

First Year Writing Section 46

ENGL 1A

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

Contact Information

“There are no good or bad writers. Just writers where they are” - Ryan Skinnell

Course and Contact Information

Instructor:	Katherine Hamilton
Contact:	Canvas inbox or katherine.hamilton@sjsu.edu Please allow 24 hour response time M-F
Office Hours:	Monday 3-4:30 pm, & by appt. FOB 222
Class Days/Time:	MW 1:30-2:45 pm, Sweeny Hall 411
GE/SJSU Studies Category:	GE Area A2 Written Communication I

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 weekly reading that you are expected to read before each class and to engage with through weekly assignments. Readings will be posted on the syllabus one week in advance of when they need to be read.

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.

Special Needs or Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center](#) (AEC), and the instructor.

If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

Community Norms and Expectations

We will work together at the beginning of the semester to create community norms and expectations for our class. Anticipating how conflicts could arise, let's have a discussion to create policies that can work to create a supportive, productive environment for all of us. In order to build a high-functioning community, we need to work hard to integrate the perspectives of ourselves and our diverse community members. The policies we create at the beginning of the class can be revised throughout the semester if necessary.

Please note: sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

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 \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](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 Requirements and Assignments

Course Materials

You will need a computer to fully participate in this class. If you do not have one, you may borrow one for free from the school for the semester. More info: [SJSU Equipment Loans](#). You should also bring paper and a pencil to class each day, as we will be doing writing activities in class.

Course materials such as syllabus, handouts, prompts, assignment instructions, etc. can be found on Canvas (login at <http://sjsu.instructure.com>). Log in and look for “SP21: ENGL-1A Sec 46 - First Year Writing” among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas.

Required Texts/Readings

There is no required textbook to purchase for this class. All readings will be posted on canvas and will be accessed electronically. Some of our reading will be taken from:

- **Various Authors.** Writing Spaces: Readings on Writing, vols. 1-3. Parlor Press, multiple dates.
- **Cheryl E. Ball and Drew M. Loewe.** Bad Ideas About Writing. West Virginia University Libraries Digital Publishing Institute

These books are open-source textbooks, which means they can be downloaded in whole or in part for free at <https://writingspaces.org/node/1706> and Bad Ideas About Writing. I will post links on Canvas, as well.

- **Other readings** will be incorporated throughout the semester in line with our class needs. As well, students will be responsible for locating other materials (online or through the MLK Library databases) in support of their writing projects.

Participation

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. The quality of our learning depends on our preparedness and engagement. It is therefore expected that **every** student will come to class having read the reading for the day and ready to talk about it. Class participation entails: (1) demonstrating that you’ve completed the readings/out-of-class assignments, (2) contributing to class discussions, and (3) completing in-class assignments. **ATTENDANCE:** While attendance itself will not be graded, we will have in-class activities and writing turned in for participation credit.

Time Commitment

College courses are designed around the expectation that you will spend 3 hours per unit, per week on each class, including instruction, preparation/studying, or course related activities. Ours is no different!

It's a writing course, I know, but let's do some math. ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 6½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. The class has been designed with these expectations in mind in order to prepare you for other academic classes, which will have a similar structure.

Assignments

Assignment sheets will be posted on Canvas for each project/ assignment. We will also discuss each assignment throughout the semester in class. These descriptions are not meant to be instructions for the assignment.

Major Assignments:

Writing Projects:

Project #1: Literacy Narrative

Project #2 A: College Community Exploration

#2B: Rhetorical Analysis

Project #3: Persuasive Letter

Points for each project will be accumulated through the process (outlines, drafts, peer review, and other elements of the writing process).

Other Assignments:

Discussion Boards: A discussion board post will be required for each class (2x per week) unless another assignment is due that day. These are due the night before our class meets so that we can use our thoughts in class together. Sometimes the discussion boards will engage with the reading for that day or the project you are working on.

Memes: You will create memes that engage with your work, due at various times throughout the semester (see course schedule).

Participation/In-class work: We will have small writing activities due in class that will be used to check attendance and will count towards your participation grade.

Final Examination:

Portfolio and Reflection: All English 1A courses culminate in a digital Reflection and Portfolio Assignment. In this assignment, we will gather writing we have produced throughout the semester and will write a reflection essay that explains our learning. We will submit our portfolio for consideration to other people in the first-year writing program.

