

# First Year Writing Section 13

## ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/23/2025

### Contact Information

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Office Hours: M/W 6-8 PM and via zoom w appointment.

Class Days/Time: M/W 4:30 PM - 5:45 PM

Classroom: Boccardo Business Center 122

Prerequisites: Completion of Reflection on College Writing

GE/SJSU Studies Category: GE Area A2 Written Communication I

### Course Description and Requisites

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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

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### 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>)

# Classroom Etiquette

NO PHONES ALLOWED unless it is an emergency

Be mindful of what you choose to write about. Faculty are mandated reporters.

Respect others' freedom of expression

Come to class with a positive attitude; be respectful and mindful

## Program Information

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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)

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## General Education Learning Outcomes (GELOs):

### 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

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Notebook

Pen / Pencil

Highlighter

Sporadic access to a printer: Printing rough drafts is required before peer review days

Laptop, iPad, (anything you need to access CANVAS, write, and upload files)

All required readings will be available on CANVAS under "Course Schedule." To access each required reading, click on the URL which is under the date that the reading was assigned on.

## Course Requirements and Assignments

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The bulk of this course are 6 papers, three of which will be rough drafts and the remaining three will be finalized drafts. You will also hand-write responses, peer review written work, conduct group projects and presentations, annotate readings, and write a final portfolio.

By the end of a successful semester you will have written a total of at least 8,000 words.

The 6 papers are divided into three categories:

### **Personal Narrative**

### **Argumentative Essay**

### **Rhetorical Analysis**

Students are required to write 1100 word rough drafts and 1100 word final drafts for each of the above categories.

After each rough draft due date, each student is required to print a physical copy of their rough draft for peer review upon arrival to the following class meeting.

Hand-written responses, some presentations, and annotations will be based on questions pertaining to assigned readings. In other words, read the assignments for successful understanding and completion of specific assignments. Guidelines and instructions for each assignment (class work and homework) will be clearly explicated in class.

Last but not least, students are required to submit a **Final Portfolio** which will include the following three documents:

### **The 1A Prerequisite Reflection**

Remember the letter you wrote to Keenan Norris before enrolling in this class? Include this document in your final portfolio.

### **An essay of your choice that you've written in this class**

Choose one of the three major essays you have written for this class that you would like to include in your final portfolio: for students, this is usually the work they are most proud of and / or enjoyed writing the most.

### **600 word reflection on learned skills**

In at least 600 words, reflect on what skills you have acquired

# ✓ Grading Information

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## Determination of Grades

- Late assignments will automatically be one letter grade lower
- In-class assignments like peer review, presentations, annotations, group projects, and hand-written work must be submitted in class for full credit
- A grade of at least C- is required to pass this course
- Commanding AI to produce a piece of writing and presenting it as your own will automatically result in a zero for the assignment in which AI was used for
- Plagiarizing is presenting someone else's work as your own with the intention of receiving credit for it; someone's original work is considered intellectual property, thus plagiarism constitutes intellectual theft and academic dishonesty. Plagiarism for any assignment will result in a zero for that assignment.
- Personal Narrative: 20%
- Argumentative Essay: 20%
- Rhetorical Analysis: 20%
- Peer Review, Presentations, Group projects and hand-written work: 25%
- Final - Portfolio: 15%

*A plus = 1000 to 970 points*

*A = 969 to 940 points*

*A minus = 939 to 900 points*

*B plus = 899 to 870 points*

*B = 869 to 840 points*

*B minus = 839 to 800 points*

*C plus = 799 to 770 points*

*C = 769 to 740 points*

*C minus = 739 to 700 points*

*D plus = 699 to 670 points*

*D = 669 to 612 points*

*D minus = 639 to 600 points*

*F = 599 points or lower*

## University Policies

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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

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1/27	Introduction to the course. Syllabus overview via Canvas.  Group activity <b>In-class</b>
	<b>Read</b> <i>A Writing Assignment, A Way of Life</i> <a href="https://www.jstor.org/stable/3650535?casa_token=n_6ubgr2PccAAAAA%3ADaVZmyTRfMj9dxB8MeDNCsJJJ6Ri32pmTCTwdi_AJX0zhfWZmi4rmBz8">https://www.jstor.org/stable/3650535?casa_token=n_6ubgr2PccAAAAA%3ADaVZmyTRfMj9dxB8MeDNCsJJJ6Ri32pmTCTwdi_AJX0zhfWZmi4rmBz8</a>  <b>Prepare Occasional Paper- Presentations due next class meeting</b>
1/29	Occasional Paper Presentations
2/3	Introduction to the Argumentative Essay

