

First Year Writing Section 53

ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/24/2024

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. This final portfolio will include material from your RCW course, at least one final draft of your written work from 1A, and the self-reflection essay to be complete.

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>)

Important note about a possible work stoppage during the semester

It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to: www.calfac.org. The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management.

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 Goals

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

1. Summarize, explain, critique, and question the primary content of reading sources objectively in multiple formats
2. Analyze textual sources of information encountered online for relevance, accuracy, authority, perspective, and purpose
3. Analyze the information presented in a variety of texts and formats for their component parts and arguments
4. Argue their point of view and justify it with supporting outside sources in debate, presentation, and written papers
5. Organize supporting arguments and evidence in structures appropriate to specific audiences and purposes
6. Apply information from required sources and sources they have found in academic writing with appropriate citations
7. Control conventions of written English for various audiences, particularly an academic audience
8. Reflect on their own learning processes and demonstrate metacognitive practices in their reflections

Why do we write? What does being able to write and to develop that writing help students accomplish in the classroom, in the community, in the workplace, and among their peers? How does the place where we write and the people we hope to read our writing affect the way we present ourselves when we write? How can we effectively persuade an audience just by the way we structure our message? How can we capitalize on the appeals to our audience to debunk myths, sway perspectives, and change hearts and minds to different actions? In this writing course, we will explore how the the ways we interpret and express information affect our reading and communication strategies, how we can push for changes we want to see in our public writings, and how we can help students help themselves when it comes to taking ownership of what they learn and how they learn it. All of our writing will build from one transcription tool to the next, from hand-written work, to word processed documents, to edited and interactive digital media. As we build our understanding from our readings and developmental papers, we will explore present our documentation of our understanding in our portfolios to each other and reflect on the dynamic and changing process of text and how we work with it.

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

Required Texts/Readings

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas resource links or presented in class. Students will also be responsible for locating other research reading materials throughout the course in support of their writing projects.

Other Technology Requirements / Equipment / Material

Students will be expected to bring note-taking material (writing implements and paper) and relevant previous notes and assignments to class as indicated by the syllabus assignment schedule. Some material can be provided (bluebook paper, for example) but with limited supply. This is a writing class, so it is expected students will have the material to do some writing during the class.

Students are required to have access to an internet-connected device with access to Canvas assignments and SJSU Google docs. While a laptop is not always required during class sessions, there will be opportunities to edit, format, and collaborate on documents during some class sessions. These "LAPTOP RECOMMENDED" days will be marked on Canvas and included in the semester schedule.

If you have difficulty accessing a suitable laptop, there are free resources available to you through [SJSU's IT IMS Equipment Loaning \(https://sjsuequipment.getconnect2.com/\)](https://sjsuequipment.getconnect2.com/) (semester-long loans) or [MLK Library's Student Computing Services \(https://library.sjsu.edu/student-computing-services\)](https://library.sjsu.edu/student-computing-services) (24-hour, 7-day, or semester-long loans).

Course Requirements and Assignments

This course has 4 required projects: the culmination of your writing process toward a final draft of a different style of paper.

All readings, homework, and in-class assignments are designed to develop your ideas and expression through the steps of the writing process, from invention and idea and evidence-gathering to prewriting, organizing, composing, revising, and editing your work before you submit your final draft. All projects have guided in-class time to develop over a period of 4-5 weeks, and an additional period of 2-3 weeks outside of class to polish the finished product to be submitted in a CALL FOR PAPERS: FINAL DRAFT.

Combined, these papers account for 20% of your grade overall, and are assessed not just on their individual completion, but the steps you develop to achieve them, as identified in their outcome-based rubrics.

Project 1—Researched Expository Paper: 5-Paragraph Expanded Structure, Open Research, 2 Scholarly Peer-Reviewed Sources Required

Over the course of 5 weeks, students will develop their information literacy to explain the learning environment and agency students have and examine how students themselves may take command of their own development and opportunities. The final draft of this paper is expected to be at least 1200 words.