Presentation: You will present your work from the last project (persuasive letter) to a group of your peers. This is a chance to share our work and learn what other students are writing about. You will then write a short, 500 word analysis explaining the rhetorical strategies used in your letter.

✓ Grading Information

Assignment Word Count Chart	Points	Word Count	GELO
Major Assignments:			
Literacy Narrative	100	1000	2,3,5
College Community Essay (Part A)	100	1000	1-5
<ul style="list-style-type: none"> Rhetorical Analysis (Part B) 	50	500	
Persuasive Letter	100	1000	1-5
Group Presentation + Analysis	25	500	
Other Assignments			
Participation: In Class Work/ Discussion/ Reflection	75	N/A	1-5
Discussion Boards (5pts each x 17)	85	2500	
Memes (5pts each x 8)	40	N/A	4
Final Portfolio + Reflection	25	500	1-5

Important Grading Information for GE A2 Courses: [This course must be passed with a C- or better as a CSU graduation requirement.](#)

Your final grade in the course will be recorded as a letter grade, ranging from A to F on the following scale:

<i>Grade</i>	<i>Points</i>
<i>A</i>	<i>558 to 600 points</i>
<i>A minus</i>	<i>540 to 557</i>
<i>B plus</i>	<i>534 to 539</i>
<i>B</i>	<i>498 to 538</i>
<i>B minus</i>	<i>480 to 497</i>
<i>C plus</i>	<i>462 to 479</i>
<i>C</i>	<i>438 to 461</i>
<i>C minus</i>	<i>420 to 437</i>
<i>D plus</i>	<i>402 to 419</i>
<i>D</i>	<i>378 to 401</i>
<i>D minus</i>	<i>360 to 377</i>

Late Policy

Late work will be accepted, but will be deducted 10% the first night it is late, and 5% additional day it is late. It is therefore still beneficial to complete and turn in work, even if it will be late. An assignment is considered late after the 11:59 pm deadline has passed.

Extensions may be granted if you communicate with me with advance notice. Generally speaking, extensions will not be granted within 24 hours of the due date, so please don't email me the night before. If you have extenuating circumstances that you need to discuss with me, please reach out!

Plagiarism

I trust each of you 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](#). However, it's necessary to have a shared understanding of what constitutes plagiarism so you can produce your best work. When work is not appropriately cited when it is borrowed, directly or indirectly, from another source, that is plagiarism. Presenting someone else's work as your own is plagiarism. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) is regarded as another form of plagiarism.

Engaging with plagiarism could result in an automatic failing grade for the assignment, and reporting to the Office of Student Conduct.

If you are unsure about whether some portion of your work may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. I also reserve the right to check student work with turnitin.com.

Extra Credit

You can earn 5 extra credit points by scheduling a conference meeting with me during office hours. Otherwise, you are expected to earn points in class through the assignments available.

