

First Year Writing Section 09

ENGL 1A

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

Contact Information

Instructor: Dr. Addie Mahmassani

Email: nadia.mahmassani@sjsu.edu

Class Days/Time: T/R 1:30 pm – 2:45 pm

Classroom: Clark 225A

Office Hours: T 11:00 am–1:00 pm and by appointment, FOB 217 or Zoom

GE/SJSU Studies Category: GE Area A2 Written Communication

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

- Above all, students are expected to treat one another with kindness and respect. Sometimes projects, readings, and discussions will lead students to ideas that challenge their beliefs and values. In class, lively discussion and debate are welcome, but intentionally offensive, discriminatory, or disrespectful comments are not allowed. Sexist, racist, or derogatory comments of any kind will result in punitive action.
- Please do not sleep, watch movies, or wear headphones in class. Students doing so will be marked as absent for the day.
- Participation is crucial to success in this class. Students are expected to demonstrate that they have completed the readings/assignments, contribute to discussion, and complete in-class activities.
- The use of laptops or other technology in class is restricted only to note-taking and/or working on assignments. Please do not engage in any social media or texting during class time.
- **Students who come to class more than 15 minutes late will be marked as absent for the day.**

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

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

Welcome! ENGL 1A is an introductory writing course that will help you understand diverse writing processes to suit your needs for

your undergraduate education and beyond. Through interpretation and analysis of texts, we will work together to learn to think clearly and write effectively for various contexts, both academic and other. We will explore writing not only as a useful tool for school and work, but also as a means for personal growth. Our emphasis will be on learning to construct and defend coherent, nuanced arguments that reflect your beliefs and opinions. Three core writing assignments will anchor our semester:

1. Personal Narrative (750 – 1,000 words)
2. Rhetorical Analysis (1,000 - 1,250 words)
3. Persuasive Essay (1,250 - 1,500 words)

Revision is a critical part of the writing process. As such, throughout the semester, students will collaborate through peer review, workshop, and group discussion of each other's work. Your final products *are* important, but deep engagement in the writing *process* plays an equally critical role in this class!

Course Theme

This section focuses on the United States of America in the 1960s, so get ready to get groovy! The Sixties was an era of massive political, social, and cultural upheaval with many parallels to our current time. There is something for everyone to explore in the events and texts that came out of this rich historical period. This theme is only meant to be a springboard, not the topic we are studying in depth. It will provide a cohesive array of texts for us to use on our mission to become more confident writers.

Course Format

Our course is in-person and technology intensive. I will use Canvas, the SJSU Learning Management System, to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your work and we will participate in discussion boards and peer review activities. You will need access to a functional computer with a word processing software, though bringing technology to class is entirely optional and not necessarily preferred. Much can still be gained by putting a physical pen to paper.

Please note that all SJSU students are entitled to free access to Microsoft Office and many other digital resources. Feel free to ask me for assistance finding what you need anytime during the semester.

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

All of our readings on craft will be accessible on Canvas, so there is no need to buy anything.

Technology

Our interview assignment requires access to an audio recording device. Many cell phones have this capacity, and the SJSU library is also well-equipped with state-of-the-art microphones, studios, and recording technology. A valuable resource!

Course Requirements and Assignments

Assignment	Description	Word Count	Points Possible	GELOS
Freewriting/Journaling Activities (x6)	Each activity is an informal exercise connected to the week's writing goals	400 (each)	150 (25 each)	2, 3
Personal Narrative*	A self-reflective essay exploring a potential personal connection to the 1960s	750–1,000	50	1, 2, 3, 5

Rhetorical Analysis*	Compare/contrast essay analyzing two primary sources	1,000-1,250	100	1, 2, 3, 4, 5
Interview	Interview with a member of the Baby Boom generation	800	50	2, 3, 4
Multimedia Presentation or Podcast in Pairs	Oral presentation based on research <i>or</i> 60s radio-inspired podcast	5-8 min	50	2, 3, 4
Persuasive Essay*	Research project making an argument about a 1960s topic of your choice	1,250-1,500	200	1, 2, 3, 4, 5
Participation/in-class work	Active and consistent engagement, including careful reading of peers' work when peer reviews are assigned	N/A	200	1, 3, 4
Final Portfolio	A final reflective essay along with samples of writing from the semester	1,500	200	1, 2, 3, 4, 5