2/5	
2/10	<p>Writing activity timed</p> <p>Group discussion</p>
	<p>First argumentative essay Draft is due @11:59 PM.</p> <p>Read <i>What is Academic Writing?</i></p> <p><a href="https://wac.colostate.edu/books/writingspaces1/irvin--what-is-academic-writing.pdf">https://wac.colostate.edu/books/writingspaces1/irvin--what-is-academic-writing.pdf</a></p> <p>Prepare for writing quiz.</p>
2/12	<p>Writing Quiz</p> <p>Practice Close Reading</p>
	<p>First argumentative essay Draft is due @11:59 PM.</p>
2/17	<p>Group work: Annotating the reading (what is the artist of this song conveying to their audience? use lyrics to supp</p>
	<p>Argumentative Essay Rough Draft Due @ 11:59 PM.</p>
2/19	<p>Peer Review</p>
	<p>Peer Review Activity Due before end of class <b>today</b>.</p> <p>Argumentative Rough Draft Due <b>tonight</b> @ 11:59 PM.</p>
2/24	<p>Group Activity: who would you hire? resume writing</p>



	Argumentative Essay Final Draft Due @ 11:59 PM.
2/26	Common things to watch out for in finalizing drafts
	Argumentative Essay Final Draft Due @ 11:59 PM.
3/3	In-class working on rough drafts, I'm available for any questions.
3/5	Activity: Proofreading your work.
	Argumentative Essay Final Drafts due <b>tonight</b> .
3/10	Timed writing exercise Introduction to Personal Narratives
	<b>Personal Narrative Rough Drafts due</b>
3/12	Group Activity: discussing what we wrote in the timed exercise and identifying story-telling techniques
	<b>Personal Narrative Rough Drafts</b>  Read <i>Analysis of Personal Narratives</i> by Catherine Kohler Riessman <b>Quiz Wednesday</b>  <a href="https://marcuse.faculty.history.ucsb.edu/projects/oralhistory/2002RiessmanAnalysisOfPersonalNarratives.pdf">https://marcuse.faculty.history.ucsb.edu/projects/oralhistory/2002RiessmanAnalysisOfPersonalNarratives.pdf</a>
3/17	Writing Quiz pertaining to reading  Class discussion

3/19	<p>Unscramble the following sample story elements and order them chronologically to your liking.</p> <p>Get Creative! In groups. You may spin the story as a comedy, tragedy, romance, or other genres you like.</p>
	<p><b>Read</b> <i>Backpacks vs. Brief cases: steps toward Rhetorical Analysis</i>.</p> <p><a href="https://wac.colostate.edu/books/writingspaces1/carroll-backpacks-vs-briefcases.pdf">https://wac.colostate.edu/books/writingspaces1/carroll-backpacks-vs-briefcases.pdf</a></p> <p><b>Quiz on Wednesday</b></p> <p><b>Personal Narrative Rough Drafts due @ 11:59 PM.</b></p>
3/24	<p>Writing Quiz</p> <p>What is rhetoric and why is it used?</p>
	<p><b>Personal Narrative Rough Drafts due @ 11:59 PM.</b></p>
3/26	<p>Peer Review</p>
3/31	<p>Watching speeches by influential speakers and analyzing their rhetorical techniques.</p>
4/2	<p>Writing activity - timed</p> <p>Discussion</p> <p>Group work</p>
4/7	<p>Watching media together and thinking critically about it.</p>
	<p><b>Personal Narrative Final Draft Due</b></p>

4/9	Common areas of revision in Personal Narratives
	<b>Personal Narrative Final Draft Due Tonight @ 11:59 PM.</b>
4/14	Election Debrief Introduction to Rhetorical Analysis
4/16	
4/21	Analyzing the media we watched as a class. Each group is responsible for one portion.
	<b>Rhetorical Analysis Rough Draft Due @ 11:59 PM.</b>
4/23	Put class rhetorical analysis together.
	<b>Rhetorical Analysis Rough Draft Due @ 11:59 PM.</b>
4/28	Writing Workshop: Writing our prompts for rhetorical analysis of media of our choice
	<b>Rhetorical Analysis Rough Draft Due tonight @ 11:59 PM.</b>
4/30	Peer Review Introduce portfolio final project.
	<b>Rhetorical Analysis Final Draft Due @ 11:59 PM</b>
5/5	

5/7	Complete Missing Assignments - Last day to submit them 5/12
5/12	Final Portfolio Due 5/15 @ 11:59 PM.
	Rhetorical Analysis Final Draft Due tonight @ 11:59 PM
	PUTLOCK FINAL Portfolio DUE 5/15