First Year Writing Section 64

ENGL 1A

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 07/31/2024

👤 Contact Information

Instructor(s): Christopher Dizon
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Office Hours: By appointment via Zoom @8am to 10am
Classroom: Clark 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.

<u>Reading:</u> 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.

<u>Final Experience:</u> 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)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

◎ Course Goals

What does it mean to be a writer of the 21st century? How can we adapt traditional methods of communication and persuasive rhetoric through modern means? Can we frame our reading, writing, and critical thinking process in a manner that perpetuates the spirit of play through a gamification and the use of digital media? This course aims to answer these questions while preparing students to effectively persuade in an ever-changing world of technology. As students contend with pillars of the writing process through multimodal means, they will embrace a personalized learning experience through the emphasis of digital literacy.

To practice rhetorical communication in a variety of modes, we'll practice writing in a range of diverse genres. In this course, you will explore an issue that matters to you through three major projects: a personal narrative/rhetorical analysis, an argumentative essay, and a multimodal presentation. Each writing project will refine an essential component of successful communication while introducing skills and strategies that are crucial for each task. Lastly, students will create digital translations of their texts and use rhetorical devices to connect with an intended audience to practice revision through genres.

In addition, shorter writing assignments and collaborative work supplement the goal of each project, intensifying rhetoric through a gamified lens. As we proceed through the writing process concerning each project, students will practice effective communication through the use of rhetorical appeals and gamified situations. From this perspective, we will analyze writing, reading, and thinking, as "players" within a distinct "game." Students will sharpen this perspective to catalyze active learning. Moreover, our examination of the writing process and its connection to metacognition will act as an assessment of our work and foster strategies for critical dexterity and adaptive learning.

ᵢₗₗ 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 Texts

Students will not be required to purchase a textbook for this class.

Alternatively, we will be working with John Zimmer's "Rhetoric: The Public Speaking Game," an app available through Apple's App Store, or Google Play.

Reading assignments and texts will be provided via canvas. The reading scheduled in the syllabus will activate our understanding what defines good writing. With our study of genres and templates, we will examine how to adjust our writing and thinking to achieve a particular outcome. We'll also analyze each other's work as a means of how models of texts and reading influence the writing process. Since we'll be working with texts digitally, students should be prepared to bring a laptop or smart device to act as writing tools that will support collaborative work.

Other technology requirements / equipment / material

- Students will need access to a laptop/computer/smart device to access media during in class sessions.
- Students will also utilize a variety of digital applications to conduct writing activities, rhetorical exercises, and critical analysis with platforms such as Miro, Figjam, Hypothesis and more.
- Access to steady wi-fi for zoom sessions, office hours, and discussion board posts.

☰ Course Requirements and Assignments

Students will write short posts in response to reading assignments alongside in class collaborative work and each major writing project. Each post should be around 250 words. Reflective writing assignments and discussion board posts account for 30% of the total grade. We will also compose three major writing projects in the critical analysis essay, the argumentative essay, and a multimodal presentation. Each project will be composed in stages and will be worth 20% of your grade. Lastly, a comprehensive project that synthesizes the learning goals will be assessed with the creation and submission of the e-portfolio.

All written work submitted in this course must be originally produced by you, the student. If you utilize an outside source, you must properly cite the source in the assignment.

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. You may use generative AI tools on assignments in this course, within the following limitations. If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the San Jose State University Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Please act with integrity, for the sake of both your personal character and your academic record.

Success in this course 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.

✔ Grading Information

Personal Narrative/Rhetorical Analysis (25 points)

- Outline and Draft Proposal: 5 points
- Partial Draft: 5 points
- Full Draft: 5 points
- Draft Letter: 5 points
- Digital Translation: 5

Argumentative Essay (25 points)

- Outline and Draft Proposal: 5 points
- Partial Draft: 5 points
- Full Draft: 5 points
- Draft Letter: 5 points
- Digital Translation: 5

Multimodal Presentation (20 points)

- Outline and Proposal: 5 points
- Draft + Peer Review: 5 points
- Reflection: 5 points
- Presentation: 5 points

Minor Assignments (30+ points)

Every week, short assignments are distributed as scaffolding tasks that fold into larger projects. Typical assignments include readings and reflective prompts. In addition, collaborative in class work will be assigned with a short writing reflection to compliment the learning goals associated with each major project. Each assignment should be completed before class.

- Homework Assignments
- In-class Exercises/Reflections
- Extra Credit Side Quests

Portfolio (10 points)

- Annotated Bibliography: 5
- Reflection Essay: 5

Total points possible: 110+

Determination of Grades

- Points are awarded for each major project following a sequence of process.
- Late submissions for each major project are subtracted a point for each day it is overdue.
- Full credit is awarded to a project/assignment/activity with developed content and timely submission.
- Current grades are available through Canvas: *"Grades"*

While minor assignments may be accepted occasionally, draft materials on peer review workshop dates cannot be made up. Similarly, missed attendance for in-class collaborative work and reflections will be marked as incomplete. However, if an emergency occurs, please let me know in advance, and we will work together to find a solution.