Total: 1,000 points

Est. Words: 8,000

* The three assignments marked by an asterisk are your MAJOR assignments. The process for completing these essays will be broken down into multiple steps, each one an equal part of your final grade:

1. A brief proposal (max. 300 words) outlining your proposed topic and rhetorical approach, turned in to the instructor for approval on the assigned date
2. A rough draft of the essay, which you will send to your peer-review group for feedback and submit to the instructor
3. A revised, final draft with a brief reflection on your process

Please note that all essays must adhere to proper MLA format. Essays must be double-spaced and typed in 12 point Times New Roman or Cambria font.

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

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Late Work

There are MANY assignments in this class. While promptness is very important, I understand that such a fast-paced schedule can become overwhelming. First, please note that I am almost always willing to grant reasonable extensions, so just speak to me about this if you find yourself facing a particularly busy week. That said, **extensions must be requested at least 24 hours in advance of the due date/time.**

If you submit an assignment late (without securing an extension), I will deduct 10% from the grade you would have received for every 12 hour period that goes by past the due date/time. The maximum I will ever deduct for late work is 60% (meaning after 3 days, it's all the same).

Additionally, I cannot guarantee that I will give feedback on late work. This course is fast paced for me too, and I block out certain times to complete feedback on certain assignments.

Work submitted during class will receive an automatic zero.

Note: students must receive a C- or higher to pass the course.

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>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Course Schedule

Our schedule is subject to change with fair warning. The professor will always update you either verbally in class or via email if the syllabus has been edited.

The texts that follow “Read” in each box are meant to be read by the start of that class!

Assignments that follow “Due” must be posted on Canvas before class begins—so, by 1:29 pm.

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
Week 1: Intro	Jan. 26	In Class: Introductions, Syllabus Overview, Freewrite #1 (due by 11:59pm tonight)

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
<p>Week 2:</p> <p>Personal Narratives</p>	<p>Jan. 31</p>	<p>Due: Freewrite #2</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "Intro" and "What Makes College Writing Different?" · Didion, "Goodbye to All That" <p>In Class: Personal Essay Models, Proposal Writing</p>
	<p>Feb. 2</p>	<p>Due: Personal Essay Proposal</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "How Do I Write an Introduction?" · Douglas, Intro Excerpt <p>In Class: Intro Paragraphs, Prewriting</p>
<p>Week 3:</p> <p>Personal Narratives</p>	<p>Feb. 7</p>	<p>Due: Freewrite #3</p> <p>Read:</p> <ul style="list-style-type: none"> · Lamott, "Shitty First Drafts" · Prendergast, "How Can I Make My Paper Flow" (pp. 69-72) · Finnegan, "Silence, Exile, Bunyan" <p>In Class: Structure & Flow, Prewriting</p>

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
	Feb. 9	<p>Due: Personal Essay Draft</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "What Should I Write About" (pp. 8-11) · Prendergast, "Why Do We Read Each Other's Drafts?" (pp. 33-38) <p>In Class: Descriptive Writing, Personal Essay Peer Review</p>
<p>Week 4:</p> <p>Nuts & Bolts</p>	Feb. 14	<p>Due: Nothing!</p> <p>Read:</p> <ul style="list-style-type: none"> · Douglas, "Chap 1: Fractured Fairy Tales" (pp. 22-42) <p>In Class: Grammar</p>
	Feb. 16	<p>Due: Nothing!</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "How Do I Write a Strong Thesis Statement?" (pp. 59-63) <p>In Class: Thesis Statement Writing</p>