Project 2—Letter & Opinion Piece: Classical/Rogerian Issue & Stance, Local Context & Counterargument, Cover Letter to Rep.

Over the course of 4 weeks, students will develop their argumentative flexibility to take a stance on a debated subject in the local or campus community and examine how they may establish a persuasive case applicable to local campus, community, or government organizations to effect change, able to be submitted to an actual local news publication as an opinion piece. The argument will be concisely summed up in an additional letter to a specific organizational leader or representative. The final draft of the opinion piece is expected to be 800 words while the letter must not exceed 200 words, making 1000 words total.

Project 3—Persuasive Campaign & Rhetorical Rationale: Identification of Context, Specific Audience, and Purpose for Efficacy of Rhetorical Appeals

Over the course of 5 weeks, students will work together in a group to debunk a learning myth they have encountered and analyze how specific rhetorical techniques may be used to persuade an audience of their peers about the facts. The campaign may be a visual poster, social media campaign,

or video series, but must have researched information that provides the equivalent of 300 words (this can be summarized outside of visuals). The campaign will be presented in class in a group presentation, and will be followed by a written rationale of at least 900 words for why the visual, contextual, and rhetorical decisions were made and how they would be predicted to be effective. The cumulative word count of the campaign and the rationale is expected to be at least 1200 words.

Project 4—Self-Reflection Essay & Portfolio: Self Reflection on Course Learning Outcomes Based on Written work

Over the course of 16 weeks, students will reflect on the development of their skills in the 5 areas covered by the GE Area A2: Written Communication. The reflection will ask that they examine the work they performed in the RCW before the course and how this compares to the work they developed in one of their final drafts of their written projects. The final draft of this paper is expected to be at least 600 words and will be submitted with the RCW material and the Final Draft of one project paper from ENGL-1A in the department portfolio.

Submission Requirements

Online Submission:

Work we develop in class is expected to be submitted on Canvas **before 11:59 p.m. the same day** it was started. These are marked with the (Classwork Submission) label at the end of each assignment title.

Homework submissions are due online on Canvas **9:00 a.m. before the next class** (to enable adjustments for Peer Reviews, printing by instructor, upload times, etc). These assignments are given the estimated amount of time it is anticipated students should consider spending on them, such as (Est. 40min).

All online submissions must be in an accessible document format to receive feedback on the digital document (doc, docx, PDF). Work that was developed by hand may be submitted through photo submission in a JPEG format (Canvas submissions do not allow for HEIC files, so iPhone photos may need to be adjusted). Submitted documents that are unable to be accessed for viewing or printing will receive an automatic 50% grade and receive no feedback until access permissions have been adjusted.

Late Policy

Work is expected to be submitted on time. This enables feedback and space to develop to the next stage. By default, the due date for **in-class work submissions** is assigned as **11:59 p.m. the day it was worked on in class**. The due date for **homework** assigned at the end of a class session is **at 9:00 a.m. by the next day the class meets**. Basically, if we work on it in class, it's due the same day before midnight. If it's assigned at the end of the class, it's due the morning of the next class at 9. This gives enough time to complete the assignment from the date it was assigned (at minimum 40 hours) and **enough time to be reviewed, printed, or assessed by the instructor for the class session needs**. Moreover, it serves to minimize interference with other courses during academic instruction hours

(generally 9:00 a.m. to 7:00 p.m.) for this and other classes (basically, so that students are not completing homework during their other classes out of respect for other instructors' and students' course times).

It is understood that sometimes students may have difficulty with a quick turnaround time on homework assignments. All students have an embedded extension of 10 days before a late assignment will be considered failed. Each extended day has a late fee or penalty of 5%. This means a submission that extends its time by 1 day will be accepted, but with a deduction of 5%. Two days will receive a deduction of 10%, and this extended submission period will last until 10 days have passed, when a submission can only receive a maximum grade of 50%.

Submissions that come 10 days or later waive any feedback or comments, and will be graded based on any writing, regardless of quality or content, as a 50% grade. Submissions will expire and close after 30 days have elapsed.

