

First Year Writing Section 36

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

Hi! I'm Professor Au-Co (O-ka) Tran. And I will be guiding you through our 100W course this semester.



Section	Days/Time	Location
36	T/TH 3:00PM - 4:15PM	BBC 128

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a fully in-person course.

Course Information

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

* 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>)

A note about life, etc etc.

If there's anything that 2020 has taught us, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments. But it is **your** responsibility to reach out to me so we can work out a plan together. I can't know you need help/accommodations unless you tell me.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

Submissions and Late Policies

Submissions: With a few exceptions that I will inform you beforehand, I will only accept submissions on Canvas.

Late Policy: Please keep in mind that the pacing of this class leaves very little room for late submissions. That said, I do have specific time periods for each assignment category for which I will accept late work. These will be reflected in each Canvas assignment. ("Deadline": the assignment is due and you can get full credit if you submit the assignment before that date/time. "Available until": you can get partial credit if you turn it in by this date.) Once the assignment is closed, I will no longer accept late work.

- **For warm ups:*** these are the only assignments for which I will not accept after the deadline has closed. You are given time in class to do the assignment and will have until midnight Thursday each week to submit the assignment (for both Tuesday and Thursday warm ups).
- **For activities:*** assignments will be accepted up to a week after the deadline has closed for partial credit. (1-2 points off, depending on assignment. This includes Annotated Bibliographies.)
- **For rough drafts:** submissions will be accepted up to two days after the deadline, but it is up to you to find a peer to review and give you feedback; on assignments I provide feedback for, feedback from me is not guaranteed.
- **For Peer Reviews:** late work will be accepted case by case, but these assignments are time sensitive as your peers need your feedback to start on their revisions for their final draft. As with the rough draft, I won't accept Peer Review feedback more than two days after the day of the peer

review in class.

- For Presentations: You always know in advance when you are expected to have a presentation/interview. If you ask to switch within two days of your assigned presentation day, your final grade will automatically lose 25%, so the highest grade you can get for the assignment is 75%.
- For major assignments: The first two projects, I will accept up to two weeks after the initial deadline with 25% taken off, so you will not be able to get higher than a 75%. I won't accept late work for the final project as it's a group project and you will also present it on the last day.

*Warm-ups and Activities are usually scaffolding assignments, which means they are intended to build off of previous assignments and to set up future/larger assignments. So the order in which I have assigned them to you are intentional. If you miss one and do it later, that most likely renders the assignment not as helpful. So for that reason, late Warm-ups and Activities are not accepted after the assignment closes.

Extensions: Extension requests only apply to the three major assignments and are not applicable to any other assignment. To request an extension, fill out the Extension Request Form before the deadline. The form is posted in the General Information Module. You won't be docked points if you submit your request before the deadline. Request forms submitted after the deadline will not be accepted.

To waive the docked points penalty for late submissions for in-class activities, you must ask a peer for the prompt and do the assignment on your own before coming to office hours within two weeks of when the assignment was given. If the assignment is closed by the time you try to submit, submit it as a comment on the assignment.

Copyrighted Materials

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law ([S12-7 \(https://www.sjsu.edu/senate/docs/S12-7.pdf\)](https://www.sjsu.edu/senate/docs/S12-7.pdf)). I am the exclusive owner of copyright in all materials created for the purpose of this class. For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent**. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

General Class Protocol

Attendance: You are expected to show up every day we have a meeting and participate.

You don't need to inform me if you have to miss a class. You can just check the weekly bulletins (explained below) on Canvas and with your peers on Discord for materials missed. If there's anything that you still need clarification on, come to office hours or make an appointment. Please don't simply

message me and ask "did I miss anything important?"

DO let me know if there are larger issues that require you to miss several classes and we'll figure out a solution together.

Food & Drink: I would prefer it if you didn't eat during class as it can be distracting to your classmates and myself. However, if you absolutely must need to eat something, please only have quiet foods with no overwhelming smells. (No chips, crunchy fruits, fish, etc.) Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

AI & Plagiarism Policies

This class aims to help you develop your voice as a writer; you will be asked to talk about your own lived experiences and transform those stories into something meaningful in writing. Similarly, you will also be asked to think critically about the world around you. So the use of AI would be unproductive to those goals and to yourselves as writers, designers, and most of all, learners.

Therefore, AI tools are not allowed in this course. Any use of such tools will be considered a violation of the course policy.

Any assignment that is found to have used generative AI tools in unauthorized ways will be treated according to [San Jose State's AI and Plagiarism Policy \(https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism\)](https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism). Non-compliance will result in a meeting with me to address the violation and determine corrective actions, such as resubmission.

Please also go over general University plagiarism policies in the link above to make sure you're not accidentally participating in plagiarizing.

