SJSU **SAN JOSÉ STATE UNIVERSITY**

College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 70

ENGL 1A

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/22/2024

👤 Contact Information

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🕐 Course Information

This semester, we will be reading and writing about food. Each major assignment will have you working through the conventions of a specific genre for a specific audience. We will begin with a personal essay in which you walk your audience step-by-step through the recipe for a meal that has special meaning for you. You will also explain your connection to the meal: Does it represent your cultural heritage? Is it reminiscent of a specific time and/or person in your life? Does it recall a family gathering or get-together with friends? You will have the option to submit this assignment as either an online food blog or video tutorial (think Food Network).

The next assignment is a restaurant review. This will be more detailed, structured, analytical, and visual than the average review you might find on Yelp! You will consider menu items and the story they tell as well as setting and the atmosphere it creates. You will think about who would enjoy the food and experience the restaurant offers and who might prefer a different locale. You will also look into the restaurant's backstory: When was it established and by whom? Has it changed hands? What is the "mission" of its current owners? And you will of course comment on the food itself. Ultimately, you will rate the restaurant and defend your rating.

For the last major course-specific assignment, you will create a webpage to spread information about an important food-related topic. This might be a case for veganism or an appeal for healthier school lunches. It may be about the farm-to-table movement or diet culture (think Keto, Paleo, South Beach). You will need to draft a proposal - and of course get it approved! - before starting your webpage. For this assignment, you will have the option of working in a group.

We will end the semester with a program-wide self-reflection essay on your progress as a college reader and writer.

- This course will implement an in-person, synchronous mode of instruction; this means part of our work will be expected to regularly attend our twice weekly class sessions.
- This course will be structured around three sub-themes, each of which will correspond to a major multimodal writing assignment. We will prepare for each of these assignments through readings, reading responses and in-class discussions. Each sub-theme will also represent a different genre of academic composition, so as we navigate the course material we also accrue the skills to adapt our writing to specific rhetorical situations.
- You do not need to rent or purchase a textbook for this course. Instead, all readings will be posted online in our Canvas modules.

🖥 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)

AI Policy

OUR CLASS POLICY RE CHATGPT AND OTHER GENERATIVE AI:

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. **If you are unsure, ask!**

STUDENT ROLE:

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;

2. know the consequences of violating the Academic Integrity Policy;

3. know the appeal rights and procedures to be followed in the event of an appeal;

4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here: [https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf Generative Artificial Intelligence (Chat GPT) Links to an external site. (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf%20Generative%20Artificial%20Intelligence%20(Chat%20GPT))](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)

WHAT YOU SHOULD KNOW ABOUT AI PLATFORMS:

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute). AI writing platforms have become savvy enough to write essays, create apps, help with excel, and nearly any conceivable writing situation that relies on linguistic patterns. In this class, we'll practice learning and thinking with them. ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls

Disclosure Agreement

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.
- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
  - Fixed spelling and grammar
  - Changed the structure or order
  - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

≡ 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).

.ıll 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

There's no need to purchase any books for this course. Instead, all readings and materials will be posted in Canvas Modules.

≔ Course Requirements and Assignments

For this class, you will complete a total of four major multimodal writing assignments:

1) Personal Essay/Recipe (Blog or Video) - 10 points

2) Restaurant Review - 10 points

3) Webpage (Individual or Collaborative) - 10 points

4) Self-Reflection and Online Portfolio - 5 points

In addition, you will complete a number of in- and out-of-class minor assignments, each of which will be worth 1 point. Note: late minor assignments will not be accepted for credit.

✔ Grading Information

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.

If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will do well in this course. If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will suffer.

*Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in **on time.** You will not receive credit for missed, incomplete, or late minor assignments. The three course-specific major assignments (personal essay/recipe, restaurant review, and webpage) will be graded out of 10 points; we will break down the requirements of each assignment and the conventions of each genre you need to meet to achieve each point value (1-10). This means that while major assignments will be assessed for things like development, organization, and coherence, a lower grade will not be weighted enough to affect your successful completion of the course (so long as you are keeping up with the minor assignments). You will also complete a self-reflection essay and online portfolio at the end of the semester that will be graded out of 5 points.*

You are guaranteed success in this class if:

1. *You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all your work. **Note: In-class assignments cannot be made up as the result of an absence. Minor assignments that are submitted late will be given 0/1.***