Emergency Extensions

In the event of an emergency circumstance, an extension may be granted without the 5% fee when requested with compelling rationale. This rationale has 3 qualifying criteria:

1. The extension request has been emailed to the professor a substantial period before the due date (generally 24 hours in advance)
2. The circumstances that prompted the extension request constitute an actual emergency, limited to the following types:
 - a personal health crisis (documented through hospitalization records or physician recommendation)
 - a family health crisis or death of a family member
 - a mental health crisis (documented with CAPS or other psychological counseling)
 - a natural disaster documented in the area (wildfire damage, earthquake, etc.)
 - unforeseen immediate financial hardships (loss of job, family member loss of job, loss of residence, etc.)
3. The work can be submitted in its entirety by the end of the extension date (usually a period of 3 days, but can be up to 10 days, depending on the severity of emergency circumstances)

Academic Integrity Policy

It is generally understood that students genuinely do their best and generate their writing using their own original ideas, efforts, and techniques. However, the integration of others' ideas from research can often be confused when producing written work unintentionally, or without adequate understanding of the limitations and citations required at the college level. Moreover, digital and online tools for text generation can also blur the line of original writing and assisted, copied, or plagiarized text.

The university's policy on academic integrity, cheating, and plagiarism ([University Policy F15-7 \(https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf\)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)) states the following:

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically.

This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

DEFINITIONS OF ACADEMIC DISHONESTY

1.1 CHEATING

San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes:

1.1.1 copying, in part or as a whole, from another's test or other evaluation instrument, including homework assignments, worksheets, lab reports, essays, summaries, and quizzes;

1.1.2 submitting work previously graded in another course without prior approval by the course instructor or by departmental policy

1.1.3 submitting work simultaneously presented in two or more courses without prior approval of all course instructors or by the departmental policies of all departments;

1.1.4 using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination;

1.1.5 altering or interfering with the grading process;

1.1.6 sitting for an examination by a surrogate or as a surrogate;

1.1.7 any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.

1.2 PLAGIARISM

San José State University defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism includes:

1.2.1 knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work;

1.2.2 representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own.

Basically, the policy requires that you 1) don't cheat, and 2) don't plagiarize. This means that **your performance on assessments needs to come from your own ideas and your own memory**, and **your writing needs to be your own original work, and any sources you integrate into your writing are credited and cited appropriately.**

Generative AI Policy

Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. These include platforms like ChatGPT, Grammarly Premium, or Bing. If using tools like these, students in this course are expected to adhere to the same standards as the Academic Integrity policy that SJSU has on plagiarism. Presenting generative AI software content as your own work is a violation of academic integrity. However, this does not mean that you are prohibited from using this digital tool, but you must be able to differentiate your original work from that generated by AI. If you use generative AI in your work, you must indicate that you have done so.

Using AI generated text in this class has the following requirements:

- Students may use artificial intelligence tools, including generative AI, in this course **as learning aids or to help produce outlines or guides for written assignments**. This means the prompt needs to ask it to "write an outline," "create a guide," or "make a plan" for written responses, not write the response for you directly. However, students are ultimately accountable for the work they submit. This includes the accuracy of sources, authenticity of voice, and development from previous classwork.
- **Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.** A template for this appendix, to be attached after the Reference list in the paper, [can be found here](https://docs.google.com/document/d/1aT70alhMovThIPqIuxOKJdh90pCeC_3ZiUp6MKpMo8k/edit?usp=sharing) (https://docs.google.com/document/d/1aT70alhMovThIPqIuxOKJdh90pCeC_3ZiUp6MKpMo8k/edit?usp=sharing). A completed example [can be found here as a model](https://docs.google.com/document/d/1XHYuTokR7IATW49iUxFdDOaeam5NKYTlewwVL1-n0RE/edit?usp=sharing) (<https://docs.google.com/document/d/1XHYuTokR7IATW49iUxFdDOaeam5NKYTlewwVL1-n0RE/edit?usp=sharing>).
- Although students may use artificial intelligence tools for creating an outline for an assignment, **the final submitted assignment must be significantly different from the generated product** so as to demonstrate original work produced by the individual student alone. This means that the written work submitted for credit must be developed, adjusted, added to, and extensively different from text produced by the generative tool. Both the AI work and your work will need to be included together, and your writing had better be better than what the AI made.

