

College of Humanities and the Arts · English & Comparative Literature

# First Year Writing **ENGL 1A**

Fall 2025 Section 10 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025



### 🚨 Contact Information

Welcome to Stretch English!

Meeting times and locations:

Tuesdays and Thursdays from 1:30-2:45 pm. in Boccardo Business Center 121

Contact info:

kristin.fitzpatrickezell@sjsu.edu

Office Hour Information:

I will hold office hours on Zoom on Wednesdays from 9:30-11:10 a.m.

This is the office hour link: <a href="https://sjsu.zoom.us/j/2239875288">https://sjsu.zoom.us/j/2239875288</a>

Appointments are recommended and drop-ins are always welcome. There will also be time built into class meetings where we will talk about your projects.

### 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



### 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.

#### CLASS POLICY ON GENERATIVE AI

The SJSU Al Overview page on the <u>SJSU Al Writer Toolbox</u> site states that "Al should never be used to generate writing from scratch; that's not what learning writing skills is about. It is never acceptable to have an Al chatbot write your papers for you."

Generative AI programs like ChatGPT and GrammarlyGo are not recommended resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, identifying errors in our drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them. This course is designed to strengthen your writing skills, and the only way to do that is to write your work yourself in your own unique voice. Keep in mind that for assignments written by hand, these tools will not be available.

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet. It cannot write a paper that will sound uniquely yours in response to a unique prompt, so using it to generate text is not very helpful.

ChatGPT, like all generative Al systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls.

As AI is emerging in the workforce, you will likely encounter and use AI. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have

employable skills. You will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI in the Student AI Disclosure SAID form every time you turn in an assignment.

Misusing AI (i.e., using it to write any part of the essay without significant contributions or revision by you) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask! Always consult the AI Ethics "Should I Use AI?" flowchart.

Remember: this is a multimodal class. "Writing" for us is not just text on the page. You will be completing handwritten and hand drawn assignments, on paper and on the whiteboard with markers. In addition, you will complete multimodal assignments electronically. You will make videos, slide presentations, and oral presentations by yourself and in groups. You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes. You won't always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

#### **ENGL 1A Course Content**

<u>Diversity:</u> 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.

<u>Writing:</u> 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.

<u>Reading:</u> 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.

<u>Final Experience</u>: 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: <a href="https://www.sjsu.edu/english/frosh/program-policies.php">https://www.sjsu.edu/english/frosh/program-policies.php</a> (<a href="https://www.sjsu.edu/english/frosh/program-policies.php">https://www.sjsu.edu/english/frosh/program-policies.php</a>)

## 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 <u>GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)</u>.

## 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

All reading materials for this course are provided for free. Please do not buy any reading materials.

The FREE required book is <u>Can Deliberation Cure the Ills of Democracy? (https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS\_SJO/tu4ck5/alma991014311103002919)</u>. By James S. Fishkin. Please note that the MLK Library has an ebook available that you can read anytime. You will need to log in with your SJSU One credentials. The book is also widely available at public libraries.

#### This is the link to the book:

https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?
context=L&vid=01CALS\_SJ0:01CALS\_SJ0&search\_scope=MyInst\_and\_Cl&tab=Everything&docid=alma991
014311103002919

We will also use *The New York Times* as our main required text, which you can subscribe to for free here: https://library.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.

All other course readings will be provided on Canvas or in the classroom.

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Major assignments are listed below. Each project is the culminating assignment of a particular module, or unit, in Canvas. Several smaller assignments will be completed as part of the reading and prewriting/designing process for each major project. All major assignments will relate to the assigned readings and will require incorporation of and analysis of ideas from those texts.

Project #1: Multimodal Rhetorical Analysis of a published argument about deliberative democracy

Project #2: Multimodal Media Literacy Proposal to help solve a community problem

Project #3: Multimodal Presentation about an organization that uses deliberative democracy to address particular community problems

Project #4: Final Portfolio Reflection Project



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 and meeting requirements. Revised assignments MUST be revised significantly in order to receive credit. Any final draft that is not significantly revised will receive a grade of 0.

#### 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 minor assignments and 10/10 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 <u>University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)</u>, 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 <u>Syllabus Information</u> (<a href="https://www.sjsu.edu/curriculum/courses/syllabus-info.php">https://www.sjsu.edu/curriculum/courses/syllabus-info.php</a>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

### **a** Course Schedule

Course schedule (subject to change)

Week	Focus	Readings
		to be completed by the week's start if not otherwise noted

Week 1: starts  August 20 –  partial week	Introduction to course and Module/Unit 1	None
Week 2: starts August 25	Develop Project #1	"We are Doing Democracy Here" (article about young voters).  Set up free New York Times subscription here  "Did Usher Write His Own Commencement Speech? (Yeah!).  (New York Times article about writing process).  Book chapters in Can Deliberation Cure the Ills of Democracy? (https://www.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alm.  Chapter 1, beginning through "Toward a More Advanced Democracy."

Week 3: starts September 1	On September 2, attend "Jumpstart Digital Literacy" workshop instead of class.  Complete First Draft of Project #1	Read "Al Ethics," "Citing Al," and other items in the SJSU Al Writer To  Read rhetorical analysis materials and materials from Deliberative I  Book chapters: Chapter 1, "Madison's Vision" through "Phantom Opir
Week 4: starts September 8	Revise Project #1	Selected sources for your project  Book chapters: finish reading chapter 1
Week 5: starts September 15	Complete Project #1/Finish Module 1, Begin Module 2  Develop Project #2	Book chapters: Chapter 2 through "To What Effect?"
Week 6: starts September 22	No class meeting on September 24 (Kristin in professional development meeting)  Develop Project #2	Book chapters: Chapter 2 through "Four Forms"
Week 7: starts September 29	Complete First Draft of Project #2	Book chapters: chapter 2 through "Participation as a Value"

Week 8: starts October 6	Revise Project #2	Book chapters: finish reading chapter 2
Week 9: starts October 13	Finish Module 2, Begin Module 3  No class meeting on October 16 (Kristin in professional development meeting)	Book chapters: chapter 3 through "The Deliberations of a Random S
Week 10: starts October 20	Develop Project #3	Book chapters: finish reading chapter 3
Week 11: starts October 27	Complete First Draft of Project #3	Book chapters: chapter 4, part 1 (first half)
Week 12: starts November 3	Revise Project #3	Book chapters: chapter 4, part 2 (second half)
Week 13: starts November 10	Finish Module 3, Begin Module 4 Develop Project #4 No class meeting on November 11 (Veterans' Day)	Book chapters: chapter 5, part 1 (first half)
Week 14: starts November 17	Develop Project #4	Book chapters: chapter 5, part 2 (second half)

Week 15: starts  November 24 – partial  week - Thanksgiving	Revise Project #4	Revisit previous readings
Week 16: starts  December 1 –  conference/consultation  week	Revision and Conference/consultation week	Revisit previous readings
Week 17: starts December 8 –	Revision and Conference/consultation week	Revisit previous readings
Week 18: starts December 15 -	Final Portfolio Reflection Project (Project #4) due on 12/16 at 3 p.m.	Revisit previous readings