

# First Year Writing Section 01

## ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

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Class Days/Time: MW 7:30-8:45AM

Classroom Location: Boccardo Business Center 122

Satisfies GE Area A2 Written Communication 1A with a grade of C- or higher

## Contact Information

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### Instructor: Amanda Shipman

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Phone: (916) 752-0974

### Office Hours

MW 9:00-10:00AM and by appointment

Faculty Office Building 212

## 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 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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### The Norton Field Guide to Writing with Readings and Handbook

**Author:** Bullock et al

**Publisher:** W. W. Norton & Company

**Edition:** 6

**ISBN:** 9780393543773

**Availability:** Campus Bookstore and Amazon.com

## Course Requirements and Assignments

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### Weekly Responses

Students are expected to submit written responses on a weekly basis. Responses should be approximately 250 words each and should reflect on the content of course readings, in-class exercises, and lecture material.

### Reading Quizzes

Students are to complete four quizzes during the first two units of the course. Each quiz is designed to gauge students' understanding of the reading material assigned over the previous two weeks.

### Rhetorical Analysis

Students will demonstrate their knowledge of rhetorical appeals by analyzing a television commercial of their choice. Assessment of this essay is based on completion of a proposal (250 words); submission of a first, second, and final draft (1000 words); and participation in peer review.

### Argusasive Essay

Students will apply their understanding of rhetoric to argue for a stance of their choosing and, in doing so, persuade an audience befitting their topic. This assignment will be assessed using a 250-word proposal, three drafts of the 1,200-word assignment (including the final draft), and evidence of engagement in peer review.

### Multimodal Presentation

Using the topic from the Argusasive Essay, students will create and deliver a multimodal presentation in class. Students are encouraged to utilize any and all media formats in the re-mediation of their essay.

### Final Portfolio

Students will cultivate a portfolio of their written work before and during the semester. Included in the portfolio are three works from the Reflection on College Writing, one major assignment from English 1A, a 500-word Final Reflection, and an Annotated Bibliography. The portfolio will be graded on completion, but the Final Reflection is assessed according to the student's ability to argue that they have met the learning outcomes of English 1A.

## Grading Information

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## Breakdown

Assignment	Word Count	Points Possible	Due Date	Percentage of Final Grade	GELO Satisfied
Weekly Responses	250 each; 3,500 total	5 each; 70 total	Wed of each week	10%	1 & 4
Reading Quizzes	N/A	5 each; 20 total	Feb 13, Mar 6, Apr 3, Apr 24	10%	1 & 4
Rhetorical Analysis	1500 including proposal and drafts	20	Mon March 13 @ Midnight	15%	1, 2, & 5
Argusasive Essay	1800 including proposal and drafts	30	Mon April 24 @ Midnight	15%	2, 3, & 5
Multimodal Presentation	~500	10	May 3 or 8 @ 7:30AM	10%	3 & 4
Final Portfolio	~350	30	Fri May 19 @ 7:15AM	15%	2, 3, & 5
Final Reflection	500-600	15	Fri May 19 @ 7:15AM	15%	1, 2, & 5
Participation	N/A	2.5 each; 70 total	28 of 30 days	10%	4

## Criteria

Percentage	Grade
94-100%	A
90-93%	A minus
87-89%	B plus
84-86%	B
80-83%	B minus
77-79%	C plus
73-76%	C
70-72%	C minus
69% or below	D

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 of	Unit; Module	Assignments Due	Homework
Jan 22-28	Unit 1; Module 0	None	Wed: textbook chapter 1
Jan 29-Feb 4	1;1	Wed: Weekly Response	Mon: textbook ch 5-9 Wed: textbook pg 124-139
Feb 5-11	1;2	Wed: Rhetorical Analysis Proposal Due @ Midnight Wed: Weekly Response	Mon: ch 20 Wed: None (study for Quiz)
Feb 12-18	1;3	Mon: Reading Quiz Wed: Weekly Response	Mon: "Shitty First Drafts" (link on Canvas) Wed: ch 26-28
Feb 19-25	1;4	Wed: First draft of Rhetorical Analysis for Peer Review due 7:30AM Wed: Weekly Response	Mon: ch 29 Wed: ch 31-32
Feb 26-Mar 4	1;5	Wed: Second draft of Rhetorical Analysis for Prof Review due @ Midnight Wed: Weekly Response	Mon: ch 33 & 35 Wed: None (study for Quiz)
Mar 5-11	1;6	Mon: Reading Quiz Wed: Weekly Response	Mon: ch 37 Wed: None (work on final draft)

Mar 12-18	Unit 2; Module 7	Mon: Final Draft of Rhetorical Analysis Due @ Midnight Wed: Weekly Response	Mon: ch 47 Wed: ch 48-49
Mar 19-25	2;8	Wed: Proposal of Argusuasive Essay Due @ Midnight Wed: Weekly Response	Mon: ch 50-52
Mar 26-Apr 1	N/A	None (Spring Break)	None (study for Quiz)
Apr 2-8	2;9	Mon: Reading Quiz Wed: First draft of Argusuasive Essay for Peer Review due 7:30AM Wed: Weekly Response	Mon: Handbook pg 48-53 & 55-60 Wed: HB 62-77
Apr 9-15	2;10	Wed: Second draft of Argusuasive Essay for Prof Review due @ Midnight Wed: Weekly Response	Mon: HB 79-91 Wed: HB 94-106
Apr 16-22	2;11	Mon: Reading Quiz Wed: Weekly Response	Mon: ch 55-56 Wed: ch 57
Apr 23-29	Unit 3; Module 12	Mon: Final draft of Argusuasive Essay due @ Midnight Wed: Weekly Response	Mon: ch 59 Wed: None (study for Quiz)
Apr 30-May 6	3;13	Mon: Reading Quiz Wed: Presentations and Weekly Response	Mon: ch 34 Wed: ch 35
May 7-13	Unit 4: Module 14	Mon: Presentations Wed: Draft of Final Reflection for Peer and Prof Review due 7:30AM Wed: Weekly Response	None (work on Final Portfolio and Reflection)
May 14-20	4;14	Mon: Last Day of Instruction (Final Feedback and Check-ins) Friday, May 19th: Final Portfolio due 7:15AM	None (work on Final Portfolio and Reflection)