

First Year Writing Section 04

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

Contact Information

Instructor: Nica C. Tanaka

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Office: FOB 218 (second floor)

Classroom: Clark Building 225B

Office Hours

Mondays, 11:30 pm - 1:00 pm, in-person only

FOB 218

Schedule appointment: <https://withnicascheduling.as.me/ENGL1A>

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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

Laptop

You are expected to have a laptop for this class. Laptops will be used for assignments, research, and in-class activities. Please ensure your laptop is fully charged and ready for use at the start of each class.

Pen

This is a writing class. Come to every class ready with a pen to write with.

Readings

All class readings will be filed under the "Files" tab of our Canvas course.

✓ Grading Information

Breakdown

Major Assignments	Points	%	Learning Outcome
<p>Submission 1: OUTLINE</p> <ul style="list-style-type: none">· To Instructor + on Canvas· Due: Wed, September 18th· Think: What is your project? What would you like to write about? Why? Who is your audience? What is your purpose?· Word Count: TBD	100	10%	Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
<p>Submission 2: PROJECT DRAFT</p> <ul style="list-style-type: none">· To Peer Review Partner + on Canvas· Due: Wed, October 2nd· Word Count: TBD	50	5%	Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication.
<p>Submission 3: PEER REVIEW RESPONSE</p> <ul style="list-style-type: none">· To Peer Review Partner + on Canvas· Due: October 9th· Word Count: TBD	50	5%	Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

Major Assignments	Points	%	Learning Outcome
Participation: OFFICE VISIT (1) <ul style="list-style-type: none"> · Consult on project · Due on: September 30th · Word Count: TBD 	100	10%	Integrate ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
Submission 4: GLOSSARY (1) <ul style="list-style-type: none"> · To Peer Review Partners · Due: October 16th 	50	5%	Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
Participation: OFFICE VISIT (2) <ul style="list-style-type: none"> · Consult on project · Due on: October 28th 	100	10%	Integrate ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
Submission 5: COMPLETE PROJECT <ul style="list-style-type: none"> · To Instructor + on Canvas · Due: October 30th · Word Count: TBD 	100	10%	Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication.

Major Assignments	Points	%	Learning Outcome
Submission 6: FINAL PROJECT <ul style="list-style-type: none"> · To Instructor + on Canvas · Due in-class: November 6th · Required word count: 200-500 words 	100	10%	Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
Submission 7: CULMINATING ASSESSMENT/PORTFOLIO <ul style="list-style-type: none"> · On Canvas · December 13th at 2:30pm · Required word count: 1000 words 	100	10%	Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication
Submission 8: GLOSSARY (2) <ul style="list-style-type: none"> · On Canvas · December 13th at 2:30pm 	50	5%	Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing)
Homework and In-class Writing <ul style="list-style-type: none"> · On Canvas 	100	10%	Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

Major Assignments	Points	%	Learning Outcome
Presentation <ul style="list-style-type: none"> · In class (5 mins each person) · Self graded 	100	10%	Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
TOTAL	1000	100%	

Criteria

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

Grade	Points	Percentage
<i>D</i>	630 to 659	63 to 65%
<i>D minus</i>	600 to 629	60 to 62%

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Class Cadence

Every Wednesday, a reading will be assigned for you to complete over the weekend. Make sure to read the assigned readings carefully, as we will discuss it in the following class on Monday.

Late submissions

Late submissions will receive a maximum of half the possible points. For instance, if an assignment is worth 100 points but it's turned in late, you can only earn a maximum of 50 points.

Participation

Completing TWO office visits to consult with your instructor on your developing writing projects is the grading criteria for Participation in class. Each office visit counts has 50 points and is maxed out at 100.

Attendance

There will be in-class writing assignments. No make ups will be provided.

Focus Time

All tech devices must be put away during designated focus time.

When	Topic	Notes
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When	Topic	Notes
Week 1 Wednesday August 21	Introduction to ENGL 1A	<ul style="list-style-type: none"> • Introductions • Assigned Reading, read by next class: Why Studying Writing Matters, Ryan Skinnell, pp 6-10
Week 2 Monday August 26	Reading in Higher Education	<ul style="list-style-type: none"> • Syllabus Overview • Reading • [Learning Outcome 1: content, context, effectiveness, and forms of written communication] • Discussion of Major Assignments • Assign: Glossary 1, Due on October 16th and December 13th at 2:30pm
Week 2 Wednesday August 28	Prewriting and Form	<ul style="list-style-type: none"> • Prewriting • [Learning Outcome 2: Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing)] • Assigned Reading, read by next class: (1) Slow Reading by Christopher Warley. (2) An article of your own choosing to read slowly.
Week 3 Monday September 2		NO CLASS - LABOR DAY
Week 3 Wednesday September 4	Slow Reading	<ul style="list-style-type: none"> • Slow Reading • [Learning Outcome 3: Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals] • Assigned Reading, read by next class: Why Studying Writing Matters, Ryan Skinnell, pp. 1-5
Week 4 Monday September 9	Analyzing and Criticizing	<ul style="list-style-type: none"> • Analyzing and Criticizing • [Learning Outcome 4: Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres] • Practice: analyzing a paper. • Assign: Submission 1: OUTLINE (due on September 18th) Think: What is your project? What would you like to write about? Why? Who is your audience? What is your purpose?

