

First Year Writing Section 62

ENGL 1A

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/17/2022

Meeting Times: TR 10:30 - 11:45

Location: Sweeney Hall 411

Contact Information

Lecturer: Chelsea Criez

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Office: FOB 215

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Office Hours

Monday, Wednesday, 11:30 AM to 1:00 PM, FOB 215

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>)

Mask Policy

Use of face coverings or masks:

- are required by all persons on campus at all times when indoors, except when alone in a private office with the door closed
- are strongly recommended when outside on campus and it is difficult to maintain at least six feet of physical distance from others

For more information, see SJSU's [Health Advisories page \(https://www.sjsu.edu/healthadvisories/\)](https://www.sjsu.edu/healthadvisories/).

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)

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

They Say I Say

Author: Gerald Graff, Cathy Birkenstein

Publisher: Norton

Edition: 5

ISBN: 9780393538700

Can I Use I? Because I Hate, Hate, Hate College Writing

Author: Catherine Pendergast

Publisher: Out of Pocket Press

Edition: 1

ISBN: 9780986145711

Course Requirements and Assignments

Essays

You will write 3 essays. Two of which will include a Rough Draft, Peer Review, and Final Draft.

Reading Responses

Each week, you will have a substantial amount of reading. In order to make sure you keep up with the weekly readings, you will have six reading responses due throughout the semester.

Participation

Most learning happens during discussion, so it is important you participate in class. However, in-class discussions are not the only factor for your participation grade; the grade also includes active listening, completing group work, submitting online assignments, and visiting office hours.

Portfolio

At the end of the semester, you will add to your Reflection on College Writing with a portfolio in which you reflect on your growth as a college writer.

Grading Information

Breakdown

Grade	Range	Notes
A	94% +	
A-	90-93%	
B+	87-89%	
B	84-86%	
B-	80-83%	
C+	77-79%	
C	74-76%	
C-	70-73%	
D+	67-69%	
D	64-66%	
D-	60-63%	
F	<60%	

Criteria

Type	Weight	Topic	Notes
Essays	35%	Written Communication	This grade is made up of Rough Drafts, Peer Review Worksheets, and Final Drafts. At the end of the semester, the lowest grade will be dropped.
Reading Responses	20%	Reading Comprehension	This grade is made up of six reading responses. At the end of the semester, the lowest grade will be dropped.
Participation	20%		This grade is made up of in-class discussion, group work, online assignments, and office hours visits.
Portfolio	25%	Reflection	

University Policies

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	Classwork
1	8/23	<p>Read: Syllabus</p> <p>In Class: Course Overview, Community Guidelines</p>

1	8/25	<p>Read: <i>Can I Use I?</i>pp. 1-11</p> <p>Due: Complete Student Survey</p> <p>In Class: Assignment #1; Brainstorming</p>
2	8/30	<p>Read: <i>Can I Use I?</i>pp. 64-79</p> <p>Due: Reading Resonse</p> <p>In Class: Outlines and Introductions</p>
2	9/1	<p>Read: <i>The Everyday Writer</i>ch. 8 (Canvas)</p> <p>In Class: Paragraphs and Transitions</p>
3	9/6	<p>Read: <i>Can I Use I?</i>pp. 93-96, 124-126</p> <p>Due: Reading Response</p> <p>In Class: Conclusions</p>
3	9/8	<p>Due: Rough Draft eoc</p> <p>In Class: Writing Workshop</p>
4	9/13	<p>Read: <i>Can I Use I?</i>pp. 33-41; <i>The Everyday Writer</i>ch. 9b (Canvas)</p> <p>In Class: Peer Review</p>
4	9/15	<p>Read: <i>Can I Use I?</i>pp. 107-123; <i>The Everyday Writer</i>ch. 9c-d (Canvas)</p> <p>In Class: Revision and Editing</p>
5	9/20	<p>Read: <i>They Say / Say</i>pp. 123-137, 291-297</p> <p>Due: Assignment #1 before class</p> <p>In Class: Assignment #2 and Academic Writing</p>
5	9/22	<p>Read: <i>They Say / Say</i>pp. 1-31</p> <p>In Class: Joining the Conversation and Brainstorming</p>
6	9/27	<p>Read: <i>They Say / Say</i>pp. 32-46</p> <p>Due: Reading Response</p> <p>In Class: Summarizing What They Say</p>
6	9/29	<p>Read: <i>They Say / Say</i>pp. 47-56; <i>Can I Use I?</i>pp. 42-45</p> <p>In Class: <i>Quoting What They Say</i></p>

7	10/4	<p>Read: <i>Can I Use I?</i>pp. 26-32; <i>The Everyday Writer</i>ch. 14-16 (Canvas)</p> <p>Due: Reading Response</p> <p>In Class: Planning and Research</p>
7	10/6	<i>No Class – See Canvas Activity</i>
8	10/11	<p>Read: “How Your Brain Tricks You Into Believing Fake News” (Canvas)</p> <p>In Class: Civic Online Reasoning</p>
8	10/13	In Class: Understanding Bias, Opinion, and Evaluating Sources
9	10/18	<p>Read: <i>Can I Use I?</i>pp. 80-83, 89-92; <i>The Everyday Writer</i>ch. 17 (Canvas)</p> <p>In Class: Avoiding Plagiarism</p>
9	10/20	<p>Read: <i>They Say / I Say</i>pp. 57-71</p> <p>Due: Reading Response</p> <p>In Class: Responding to What They Say</p>
10	10/25	<p>Read: <i>They Say / I Say</i>pp. 72-81; <i>Can I Use I?</i>pp. 46-49</p> <p>In Class: Adding Your Opinion</p>
10	10/27	<p>Read: <i>They Say / I Say</i>pp. 82-95</p> <p>Due: Reading Response</p> <p>In Class: Counterarguments</p>
11	11/1	<i>Library Research</i>
11	11/3	<p>Read: <i>They Say / I Say</i>pp. 107-122</p> <p>In Class: Putting it All Together</p>
12	11/8	<p>Due: Rough Draft eoc</p> <p>In Class: Writing Workshop</p>
12	11/10	In Class: Peer Review
13	11/15	<p>Read: <i>They Say / I Say</i>pp. 96-106; <i>The Everyday Writer</i>ch. 5 (Canvas)</p> <p>In Class: So What? Who Cares?</p>
13	11/17	<p>Read: <i>They Say / I Say</i>pp. 138-171</p> <p>Due: Final Draft due eoc</p> <p>In Class: Clarifying What You Mean and Revision</p>

14	11/22	Thanksgiving Break
14	11/24	Thanksgiving Break
15	11/29	<p>Read: <i>Can I Use I?</i>pp. 127-129; <i>The Everyday Writer</i>ch. 10b (Canvas)</p> <p>Due: Assignment #3 due eoc</p> <p>In Class: Reflection</p>
15	12/1	In Class: Final Portfolio and Makeup Assignment
16	12/6	In Class: Portfolio Workshop
Final	12/13	<p>9:45-12:00</p> <p>Due: Portfolio and Makeup Assignment</p>