

# First Year Writing Section 26

## ENGL 1A

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

### 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>)

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

It is important for you to have a say in your learning environment. I am interested in your comments and concerns. Therefore, before we delve into the course content, we need clear expectations of our learning community, so you can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive in the past? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

## 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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### GE Learning Outcomes (GELO)

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. We have designed this course to ensure that you meet these outcomes.

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to *read actively and rhetorically*;
2. perform the essential steps in the *writing process* (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;

3. articulate an awareness of and write according to the *rhetorical feature* of texts, such as purpose, audience, context and rhetorical appeals;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several *genres*;
5. demonstrate *college-level* language use, clarity, and grammatical proficiency in writing.

## 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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### Required Texts/Subscriptions

All required texts will be available for purchase in the SJSU bookstore.

*Can I use I?* By Catherine Prendergast ISBN: 978-0-986-14571-1

Subscription to Packback (This will be purchased online through your Canvas shell.)

### Packback Platform

This term we will be using the Packback Platform for:

- Weekly online discussion about class topics. Packback Questions is an online

community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

- Discussion Polls for in-class participation
- [Essays/Journals/Papers/Reflections/Case Studies]. You'll submit graded writing

assignments on Packback via Packback Deep Dives. On Deep Dives, you'll see the specific assignment details & rubric and as you write, get real time feedback on how you're anticipated to score on each rubric category. Packback will also give you feedback on your sources and help you auto-generate sources in the correct format.

All of these unique assignments live in our course's Packback community. Registration details are below.

## Discussion Requirements

Your participation in Packback discussions will count toward [10]% of your overall course grade. There will be a Weekly Friday at 11:59PM PST deadline for discussion submissions.

In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 5pts of each assignment grade;
- 2 Responses every week with a minimum Curiosity Score of 55, worth 5pts of each assignment grade;
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

## Deep Dives Requirements

You will use Deep Dives in our Packback community to research, write, and submit [essays, papers, journals, case studies] in this course.

The purpose of Deep Dives is to provide you with immediate feedback as you work on your writing submission.

You access all Deep Dives assignments (once they are assigned and viewable), by clicking

"Deep Dives" on the left side of the community homepage. All writing & research should be done in Deep Dives - Packback will give you grammar, formatting, and research feedback.

Packback will also support citations for you.

Deep Dives will autosave your work as you type (like google docs). You can close out and come back as much as you'd like between the assignment start and due dates. However, do not click "submit" until you're 100% complete with the entire assignment. Once you click "submit," you can no longer edit your assignment.

You will complete four writing assignments on Deep Dives.

## How to Register on Packback:

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback tool link on the left side of your course Canvas page.
2. Follow the instructions on your screen to finish your registration.

**Note: Your Deep Dives writing assignment scores will be slower to enter Canvas and will not be instantly migrated to our course gradebook. These take me a bit longer to score.**

Packback requires a paid subscription. This course utilizes the entire platform, which carries a cost of \$43. Refer to [www.packback.co/product/pricing](http://www.packback.co/product/pricing) for more information.

## How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

## Other Readings

Any additional readings will be posted to the Canvas course site and/or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

## Other technology requirements / equipment / material

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity to participate in classroom activities and/or submit assignments. See

University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

## Course Requirements and Assignments

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### Course Requirements and Assignments

English 1A Section 22 consists of Monday/Wednesday class meetings with four major assignments. Three of these assignments will be written essays exploring various aspects of writing genres. All three assignments will begin with a brief (no more than 250 words) proposal that is to be turned in on the specified due date (please refer to our class syllabus). The proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After your proposal is approved, you will need to prepare a rough draft of your essay and **print a hardcopy (before class)** on our workshop days. The fourth assignment will consist of a collaboration with a peer (or individually) in the form of a multimodal (MM) project (presentation). You will use your essays and present on your research. This presentation is to enhance our awareness of the diversity within our classroom community and our SJSU community. Furthermore, this assignment will give you a chance to use your rhetorical skills to help others understand the importance of kindness and acceptance. Each presentation is to be 8-10 minutes in length. (Presentation times will differ depending on number of presenters.)

Not sure what a multimodal project is? We will go over Multimodal in detail during class, and it will be posted in Canvas, too. But, in short, a multimodal project uses different modes of communication such as: written, oral, aural, digital, and visual.

The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. The reflective essay will accompany a portfolio of your writing that will be compiled in-class during our last meeting. You must also submit your Annotated Bibliography along with your reflective essay. In-depth descriptions of each assignment will be gone over in class and will also be available under the "Assignments" tab in Canvas.

Please note that all essays adhere to proper MLA format. Essays must be double-spaced and typed in 12-point Times New Roman font. The student's name, professor's name, course number and section, and the due date must be located at the top left corner of the first page. Please see the *Essay Sample* under the "Files" tab on Canvas for more information on how to properly format your essays. Lastly, you will be required to visit the tutorial and Writing Center multiple times this semester. An attendance slip must be submitted with your pre-writing materials.

## How is Our ENGL 1A Course Designed? I am glad you asked!

**Diversity:** SJSU is a diverse campus. As such, our course is designed to include an emphasis on our 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 meaning public debate. Moreover, because we are diverse, we are able to learn about other cultures. Our diversity will benefit our classroom and SJSU community.

Diversity is beautiful and accepted here. Sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such materials with me.

## ✓ Grading Information

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### Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **before the deadline**. All assignments must be turned in to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0." **Please note:** This course must be passed with a C- or better as a CSU graduation requirement.