Participation: Class Contributions

Attendance - In Person. This is an in-person class. That means that while many of the assigned tasks will be posted online and may be completed at different times, or are available for students to review before or after the class session, certain aspects of the course can only be completed in real time, in

the classroom, and will count toward the contributions and participation of the course. According to SJSU policy, although attendance itself may not necessarily affect grading, participation in in-class activities does:

University Policy [F15-12 \(http://www.sjsu.edu/senate/docs/F15-12.pdf\)](http://www.sjsu.edu/senate/docs/F15-12.pdf), Attendance and Participation

Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.

The **CLASS CONTRIBUTIONS** category of your grade in this class measures your participation in in-class activities and interactions with your class and others in the class. It is measured by your work with your peers in peer reviews, your engagement in in-class written work, group discussion, leading and representing a team's responses to the class, and individual responses to questions in class. 2 points per day of class are required for in-class contributions, meaning that a student must contribute in at minimum 2 ways in the class each time it meets (writing and participating in group discussion, for example, or answering a question in class and representing your group's discussion as a group leader). The percentage of your overall grade that these in-class activities count for is **10% overall**.

Typically, a class session has 4 ways to obtain contribution credit:

- Demonstrating your initial presence and thoughts in the **ENTRY QUICKWRITE**
- Demonstrating your engagement in the class by offering **RESPONSES TO OPEN QUESTIONS**
- Demonstrating your cooperation with your classmates or group members by **REPRESENTING THE GROUP'S COMMENTS TO CLASS AS GROUP LEADER**
- Demonstrating your collaboration with the material during **GROUP WORK ON TEXTS OR CONNECTIONS IN DISCUSSION**

It is understood that sometimes students will not be able to attend all sessions all the time, or at times may have other conflicting events. For this reason, material from each class session is posted on Canvas with the corresponding date. These materials are available for students who miss classes for whatever reason. In the event of emergency circumstances, there are other policies in place. See [S22-2, University Policy \(https://www.sjsu.edu/senate/docs/S22-2.pdf\)](https://www.sjsu.edu/senate/docs/S22-2.pdf).

In addition, the **CLASS CONTRIBUTIONS** category of your grade is the **ONLY** category in which **EXTRA CREDIT** can be accrued. This means that while it is required to achieve a total of 2 points per class session, it is possible to achieve 4 points if more engagement occurs. This means that if a student contributes to all categories in a class session, they may acquire twice as many points. This **EXTRA**

CREDIT is meant to serve as a way to make up for missed contributions from classes students may have been absent from (and thus, were not able to contribute to receive credit before), or so that students can bank credit (achieve extra points early) so as to mitigate any planned future absences.

Consultations: Getting Connected for this Course

Consultations are highly recommended as part of the metacognitive process for this class and its portfolio. There are multiple ways to consult with others from a variety of college resources:

[Office Hours \(https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWVkdMDU1MmExYWMwYzBiMDVkdNmUyYWUxYzM\)](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWVkdMDU1MmExYWMwYzBiMDVkdNmUyYWUxYzM)

[Writing Center Workshop \(https://www.sjsu.edu/writingcenter/workshops-events/\)](https://www.sjsu.edu/writingcenter/workshops-events/)

[Peer Connections Session \(https://www.sjsu.edu/peerconnections/about/appointment.php\)](https://www.sjsu.edu/peerconnections/about/appointment.php)

[Writing Center Tutoring Session \(https://sjsu.mywconline.com/\)](https://sjsu.mywconline.com/)

[Comm Center Session \(https://sjsu.mywconline.net/\)](https://sjsu.mywconline.net/)

