

College of Humanities and the Arts · English & Comparative Literature

# First Year Writing ENGL 1A

Fall 2025 Section 09 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 09/02/2025

# Course Information

### Course and Contact Information

Instructor:	Katherine Hamilton
Contact:	Canvas inbox or katherine.hamilton@sjsu.edu  24hr Turnaround, business hours and days only
Office Hours:	Tuesdays 1:30-2:30 pm, & by appt. FOB 222
Class Days/Time:	TR 12-1:15 pm, Boccardo Business Center 122
GE/SJSU Studies Category:	GE Area A2 Written Communication I

# 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

<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.

#### 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>)

#### Participation

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. The quality of our learning depends on our preparedness and engagement. It is therefore expected that **every** student will come to class having read the reading for the day and ready to talk about it. Class participation entails: (1) demonstrating that you've completed the readings/out-of-class assignments, (2) contributing to class discussions, and (3) completing in-class assignments. **ATTENDANCE**: While attendance itself will not be graded, we will have in-class activities and writing turned in for participation credit. These assignments cannot be made up if you miss class.

#### Time Commitment

College courses are designed around the expectation that you will spend 3 hours per unit, per week on each class, including instruction, preparation/studying, or course related activities. Ours is no different!

It's a writing course, I know, but let's do some math. ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 6½ hours a week, you will work on your own or with your peers to prepare for

class and complete reading and writing assignments. The class has been designed with these expectations in mind in order to prepare you for other academic classes, which will have a similar structure.

#### Plagiarism

I trust each of you to be honest in all academic work, consistent with the academic integrity policy as outlined in SJSU's Office of Student Conduct's <u>Academic Integrity Policy</u>. However, it's necessary to have a shared understanding of what constitutes plagiarism so you can produce your best work. When work is not appropriately cited when it is borrowed, directly or indirectly, from another source, that is plagiarism. Presenting someone else's work as your own is plagiarism. Content generated by an Artificial Intelligence third-party service or site (Al-generated content) is regarded as another form of plagiarism.

Engaging with plagiarism could result in an automatic failing grade for the assignment, and reporting to the Office of Student Conduct

#### ΑI

This class asks us to practice the processes of thinking, brainstorming, and writing necessary to produce written work. We will discuss appropriate and non appropriate uses of Al during our class. If you are unsure whether your use of Al violates our class policies, please reach out to your instructor to ask.

If you use AI on ANY portion of your submitted work, you must indicate where you used it and which ideas and/or words are not your own. Submitted work that was created through AI will not be eligible for credit. If you misrepresent anything as your own work without clearly indicating that it was created by AI, that is considered plagiarism, and you will A) Fail the assignment and B) the instructor will be forced to make a report to the Office of Student Conduct.

All formal assignments submitted in this class via Canvas will be run through the Turnitin plagiarism and Al detection tool. Please note that Turnitin sometimes produces false positives when it believes it has detected Al. One way of protecting yourself from a misrepresentation of your work as Al is to document the steps you took in finding the research, brainstorming, or drafting.

If you are unsure about whether some portion of your work may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible.

#### Extra Credit

You can earn 10 extra credit points (equivalent to 1 discussion board or annotation) by scheduling a conference meeting with me during office hours in which we discuss your writing. Otherwise, you are expected to earn points in class through the assignments available.

#### Special Needs or Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the <u>Accessible Education Center</u> (AEC), and the instructor.

If you have special needs or accommodations requests, please communicate with me in person or by email as soon as possible. If I am unaware of your situation, I cannot help you, which may result in forfeiting the accommodations you are entitled to.

#### Community Norms and Expectations

We will work together at the beginning of the semester to create community norms and expectations for our class. Anticipating how conflicts could arise, let's have a discussion to create policies that can work to create a supportive, productive environment for all of us. In order to build a high-functioning community, we need to work hard to integrate the perspectives of ourselves and our diverse community members. The policies we create at the beginning of the class can be revised throughout the semester if necessary.

Please note: sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

### Late Policy

Late work will be accepted, but will be 10% the first day from your earned grade and 5% each subsequent day for each day it is late. It is therefore still beneficial to complete and turn in work, even if it will be late. An assignment is considered late the minute after a deadline has passed. So, an assignment due at 11:59 pm is late at 12:00am.

Extensions may be granted if you communicate with me with advance notice. Generally speaking, extensions will not be granted within 24 hours of the due date, so please don't email me the night before. If you have extenuating circumstances that you need to discuss with me, please reach out!

### SJSU Writing Resources

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 <u>a library resource page for the Department of English and Comparative literature</u>.

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.

