

# First Year Writing

## ENGL 1A

Fall 2025 Section 78 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

### Contact Information

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Instructor: Anne Cheilek

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Office Hours: Monday and Tuesday 1:30 - 2:30 pm, or by appointment (in person or over Zoom)

### Course Information

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Class format: In person

Class Days/Time: Monday and Wednesday 12:00 - 1:15 pm

Classroom: Boccardo 121

Course materials such as the syllabus, handouts, notes, and assignment instructions can be found on the Canvas course website. You are responsible for regularly checking with the messaging system through Canvas to learn of any course updates.

### Course Description and Requisites

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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

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For a class like this one, much of the learning happens in class. Therefore, it is essential that you are in class every day, on time, and ready to participate in class activities and discussions. If you know that you will be absent on a certain day, please let me know via email.

Show respect for others at all times, in both your language and behavior. Part of this class may involve disagreeing with your classmates, but we will do this respectfully and courteously. If you have a question at any time about what is appropriate, please contact me for guidance.

It is important to me that all students feel welcome and comfortable in my classroom. If you have a problem with the classroom environment, or the behavior of one of your classmates, please speak to me privately about the issue so that it may be resolved.

Do not hand in any assignments that you are not willing to share: peer review is an integral part of this class.

## **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

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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)

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General Education Learning Outcomes (GELOs):

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

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There is no textbook for this course. Selected readings will be available on Canvas. Students will be responsible for selecting and locating additional resources in support of their writing projects.

Materials students are required to bring to each class meeting include:

- laptop or computer with internet connectivity and word processing software (laptops may be checked out from [the SJSU Student Computing Service](#) at no cost)
- notebook just for this class with pages that can be removed and handed in
- pen or pencil

Library Liaison:

Our library liaison is [Peggy Cabrera](#). She is available to help you find resources to do your work in this course. She has set up for students a [library resource page for the Department of English and Comparative Literature](#). The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

## Course Requirements and Assignments

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There are four categories of writing assignments in this course: major writing assignments, short writing assignments (SWAs), in-class writing, and final portfolio and reflection. In addition, your class participation will count toward your final grade.

#### A. Three Major Assignments:

1. A "conflict narrative" that examines the role of interpersonal argument in the student's experience. The objective of this assignment is to delve into argumentation techniques and explore how rhetorical strategies affect and are affected by real-world events. This is a 1000-word assignment, and will build on assignments we produce in class. (GELO 1, 2, 3)
2. A research project on how robots and AI are impacting a profession you are interested in pursuing in the future. This project will have two phases: first, you will conduct library research and present your findings in a survey paper — researched and cited academic writing. This assignment should total 750 words. In the second phase of this project, you will team up with another student to deliver a presentation of your findings to the class (500 words). (GELO 1, 2, 4, 5)
3. The last major assignment of the semester is a personal essay that builds on an in-class writing prompt of the student's choice. A personal essay is a short work of autobiographical nonfiction that discusses inner thoughts and experiences, relating them to some kind of insight or universal truth. The structure is highly variable in personal essays, but you should try to begin with a hook, and make some kind of point at the end that will bring your thoughts together. This assignment should be written in informal language—trust your own voice. This assignment should total 1000 words. (GELO 2, 3, 4, 5)

#### B. Short Writing Assignments (SWAs)

Ten writing exercises will be assigned as homework over the course of the semester. These assignments form the building blocks of your major projects. (GELO 1, 3, 4, 5)

#### C. In-Class Writing

You will engage in daily writing activities in response to prompts given in class. In addition, you are responsible for completing peer reviews of your classmates' work. These are graded C/NC and will form part of your participation grade. Feedback available upon request. (GELO 2, 3, 5)

#### D. Final Portfolio and Reflection

At the end of the semester, you will curate a final portfolio of selected writing from the semester, accompanied by a 500-word reflection paper that discusses excerpts from both first and final essay drafts to demonstrate how you applied concepts and processes learned in class. This assignment will include a bibliography of the work cited in the Reflection. (GELO 2, 3, 4, 5)

## Grading Information

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<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

This course must be passed with a C- or better, as a CSU graduation requirement. Your grade will be calculated in the following way. The course total is 1000 points:

- Writing Project 1 — 20% or 200 pts. [for project breakdown, see below]
- Writing Project 2— 25% or 250 pts.
- Writing Project 3 — 20% or 200 pts.
- Short Writing Assignments (SWAs) — 15% or 150 pts.
- Participation — 15% or 150 pts.
- Final Portfolio and Reflection — 5% or 50 pts.

I grade writing on effort and improvement. While I provide feedback on grammar, I do not grade on it, unless a student does not correct errors I have marked in previous drafts.

Writing Projects will receive letter grades according to the following criteria:

- The “A” writing assignment is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment’s requirements. There is evidence of considerable engagement with the topic and effort put in towards the mastery of details as well as structure.
- The “B” writing assignment responds to the topic suitably, but it may not be as fully developed or as comprehensive as an “A” essay. There is evidence of some engagement with the topic and effort put in towards the mastery of details as well as structure.
- The “C” writing assignment will complete the minimum requirements of the assignment, but it may not be fully developed in fundamentals or in details.
- The “D” writing assignment 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 errors that interfere with reader comprehension.

