be distracting to your classmates and myself. However, if you absolutely must need to eat something, please only have quiet foods with no overwhelming smells. (No chips, crunchy fruits, fish, etc.) Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we

respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

The Use of AI

You are welcome to use generative AI tools (e.g., ChatGPT, Dall-e, etc.) in this class. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, contain misinformation, or unethical content). Your use of AI tools must be properly documented and cited. *See these resources for [MLA guidance](#), and for [other citation formats](#).* Any assignment that is found to have used generative AI tools in unauthorized ways will be treated according to [San Jose State's AI and Plagiarism Policy \(https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism\)](https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism). *(https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism)* When in doubt about permitted usage, please ask for clarification.

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course only for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the generative AI tools to compose any assignments given in class;
- Completing group work that your group has assigned to you;
- Writing a draft of a writing assignment; and
- Writing entire sentences, paragraphs or papers to complete class assignments.

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)

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

In Conversation: A Writer's Guidebook - With Exercises

Author: Mike Palmquist

Publisher: MAC HIGHER

Edition: 3RD 23

ISBN: 9781319412456

Availability: Spartan Bookstore, Amazon (for rent and purchase, physical or digital)

Price: varies depending on where you get it

Required Technology

An electronic device (laptop, desktop, tablet): You will need this for almost every class as most of our coursework is on Canvas. SJSU has a [free equipment loan program](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php) (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php>) available for students.

Internet access: You're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere website](https://www.sjsu.edu/learnanywhere/) (<https://www.sjsu.edu/learnanywhere/>) for wi-fi options on campus.

The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Zoom: all office hours will take place on Zoom (in-person appointments available given enough notice).

Discord (optional, but highly recommended): This is a good tool for asking general Qs when I am unavailable and bouncing ideas off of your peers if you're stuck.

Library Liaison: Peggy Cabrera

- Email: Peggy.Cabrera@sjsu.edu
- Phone: 408-808-2034

Course Requirements and Assignments

This course emphasizes the idea that writing is a process, not product. Assignments are meant to get you into the habit of building effective writing habits (brainstorming, outline, pre-writing, etc). As such, I encourage you to view each assignment as one part of a larger whole as they are all meant to build on top of each other.

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Weekly Bulletins: At the beginning of the week, I will post relevant information pertaining to that week's material such as reminders, articles, Google docs, notes. It is your responsibility to check those weekly announcements before asking me any questions; most likely, the answer could be found there.

Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. Improperly formatted papers will lose points.

Formatting Resource: Owl Purdue Online Writing Lab
(<https://owl.english.purdue.edu/owl/resource/747/01/>)

Major Assignments

Project 1 (100 Years) serves as a diagnostic project for me to get to know you as a writer.

Project 2 (Open Letter) aims to put the concepts we've learned in Unit 1 into practice.

Project 3 (Gen Z project) is an accumulative project that aims to both apply the concepts learned and reflect on the whole semester.

1. **Unit 1 - 100 Years:** You will write an essay about a book, film, artist of your choice that you think will still be discussed in 100 years.
 - a. *Project objective:* You must convince the reader of the lasting significance of a subject using well-researched evidence and connecting to a larger picture of societal and cultural paradigms.
2. **Unit 2 - Open Letter:** You will write an open letter to a specific audience about a specific topic
 - a. *Project objective:* You must show your ability to think critically about your target audience and what information & rhetorical strategies are necessary for that particular audience.
3. **Unit 3 - Gen Z Ethnography Lecture (Final Project):** You will work in a group to prepare a lecture to teach a specific audience about a topic. This project is a culmination of the earlier projects in this class arranged in the form of an informative presentation & lecture, with you serving as the professor.
 - a. *Project objective:* You must demonstrate an ability to break down a specific topic and explain it to an uninformed audience by establishing your authority & expertise on the topic by citing credible sources.
 - b. Final Exam: There will be no final exam in this course. This project will serve as your final.

Note on word count requirement: Specified word count requirements are final. I give you a leeway of 100 words above or below. More than that and you will lose points.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until the end of class to complete it. Late submissions will not be accepted.

Activities: Activities will be done in class, most often in groups. **You must be present in class when the assignment is given to get full credit.** If you are absent and submit work, you will only get half credit.

Peer Review: For your all projects, you will be given time to read your peers' rough drafts, as well as have them read yours. This is an essential step in the writing process: to step away from your work and get fresh eyes on it

Rough Drafts: To be submitted on Canvas BEFORE class on the day of the peer review. The draft should be as close to complete as you can get it; otherwise, your peers and I will not have much to provide feedback for your revision.

Participation: My lectures are discussion-based, meaning I aim to be more of a moderator rather than someone talking at you for an hour and 15 minutes. I do not want to be the only one talking; you do not want me to be the only one talking. So please show up, ask good questions, listen with care and compassion. (Bonus: you get a little prize from me for speaking up!)

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

* Late work for Weekly Warm-ups and Activities will not be accepted.

✓ Grading Information

A (93-100); A- (90-92);

B+ (88-89); B (83-87); B- (80-82);

C+ (78-79); C (73-77); C- (70-72);

D+ (68-69); D (63-67); D- (60-62);

F (<60)

- I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no.
- You have two weeks from the date the grade is posted to make an appointment with me to ask about it. (Canvas always notifies you when your grades are posted, along with any comments. That's why you should have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have **one week** to ask me.

Keep in mind, you need a C- or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Criteria

General criteria for essays: I generally read assignments by looking at three things: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment. This is just a general assessment of what I'm looking for in each letter grade.

- An "A" 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" 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” 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” 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.