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

ENGL 1A / First-Year Writing, Spring 2021, Course Schedule

Calendar subject to change with fair warning

Readings listed should be read BEFORE class

Assignments are due the NIGHT BEFORE class

"In Class" means the topics we will be covering that day

DB = Discussion Board

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	<p>First Day of Instruction – Classes Begin</p> <p>In Class: How To Student: Canvas, Syllabus, Why are we here?</p> <p>Community Norms and Expectations</p> <p>Upload Reflections on College Writing</p>
2	8/26	<p>Due Night Before: Discussion Board #1</p> <p>Read Before Class: First-Year Composition Should be Skipped” Bad Ideas (pg 24-29), Listen to: The Happiness Lab</p> <p>In Class: Learning How To Learn, Academic Habits</p> <p>Go over small assignments (memes, annotations)</p>
2	8/28	<p>Due Night Before: Discussion Board #2</p> <p>Read Before Class: TBD</p> <p>In Class: What is a personal essay? Elements of Story, What is Project #1?, Brainstorming for literacy narratives</p>
3	9/2	LABOR DAY - NO CLASS
3	9/4	<p>Due the night before: Meme Submission #1</p> <p>Read Before Class: Describe, Evaluate, Evaluate Suggest</p> <p>In Class: What makes peer feedback helpful?</p>
4	9/9	<p>Due the night before: Rough Draft Literacy Narrative</p> <p>Read Before Class: TBD</p> <p>In Class: Peer Review, Envisioning Revision</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/11	<p>Due Night Before: DB #3</p> <p>Read Before Class: TBD</p> <p>In Class: Rhetorical Situation (Audience, Context, Purpose)</p>
5	9/16	<p>Due the night before: DB #4</p> <p>Read Before Class: TBD</p> <p>In Class: Engaging With Teacher Feedback, How To Polish (Editing + Punctuation)</p>
5	9/18	<p>Due the night before: Literacy Narrative Final Draft</p> <p>Read Before Class: TBD</p> <p>In Class: Introduce Project #2, How do you do field research?</p>
6	9/23	<p>Due the night before: DB #6</p> <p>Read Before Class: TBD</p> <p>In Class: Reflecting on Lit Narratives, Interview Prep</p>
6	9/25	<p>Due the night before: DB#7</p> <p>Read Before Class: TBD</p> <p>In Class: How To Find Credible Evidence</p>
7	9/30	<p>Due the night before: DB #8</p> <p>Before Class: Bring thesis statement and 3 sources to class (no reading)</p> <p>In Class: Is This A Good Thesis Statement?, Synthesizing Evidence</p>
7	10/2	<p>Due Night Before: Project #2 Part A Rough Draft</p> <p>In Class: Peer Review, Envisioning revision</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/7	<p>Due Night Before: DB #9</p> <p>Read Before Class: TBD</p> <p>In Class: How To Avoid Plagiarism?, Formatting Love Story</p>
8	10/9	<p>Due Night Before: DB #10</p> <p>In Class: Introduce Part B of Project</p>
9	10/14	<p>Due Night Before: Project #2 Part A Final Draft</p> <p>Read Before Class: TBD</p> <p>In Class: Rhetorical Strategies: How Can I Analyze A Text Rhetorically?</p>
9	10/16	<p>Due Night Before: Meme Submission #2</p> <p>Read Before Class: TBD</p> <p>In Class: Identifying Counterarguments, Fallacies Part 1</p>
10	10/21	<p>Due Night Before: Part B Rough Draft Due</p> <p>Read Before Class: TBD</p> <p>In Class: Self Assessment of Source Analysis</p>
10	10/23	<p>Due Night Before: DB #11</p> <p>Read Before Class: TBD</p> <p>In Class: Fallacies Part 2</p>
11	10/28	<p>Due Night Before: Part B Final Draft Due</p> <p>Read Before Class: TBD</p> <p>In class: Constructing arguments: ethos, pathos, logos</p> <p>What is Project #3?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	10/30	<p>Due Night Before: DB #12</p> <p>Read Before Class: TBD</p> <p>In Class: Constructing arguments cont. Speeches</p>
12	11/4	<p>Due the night before: DB #13</p> <p>Read Before Class: TBD</p> <p>In Class: Researching for arguments, How do I navigate misinformation?</p>
12	11/6	<p>Due Night Before: Meme Submission #3</p> <p>Read Before Class: TBD</p> <p>In Class: Navigating misinformation: Digging Deeper</p>
13	11/11	*VETERANS DAY—NO CLASS*
13	11/13	<p>Due Night Before: Project #3 Rough Draft Due</p> <p>Read Before Class: TBD</p> <p>In Class: Organizing an argument/ Targeted Peer Review</p>
14	11/18	<p>TBD</p> <p>Due Night Before: DB #14</p>
14	11/20	<p>TBD</p> <p>Due Night Before: DB #15</p>
15	11/25	<p>Due Night Before: DB #16</p> <p>In Class: Engaging With Instructor Feedback</p>
15	11/27	<p>*NON-INSTRUCTIONAL DAY—NO CLASS*</p> <p>Project #3 Final Draft Due at 11:59pm</p>

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/2	<p>Due Before Class: DB #17</p> <p>Read Before Class: TBD</p> <p>In Class: Visual Literacy</p>
16	12/4	<p>Due Night Before: Meme Submission #4</p> <p>Read Before Class: TBD</p> <p>In Class: Visual Literacy</p>
17	12/9	<p>In Class: Presentations, SOTES</p> <p>*Last Day of Class</p>
Final Exam	12/13	<p>FINAL EXAM DAY - NO CLASS</p> <p>Portfolio Due Online</p>