SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing

ENGL 1A

Fall 2025   Sections 55, 56   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/12/2025

This syllabus is subject to change. Students will be notified of any changes in a timely manner.

👤 Contact Information

Instructor: Chelsea Criez (she/her)

Email: chelsea.criez@sjsu.edu

Office Hours

Monday, Wednesday, 12:00 PM to 1:00 PM, FO 215 and Zoom by appointment

[Zoom Scheduler (https://scheduler.zoom.us/engl1b_02/office-hours)](https://scheduler.zoom.us/engl1b_02/office-hours)

🕐 Course Information

Monday, Wednesday, 9:00 AM to 10:15 AM, BBC 121

💻 Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

✳ Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies
First-Year Writing policies are listed at the following website: https://www.sjsu.edu/english/frosh/program-policies.php (https://www.sjsu.edu/english/frosh/program-policies.php)

All Are Welcome

This classroom is a space where every student can learn, grow, and contribute authentically. I am committed to creating an inclusive environment where all perspectives are valued and respected. You belong here, and your success matters to me.

You are welcome here regardless of:

- Race, ethnicity, or cultural background
- Gender identity or expression
- Sexual orientation
- Religion or spiritual beliefs
- Citizenship or immigration status
- Socioeconomic background
- Physical or mental abilities
- Learning differences
- Military or veteran status
- First-generation college status
- Primary language or accent

If you ever feel unwelcome or need support, please don't hesitate to reach out to me. I'm here to help you succeed, and part of that means ensuring you feel safe and valued in our learning community.

AI Policy

Throughout this course, we will learn how to use AI ethically and responsibly. We will treat AI as a writing tool and assistant, not a means to generate work for you. Any use of AI must be disclosed through a Disclosure Statement. Disclosure Statements must be honest and thorough.

Any misuse of AI (i.e., using it to generate work for you or failing to disclose use) is a form of plagiarism and will be reported to Student Conduct.

Here is an example of a disclosure statement:

"For this assignment, I used ChatGPT to help create questions that I used to guide my research. Once I finished my first draft, I asked ChatGPT for suggestions on structure and argumentation. Based on the feedback I received, I added more textual evidence, reorganized my body paragraphs, and provided more context to my introduction. After I made substantial revisions to my writing, I used the Writer's Lab on Packback to ensure my grammar, style, and tone were appropriate for an academic research paper."

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)

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

PackBack

Packback is an online platform that uses AI-assistive technology to guide you in your writing process with real-time feedback on style, clarity, and content. We will use Packback for homework discussion questions, in-class discussion activities, and essays.

Availability: Canvas
Price: Free

They Say, I Say: The Moves that Matter in Academic Writing

Author: Gerald Graff and Cathy Birkenstein
Publisher: Norton
Edition: 5
Optional

I recommend purchasing a physical copy, but it is not required.

Picturing Texts

Author: Lester Faigley, Diana George, Anna Palchik, and Cynthia Selfe
Publisher: Norton
Edition: 1
ISBN: 9780393979121
Optional

I will provide pdf scans of the chapters we'll read, but you are encouraged to purchase the text so you have it in its entirety.

≔ Course Requirements and Assignments

Personal Essay: Hidden Intellectualism

For this assignment, you will write an essay and create a visual about a familiar topic. Your topic should be one you can easily write about without additional research. Your essay will inform a general audience about an interesting aspect of your topic, and your visual will enhance your written essay through thoughtful design choices. There is no required word count, but a developed essay would be 750-1,000 words. The rough and final drafts will be submitted to Packback. *Choose your topic wisely because you will use it in each major assignment.*

Research Essay: Developing Your Hidden Intellectualism

For this assignment, you will present an argument about your Hidden Intellectualism topic and use evidence from four credible sources to back up your claim. You will post your essay to a webpage of your design. While this assignment does not have a required word count, a developed essay would include 1,500 - 2,000 words. The rough draft, COR evaluation, and final draft will be submitted to Packback.

Presentation: Sharing Your Hidden Intellectualism

For this assignment, you will adapt your research paper into a TED Talk. You'll submit a script and create a slideshow that you'll present to the class. Your TED Talk should be 5-7 minutes long. Your script and slideshow will be submitted to Packback.