Course grades will be calculated using the following scale:

97% - 100% = A	94% - 96% = A	90% - 93% = A-
87% - 89% = B+	84% - 86% = B	80% - 83% = B-
77% - 79% = C+	74% - 76% = C	70% - 73% = C-
67% - 69% = D+	64% - 66% = D	60% - 63% = D-
		59% and below is an F

## Grade Calculations

Requirements for particular assignments will vary, but in all cases, grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in writing courses:

- 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 the 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 weakness 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

Assignment	Word Count	GELO Outcomes.	Grade Calculations
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Assignment	Word Count	GELO Outcomes.	Grade Calculations
Diagnostic Essay	650+	2-4	0% (0 pts)
10 Discussion Boards	1,100	2,3	10% (100 pts)
Elevator Pitch	150	1-5	5% (50 pts)
"Social Injustice" Essay (incl. process materials)	1,250	1-5	10% (100 pts)
"Possible Solutions" Essay (incl. process materials)	1,500	1-5	15% (150 pts)

Annotated Bibliography	500+	2-4	5% (50 pts)
Portfolio Reflection Essay	500	1-5	5% (50 pts)
Presentation, Write Up, and Reflection	1,000	2-5	20% (200 pts)
Packback Assignments	1,350	1-5	10% (100 pts)
Miscellaneous Assignments, tests, quizzes et cetera	n/a	1-5	5% (50 pts)
Engagement/Participation (daily in-class assignments) (5 pts./day)	n/a	n/a	15% (150 pts)

## 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

Class Days/Time:	Monday/Wednesday 6:00 pm – 7:15 pm
Classroom:	BBC 122

## English 1A Section 26 Spring Course Schedule

Day	Date	Topics, Readings, Assignments, Deadlines

Day	Date	Topics, Readings, Assignments, Deadlines
Wed.	1/25	<p>Welcome</p> <p>Course Introduction</p> <p>Class Syllabus</p>
Mon.	1/30	<p>Class Norms</p> <p>Syllabus Jeopardy</p>
Wed.	2/1	<p>Introduce Writing Assignment #1 and Brainstorming</p> <p>Class Discussion on "Hidden Intellectualism" and "Thinking Rhetorically"</p>
Mon.	2/6	<p>In-Class Research Day</p> <p>Drafting Proposals</p>
Wed.	2/8	<p><b>Proposal of Writing Assignment #1 Due</b></p> <p>Class discussion on</p> <p>"How to Write with Style,"</p> <p>"Shitty First Drafts,"</p> <p>"Strategies for Starting,"</p> <p>"Writing a Proposal,"</p> <p>and "Academic Argument: Thesis and Organization"</p>
Mon.	2/13	<p>Audience, Context, and Purpose</p> <p>Why Are These Things Important?</p>

Day	Date	Topics, Readings, Assignments, Deadlines
Wed.	2/15	<p><b>Fully Written Rough Draft of Writing Assignment #1 Due</b></p> <p><b>Workshop Day</b></p> <p>Discussion on "Giver's Gain"</p>
Mon.	2/20	<p>Writing Genres</p> <p>Outside Writing Day (Analysis of what you see, hear, smell)</p>
Wed.	2/22	<p>Rhetorical Strategies</p> <p>Let's Analyze Some Stuff! Music Video Edition</p> <p>Discussion on "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" and "All Words Matter: The Manipulation behind 'All Lives Matter'"</p>
Mon.	2/27	<p>Music Video Analysis cont.</p>
Wed.	3/1	<p>Rhetorical Strategies</p> <p>Let's Analyze Some Stuff! Advertisement Edition</p>
Mon.	3/6	<p><b>Final Draft of Writing Assignment #1 Due Week</b></p> <p><b>Hardcopy and Packback</b></p> <p>Grammar / "Proper Citation"</p>
Wed.	3/8	<p>Discussion on <i>Can I Use I?</i></p>
Mon.	3/13	<p>Research Day for Writing Assignment #2</p>
Wed.	3/15	<p>Ethos, pathos, and logos</p> <p>Discussion on "Advice to My College Freshman" and "Homesick? How to Overcome That Missing Home Feeling"</p>

Day	Date	Topics, Readings, Assignments, Deadlines
Mon.	3/20	Continuation of Monday  Go over Writing Assignment #2
Wed.	3/22	Who's your Audience?  Audience and Genre  Process / Step-by-Step  Discussion on "Mummy Arts"  <b>Proposal for Writing Assignment #2 Due at the start of class (Hard copy)</b>  "Annotated Bibliography" (Supporting Documents)
Mon.	3/27	SpringBreak
Wed.	3/29	Spring Break
Mon.	4/3	Draft "Annotated Bibliography"
Wed.	4/5	Draft "Self-Reflection"
Mon.	4/10	<b>Fully Written Draft of Writing Assignment #2 (Deep Dives and two hard copies)</b>  Peer Review Workshop Week
Wed .	4/12	Peer Review Workshop Week
Mon.	4/17	TBD

Day	Date	Topics, Readings, Assignments, Deadlines
Wed.	4/19	Elevator Pitch Lecture (Pathos)
Mon.	4/24	<p><b>Final Draft of Writing Assignment #2 Due (Canvas and Hard Copy)</b></p> <p>Elevator Pitch Presentations</p> <p>Discussion on "PDF on Multimodality"</p>
Wed.	4/26	TBD
Mon.	5/1	<p><b>Presentations and Write-Ups Due for all</b></p> <p>Presentations</p>
Wed.	5/3	Presentations
Mon.	5/8	Presentations
Wed.	5/10	Presentations
Mon	5/15	<p>Presentations</p> <p>(Last Day of Class Instruction for M/W classes)</p>
Final Exam	TBD	<p><b>Venue and Time</b></p> <p><b>Due:</b> ePortfolios including Final Reflection and Annotated Bibliography</p> <p><b>In Class:</b> Presentations and Growth Sharing Exercise</p> <p><i>Bring laptop or other device to class.</i></p>

<b>Day</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>

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