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
Week 5: Rhetorical Analysis	Feb. 21	<p>Due: Final Personal Essay</p> <p>Read:</p> <ul style="list-style-type: none"> · Carroll, "Backpacks vs. Briefcases" (pp. 45-58) <p>In Class: Genre Analysis, Rhetorical Analysis, Close Reading</p>
	Feb. 23	<p>Due: Freewrite #4</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "When Should I Quote?" (42-45) · Douglas, "Chap. 4: Why the Shirelles Mattered" (pp. 83-90) <p>In Class: Genre Analysis, Rhetorical Analysis, Close Reading</p>
Week 6: Visual Rhetorical Analysis	Feb. 28	<p>Due: Rhetorical Analysis Proposal</p> <p>Read:</p> <ul style="list-style-type: none"> · Watch WOODSTOCK and WATTSTAX (clips on Canvas) <p>In Class: Visual Literacy</p>

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
	<p>March 2</p>	<p>Due: Nothing!</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "How Do I Outline My Paper?" <p>In Class: Graphic Organizers, Other Prewriting Techniques, Visual Literacy</p>
<p>Week 7:</p> <p>Rhetorical Analysis</p>	<p>March 7</p>	<p>Due: Rhetorical Analysis Essay Draft</p> <p>Read:</p> <ul style="list-style-type: none"> · Nothing! <p>In Class: Compare and Contrast Basics</p>
	<p>March 9</p>	<p>Due: Nothing!</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, "What Do I Say about Someone Else's Draft?" (pp. 39-41) <p>In Class: Peer Review</p>

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
<p>Week 8:</p> <p>Rhetorical Analysis</p>	<p>March 14</p>	<p>Due: Nothing!</p> <p>Read:</p> <ul style="list-style-type: none"> · Poems TBD <p>In Class: Close Reading, Compare & Contrast, Cont'd.</p>
	<p>March 16</p>	<p>Due: Freewrite #4</p> <p>Read:</p> <ul style="list-style-type: none"> · SJSU Library Avoiding Plagiarism Tutorial <p>In Class: Citation Basics</p>
<p>Week 9:</p>	<p>March 21</p>	<p>Due: Final Rhetorical Analysis Essay</p> <p>Read:</p> <ul style="list-style-type: none"> · Nothing! <p>In Class: Meet in the MLK Library</p>
<p>Finding Sources & Interviewing</p>		

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
	March 23	<p>Due: Interview with a Boomer Proposal</p> <p>Read:</p> <ul style="list-style-type: none"> · Sample Interviews <p>In Class: Interview Activity</p>
<p>Week 10:</p> <p>Spring Break</p>	March 28	Spring Break – No Class!
	March 30	Spring Break – No Class!
<p>Week 11:</p> <p>Persuasion</p>	April 4	<p>Due: Interview with a Boomer</p> <p>Read:</p> <ul style="list-style-type: none"> · Prendergast, “What Sources Are Allowed in a Research Paper?” · Prendergast, “What Makes a Good Research Question?” <p>In Class: Analysis of Major Sixties Themes + Questions</p>

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
	April 6	<p>Due: Freewrite #5</p> <p>Read:</p> <ul style="list-style-type: none"> · <i>They Say, I Say</i> excerpts <p>In Class: Persuasive Writing Basics</p>
Week 12: Persuasion	April 11	<p>Due: Persuasive Essay Proposal</p> <p>Read:</p> <ul style="list-style-type: none"> · <i>They Say, I Say</i> excerpts <p>In Class: Persuasive Writing, Cont'd., Evaluating Sources</p>
	April 13	<p>Due: None</p> <p>Read</p> <ul style="list-style-type: none"> · <i>They Say, I Say</i> excerpts <p>In Class: Persuasive Writing, Cont'd., Evaluating Sources</p>

Week/Lesson	Date	Topics, Readings, Assignments, Deadlines
Week 16: Presentations	May 9	Due: Presentations Read: <ul style="list-style-type: none"> · Nothing! In Class: Presentations
	May 11	Due: Nothing! Read: <ul style="list-style-type: none"> · Sample Final Portfolio In Class: Final Portfolio Workshop
Final	May 17 by 2:30pm	Due: Final Portfolio