Final: Portfolio

For your final, you will assemble a portfolio containing your RCW Critical Essay, a Major Assignment from this class, and a Self-Reflection Essay that tracks your growth as a reader and writer from your RCW Critical Essay to now. This portfolio will be submitted to the ENGL 1A Fall 2024 Assessment Canvas shell, and your Self-Reflective Essay will be submitted to Packback. *This assignment may not be submitted late.*

✔ Grading Information

Grade Breakdown

A+	95+	C+	75 - 79
A	90 - 94	C	70 - 74
B+	85 - 89	D+	65 - 69
B	80 - 84	D	60 - 64
		F	<59

Late Policy & Grade Drop

Writing assignments (excluding the final) will be accepted two (2) days past the deadline for full credit and two (2) additional days for half credit. Writing assignments submitted more than four (4) days past the deadline will not be accepted. For example, if an assignment is due Monday at 11:59 pm, you may receive full credit if you submit it before Wednesday at 11:59, and half credit if you submit it before Friday at 11:59 pm; it will not be accepted starting Saturday at 12:00 am.

This policy excludes in-class activities, Packback Questions, the make-up post, extra credit, and the Final.

This policy is to accommodate last-minute emergencies, not procrastination. If you need more time to complete an assignment, you must email me at least 24 hours before the initial deadline.

The lowest grade from each category (excluding the final) will be dropped.

Extra Credit & PB Make-Up

Extra Credit:

For up to five (5) additional points on your final, you may complete one of two options: Visit the [Writing Center (https://www.sjsu.edu/writingcenter/tutoring/index.php)](https://www.sjsu.edu/writingcenter/tutoring/index.php) or [Attend a School Event (https://www.sjsu.edu/campus-life/events.php)](https://www.sjsu.edu/campus-life/events.php) and submit a brief reflection. You can find more detailed descriptions on Canvas.

Packback Make-Up:

To replace a low PB score, you may complete the Make-Up Question. Like the regular biweekly questions, you must post a question and respond to two classmates' questions.

🏛 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

Week	Monday	Wednesday
1	*No Class*	8/20 *First Day* **Due:** Introduction Survey 11:59
2	8/25 *Packback* **Read:** ch. 12	8/27 *Hidden Intellectualism* **Read:** Writing as Inquiry **Due:** Syllabus Quiz & PB 1 11:59

3	9/1 *No Class* **Due:** Adobe Sign-Up 11:59	9/3 *Adobe Workshop (Jumstart Digital Literacy)* **Read:** *PT* ch. 6 **Due:** Workshop deliverable 9/5 11:59
4	9/8 *Rhetorical Situations* **Read:** *CW* "The Personal Essay"	9/10 *Writing Workshop* **Due:** PB 2 & RD 11:59
5	9/15 *Peer Review* **Due:** PR pt. 3 11:59	9/17 *Revision (w/AI)* **Read:** "Everyone's Cheating" **Due**: FD 9/19 11:59
6	9/22 *Entering Academic Conversations* **Read:** *TSIS* "Introduction"	9/24 *Research as a Conversation* **Read:** *TSIS* ch. 15 **Due:** PB3 11:59 & SA 9/26 11:59
7	9/29 *Choosing Sources* **Due:** COR module 9/28 11:59	10/1 *No Class* **Due:** Research Plan 10/3
8	10/6 *Summarizing and Quoting Others* **Read:** *TSIS* ch. 2 & 3	10/8 *Responding to Others* **Read:** *TSIS* ch. 4 **Due:** COR Eval 10/10 11:59

9	10/13 *Counterarguments* **Read:** *TSIS* ch. 6 & 7	10/15 *Writing Workshop* **Due:** RD 11:59
10	10/20 *"I Say"* **Read:** *TSIS* ch. 5 & 10	10/22 *Peer Review* **Due:** Visit Someplace New & PB 5 11:59
11	10/27 *Visual Rhetoric* **Read:** *PT* "Introduction"	10/29 *No Class*
12	11/3 *Revising for Flow* **Read:** *TSIS* ch. 8 **Due:** FD 11/4 11:59	11/5 *TED Talks* **Due:** PB 6 11:59
13	11/10 *Formality in Writing* **Read:** *TSIS* ch. 9	11/12 *Visual Presentations* **Read:** *PT* ch. 7 (7/29) **Due:** SA 11:59
14	11/17 *Oral Presentations*	11/19 *Peer Review* **Due:** PB 7 & PR pt. 3 11:59
15	*Thanksgiving Break*	

16	12/1 *Presentations* **Due:** TT 11/30 11:59	12/3 *Presentations* **Due:** PB 8 11:59; Notes & SA 12/5 11:59
17	12/8 *Last Day* **Due:** PB & Extra Credit 11:59	*Final due 12/15 11:59*
	This schedule is subject to change. Check Canvas regularly for updates.	