2. *You prioritize attendance and participate in in-class activities.*
3. *You abide by the classroom protocol we establish as a writing/learning community.*
4. *You work cooperatively and collegially in groups.*
5. *You complete all major and minor assignments* **on time**. *Except:*
6. *You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.*
7. *All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.*
8. *You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.*
9. *You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).*
   1. *Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.*

Your grade will correspond to your percentage in the "Total" column in Canvas. This will combine points received for in-class and out-of-class minor assignments as well as those for major assignments. The breakdown is as follows:

A: 94-100%   A-: 90-93%   B+: 88-89%   B: 84-87%   B-: 80-83%   C+: 78-79%

C: 74-77%   C-: 70-73%   D+: 68-69%   D: 64-67%   D-: 60-63%   F: 59% and lower

Plea:

I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible, in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an "out clause" for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student. If the contract is invoked, it is to ensure the student a passing grade (C-), not to allow the student to make up enough assignments to achieve a desired grade.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.

🏛 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

Course Schedule

Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas. Every assignment and activity will be published with a due date/time. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments, especially since **minor assignments that are marked late in Canvas will not receive credit.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	TH 8/22	Course Introduction
2	T 8/27	**Due:** "Week 1" Module Activities Go over questions about the syllabus and grading system Go over the prompt for the personal "essay"
2	TH 8/29	Review food expertise (or lack of expertise) Brainstorm prior funds of knowledge (Food Network! Blogs!)
3	T 9/3	**Due:** "Week 2" Module Activities Review Sample 1 (student essay on lumpia) Discuss rhetorical situations/conventions of the genre
3	TH 9/5	Quick-write/pitch recipes (however simple or complicated) to articulate connections to recipes

Week	Date	Topics, Readings, Assignments, Deadlines
4	T 9/10	**Due:** "Week 3" Module Activities Review Sample 2 How does media (written versus televised) affect content/clarity/effectiveness of message?
4	TH 9/12	Review Sample 3 Why is the piece compelling? How can we use food to connect with others and tell our stories?
5	T 9/17	**Due:** "Week 4" Module Activities Pre-write for video transcript/blog and share: what does your recipe mean to you (zoom in, focus: is the connection cultural, familial, "just" personal?)
5	TH 9/19	Optional in-class writing/feedback day
6	T 9/24	**Due:** "Week 5" Module Activities Workshop video transcript/blog
6	TH 9/26	Go over the prompt for the restaurant review Discuss rhetorical situations/conventions of the genre and review student example (DC)
7	T 10/1	**Due:** "Week 6" Module Activities Review Sample 4 Discuss the conventions of the restaurant review as an evaluative analysis
7	TH 10/3	**Due:** Recipe/Personal Essay Which restaurant are you reviewing? What is your strategy for evaluating your locale?
Week	Date	Topics, Readings, Assignments, Deadlines

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8	T 10/8	**Due:** "Week 7" Module Activities Review Sample 5 How does the writer use visuals to establish their credibility and make their case?
8	TH 10/10	**Due:** Feedback: Where did you go? What was your experience?
9	T 10/15	**Due:** "Week 8" Module Activities Review Sample 6 Pre-write for restaurant review: Menu, Ambience, Hi(story)
9	TH 10/17	Optional in-class writing/feedback day
10	T 10/22	**Due:** "Week 9" Module Activities Workshop restaurant review
10	TH 10/24	Go over prompt for webpage Discuss features of the form: how to make a multimodal argument Form groups
11	T 10/29	**Due:** "Week 10" Module Activities Brainstorm ideas for webpage topic: Is it contestable? Is it defendable? Why should it matter to you and your audience?
11	TH 10/31	Pitch your ideas (topic "speed dating") Outline proposal

Week	Date	Topics, Readings, Assignments, Deadlines
12	T 11/5	**Due:** "Week 11" Module Activities Review Sample 7
12	TH 11/7	**Due:** Restaurant Review Lateral reading: locate sources
13	T 11/12	**Due:** "Week 12" Module Activities Review summary, analysis, and synthesis
13	TH 11/14	Synthesize quotations/summaries from sources 1 and 2 to use for webpages
14	T 11/19	**Due:** "Week 13" Module Activities Work on webpages
14	TH 11/21	Optional in-class writing/feedback day
15	T 11/26	**Due:** "Week 14" Module Activities Workshop webpages
15	TH 11/28	Thanksgiving Holiday – No class
16	T 12/3	**Due:** "Week 15" Module Activities Go over prompt/notes for self-reflection essay and online portfolio; begin pre-writing
16	TH 12/5	Compose self-reflection essay
17	T 12/10	**Due:** Webpage and Self-Reflection Essay and Online Portfolio