

First Year Writing

ENGL 1A

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

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

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 that are uploaded to Canvas.

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.

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

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

In this course we will learn how to improve both writing and critical thinking skills. and the ability to apply these skills to reading, writing, and life. We will gain insights into both the writing process, as well as critical thinking and adaptability skills. Students will write analytical and argumentative essays based on reading of complex texts and the use of outside research.

Three major projects will be assigned: a personal narrative, an argumentative essay, and a multimodal presentation, which includes an argument and research based essay. Each project will help you develop essential communication skills and rhetorical strategies. We will also be participating in group presentations and one final individual presentation, long with peer reviews, and a variety of interactive class activities.

SOURCES FOR SUCCESS:

The Writing Center: www.sjsu.edu/writingcenter (<https://www.sjsu.edu/writingcenter/>)

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of of services are free for SJSU students. Their mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). They accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center conducts scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. *All appointments can be made online at:* sjsu.mywconline.com (<https://sjsu.campusconcourse.com/sjsu.mywconline.com>)

Library Liaison: Peggy Cabrera

Email: Peggy.Cabrera@sjsu.edu

Phone: 408-808-2034

Other SJSU Resources:

The university provides all students several resources to help you successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

Accessible Education Center: www.sjsu.edu/aec (<https://www.sjsu.edu/aec/>)

Counseling and Psychological Services (CAPS): <https://www.sjsu.edu/counseling>

Peer Connections: www.sjsu.edu/peerconnections (<https://www.sjsu.edu/peerconnections/index.php>)

SJSU Cares: (www.sjsu.edu/sjsucares (<https://www.sjsu.edu/sjsucares/>))

Spartan Food Pantry: www.sjsu.edu/sjsucares/spartan-food-pantry (<https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php>)

Student Wellness Center: www.sjsu.edu/studenthealth (https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)

Technology:

SJSU has a free equipment loan program available for students through: www.sjsu.edu/it/services/classroom-tech (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php>)

Students are responsible for ensuring that you have access to reliable Wi-Fi for this class. For Wi-Fi options on campus, see LearnAnywhere website: sjsu.edu/learnanywhere (<https://www.sjsu.edu/learnanywhere>)

Information Technology: www.sjsu.edu/it/self-service (<https://www.sjsu.edu/it/self-service/index.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

Students will not be required to purchase a textbook for this class.

All reading assignments and texts will be provided via Canvas. Since we'll be working with texts digitally and in class, students should bring both a laptop and journal to class.

The class texts are open-source, which means they can be downloaded in whole or in part for free at: [writingspaces.org \(https://writingspaces.org/node/1\)](https://writingspaces.org/node/1).

Here you will find:

- Various Authors. Writing Spaces: Readings on Writing, vols. 1-5. Parlor Press, multiple dates.

Course Requirements and Assignments

*Here are the required **major** writing assignments:*

- Literacy or Personal Narrative
- Critical/Argumentative Essay
- Multimodal Presentation
- Multimodal Essay
- Final Portfolio (composed of the 3 writing assignment above and a reflection)

Here are the required additional assignments:

- In-class writing and participation in activities (every class)
- Respond to weekly readings (12 total)
- Practice and engage in peer review editing
- Participate in group presentations
- Create annotated bibliography

Please see tables below for all assignments, grade percentages and GELO (*GELO stands for GE Learning Outcomes - learning objectives that students are expected to meet in their courses*):

UNIT	ASSIGNMENT	WORD COUNT	GRADE %	GELO
1	Literacy/Personal Narrative	1,250	15%	1, 2, 3, 4, 5
2	Critical/Argumentative Essay	1,250	20%	1, 2, 3, 4, 5

3	Multimodal Research Paper	1,250 - 1,500	20%	1, 2, 3, 4, 5
1-3	Presentations	N/A	10%	1, 2, 3
1-3	In-Class Writing	1,000	10%	1, 2, 3, 4, 5
1-3	Annotated Bibliographies	250	5%	1, 2, 3, 4
1-3	Self Evaluation & Final Portfolio	1,000	10%	3, 4, 5
1-3	Writing on Reading Assignments	2,000	10%	1, 2, 3, 4, 5
TOTAL:		8,000	100%	

✓ Grading Information

Department Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

This course must be passed with a C- or better, as a CSU graduation requirement. This is a course with assignments totaling 100%, following the standard A-F scale. You must submit all work on time. Any unexcused late work will be graded down a full letter grade, after the announced deadline has passed. If there is a reason you cannot make a deadline (because life happens) contact me BEFORE THE DEADLINE, so that we may mitigate the situation.