When	Topic	Notes
Week 4 Wednesday September 11	Outlining: Developing and Communicating Written Ideas PART ONE	<ul style="list-style-type: none"> • Developing Written Ideas • [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.] • Assigned Reading, read by next class: TBD
Week 5 Monday September 16	Developing and Communicating Written Ideas PART TWO	<ul style="list-style-type: none"> • Develop Ideas • [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.] • Practice: developing ideas • Assign: Peer Review Partners
Week 5 Wednesday September 18	Gathering Evidence PART ONE	<p>Due at 1:30pm - Submission 1: OUTLINE (100 pts)</p> <ul style="list-style-type: none"> • Gathering Evidence, • Finding reliable sources and accurate information, • Support your arguments and enhance credibility. • Assigned Reading, read by next class: Find two books in the library that you will use as a critical source for your project. Read select pages. Bring the books to class the following Monday - (Counts as Homework 20 pts)
Week 6 Monday September 23	Gathering Evidence PART TWO	<p>Due at 1:30pm - Homework (2 BOOKS IN CLASS) (20 pts)</p> <ul style="list-style-type: none"> • Evidence, Sourcing, Critical References • Practice: discuss your self assigned reading. What books did you bring? • Exchange of knowledge and skills that serve and contribute to the well-being of local and global communities and the environment.
Week 6 Wednesday September 25	Reader Response	<ul style="list-style-type: none"> • Reader Response • [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.] • Assigned Reading, read by next class: TBD

When	Topic	Notes
Week 7 Monday September 30	Posing Challenging Questions	<ul style="list-style-type: none"> • Challenging Questions • [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.] • Practice: asking challenging questions
Week 7 Wednesday October 2	Feedback and Editing	<p>Due at 1:30pm - Submission 2: PROJECT DRAFT (50 pts)</p> <ul style="list-style-type: none"> • How to Read Feedback • Criticize the content, context, effectiveness, and forms of written communication of your own work. • Assigned Reading, read by next class: TBD
Week 8 Monday October 7	Self Editing	<ul style="list-style-type: none"> • Self Editing • Clarity, coherence, and quality of your writing, • Practice: correcting errors, strengthen arguments, and ensure thesis is effectively conveyed.
Week 8 Wednesday October 9	Composition and Revision PART ONE	<p>Due at 1:30pm - Submission 3: PEER REVIEW (50 pts)</p> <ul style="list-style-type: none"> • Restructuring after getting peer edits. • Assigned Reading, read by next class: Portfolio Examples ENGL 1A
Week 9 Monday October 14	Writing and Synthesizing Developed Ideas PART ONE	<ul style="list-style-type: none"> • Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and • Integrating: academic, personal, creative, and professional pursuits. • Practice: Synthesizing your writing
Week 9 Wednesday October 16	Purpose and Audience	<p>Due at 1:30pm - Submission 4: GLOSSARY (1) (50 pts)</p> <ul style="list-style-type: none"> • Purpose and Audience • Assigned Reading, read by next class: TBD
Week 10 Monday October 21	New Media, Bad Media	<ul style="list-style-type: none"> • New Media: thinking critically of content, context, effectiveness, and forms of written communication • Practice: Application to project.
Week 10 Wednesday October 23	Writing your Critique	<ul style="list-style-type: none"> • Basic, Intermediate, Demonstrates Critical understanding • What are your lessons learned from the glossary? • Integrate your learnings: ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and • Assigned Reading, read by next class: TBD

When	Topic	Notes
Week 11 Monday October 28		RESEARCH & WRITING DAY
Week 11 Wednesday October 30	Writing your Learnings	Due at 1:30pm - Submission 5: COMPLETE PROJECT (100 pts) <ul style="list-style-type: none"> • Basic, Intermediate, Demonstrates Critical understanding • Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals; • Assigned Reading, read by next class: TBD
Week 12 Monday November 4	Writing and Synthesizing Developed Ideas PART TWO	<ul style="list-style-type: none"> • Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and • Integrating: academic, personal, creative, and professional pursuits. • Practice: Summarizing
Week 12 Wednesday November 6	Succinct Delivery	Due in-class at 2:45pm - Submission 6: FINAL PROJECT (100 pts) <ul style="list-style-type: none"> • Demonstrate college-level language use, clarity, and grammatical abilities in writing. • Assign: Portfolio/Assessment (1000 words), due on December 13th at 2:30pm
Week 13 Monday November 11		NO CLASS - VETERANS DAY
Week 13 Wednesday November 11	Synthesizing and Outlining	<ul style="list-style-type: none"> • Practice: Outlining your learnings • Lessons learned
Week 14 Monday November 18	Reporting of Learnings PART ONE	<ul style="list-style-type: none"> • Presentation of submissions (5 mins each) (100 points) • 9 students
Week 14 Wednesday November 20	Reporting of learnings Part TWO	<ul style="list-style-type: none"> • Presentation of submissions (5 mins each) (100 points) • 8 students
Week 15 Monday November 25	Reporting of learnings Part THREE	<ul style="list-style-type: none"> • Presentation of submissions (5 mins each) (100 points) • 8 students

When	Topic	Notes
Week 15 Wednesday November 27		NO CLASS - NON INSTRUCTIONAL DAY
Week 16 Monday December 2	Portfolio Writing PART ONE	<ul style="list-style-type: none"> • How have you transformed as a reader? • Practice: Answering prompts on the spot.
Week 16 Wednesday December 4	Portfolio Writing PART TWO	<p>Due in-class at 2:45pm : Describe your participation as a First Year Writing Student (Counts as in-class writing 20 pts)</p> <p>Due in-class at 2:45pm : Describe what you learned from your peers (Counts as in-class writing 20 pts)</p> <p>Due in-class at 2:45pm : Describe what kind of writer you want to be (Counts as in-class writing 20 pts)</p>
Week 17 Monday December 9		LAST DAY OF CLASS Practice: TBD
Week 17 - FINAL Friday December 13, 12:00 pm - 2:30pm		<p>Due at 2:30pm - Submission 7: CULMINATING ASSESSMENT/PORTFOLIO (100 pts)</p> <p>Due at 2:30pm - Submission 8: GLOSSARY 2 (50 pts)</p>