

# First Year Writing Section 80

## ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/22/2023

### Contact Information

---

If you have any questions or concerns, you can reach me at: [amanda.smith@sjsu.edu](mailto:amanda.smith@sjsu.edu)

### 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>)

## 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

---

You do not need a textbook for this class. Instead, all readings will be posted in our weekly Canvas modules

## ☰ Course Requirements and Assignments

---

This semester, we will be reading and writing about food. Each major assignment will have you working through the conventions of a specific genre for a specific audience. We will begin with a personal essay in which you walk your audience step-by-step through the recipe for a meal that has special meaning for you. You will also explain your connection to the meal: Does it represent your cultural heritage? Is it reminiscent of a specific time and/or person in your life? Does it recall a family gathering or get-together with friends? You will have the option to submit this assignment as either an online food blog or video tutorial (think Food Network).

Your next assignment is a restaurant review. This will be more detailed, structured, and analytical than the average consumer comments you might find on Yelp! You will consider menu items and the story they tell as well as setting and the atmosphere it creates. You will think about who would enjoy the food and experience the restaurant offers and who might prefer a different locale. You will also look into the restaurant's backstory: When was it established and by whom? Has it changed hands? What is the "mission" of its current owners? And you will of course comment on the food itself. Ultimately, you will rate the restaurant and defend your rating.

The last major course-specific assignment is a critical essay. Here, you will be asked to choose a food-related topic in which to intervene with your own critical insights. This might be a case for veganism or an appeal for healthier school lunches. It may be about the farm-to-table movement or diet culture (think Keto, Paleo, South Beach). You will need to draft a proposal - and of course get it approved! - before starting your essay.

We will end the semester with a program-wide self-reflection essay on your progress as a college reader and writer.

## ✓ Grading Information

---

### Determination of Grades

#### *Grading Contract:* [\[1\]](#)

*In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?*

*This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.*

*If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will do well in this course. If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will suffer.*

*Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in on time. You will not receive credit for missed, incomplete, or late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements of each assignment and the conventions of each genre you need to meet to achieve each point value (1-5). This means that while major assignments will be assessed for things like development, organization, and coherence, they will not be weighted enough to have a huge bearing on your overall course grade (so long as you are keeping up with the minor assignments).*

**You are guaranteed success in this class if:**

1. You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all your work. **Note: In-class assignments cannot be made up as the result of an absence. Minor assignments that are submitted late will be given 0/1.**
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol we establish as a writing/learning community.

4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete all major and minor assignments on time. Except:
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.
7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.
8. You receive a 1/5 on all major assignments (cf Table 1). This means if you fail to turn in a major assignment during the first semester, you will receive a "NC" (no credit) on your fall transcript, and you will need to retake ENGL 1A in spring. Likewise, if you fail to turn in a major assignment during the second semester, you will receive a non-passing grade for the yearlong course (either a "D" or an "F").
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).
  1. Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

Your grade will correspond to your percentage in the "Total" column in Canvas. This will combine points received for in-class and out-of-class minor assignments as well as those for major assignments. The breakdown is as follows:

A: 94-100%    A-: 90-93%    B+: 88-89%    B: 84-87%    B-: 80-83%    C+: 78-79%

C: 74-77%    C-: 70-73%    D+: 68-69%    D: 64-67%    D-: 60-63%    F: 59% and lower

**Plea:**

*I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible, in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an "out clause" for anyone who happens to not fulfill the contract in some way, it is for rare and unusual circumstances out of the control of the student. If the contract is invoked, it is to ensure the student a passing grade (C), not to allow the student to make up enough assignments to achieve a desired grade.*

**CONTRACT AGREEMENT:** *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.*

[1] 1 Adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

## 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

### Course Schedule

Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas. Every assignment and activity will be published with due date/time. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments, especially since minor assignments that are marked late in Canvas will not receive credit.