On Academic Integrity and Artificial Intelligence (AI) Tools Usage:

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

As 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 or Gemini, to complete essays or other assignments constitutes a violation of the University's Academic Integrity Policy:

www.sjsu.campusconcourse.com/senate/docs/F15-7.pdf
(<https://sjsu.campusconcourse.com/sjsu.edu/senate/docs/F15-7.pdf>).

Misuse of these policies by any one student will result in having this option removed for all students.

All proposed regular assignment deadlines will be Mondays at 1:29 PM PT (unless otherwise indicated) with work uploaded to Canvas. Deadline dates and times are subject to change, but I will notify the class of any proposed changes in advance.

Extra credit: *may be offered* at various points throughout the semester at my discretion, *but you should not rely on extra credit or assume it will be offered.*

Attendance: *You are expected come to every class* - any assignments/activities given during class cannot be made up if you miss the meeting. If you know you will miss a class ahead of time) it is your responsibility to contact me and get class notes from a peer.

Late Policy: All assignments, except warm-ups, are due on the day and time of the given deadline on Canvas. *If your are over a week late, you cannot get full credit.*

Grading Criteria for Essays:

For each assignment, you will get a rubric specific to that assignment. In general I review assignments by looking at the following three factors and the bulleted information below:

- **Content** (thesis, specific evidence, support, etc.)
- **Organization** (how your ideas are arranged, clear thesis statement and conclusion)
- **Language** (descriptive and appropriate)

Here is a breakdown of the grades:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage
- A "B" 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.
- A "C" 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.
- A "D" 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

Here is a breakdown of the grade percentages:

A+	95% +
A	93 to 95%
A minus	90 to 92%
B plus	87 to 89 %
B	83 to 86%
B minus	80 to 82%
C plus	77 to 79%
C	73 to 76%
C minus	70 to 72%
D plus	67 to 69%
D	63 to 66%
D minus	60 to 62%

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	Date	Topics, Readings, Assignments, Deadlines	Deadline
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1	WED: 8/20	<ul style="list-style-type: none"> • Welcome Class Introduction • Syllabus & Canvas Overview • Assignment and Workflow Discussion • In-Class Writing 	
2	MON: 8/25	Read Before Class: <ul style="list-style-type: none"> • "Learning to Read and Write," Fredrick Douglass In-Class: Writing, questions and discussion on readings <ul style="list-style-type: none"> • Introduction to the Writing Process: Pre-writing, Brainstorming and AI • Introduction to Project 1: Literacy Narrative 	
2	WED: 8/27	Read Before Class: <ul style="list-style-type: none"> • "Looking for Trouble: Finding Your Way into a Writing Assignment," Catherine Savini • "Composition as a Write of Passage," Nathalie Singh-Corcoran DUE Before: Reading Response #1 In-Class: Introduction to the Writing Process: Prewriting; Drafting	
3	MON: 9/1	NO CLASS - LABOR DAY	DUE: Reading Response #1 (RR #1)
3	WED: 9/3	Read Before Class: <ul style="list-style-type: none"> • "Mother Tongue," Amy Tan Class: <ul style="list-style-type: none"> • Introduction to the Writing Process: Literacy Narrative; Brainstorm on Project #1 	
4	MON: 9/8	Read Before Class: <ul style="list-style-type: none"> • "Writing Autobiography," bell hooks • "Weaving Personal Experience into Academic Writing," Marjorie Stewart DUE Before Class: Reading Response #2 In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Writing Process: Reflection & Narrative; Group activity 	DUE: RR #2
4	WED: 9/10	Read Before Class: <ul style="list-style-type: none"> • "Reflective Writing and the Revision Process- What Were You Thinking?" Sandra L. Giles DUE FRIDAY, 9/12: Project #1 In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Introduction to the Writing Process: Sentence Structure and Grammar ; Group activity 	DUE FRIDAY, 9/12: Project #1 & Draft 1