[Independent Group Study Session with other classmates \(https://success.tulane.edu/blog/virtual-study-groups\)](https://success.tulane.edu/blog/virtual-study-groups)

(Keep in mind, Professor Turner's Office Hours are limited [to these times \(https://calendar.google.com/calendar/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWVkdMDU1MmExYWMwYzBiMDVkdNmUyYWUxYzM\)](https://calendar.google.com/calendar/selfsched?sstoken=UUvtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWVkdMDU1MmExYWMwYzBiMDVkdNmUyYWUxYzM), and must be booked to be confirmed). Consultations are designed to ensure student success and preparation for tasks as well as to assist with questions or concerns the student may have regarding standing in the class, ability or resources to complete assignments, or alternative assignments to be issued in the event that equipment or circumstances prevent the student from completing the necessary assignments. Consultations are recommended to **all** students, not just those who are struggling, so as to make the most of the resources available to students, provide networking opportunities, and to ensure a connected and productive experience during the semester.

I want you to pass this class, and I promise I will do my utmost to help you get to where you need to be. This is part of what my office hours are for. In particular, if you have questions about the work in this class, about comments that have been placed on your papers, about how to approach the readings, or just want to talk about an aspect or topic in the course in more detail, there is always help available, including my online office on Fridays from 10-4. If that may not work for you, please remember that there are other methods of connecting through campus resources or with classmates.

I promise that as your instructor, I will do my best to provide the information, access, examples, resources, feedback, explanations, and opportunities for practice you need to be able to demonstrate your writing ability for this first-year writing course.

Since a **syllabus serves as a course contract with the university and the instructor**, I ask that you consider the information you have been given and answered questions about, as well as what I may be able to assist you with as your instructor. I have indicated what I promise to deliver to you here. In exchange, **I ask for 3 primary actions from you during this course in order to receive a passing grade:**

HOW TO PASS THIS CLASS:



Show up and participate (contribute to each class session!)



Remember what you read and listen to (take notes and review before class!)



Submit your written work (even when it's a work in progress or unfinished!)

✓ Grading Information

Criteria

Type	Weight	Topic	Notes
Readings & Textual Analysis	20%	(GELO 1) demonstrate understanding of content, context, efficacy, and forms of written communication (GELO 3) be aware of and write according to rhetorical features of text	Annotations and responses to readings, Comprehension Summary-Responses, Text Review and Example Analysis Quizzes
Writing Process	20%	(GELO 2) Perform steps of the writing process	Prewrites, Outlines and Organizational Models, Co-Authored Body Paragraphs, Paragraph Section Composing, First Drafts, Revisions
Integrating and Interpreting Ideas	15%	(GELO 4) Integrate ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres	Annotated Bibliographies, Source Integration Review Exercises, Guided Research and Paragraphing Practice

Type	Weight	Topic	Notes
Mechanics & Style Development	15%	(GELO 5) Demonstrate college-level language use, clarity, and grammatical proficiency	Grammar & Mechanics Exercises, Collaborative Paragraph Exercises, Academic Style Reviews, Collaborative Formatting Exercises
Class Contributions	10%	(GE PLO 9) Evaluate and reflect on one's own learning while building on prior knowledge and life experiences	Class Engagement Responses, Group Discussions, Peer Reviews, Collaborative In-Class Assignments
Outcome Assessments	20%	(GELO 1) (GELO 2) (GELO 3) (GELO 4) (GELO 5)	Development toward and presentation of Final Drafts

Breakdown

Grade	Range	Notes
A+	96 to 100	
A	93 to 95	An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in an effective and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
A-	90 to 92	
B+	86 to 89	
B	83 to 85	A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
B-	80 to 82	
C+	76 to 79	
C	73 to 75	A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
C-	70 to 72	
D+	66 to 69	

Grade	Range	Notes
D	63 to 65	A "D" range 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.
D-	60 to 62	
F	Below 60	An "F" essay does not fulfill the requirements of the assignment.
Requirement	There is no rounding, curving, or estimation of grade percentages for this course.	This course must be passed with a C- or better as a CSU graduation requirement.

