

First Year Writing Section AC

ENGL 1A

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

Contact Information

Instructor: Michael Noah Ford

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Office: FOB 220 (Faculty Office Building)

Office Hours

Mondays and Wednesdays

Monday, Wednesday, 3:00 PM to 4:00 PM, FOB 220 (Faculty Office Building)

Course Information

In this course we will learn how to improve both writing and critical thinking skills. and the ability to apply these strategies to reading, writing, and life. Students will gain insights into both the writing process, as well as how to argue effectively through rhetorical analysis. We will thematically explore writing not only as a useful tool for school and work, but also as a means for personal growth.

Lecture

Monday, 1:30 AM to 2:45 AM, HGH 124

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>)

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

This course's goal is to help students construct coherent, nuanced arguments that reflect diverse beliefs and opinions. Students will write analytical and argumentative essays based on research on a topic that interests them.

Three major projects will be assigned: a personal narrative, an argumentative essay, and a multimodal persuasive presentation, which includes an argument and research based essay. Each project will help you develop essential communication strategies and critical thinking skills.

Revision is also a key component of the writing process. As such, throughout the semester, students will collaborate through peer review, workshop, and group discussion of each other's work. Your final products are important, but deep engagement in the writing process plays an equally critical role in this class!

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

- *Various Authors. Writing Spaces: Readings on Writing, vols. 1-5. Parlor Press, multiple dates.*

These books are open-source textbooks, which means they can be downloaded in whole or in part for free at: [https://writingspaces.org/writingspaces.org_\(https://writingspaces.org/\)](https://writingspaces.org/writingspaces.org_(https://writingspaces.org/))

Students will not be required to purchase a textbook for this class. All reading assignments and texts will be provided via Canvas. Since we'll be working with texts digitally, students should be prepared to bring a laptop, etc. We will be reading many essays from the many volumes of books below.

Everything's an Argument with Readings

Author: Andrea Lunsford, John Ruskiewicz, and Keith Walters

Publisher: Bedford/St. Martin's (October 2, 2015)

Edition: Seventh Edition

Price: Free Sections in Readings File (in Files)

Course Requirements and Assignments

ENGLISH 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 7½ hours a week, to prepare for class and complete reading and writing assignments. **This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form.**

I have designed the work using the math below to guide us. I will refer to it often to help you manage this workload over the semester. We will also have individual conferences to check-in on classwork.

Assignment sheets will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, visual, etc.). There will also be reading assignments and options for group projects.

Below are the assignments that will be required:

<u>Major Writing Assignments</u>	<i>Additional Assignments</i>
• Literacy Narrative	• In-class writing, each class
• Critical/Argumentative Essay	• Respond weekly to readings
• Multimodal Persuasive Project	• Practice peer review editing
• Final Portfolio	• Participate in group activities & presentations
	• Create an MLA annotated bibliography

✓ Grading Information

Department Grading Policy Requirements for particular assignments vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into **three major areas**: *content* (this includes sophistication of thought *organization, and expression*).

All assignments, quizzes, and exams are graded on a traditional A-F scale. This course must be passed with a C- or better, as a CSU graduation requirement. This is a course with assignments totaling 100%, following the standard A-F scale. You must submit all work on time. Any unexcused late work will be graded down a full letter grade, after the announced deadline has passed. If there is a reason you cannot make a deadline please contact me as soon as possible, so that we may mitigate the situation.

On Academic Integrity and Artificial Intelligence (AI) Tools Usage: Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT or Gemini, to complete essays or other assignments constitutes a violation of the University's Academic Integrity Policy (sjsu.edu/senate/docs/F15-7.pdf). *AI-generated submissions are not permitted and will be treated as plagiarism.*

Attendance: I hope everyone can join in for every class, but life happens! If you know you will miss a class ahead of time, please contact me directly. If there is a reason you cannot make a deadline contact me before the deadline. Late Policy: Most proposed regular assignment deadlines will be Mondays at 1:29 PM PT (unless otherwise indicated) with work uploaded to Canvas. Deadline dates and times are subject to change, but I will notify the class of any proposed changes in advance.

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	WED: 8/21	<ul style="list-style-type: none"> • In-Class: Welcome Class Introduction • Syllabus Overview • Assignment and Workflow Discussion
2	MON: 8/26	Read Before Class: <ul style="list-style-type: none"> • "Learning to Read and Write," Fredrick Douglass • "Composition as a Write of Passage," Nathalie Singh-Corcoran In-Class: Writing, questions and discussion on readings <ul style="list-style-type: none"> • Introduction to the Writing Process: Pre-writing, Brainstorming and AI • Introduction to Project 1: Literacy Narrative
2	WED: 8/28	Read Before Class: <ul style="list-style-type: none"> • "Looking for Trouble: Finding Your Way into a Writing Assignment," Catherine Savini DUE Before NEXT SUNDAY (@11:59PM Class): Reading Response #1 In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Introduction to the Writing Process: Prewriting; Drafting
3	MON: 9/2	LABOR DAY - NO CLASS
3	WED: 9/4	Read Before Class: <ul style="list-style-type: none"> • Workin' Languages: Who We Are Matters in Our Writing," Alvarez, Wan, and Lee • "Mother Tongue," Amy Tan In-Class: In-class writing, discussion on readings and any questions <ul style="list-style-type: none"> • Introduction to the Writing Process: Literacy Narrative; Brainstorm on Project #1