Major projects are broken down into five stages: project proposal, first draft, revision reflection, revision memo, and final draft. In most cases, they are weighted as follows:

1. Brief outline explaining your plan. (40 points)
2. First draft. (60 points)
3. Revision reflection (10 points)
4. Revision memo (30 points)
5. Final draft. (60 points)

Participation is a crucial part of this class. In particular, discussions of material and peer review are key parts of the learning process. Therefore, it is essential that you are in class every day, on time, and ready to participate in class activities and discussions. If you know that you will be absent on a certain day, please let me know via email.

*If you cannot make a deadline, please contact me BEFORE THE DUE DATE.* Unless an arrangement has been determined in advance, **late work will not receive full credit**. Grades for late assignments (those without prearrangements) will be reduced by 10% for the first week it is late, and an additional 10% thereafter.

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#### ON ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI) TOOLS USAGE:

Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT, to complete essays or other assignments constitutes a violation of the University’s Academic Integrity Policy. (<https://sjsu.edu/senate/docs/F15-7.pdf>)

AI-generated submissions are not permitted and will be treated as plagiarism.

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

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The following schedule is subject to change with advance notice in class or through a Canvas Announcement. All assignments can be found on Canvas, unless otherwise noted.

Week	Date	Topics, Assignments, Deadlines
1	Wed 8/20	<p>Introductions, syllabus review, expectations.</p> <ul style="list-style-type: none"> <li>· Discuss and practice freewriting.</li> <li>· Introductory homework assigned</li> </ul>
2	Mon 8/25	<p><b>Unit 1 begins: Thank You For Arguing</b></p> <ul style="list-style-type: none"> <li>· Writing Project 1 introduced (WP-1)</li> <li>· SWA-1 assigned</li> </ul>
	Wed 8/27	<p>Argumentation Unit continues</p> <ul style="list-style-type: none"> <li>· SWA-1 due</li> <li>· SWA-2 assigned, WP-1 proposal assigned</li> </ul>
3	Mon 9/1	Holiday - Labor Day
	Wed 9/3	<p>Argumentation Unit</p> <ul style="list-style-type: none"> <li>· SWA-3 due</li> </ul>



4	Mon 9/8	Argumentation Unit <ul style="list-style-type: none"> <li>· Discuss and practice peer review, levels of revision</li> <li>· WP1 first draft assigned</li> </ul>
	Wed 9/10	Argumentation Unit <ul style="list-style-type: none"> <li>· WP1 first draft due; peer review; revision reflection.</li> </ul>
5	Mon 9/15	Argumentation Unit <ul style="list-style-type: none"> <li>· SWA-4 assigned</li> <li>· WP1 revision letter assigned</li> </ul>
	Wed 9/17	Argumentation Unit <ul style="list-style-type: none"> <li>· WP1 revision letter due</li> <li>· SWA-4 due</li> <li>· WP1 final draft assigned</li> </ul>
6	Mon 9/22	Argumentation Unit <ul style="list-style-type: none"> <li>· Project Work Day</li> </ul>
	Wed 9/24	Argumentation Unit <ul style="list-style-type: none"> <li>· Project Work Day</li> </ul>
7	Mon 9/29	<ul style="list-style-type: none"> <li>· WP1 final draft due</li> </ul> <p><b>Unit 2 begins: To Prove You Are Not A Robot - Research</b></p> <ul style="list-style-type: none"> <li>· WP2 introduced - two parts</li> <li>· SWA-5 assigned</li> </ul>
	Wed 10/1	Research Unit - library tools

8	Mon 10/6	Research Unit - assessing source credibiltiy
	Wed 10/8	Research Unit - list of sources due
9	Mon 10/13	Research Unit
	Wed 10/15	Research Unit
10	Mon 10/20	Research Unit - first draft due; peer review
	Wed 10/22	Research Unit - planning for presentations begins
11	Mon 10/27	Research Unit - project work day
	Wed 10/29	Research Unit - project work day
12	Mon 11/3	Research Unit. Presentations - Day 1
	Wed 11/5	Research Unit - Presentations - Day 2
13	Mon 11/10	<b>Unit 3: Personal Essay Introduced</b>  WP3 introduced. WP-3 proposal assigned
	Wed 11/12	Personal Essay Unit  · Project Work Day
14	Mon 11/17	Personal Essay Unit  · Project Work Day
	Wed 11/19	Personal Essay Unit  · Write first draft in class

15	Mon 11/24	Asynchronous Work Day
	Wed 11/26	HOLIDAY
16	Mon 12/1	Personal Essay Unit - project work day
	Wed 12/3	Personal Essay Unit - Write final draft in class
17	Mon 12/8	Personal Essay Unit / Final Portfolio · Project Work Day
Final	Dec. 16	Final Portfolio due