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

When	Topic	Notes
Wk1b WED 01/24	In Class: Intros, Syllabus, Class Contacts	Check Canvas Syllabus Scavenger Hunt (Est. 40min) Class Contacts (Est. 10min) Portfolio: RCW Critical Essay Submission (Est. 10min)
Wk2a MON 01/29	In Class: University Experiences, Learning Research, Soft Skills Lead-In Lecture & Discussion	Homework: Reading: Find a Job Posting—The Skills University Graduates Need (Est. 40min)

When	Topic	Notes
Wk2b WED 01/31	In Class: Text 2 & 3 Discussion, Collaborative Reading Check, Prompt & Expository Essay Prewrite, Approaching Academic Writing Prompts	Homework: Project 1 - Step 2: Expository Essay Organization & Evidence Plan (Est. 60min)
Wk3a MON 02/05	In Class: Finding & Reading Scholarly Sources, Group Scholarly Source Practice	Homework: Review: Understanding & Integrating Scholarly Peer-Reviewed Research (Est. 60min)
Wk3b WED 02/07	LAPTOP RECOMMENDED In Class: Consolidating & Selecting Evidence, Integrating Quoted Material into Body Paragraphs, Expository Essay Co-Authored Body Paragraph 1	Homework: Research: Find Scholarly Peer-Reviewed Research—The Skills University Graduates Need (Est. 90min)
Wk4a MON 02/12	In Class: Reading & Analyzing Institutional Reports, Group Institutional Report Source Practice	Homework: Review: Integrating Ideas with Quotes & APA In-Text Citations (Est. 30min)
Wk4b WED 02/14	LAPTOP RECOMMENDED In Class: Workshop & Feedback Revision, Supporting and Integrating Paraphrases, Expository Essay Add Body Paragraph 2	Homework: Research: Find University Campus Resources—The Skills University Graduates Need (Est. 60min)
Wk5a MON 02/19	In Class: Campus Resource Exchange, Grammar for Sentence Structure, Grammatical Paraphrases	Homework: Review: Mechanics & Grammar—Sentence Structure (Est. 30min)
Wk5b WED 02/21	LAPTOP RECOMMENDED In Class: Workshop & Feedback Revision, Checking Structure & Cohesion, Expository Essay Add Body Paragraph 3	Homework: Review: Mechanics & Academic Style—Sentences, Citations, and Structure (Est. 30min)

When	Topic	Notes
Wk6a MON 02/26	LAPTOP RECOMMENDED In Class: Intros & Conclusions, APA Format Overview, Collaborative Re-formatting Practice	Homework: Project 1 - Step 6: Expository Essay First Draft (Est. 60min)
Wk6b WED 02/28	In Class: Peer Feedback Roundtable, Writing Process Reflection, Project 1 Q&A	Homework: Review: Academic Style & Formatting APA Student Papers (Est. 30min) Reflection: Writing Process Paragraph (Est. 30min) Reading: Gottlieb "The closing of the teenage mind" Collaborative Annotations (Est. 20min)
Wk7a MON 03/04	In Class: Opinion Piece Discussion, Analyzing Structure, How Opinions Get Published	Homework: Reading: Find a Local News Article—Campus Community Issue (Est. 40min)
Wk7b WED 03/06	In Class: Discussion, Collaborative Reading Check, Prompt & Opinion Piece/Letter Prewrite, Approaching Public Audiences	Homework: Project 2 - Step 2: Opinion Piece Organization & Evidence Plan (Est. 60min)
Wk8a MON 03/11	In Class: Using & Analyzing Popular Sources, Group Popular Source Practice	Homework: Review: Understanding & Integrating Popular Sources & Opinions (Est. 60min)
Wk8b WED 03/13	LAPTOP RECOMMENDED In Class: Gathering Representative Opinions, Consolidating & Analyzing Views, Opinion Piece Co-Authored Interview Responses	Homework: Research: Find Expert Interview Source—Campus Community Issue (Est. 90min)
Wk9a MON 03/18	In Class: Evaluating and Incorporating Counterarguments, Collaborative Counter Argument Construction	Homework: Project 2 - Step 4: Opinion Piece Contextualizing & Personalizing (Est. 60min)