4	MON: 9/9	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Writing Autobiography," bell hooks • "Weaving Personal Experience into Academic Writing," Marjorie Stewart <p>DUE Before Class: Reading Response #2</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Reflection & Narrative; Group activity
4	WED: 9/11	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Reflective Writing and the Revision Process- What Were You Thinking?" Sandra L. Giles <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Revision and Reflection; Group activity
5	MON: 9/16	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Everything is an Argument," Lunsford, Ruskiewicz, and Walter • "Critical Thinking in College Writing," Gita DasBender <p>DUE Before Class: Project #1: Draft #1 & Reading Response #3</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Critical Thinking; Group activity
5	WED: 9/18	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "How to Write Meaningful Peer Response Praise, " by Ron DePeter <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Peer Review; Group activity
6	MON: 9/23	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Rhetorical Analysis," Lunsford, Ruskiewicz & Walters • "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis," Laura Bolin Carroll <p>DUE Before Class: Reading Response #4</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to Project #2; The Argumentative Essay; Writing Process: Audience
6	WED: 9/25	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Arguments Based on Pathos, Logos And Ethos," Lunsford, Ruskiewicz & Walters • "Rhetorical Strategies," Purdue OWL® - Purdue University <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Audience; Group Activity: The Dating Profile, Rhetoric, and Persuasion
7	MON: 9/30	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "How to Write With Style" (Vonnegut) • "Navigating Genres," Kerry Dirk <p>DUE Before Class: Reading Response #5</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Style; Group Activity; Mid-Semester Evaluation

7	WED: 10/2	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Writing with Force and Flair," William T. FitzGerald <p>DUE END OF Class: Project #1 - Final Draft & Mid-Semester Evaluation</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Style; Group Activity • Introduction to Project #2 - The Argumentative Essay
8	MON: 10/7	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Grammar, Rhetoric, and Style," Craig Hulst • "Punctuation's Rhetorical Effects," Kevin Cassell <p>DUE Before Class: Reading Response #6</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Grammar & Punctuation; Group Activity; Project #2: Brainstorm
8	WED: 10/9	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "The Complexity of Simplicity- Invention Potentials," Colin Charlton <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Thesis Statement & 5 Paragraph Essay
9	MON: 10/14	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Introduction to Primary Research: Observations," Dana Lynn Driscoll • "Doing Research," Bullock, Goggin, and Weinberg <p>DUE Before Class: Reading Response #7</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Group Activity; Writing Process: Research
`	WED: 10/16	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Everything Changes, or Why MLA Isn't (Always) Right," Janice R. Walker <p>https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_format https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_format</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Group Activity; Writing Process: Research; Review MLA Bibliography
10	MON: 10/21	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Finding the Good Argument OR Why Bother With Logic?" Rebecca Jones • "Causal Arguments," Lunsford, Ruskiewicz, and Walter <p>DUE Before Class: Project: #2: Draft #1 & Reading Response #8</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Logic & Argument; Group Activity
10	WED: 10/23	<p>Read Before Class:</p> <ul style="list-style-type: none"> • "Fallacies of Argument," Lunsford, Ruskiewicz & Walters <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Group Activity; Writing Process: Logical Fallacies; Peer Review

11	MON: 10/28	Read Before Class: <ul style="list-style-type: none"> • "Analyzing Multimedia Arguments," Lunsford, Ruskiewicz & Walters • "Make Your "Move" Writing in Genres," Jacobson, Pawlowski, & Tardy DUE Before Class: Writing on Reading Response #9 In-Class: Writing exercises and discussion on readings; Peer Review; Introduction to Multimodal
11	WED: 10/30	Read Before Class: <ul style="list-style-type: none"> • Thinking Across Modes & Media (Baking Cake)- Two Techniques for Writing with Video, Audio, & Images," In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Group Activity: Introduction to Project #3
12	MON: 11/4	Read Before Class: <ul style="list-style-type: none"> • "Visual Rhetoric," Lunsford, Ruskiewicz & Walters • "Understanding Visual Rhetoric," Jenae Cohn DUE Before Class: Project #2: FINAL Draft & Reading Response #10 In-Class: Writing exercises and discussion on readings; Group Activity; Project #3 Brainstorm
12	WED: 11/6	Read Before Class: <ul style="list-style-type: none"> • " Creating Multimodal Texts" In-Class: Writing exercises and discussion on readings; Group Activity;
13	MON: 11/11	Veteran's Day - No Class
13	WED: 11/13	Read Before Class: <ul style="list-style-type: none"> • "Presenting Arguments," Lunsford, Ruskiewicz & Walters • "Why to Make an Argument," Lunsford, Ruskiewicz & Walters In-Class: Presentation Assignment; Group Activity
14	MON: 11/18	Read Before Class: <ul style="list-style-type: none"> • "'I need you to say 'I'" - Why First Person Is Important in College Writing," Kate McKinney Maddalena • "Exigency - What Makes My Message Indispensable to My Reader," Quentin Viregge DUE Before Class: ; Reading Response #11 In-Class: Portfolio Assignment; Group Activity
14	WED: 11/20	Read Before Class: <ul style="list-style-type: none"> • "Murder! (Rhetorically Speaking)," Janet Boyd DUE Before Class: Project #3: Draft #1 In-Class: Individual Meetings; Peer Review
15	MON: 11/25	Read Before Class: <ul style="list-style-type: none"> • "The Evolution of Imitation- Building Your Style," Craig A. Meyer DUE Before Classes: & Reading Respose #12 In-Class: Individual Meetings; Peer Review
15	WED: 11/27	Thanksgiving Holiday - No Class

16	MON: 12/2	In Class: PRESENTATIONS
16	WED: 12/4	In Class: PRESENTATIONS
17	MON: 12/9	In Class: PARTY! (& PRESENTATIONS if needed) DUE: Final Class Evaluation
Final Exam	TUES: 12/17	DUE (on Canvas): Project #3 FINAL Draft; Completed Portfolio