

First Year Writing Section 90

ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/23/2023

This class meets online on Zoom, Fridays 9:30 a.m.-12:15 p.m.

This is the Zoom link: <https://sjsu.zoom.us/j/82536007044>

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.

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>)

Community Agreements

At the beginning of the course, we will spend some time creating **community agreements**. These are agreements we will make together and put in writing so that we have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: physical, intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment.

Everyone will be expected to follow the community agreements throughout the year. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

Communication

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.

I will use Canvas Inbox to communicate with the whole class and individual students. Please check it regularly.

You are responsible to check Canvas Inbox and the messaging system through MySJSU to learn of any updates to our schedule. If you choose to use an outside email address, please arrange for all Canvas Inbox and SJSU email messages to be forwarded to your preferred address.

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

The required book, *Darius the Great Is Not Okay* by Adib Khorram, is this year's Campus Reading Program selection, so it is provided free to all first-time freshmen. If you are a freshman, you should have received a copy of it at orientation. If you do not have a copy, please note that the MLK Library has an ebook available and hard copies (as course reserves) that you can read while visiting the library. The book is also widely available at public libraries.

We will also use The New York Times as our main required text, which you can subscribe to for free here: <https://libguides.sjsu.edu/nyt-online>

The only personal information you need to provide is your SJSU email address, and possibly your graduation year and alternate email address. You do not need to enter payment information, because your free pass is valid until you graduate or stop attending SJSU.

Course Requirements and Assignments

Assignment Types:

- Homework/Reading Responses/Process Journals
- In-class Exercises
- Major Writing Projects

We will have four major writing projects in this course. Each student is required to write a minimum of 4000 edited words by the end of the course. See word minimums in each assignment description.

Writing Project/Essay #1: Rhetorical Analysis of an Article related to issues in Darius the Great Is Not Okay

This assignment can be completed in pairs/small groups.

Minimum 1000 words per person

Writing Project/Essay #2: Critical Reading/Reflection Essay on Media Literacy

This assignment can be completed individually or in pairs/small groups. It includes a researched essay and a reflection essay.

Minimum 1500 words per person

Writing Project/Presentation #3: Multimodal Presentation of One Bridging Organization's use of Dialogue for Community Problem Solving

This assignment will be completed in pairs/small groups. It includes a researched presentation, speaker notes, and a reflection essay.

Minimum 1000 words per person

Writing Project/Essay #4: Portfolio Self-Reflection Essay

This assignment will be completed individually.

Minimum 500 words

Grading Information

English 1A

Kristin FitzPatrick Ezell

Grading Contract:

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.

The default grade for this course is a "B+." 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 receive a "B+." 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 be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive feedback from your peers and writing coach for each major assignment. All work (major and minor assignments) will be awarded one point for completion. You are guaranteed a "B+" if you meet the following conditions:

1. You complete 88% of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be made up as the result of an absence.
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol/community agreements 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.
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the 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 1/1 on all major essays/writing projects.
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). Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

**NOTE: The B+ grade is contingent on your behavior as an engaged member of our learning community.

“A” Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an “A” as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation “exceeds expectations” on your final portfolio reflection.

Grades Lower Than “B+”: “B,” “C,” “D,” or “F” grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignments. You are not eligible for a “B+” unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), 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 (before breaching the contract), 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.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith’s sample grading contract, which was 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 \(PDF\)](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

Course Schedule:

(Dates and other details subject to change):

8/25: Course Introduction, Discuss Community Agreements and Writing Project #1

9/1: Discuss book and Rhetorical Analysis essay strategies, work in groups to develop essay plans

Read before class: Darius, pages TBA, Canvas items about library research, at least one article related to issues in the book

Essay outline due at end of class

Write before class: reading response about the book and articles found through library databases

9/8: Discuss book, revise and edit essay, conferences

Read before class: Darius, pages TBA, more articles and instructional text about rhetorical analysis

Write before class: first draft of essay, reading response

Conferences and in-class editing exercise, peer review in groups

*****Author Adib Khorram visits campus on September 13*****

9/15: Turn in final draft of Writing Project #1, Discuss Writing Project #2

Read before class: research for WP #1

Write before class: final draft of WP #1 with reflection

In-class media literacy/media bias exercise

9/22: discuss book, work in groups to develop essay plans

Read before class: Darius pages TBA, articles about media literacy

Write before class: reading response that connects the book to media literacy concepts

In-class group time to choose topics and articles

9/29: Discuss book and groups' chosen articles, work in groups to draft outline and conduct research

Read before class: Darius pages TBA, at least three articles from multiple sources on one topic (group choice of articles)

Write before class: detailed sentence/research outline for WP #2

10/6: Discuss book, revise and edit essay, conferences

Read before class: Darius, pages TBA, more research for WP #2

Write before class: first draft of WP #2, reading response

Conferences and in-class editing exercise, peer review in groups

10/13: Turn in final draft of WP #2, Discuss WP/Presentation #3

Read before class: research for WP #2

Write before class: final draft of WP #2 with reflection

10/20, 10/27, 11/3: Finish reading Darius, discuss instructional materials about multimodal presentations, bridging organizations, dialogue strategies for problem solving

11/10: No class meeting (Veteran's Day)

11/17: Present WP #3 during class

Read before class: research for presentation

Write before class: presentation and reflection essay

11/24: No class meeting (Thanksgiving)

12/1: Last class meeting

Read before class: Portfolio Instructions

Write before class: Group reviews of presentations, First draft of Portfolio Self-Reflection Essay

Portfolio conferences during class

12/8: Final portfolios due by 9:30 a.m. No late portfolios accepted.