When	Topic	Notes
Wk9b WED 03/20	LAPTOP RECOMMENDED In Class: Workshop & Feedback Revision, Evaluating and Incorporating Counterarguments, Opinion Piece Add Counterargument	Homework: Analysis: Example Letters to the Editor, Organizers, & Elected Official (Est. 60min)
Wk10a MON 03/25	LAPTOP RECOMMENDED In Class: Revising Drafts, Style & Writing Concisely, Letter Format & Conventions, Co-Authored Letter Practice	Homework: Project 2 - Step 6: Opinion Piece & Letter First Draft—Campus Community Issue (Est. 60min)
Wk10b WED 03/27	In Class: Peer Feedback Roundtable, Integrating Ideas & College Level Writing, Project 2 Q&A	Homework: Reflection: Integrating Ideas & College Level Writing Paragraph (Est. 30min) Reading: Kirschner "Stop propagating the learning styles myth" Collaborative Annotations (Est. 30min)
SPRING RECESS 04/01 –04/05	Take a break!	
Wk11a MON 04/08	In Class: Persuasive Campaign Discussion, Analyzing Appeals, How Audience Matters	Homework: Reading: Choose a Learning Myth to Debunk—Rhetoric & Persuasion (Est. 40min)
Wk11b WED 04/10	In Class: Discussion, Collaborative Reading Check, Prompt & Rhetorical Campaign Prewrite, Anticipating Audience Assumptions	Homework: Project 3 - Step 2: Co-Authored Rhetorical Campaign Plan (Est. 60min)
Wk12a MON 04/15	LAPTOP RECOMMENDED In Class: Plan Delegation & Strategy, Research Analysis & Campaign Integration, Source Summary Practice	Homework: Project 3 - Step 3: Individual Accountability Task List & Time Management (Est. 30min)

When	Topic	Notes
Wk12b WED 04/17	LAPTOP RECOMMENDED In Class: Workshop & Feedback Revision, Campaign Artifact Development	Homework: Project 3 - Step 4: Rhetorical Campaign Artifact Completion (Est. 90min)
Wk13a MON 04/22	LAPTOP RECOMMENDED In Class: Presentation Group Rhetorical Rationale Outlines, Establishing Purpose & Audience	Homework: Project 3 - Step 5: Rhetorical Rationale Presentation Outline (Est. 60min)
Wk13b WED 04/24	LAPTOP RECOMMENDED In Class: Workshop & Feedback Revision, Rhetorical Rationale Presentation Development	Homework: Project 3 - Step 6: Co-Authored Rhetorical Rationale Write-Up (Est. 90min)
Wk14a MON 04/29	In Class: Group Presentations!	Homework: Feedback: Presentation Performance Reviews (Est. 30min)
Wk14b WED 05/01	In Class: Group Presentations!	Homework: Feedback: Presentation Performance Reviews (Est. 30min)
Wk15a MON 05/06	In Class: Rhetorical Appeals Review, Peer Feedback Roundtable, Rhetorical Features Reflection, Project 3 Q&A	Homework: Reflection: Rhetorical Features of Texts Paragraph (Est. 30min)
Wk15b WED 05/08	In Class: Rhetorical Features Reflection, Paper 3 Q&A	Homework: Project 3 - Step 7: Revision Rhetorical Rationale & Campaign Artifacts (Est. 90min)
Wk16a MON 05/13	In Class: Course Outcomes Overview, Reflective Writing Overview, Example Structure	Homework: Project 4: Self-Reflection Essay Outline (Est. 40min)

When	Topic	Notes
FINALS 05/15 –05/22	Get your revision on, and good luck!	Portfolio Submission to Writing Program Assessment Course RCW Critical Essay Final Draft (Choose: Project 1, Project 2, or Project 3) Self-Reflection Essay