

First Year Writing Section 89

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/19/2023

Monday and Wednesday, 4:30-5:45pm

Clark Building 303A

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

My Policies

LATE WORK: Except in cases where there is a documented medical emergency, **no late work will be accepted without prior approval. The deadline to ask for an extension on any assignment is 24 hours before that assignment is due.** For example, if an assignment is due at 11:59pm on Friday night, than you must request an extension via e-mail no later than 11:59pm on Thursday night. Late assignments submitted without documented, approved extensions will receive no credit.

PARTICIPATION: Each student is expected to come to class prepared to engage in discussions of the week's readings and to participate in individual and group writing assignments (drafting, peer review, editing, etc.). It is imperative that you keep up with the reading schedule. Discussions and in-class assignments will help each of you develop your ideas for essays. Students are expected to spend an additional two hours of study time outside of class for each hour of lecture, which for this course amounts to approximately 12 hours per week. Your participation in class discussions and peer review is factored into the grade of each writing assignment (See Rubrics). **No late work will be accepted without 24 hours notice.**

OFFICE HOURS & INSTRUCTOR COMMUNICATION: As your instructor, my goal is to help you successfully navigate all aspects of our course, as well as academics in general. To that end, I hold weekly office hours during which you are free to come in and discuss anything relevant to your education. This is a time for you to ask clarifying questions, seek guidance, and express your interests or concerns. Over the years, I have found that it is crucial for students to communicate with instructors early and often. I do not require that students come to office hours, but have noticed that in the majority of cases, those who do tend to be more successful in the course. I am also available via email (see Email Guidelines).

ATTENDANCE: I do not distinguish between “excused” and “unexcused” absences. Excessive absences (more than one week’s worth of classes), tardiness, or early departure without prior approval from the instructor will greatly diminish your chances of passing the course. Should you have to miss all or part of any class, **it will not be the instructor’s responsibility to fill you in on what you missed.** It is strongly recommended that you exchange email or phone information with some of your classmates so that you can stay on top of things.

ELECTRONICS: Excessive use of personal electronic devices diminishes the sense of community in the classroom. It is impossible for you to participate in discussions and class exercises in a meaningful way when your focus is elsewhere. Cell phones, laptops, and music listening devices are not permitted during class. Phones should be put away with ringers off so that you can focus on the material covered that day (I make an exception to this rule for parents with small children or other caretakers). If you are unable to sit for the duration of our class time without these devices, then this class will likely not work for you—and you will earn a failing grade. On occasions when class exercises require use of computers for research or paper editing, checking social media sites (TikTok, Facebook, Twitter, Tumblr, etc.) will not be allowed. Those who violate this policy will be asked to leave for the day.

LANGUAGE: Be respectful of your classmates and instructor. Derogatory, insulting, sexist, racist, or homophobic language will not be tolerated. You are encouraged to freely engage in classroom discussions and to express your opinions and perspectives, but remain mindful of how your language is being used. Points will be deducted for repeat-offenders, and in certain cases you may be asked to leave. The exception to this policy is where the texts and sources we will use are concerned.

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>)

Course Themes/Description

The central texts for this course will be Angela Davis's *Women, Race, and Class* and *The Autobiography of Malcolm X*. These, along with news and scholarly articles, will inform classroom discussions on a wide variety of subjects. Students will write original, full-length college-level essays while communicating clearly and effectively.

Our course theme will be "Current Events and Cultural Memory." In the 21st Century it is easy to feel disconnected from the events unfolding locally, nationally, and globally. How do we really know if the world is getting warmer or that the climate is changing? Why does it matter that there is a trade war between the US and China? Who knows why so many migrants from Central America are fleeing their homes? What effects do events from 50 or even 150 years ago have on our lives today? Through our course readings we will begin to think and write about our connections to these events, and speculate as to how we might influence the future.

In my own work, I am inspired by the German Jewish philosopher Walter Benjamin who writes:

Historicism contents itself with establishing a causal connection between various moments in history. But no fact that is a cause is for that very reason historical. It became historical posthumously, as it were, though events that may be separated from it by thousands of years. A historian who takes this as his point of departure stops telling the sequence of events like the beads of a rosary. Instead, he grasps the constellation which his own era has formed with a definite earlier one. Thus, he establishes a conception of the present as the 'time of the now' which is shot through with chips of Messianic time. —Theses on the Philosophy of History, 1940.

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

Women, Race & Class

Author: Angela Y. Davis

Publisher: Vintage Books

ISBN: 9780394713519

The Autobiography of Malcolm X

Author: Malcolm X and Alex Haley

All supplemental readings can be found in the Files section of our Canvas page.

Additionally, students will be expected to have their laptop, writing materials (paper, pen/pencil, etc.) and any necessary reference materials such as a dictionary and thesaurus. It is also recommended that you get a copy of the most recent edition of the MLA handbook.

Course Requirements and Assignments

Essays: The three major essays for this course account for 65% of your overall grade. Each out-of-class essay is the culmination of several earlier assignments, including a topic proposal, outline, and rough draft. While these assignments are scored individually, they can also impact the overall quality of your final revised draft. Specifically, submitting the rough draft and participating meaningfully in the peer editing process account for 10% of your grade for each essay (see essay rubrics).

Canvas/In-Class Assignments: In addition to each week's reading assignments, you will need to complete Metacognitive Reading Logs, Reading Self Assessments (quizzes), Online Discussions, and various other assignments.

Portfolio: At the end of the semester, you will submit a portfolio consisting of a self reflection essay, an annotated bibliography of your work, one of your out-of-class essays, and two items from your summer course. More information will be provided towards the end of the semester.

Course Assignments	Word Count	Percent of Total Grade	GELO
Essay 1: Personal Narrative Essay	1000 - 1250	15%	1, 2, 3, 4, 5
Essay 2: Current Event	1250 - 1750	25%	1, 2, 3, 4, 5
Essay 3: Persuasive Argument Essay	2000	30%	1, 2, 3, 4, 5
Canvas Reading Logs, Quizzes, Homework, Class Work, Participation, etc.	~500/week	30%	1, 2, 3, 4, 5

✓ Grading Information

Criteria

A student will not be eligible for a passing grade for English 1A unless all of the out of class essays are submitted.

No late work will be accepted for credit without prior approval from me.

*All out-of-class writing assignments should be submitted as a Google Doc through Canvas. **No late work will be accepted for credit without prior approval from me.**

Extensions must be requested no less than 24 hours prior to the due date.

Breakdown

Grade Breakdown

%	Letter Grade	%	Letter Grade	%	Letter Grade
94 - 100%	A	80 - 83.9%	B-	67 - 69.9%	D+
90 - 93.9%	A-	77 - 79.9%	C+	64 - 66.9%	D
87 - 89.9%	B+	74 - 76.9%	C	60 - 63.9%	D-
84 - 86.9%	B	70 - 73.9%	C-	0 - 59.9%	F

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