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)

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

All readings are posted on your Syllabus on Canvas.

Required Technology

An electronic device (laptop, desktop, tablet): You will need this for almost every class as most of our coursework is on Canvas. SJSU has a [free equipment loan program](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php) (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php>) available for students.

Internet access: You're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere website](https://www.sjsu.edu/learnanywhere/) (<https://www.sjsu.edu/learnanywhere/>) for wi-fi options on campus.

The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Zoom: all office hours will take place on Zoom (in-person appointments available given enough notice).

Discord (optional, but highly recommended): This is a good tool for asking general Qs when I am unavailable and bouncing ideas off of your peers if you're stuck.

Library Liaison: Peggy Cabrera

- Email: Peggy.Cabrera@sjsu.edu
- Phone: 408-808-2034

Course Requirements and Assignments

This course emphasizes the idea that writing is a process, not product. Assignments are meant to get you into the habit of building effective writing habits (brainstorming, outline, pre-writing, etc). As such, I encourage you to view each assignment as one part of a larger whole as they are all meant to build on top of each other.

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Weekly Bulletins: At the beginning of the week, I will post relevant information pertaining to that week's material such as reminders, articles, Google docs, notes. It is your responsibility to check those weekly announcements before asking me any questions; most likely, the answer could be found there.

Assignment Format: I encourage you to bring in your personality into the way you format your assignments, even if it's an essay. From font, to title, to color--make it you and make it fun. Some requirements are as follows:

- Please make it legible. No cursive font in yellow on a neon green background. I'm old and I have old eyes.

- Must have MLA format (heading, page number, date)
- Must follow all of the project's requirements (max word count, citations, etc.)

Formatting Resource: Owl Purdue Online Writing Lab
(<https://owl.english.purdue.edu/owl/resource/747/01/>)

Major Assignments

100 Years: You will write an essay about a book, film, artist of your choice that you think will still be discussed in 100 years.

Open Letter: You will write an open letter to a specific audience about a specific topic

Gen Z Ethnography Lecture (Final Project): You will work in a group to prepare a lecture to teach a specific audience about a topic. This project is a culmination of the earlier projects in this class arranged in the form of an informative presentation & lecture, with you serving as the professor.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until midnight on Thursday to complete and submit warm-ups for both days.

Activities: Activities will be done in class, most often in groups.

Rough draft outline: Instead of a completed rough draft in essay form, you will be asked to submit a detailed rough draft of your essay. This will help your peers and myself understand the overview of your paper and how your thoughts are organized. Remember: rough drafts are meant to be rough. I encourage you to include ideas you're not sure about or questions you're specifically concerned about so we know what to focus our feedback on. The outline draft should be as close to complete as you can get it; otherwise, your peers and I will not have much to provide feedback for your revision. Note: this must be submitted as an outline. Anything else will result in docked points.

Peer Review: For your all projects, you will be given time to read your peers' rough drafts, as well as have them read yours. This is an essential step in the writing process: to step away from your work and get fresh eyes on it

Participation: My lectures are discussion-based, meaning I aim to be more of a moderator rather than someone talking at you for an hour and 15 minutes. I do not want to be the only one talking; you do not want me to be the only one talking. So please show up, ask good questions, listen with care and compassion. (Bonus: you get a little prize from me for speaking up!)

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

✓ Grading Information

A (93-100); A- (90-92);
B+ (88-89); B (83-87); B- (80-82);
C+ (78-79); C (73-77); C- (70-72);
D+ (68-69); D (63-67); D- (60-62);
F (<60)

- **I use conventional rounding methods when determining percentages.** 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- **I do not round up whole percentages.** For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no.
- **You have two weeks from the date the grade is posted to make an appointment with me to ask about it.** (Canvas always notifies you when your grades are posted, along with any comments. That's why you should have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have **one week** to ask me.

Keep in mind, you need a C- or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Breakdown

I grade on a weighted system for the following sections. See below for detailed assignment breakdown.

For specifics on learning outcomes and goals, look under Course Learning Outcome section above.

UNIT	PROJECT NAME	GELO	WORD COUNT	%
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1	<p>100 YEARS ESSAY</p> <p>The 30% includes the following completed during this unit:</p> <ul style="list-style-type: none"> • Warm Ups • Activities • Rough Drafts & Peer reviews • Conferences • Self-Evals 	1-5	<p>100 YEARS ESSAY: 1000 words</p> <p>Scaffolding assignments: 2000 words</p>	30%
2	<p>OPEN LETTER</p> <p>The 30% includes the following completed during this unit:</p> <ul style="list-style-type: none"> • Warm Ups • Activities • Rough Drafts & Peer reviews • Conferences • Self-Evals 	1-5	<p>OPEN LETTER: 1000 words</p> <p>Scaffolding assignments: 2000 words</p>	30%
3	<p>GEN Z LECTURE</p> <p>The 30% includes the following completed during this unit:</p> <ul style="list-style-type: none"> • Warm Ups • Activities • Self-Evals 	1-5	<p>GEN Z LECTURE: 1000 words</p> <p>Scaffolding assignments: 1000 words</p>	30%
	READING PRESENTATION	1-4	500 words	5%
	PORTFOLIO ASSESSMENT	1-4	500 words	5%
Total		///	4000 words of revised final draft 9000 words total	100%

Criteria

General criteria for essays: I assess most of the written assignments by examining three categories: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment. This is just a general assessment of what I'm looking for in each letter grade.