5	MON: 9/15	Read Before Class: <ul style="list-style-type: none"> • "Everything is an Argument," Lunsford, Ruskiewicz, and Walter • "Critical Thinking in College Writing," Gita DasBender DUE Before Class: Reading Response #3 In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Introduction to the Writing Process: Critical Thinking; Group activity 	DUE: RR #3
5	WED: 9/17	Read Before Class: <ul style="list-style-type: none"> • "How to Write Meaningful Peer Response Praise," by Ron DePETER In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Introduction to the Writing Process: Peer Review; Group activity 	
6	MON: 9/22	Read Before Class: <ul style="list-style-type: none"> • "Rhetorical Analysis," Lunsford, Ruskiewicz & Walters DUE Before Class: Reading Response #4 In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Introduction to Project #2; The Argumentative Essay; Writing Process: Audience 	DUE: RR #4
6	WED: 9/23	Read Before Class: <ul style="list-style-type: none"> • "Arguments Based on Pathos, Logos And Ethos," Lunsford, Ruskiewicz & Walters • "Rhetorical Strategies," Purdue OWL® - Purdue University In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none"> • Writing Process: Audience; Group Activity: The Dating Profile, Rhetoric, and Persuasion 	
7	MON: 9/29	DUE Before Class: Project #1: FINAL Draft & Reading Response #5 <ul style="list-style-type: none"> • "Navigating Genres," Kerry Dirk In-Class: Writing Process: Audience; Group Activity: The Dating Profile, Rhetoric, and Persuasion	DUE: Project #1: FINAL Draft 1 & RR#5
7	WED: 10/1	Read Before Class <ul style="list-style-type: none"> • "Writing with Force and Flair," William T. Fitzgerald In-Class: Introduction to the Writing Process: Style; Group Activity; Mid-Semester Evaluation	
8	MON: 10/6	DUE Before Class: Reading Response #6 In-Class: Introduction to the Writing Process: Style; Intro to Project #2 - The Argumentative Essay	DUE: RR#6
8	WED: 10/8	Read Before Class <ul style="list-style-type: none"> • "Grammar, Rhetoric, and Style," Craig Hulst • "Punctuation's Rhetorical Effects," Kevin Cassell In-Class: Writing Process: Grammar & Punctuation; Group Activity; Project #2: Brainstorm	

9	MON: 10/13	Read Before Class & DUE Before Class: Reading Response #7 In-Class: Writing exercises and discussion on reading; Writing Process: Research	DUE: RR #7
9	WED: 10/15	Read Before Class DUE FRIDAY, 10/17 Project: #2: Draft #1 In-Class: Writing exercises and discussion on Research Process: Review MLA Bibliography	DUE: FRIDAY, 10/17 Project #2: Draft 1
10	MON: 10/20	Read Before Class DUE Before Class: Reading Response #8 In-Class: Writing Process: Thesis Statement & 5 Paragraph Essay	DUE: RR#8
10	WED: 10/22	Read Before Class In-Class: Writing exercises and discussion on Writing Process: Logic & Argument; Activity	
11	MON: 10/27	Read Before Class In-Class: Writing exercises and discussion on readings; Introduction to Project #3 DUE Before Class: Reading Response #9	DUE: RR #9
11	WED: 10/29	Read Before Class In-Class: Writing exercises & discussion on Project #3 Brainstorm	
12	MON: 11/3	Read Before Class: DUE Before Class: Reading Response #10 In-Class: Writing exercises and discussion on readings; Group Activity	DUE: RR #10
12	WED: 11/5	DUE FRIDAY, 11/7: Project #2: FINAL Draft In-Class: Presentation Assignment; Group Activity	DUE FRIDAY, 11/7: Project #2: FINAL Draft
13	MON: 11/10	Read Before Class: & DUE Before Class: Reading Response #11 In-Class: Intro to Portfolio Assignment; Group Activity	DUE: RR #11
13	WED: 11/12	Read Before Class In-Class: Writing exercises; Discussion on AI; Group Activity	
14	MON: 11/17	Read Before Class In-Class: Individual Meetings; Peer Review	
14	WED: 11/19	Read Before Class: DUE Before Class: Project #3: Draft #1 In-Class: Peer Review	YES: Project #3: Draft #1
15	MON: 11/24	DUE Before Class: Reading Respose #12 DUE In Class: PRESENTATIONS	YES - RR #12
15	WED: 11/26	DUE In Class: PRESENTATIONS	

16	MON: 12/1	DUE In Class: PRESENTATIONS	
17	WED: 12/3	DUE In Class: PRESENTATIONS	
18	MON: 12/8	NO CLASS: DUE (on Canvas): Project #3 FINAL Draft; Completed Portfolio	YES: Project #3: FINAL DRAFT & PORTFOLIO