

# First Year Writing Section 61

## ENGL 1A

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/14/2022

### Contact Information

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Instructor(s): Christopher Dizon

Office Location: Faculty Office Building 115

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Office Hours: By appointment on Wednesdays 12:00 to 2:00 PM

Class Days/Time: Section 61 Mondays and Wednesdays 10:30 AM to 11:45 AM

Classroom: Boccardo Business Center 122

### 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>)

## 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 Goals

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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, an expository essay, and an argumentative essay. Each essay will refine an essential component of successful communication. In addition, shorter writing assignments and collaborative work supplement the goal of each project, intensifying rhetoric through a gamified lens. 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.

## Course Learning Outcomes (CLOs)

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### 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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You will not be required to purchase a textbook for this class. The readings scheduled in the syllabus will all be read as part of our collaboration to understand 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. You will also find readings of your own as you explore how the monomyth applies/does not apply to help us think about the social issue you are asking us to explore with you. The reading assignments and texts will be provided via canvas.

## Course Requirements and Assignments

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You will be required to 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 personal narrative, the expository essay, and the argumentative essay. Each essay 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.

## Grading Information

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### Personal Narrative (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

### Expository Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

### **Persuasive Essay (20 points)**

Outline and draft proposal: 5 points

Partial draft: 5 points

Full draft: 5 points

Draft letter: 5 points

### **Assignments (30 points)**

Each 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 reflective prompts assigned afterwards. Like discussion boards, more than 15 assignments will be assigned during the course.

### **Portfolio (10 points)**

Annotated Bibliography: 5

Reflection Essay: 5

Total points possible: 100

## **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
- While minor assignments may be turned in late, 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 a day 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 50 to 59 percent of the total points possible.*

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). 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
		<i>The schedule may change; however, you will be notified ahead of time.</i>
1	Mon 8/22	<b>Welcome!</b>  In class: Introduction, Syllabus, Class work-flow,  Read for next meeting: "Shitty First Drafts" + "Spotlight"  Assignment: Response to Anne Lamont + Spotlight
1	Wed 8/24	In class: The writing process, personal narrative, pathos  Assignment: Dan Harmon + Stories
2	Mon 8/29	In class: Jigsaw Narrative  Assignment: Dan Harmon + Outlines
2	Wed 8/31	In class: Pathos + Why you mad? + Prewriting  Assignment: Personal Narrative Outline + Essay Proposal
3	Mon 9/5	<b>LABOR DAY</b>  No Class Meeting
3	Wed 9/7	In class: Top 5 Introductions + Top 10 stories  Assignment: Read Machado + Response + Introduction
4	Mon 9/12	In class: Slang + Codeswitching  Assignment: A body paragraph in code
4	Wed 9/14	In class: Peer Review  Assignment: Personal Narrative Partial Draft + Peer Review
5	Mon 9/19	In class: Explaining Fandom to Dinosaurs  Assignment: Syllogisms + Personal Narrative

Week	Date	Topics, Readings, Assignments, Deadlines <i>The schedule may change; however, you will be notified ahead of time.</i>
5	Wed 9/21	<b>Assignment Due:</b> <b>Personal Narrative Full Draft + Draft Letter</b>
6	Mon 9/26	<b>In class:</b> Logos + The Expository Essay <b>Assignment:</b> Werewolf Rhetoric
6	Wed 9/28	<b>In class:</b> Werewolf Rhetoric <b>Assignment:</b> Explain 3 topics
7	Mon 10/3	<b>In class:</b> Rock Band <b>Assignment:</b> "How to" + Imposter Tactics
7	Wed 10/5	<b>In class:</b> Genre Improv <b>Assignment:</b> Irritated Android
8	Mon 10/10	<b>In class:</b> Explain the Game <b>Assignment:</b> Logos Prewriting
8	Wed 10/12	<b>In class:</b> Rock Band <b>Assignment due:</b> Expository Essay Outline + Proposal
9	Mon 10/17	<b>In class:</b> Ethos + Formal Arguments + Villain Monologues <b>Assignment:</b> Rhetorical Precis + Evidence
9	Wed 10/19	<b>Expository Essay Partial Draft + Peer Review</b>
10	Mon 10/24	<b>In class:</b> Logical Fallacies + Zombie Rhetoric <b>Assignment:</b> Ted Talk Arguments
10	Wed 10/26	<b>In class:</b> Tag Team Rhetoric <b>Assignment:</b> Expository Essay Body paragraph
11	Mon 10/31	<b>In class:</b> Ethos + Werewolf Rhetoric 2

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>The schedule may change; however, you will be notified ahead of time.</i>
11	Wed 11/2	<b>Expository Essay Full Draft + Draft Letter</b>
12	Mon 11/7	<b>In class: Counterarguments + E-portfolio</b> <b>Assignment: Top 5 Arguments</b>
12	Wed 11/9	<b>In class: Alien Food</b> <b>Assignment: Argumentative Essay Outline + Essay Proposal</b>
13	Mon 11/14	<b>In class: Ninja Rhetoric</b> <b>Assignment: Introduction + Conclusion</b>
13	Wed 11/16	<b>Argumentative Essay Partial Draft + Peer Review</b>
14	Mon 11/21	Thanksgiving Break
14	Wed 11/23	Thanksgiving Break
15	Mon 11/28	<b>In class: E-Portfolio + Werewolf Rhetoric 3</b>
15	Wed 11/30	<b>In class: Ninja Rhetoric 3</b>
16	Mon 12/5	<b>In class: TBD</b> <b>Assignment: Argumentative Essay Full Draft + Draft Letter</b>
16	Wed 12/7	<b>In class: TBD</b> <b>Assignment: E-portfolio submission</b>