Breakdown

I grade on a weighted system for the following sections. See below for detailed breakdown.

For GELO specifics, look under the Course Learning Outcome section above.

| UNIT | ASSIGNMENT | GELO | % |
|-------|--|---------------|------|
| 1 | PROJECT 1: 100 YEARS ESSAY | 1, 2, 3, 4, 5 | 15% |
| 2 | PROJECT 2: OPEN LETTER ESSAY | 1, 2, 3, 4, 5 | 15% |
| 3 | PROJECT 3: GEN Z ETHNOGRAPHY LECTURE (Group) | 1, 2, 3, 4, 5 | 15% |
| 1-2 | PEER REVIEWS/ROUGH DRAFTS/CONFERENCES | 1, 2, 3 | 15% |
| 1-3 | DAILY WARM-UPS | 1, 2, 3, 4, 5 | 10% |
| 1-3 | READING PRESENTATION | 1, 2, 3, 4, 5 | 5% |
| 1-3 | ACTIVITIES & PARTICIPATION | 1, 2, 3, 4, 5 | 15% |
| 1-3 | ANNOTATED BIBLIOGRAPHIES | 1, 2, 3, 4 | 5% |
| 1-3 | SELF-EVALUATIONS & PORTFOLIO | 3, 4, 5 | 5% |
| Total | | /// | 100% |

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

Note: The schedule is subject to change with fair notice in class or via Canvas.

Readings labeled “IC” are from your textbook *In Conversation* (Palmquist). All other readings should be linked on the schedule itself.

| WK | DATE | MONDAY | DATE | WEDNESDAY | UNIT |
|----|------|--------|------|---|------|
| 0 | | | 8/21 | Syllabus “Getting to know you” on Canvas Syllabus Quiz & Contract | |

| | | | | | |
|---|------|---|------|--|---|
| 1 | 8/26 | <p>Introduce 100 Years Prompt</p> <p>Read Week 1 Bulletin</p> | 8/28 | <p>In Class Discussion</p> <p>Reading: "How to Write With Style" (Vonnegut).</p> | 1 |
| 2 | 9/2 | <p>LABOR DAY: NO CLASS</p> | 9/4 | <p>Read Week 2 Bulletin</p> <p>Reading: IC Chapter 1 - Understanding Yourself as a Writer</p> | |
| 3 | 9/9 | <p>Read Week 3 Bulletin</p> <p>Reading: IC Chapter 2 - Explore Conversations</p> | 9/11 | <p>Reading: IC Chapter 3 - Read Critically and Actively</p> <p>DUE: 100 YEARS ANNOTATED BIB</p> | |
| 4 | 9/16 | <p>Read Week 4 Bulletin</p> <p>Sept 17: Last day to drop</p> <p>Reading: IC Chapter 20: Understand and Avoid Plagiarism</p> <p>DUE: COMPLETED 100 YEARS ROUGH DRAFT - On Canvas, before class. (Peer Review in class))</p> | 9/18 | <p>CONFERENCES DAY 1</p> | |

| | | | | | |
|----|-------|--|-------|---|---|
| 5 | 9/23 | Read Week 5 Bulletin CONFERENCES DAY 2 | 9/25 | Introduce Open Letter Prompt Read Week 5 Bulletin Reading: IC Chapter 22: Support Your Main Point | 2 |
| 6 | 9/30 | Read Week 6 Bulletin Reading: IC Chapter 17 - Assess & Evaluate Your Sources DUE: FINAL 100 YEARS ESSAY | 10/2 | In Class Discussion Reading: IC Chapter 24 - Use Your Map or Outline DUE 100 YEARS SELF-EVALUATION | |
| 7 | 10/7 | Read Week 7 Bulletin Reading: IC Chapter 19 - Use Sources Effectively "The Art of Quoting" (Birkenstein, Durst, Gerald) | 10/9 | DUE: OPEN LETTER ANNOTATED BIB Reading: "Shitty First Drafts" (Lamott) | |
| 8 | 10/14 | Read Week 8 Bulletin Reading: IC Chapter 34 - Choose Engaging Language | 10/16 | Reading: The Poison Fish (Macroie) | |
| 9 | 10/21 | Read Week 9 Bulletin | 10/23 | DUE: COMPLETED OPEN LETTER ROUGH DRAFT - On Canvas, before class. (Peer Review in class) | |
| 10 | 10/28 | Read Week 10 Bulletin CONFERENCES DAY 1 | 10/30 | CONFERENCES DAY 2 | |
| 11 | 11/4 | Read Week 11 Bulletin Introduce Gen Z Ethnography Prompt DUE: FINAL DRAFT OF OPEN LETTER | 11/6 | In Class Discussion DUE: OPEN LETTER SELF-EVAL | |

| | | | | | |
|--|-------|---|-------|------------------------|---|
| 12 | 11/11 | VETERAN'S DAY: NO CLASS | 11/13 | Read Week 12 Bulletin | 3 |
| 13 | 11/18 | Read Week 13 Bulletin | 11/20 | In Class Discussion | |
| 14 | 11/25 | Read Week 14 Bulletin DUE: GEN Z ETHNO ANNOTATED BIB | 11/27 | THANKSGIVING: NO CLASS | |
| 15 | 12/2 | Read Week 15 Bulletin | 12/4 | In-Class Discussion | |
| 16 | 12/9 | PRESENTATION MATERIALS DUE ON CANVAS ETHNOGRAPHY PRESENTATIONS | | | |
| Final due date (We don't meet this day | | 12/13: DUE: ETHNOGRAPHY SELF-EVALUATION Group Member Evals | | | |