Week	Date	Topics, Readings, Assignments, Deadlines
1	F 1/27	Course introduction
2	F 2/3	<p><b>Due: "Week 1" Module Activities</b></p> <p>Go over questions about the syllabus and grading system</p> <p>Go over the prompt for the recipe/personal essay</p> <p>Review food expertise (or lack of expertise)</p> <p>Brainstorm prior funds of knowledge (Food Network! Blogs!)</p>
3	F 2/10	<p><b>Due: "Week 2" Module Activities</b></p> <p>Summarize journal notes from Sample 1</p> <p>Discuss rhetorical situations/conventions of the genre</p> <p>Pitch recipes (however simple or complicated) to articulate connections to recipes</p>
4	F 2/17	<p><b>Due: "Week 3" Module Activities</b></p> <p>Summarize journal notes from Sample 2</p> <p>How does media (written versus televised) affect content/clarity/effectiveness of message?</p> <p>Pre-write for personal essay: what does your recipe mean to you (zoom in, focus: is the connection cultural, familial, "just" personal?)</p>
5	F 2/24	<p><b>Due: "Week 4" Module Activities</b></p> <p>Workshop recipe/personal essay</p> <p>Collect volunteers to share personal essays</p> <p>Go over sample essays: What works? What do we want to know more about? Less about? Do we feel "transported"?</p>
6	F 3/3	<p><b>Due: "Week 5" Module Activities</b></p> <p>Summarize journal notes from Sample 3</p> <p>Why is the piece compelling? How can we use food to connect with others and tell our stories?</p> <p>Go over the prompt for the restaurant review</p> <p>Discuss rhetorical situations/conventions of the genre</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	F 3/10	<p><b>Due: "Week 6" Module Activities</b></p> <p>Summarize journal notes from Sample 4</p> <p>Discuss the purpose of a review?</p> <p>Which restaurant are you reviewing? What is your strategy for evaluating your locale?</p> <p><b>Due (11:59 pm): Recipe/Personal Essay</b></p>
8	F 3/17	<p><b>Due: "Week 7" Module Activities</b></p> <p>Summarize journal notes from Sample 5</p> <p>How does the writer establish their credibility?</p> <p>Feedback: Where did you go? What was your experience?</p>
9	F 3/24	<p><b>Due: "Week 8" Module Activities</b></p> <p>Summarize journal notes from Sample 6</p> <p>Pre-write for restaurant review: Menu, Ambience, Hi(story)</p> <p>Workshop restaurant review</p> <p>Collect volunteers to share reviews</p>
10	F 3/31	<b>SPRING BREAK</b>
11	F 4/7	<p><b>Due: "Week 9" Module Activities</b></p> <p>Go over sample essays: Are the ratings justified? Is there anything else you would like to know about the restaurant (are details missing?)</p> <p>Go over prompt for critical essay</p> <p>Discuss features of the form</p>
12	F 4/14	<p><b>Due: "Week 10" Module Activities</b></p> <p>Brainstorm ideas for critical essay topic: Is it contestable? Is it defensible? Why should it matter to you and your audience?</p> <p>Pitch your ideas (topic "speed dating")</p> <p>Outline proposal</p>
13	F 4/21	<p><b>Due: "Week 11" Module Activities</b></p> <p>Summarize journal notes from article 1</p> <p>Go over signal phrases and embedding strategies</p> <p><b>Due (11:59 pm): Restaurant Review</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	F 4/28	<p><b>Due: "Week 13" Module Activities</b></p> <p>Workshop critical essays</p>
14	F 5/5	<p><b>Due: "Week 14" Module Activities</b></p> <p>Strategies for revision</p> <p>Go over prompt/notes for self-reflection essay and online portfolio</p>
15	F 5/12	<p><b>Due: "Week 15" Module Activities</b></p> <p>In-class: compose Self-Reflection</p> <p><b>Due (11:59 pm): Critical Essay</b></p>