- A=An "A" will be worth 90 to 100 percent of the points possible.
- B= A "B" will be worth 80 to 89 percent of the points possible.
- C= A "C" will be worth 70 to 79 percent of the points possible.
- D= A "D" will be worth 60 to 69 percent of the points possible.
- F = An "F" will be worth 0 to 59 percent of the total points possible

🏛 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

English 1A / First Year College Writing, Fall 2024, Course Schedule

The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed 8/21	Objectives: · Class Introduction · Syllabus + Workflow · In Class Exercise: "Airplane Synthesis" · **Homework:** Anne Lamont's "Shitty First Drafts" + Infinite Freedom + Control is an Illusion
2	Mon 8/26	Objectives: · The Writing Process · Pre-writing + Concept Maps: "Mind-mapping Emotions" · Project 1: The Personal Narrative/Rhetorical Analysis

Week	Date	Topics, Readings, Assignments, Deadlines
2	Wed 8/28	Objectives: · Quiz · Harmon's story circle · Pathos + Digital Translation: "infographics" • Guest Speaker: Raymond Lam
3	Mon 9/2	Objectives: Labor Day Holiday: No class meeting
3	Wed 9/4	Objectives: · Genres + Hierarchies: "Mt. Rushmore Exercise" · "Monster Synthesis" · Rhetorical devices: repetition with anaphora + epistrophe · An introductory paragraph formula · Quiz · Project 1: Personal Narrative/Rhetorical Analysis Outline due
4	Mon 9/9	Objectives: · Visual Rhetoric + Digital Media: "Dolly Parton Challenge" · Investigating Genre Tropes and Conventions: "Genre Improv" · **Homework**: Introductory paragraphs + Anaphora

Week	Date	Topics, Readings, Assignments, Deadlines
4	Wed 9/11	Objectives: · Quiz · Logos + The Toulmin Method · Syllogisms + Enthymemes · An introduction to Ethos: "Ask the Expert" (Feynman Technique, Stage 1) · **Homework**: Personal Narrative/Rhetorical Analysis Body Paragraphs
5	Mon 9/16	Objectives: · Revision for an intended audience + Codeswitching · Feynman Technique, stage 2: "Explaining Fandom to Dinosaurs" · Visual Rhetoric + Inferences: "Harmon Investigation" · Rhetorical Devices 1
5	Wed 9/18	Objectives: · Project 1: Personal Narrative/Rhetorical Analysis Rough Draft + Peer Review due

Week	Date	Topics, Readings, Assignments, Deadlines
6	Mon 9/23	Objectives: · Quiz • Guest Speaker: Raymond Lam · Adaptive learning: "The Feynman Technique" · "Wiki-How" · Logical Fallacies 1
6	Wed 9/25	Objectives: · Digital Translations: Project 1 · The Argumentative Essay · Due: Project 1: Personal Narrative/Rhetorical Analysis Revision + Draft Letter
7	Mon 9/30	Objectives: · Digital Translations: Project 1 · Wiki-How presentations · Pathos + Critical Analysis: "Interrogation Role Play" · Due: Project 2: Argumentative Essay Outline + Proposal
7	Wed 10/2	Objectives: · Quiz · Rhetorical Devices 2 · Wiki-How presentations · **Homework:** Analyzing arguments

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mon 10/7	Objectives: · Identification + Burkean Rhetoric · A discussion using only questions: "Quescussion." · The importance of clarity: "Explain the Game"
8	Wed 10/9	Objectives: · Quiz · Logical Fallacies 2 · "Explain the Game" · **Homework:** Project 2 Argumentative Essay Introductory Paragraph + Body Paragraph
9	Mon 10/14	Objectives: · The ethos of criminals: "Villain Monologues" · Body Language Analysis: "Who's Lying?" · Midterm Prep
9	Wed 10/16	Objectives: · The Socratic Method · The Lying Game (Team VS Team) · Rogerian Rhetoric: "Post-it arguments" · Quiz
10	Mon 10/21	Objectives: · Project 2: Argumentative Essay Rough Draft + Peer Review
		Topics, Readings, Assignments, Deadlines

Week	Date	Topics, Readings, Assignments, Deadlines
10	Wed 10/23	Objectives: · Midterm part 1 (Player VS Player): "???" · What does a rhetorical conversation look like in real time? · Narrating + Analyzing + Arguing with multiple appeals: "WWR."
11	Mon 10/28	Objectives: · Midterm part 2: WWR1
11	Wed 10/30	Objectives: · Project 3: The Multimodal Presentation · Quiz · **Due:** Project 2 Argumentative Essay Revised Draft + Draft Letter
12	Mon 11/4	Objectives: · Digital Translations: Project 2 · "**Due:** Project 3: Multimodal Presentation Outline + Proposal
12	Wed 11/6	Objectives: · Arguing with ethos: "Intergalactic Food War"
13	Mon 11/11	Objectives: · No Class Meeting Veteran's Day
13	Wed 11/13	Objectives: · Interleaving persuasive skills through convention: "Rhetoric the Game"

Week	Date	Topics, Readings, Assignments, Deadlines
14	Mon 11/18	Objectives: · Due: Project 3: Multimodal Presentation Rough Draft + Peer Review
14	Wed 11/20	Objectives: · E-portfolio Overview · Annotated Bibliography · Reflection Essay · Surveys · Early Bird Presentations
15	Mon 11/25	Objectives: · Due: Project 3: Multimodal Presentation Revision + Draft Letter · Presentations begin
15	Wed 11/27	Objectives: · No Class Meeting: Thanksgiving Holiday Break
16	Mon 12/2	**Objectives**: · Multimodal Presentations

Week	Date	Topics, Readings, Assignments, Deadlines
16	Wed 12/4	**Objectives:** · Multimodal Presentations · Final Exam Part 1: ???
17	Mon 12/9	**Objectives:** · Last Class Meeting · Final Exam Part 2: ??? **Due:** · E-Portfolio: Reflection Essay, Annotated Bib, Major Project