For 5 secret e x t r a c r e d i t points applied to a major assignment of your choosing: Send in a meme, Tiktok, post, something silly/ridiculous that relates to anything related to our class. It can be connected to literally any topic we have mentioned within the four walls of our classroom. This means anything tangential, anything I or any of your peers have mentioned in passing, a meme I've shared, something related to a specific project, anything at all.

Along with the meme/post, write a couple of sentences explaining how it relates and/or what made you think of our class. I will only accept submissions starting Week 3 of the semester and will close submissions on the last day of instruction (May 8).

Most importantly, the first rule of this secret assignment is that we do not discuss this secret assignment out loud in class.

Now back to our regular programming of Grading Criteria for Essays.

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors. A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

University Policies

Per [University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: The schedule is subject to change with fair notice in class or via notice on Canvas.

If the links to the readings don't work when you click on them, open the link in a new tab and it should show up.

WK	DATE	MONDAY	DATE	WEDNESDAY	UNIT
1			1/23	Syllabus "Getting to know you" on Canvas Syllabus Quiz & Contract	
2	1/28	Introduce 100 Years Prompt Read Week 2 Bulletin	1/30	In Class Discussion Reading: "How to Write With Style" (Vonnegut)	1
3	2/4	Read Week 3 Bulletin Reading: IC Chapter 1 - Understanding Yourself as a Writer	2/6	Read Week 2 Bulletin Reading: The Poison Fish (Macroie)	
4	2/11	Read Week 4 Bulletin Reading: Writing in the Age of Distraction (Doctorow)	2/13	Reading: Essay Planning (Linford) DUE: 100 YEARS ANNOTATED BIB	
5	2/18	Read Week 5 Bulletin Sept 17: Last day to drop DUE 2/17 (MONDAY): 100 Year Out line PEER REVIEW IN CLASS Reading: "Shitty First Drafts" (Lamott)	2/20	CONFERENCES DAY 1	

6	2/25	Read Week 6 Bulletin CONFERENCES DAY 2	2/27	Introduce Open Letter Prompt Read Week 5 Bulletin Reading: They Say/I Say (Birkenstein, Graff, Durst) . DUE: FINAL 100 YEARS ESSAY	2
7	3/4	Read Week 7 Bulletin Reading: Evaluating Your Sources (SJSU Writing Center) . DUE 100 YEARS SELF-EVALUATION	3/6	In Class Discussion Reading: "The Art of Quoting" (Birkenstein, Durst, Gerald) .	
8	3/11	Read Week 8 Bulletin Reading: Male Teachers are Most Likely to Rate Highly in University Student Feedback (Crossley, Johnston, and Fan) .	3/13	DUE: OPEN LETTER ANNOTATED BIB Reading: Ways of Reading (Bartholomae, Petrosky) .	
9	3/18	Read Week 9 Bulletin Reading: Education in the (Dis)INformation Age (Shaffer) .	3/20	DUE 3/19 (Wed): Completed Open Letter Outline: PEER REVIEW Reading: Misinformation and Biases Infect Social Media (Ciampaglia & Menczer) .	
10	3/25	Read Week 10 Bulletin CONFERENCES DAY 1	3/27	CONFERENCES DAY 2	
11	4/1	SPRING BREAK			

12	4/8	Read Week 12 Bulletin Introduce Gen Z Ethnography Prompt] DUE: FINAL DRAFT OF OPEN LETTER	4/10	In Class Discussion DUE: OPEN LETTER EVAL	3
13	4/15	Read Week 13 Bulletin	4/17	In Class Discussion Introduce Gen Z Ethnography Prompt In Class Discussion	
14	4/22	Read Week 14 Bulletin	4/24	In Class Discussion	
15	4/29	Read Week 15 Bulletin DUE: GEN Z ETHNO ANNOTATED BIB	5/1	In Class Discussion	
16	5/6	Read Week 16 Bulletin	5/8	PRESENTATION MATERIALS DUE ON CANVAS ETHNOGRAPHY PRESENTATIONS	
Final due date (We don't meet this day)	5/15: EVALUATIONS: SELF AND GROUP				