You will find Peggy Cabrera's contact page by clicking on this link.

### Other Available SJSU Resources

The University provides all students several resources to help us 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.

- Accessible Education Center
- Counseling and Psychological Services (CAPS)
- Peer Connections
- SJSU Cares
- Spartan Food Pantry
- Student Technology Resources
- Writing Center
- Other Campus Resources

### 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

#### Course Materials

You will need a computer to fully participate in this class. If you do not have one, you may borrow one for free from the school for the semester. More info: <u>SJSU Equipment Loans</u>. You should also bring paper and a pencil to class each day, as we will be doing writing activities in class.

Course materials such as syllabus, handouts, prompts, assignment instructions, etc. can be found on Canvas (login at <a href="http://sjsu.instructure.com">http://sjsu.instructure.com</a>). Log in and look for "FA25: ENGL-1A Sec 09 - First Year Writing" among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so be sure to check for emails from me via Canvas.

#### Required Texts/Readings

There is <u>no required textbook</u> to purchase for this class. All readings will be posted on canvas and will be accessed electronically.

## Grading Information

## Assignments

Assignment sheets will be posted on Canvas for each project/ assignment. We will also discuss each assignment throughout the semester in class. These descriptions are not meant to be instructions for the assignment.

#### Major Assignments:

Writing Projects:

#### Project #1: Literacy Narrative

#### Project #2: Expository/Informational Essay

#### Project #3: Multimodal Transformation

Points for each project will be accumulated through the process (outlines, drafts, peer review, and other elements of the writing process).

#### Other Assignments:

<u>Discussion Boards and Annotations</u>: A discussion board post or reading annotation will be due every class day unless another project related assignment is due on that day.

<u>Participation/In-class work:</u> We will have small writing activities due in class that will be used to check attendance and will count towards your participation grade.

<u>Portfolio and Reflection:</u> All English 1A courses culminate in a digital Reflection and Portfolio Assignment. In this assignment, we will gather writing we have produced throughout the semester and will write a reflection essay that explains our learning. We will submit our portfolio for consideration to other people in the first-year writing program.

#### Final Examination:

For your final exam, you will share your multimodal transformation projects with the class.

Assignment Word Count Chart	Points	Percent of Grade	Word Count	GELO
Major Assignments: Essays + Process	300	60%	3-5K	1-5
Participation: In Class Work/ Discussion	100	20%	1K	1-5
Discussion Boards and Annotations	100	20%	1K	
Final Portfolio + Reflection	25	5%	750	1-5

Your final grade in the course will be recorded as a letter grade, ranging from A to F on the following scale:

Grade	Percentage
A+	97to100%
А	93 to 96%
A minus	90 to 92%
B plus	87 to 89%
В	83 to 86%
B minus	80 to 82%
C plus	77 to 79%
С	73 to 76%
C minus	70 to 72%
D plus	67 to 69%
D	63 to 66%
D minus	60 to 62%
F	59% and below

Important Grading Information for GE A2 Courses: This course must be passed with a C- or better as a CSU graduation requirement.

## **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.

### **dia** Course Schedule

# ENGL 1A / First-Year Writing, Fall 2025, Course Schedule

Calendar subject to change with fair warning

Readings listed should be read BEFORE class

All assignments are due the HOUR BEFORE class starts (11AM)

"In Class" means the topics we will be covering that day

DB = Discussion Board

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Community Building + Syllabus Scavenger Hunt + Annotations No reading
2	8/26	Read Before: Visions Across the Americas Ch 1 pgs 1-11  Due: Annotation #1: Visions Across the Americas Ch 1 pgs 1-11  Critical Reading Strategies
2	8/28	Read Before: Why I write  Due: Annotation #2: Why I Write  In Class: What is the Literacy Narrative? Brainstorming

Week	Date	Topics, Readings, Assignments, Deadlines
3	9/2	Attend Digital Literacy Symposium - DO NOT COME TO CLASS  Where: Student Union Ballroom  More Info: https://new.express.adobe.com/webpage/NP8QoZ6fCwxSn  DB #1 Due by 11:59: Digital Literacy Symposium Reflection
3	9/4	Read Before Class: One of the Literacy Narrative Examples (See assignment)  In Class: Read "How I Started Writing Poetry"  What is personal essay? Effective personal essay  DB #2 Due: Pitch your lit narrative idea
4	9/9	Read before: My mother's English  Annotation #3 Due  In Class: My Mother's English Discussion/ Outlining
4	9/11	Partial Draft Due  Writing Techniques - Personal Essay
5	9/16	Reading: Narration + Journey to Nine Miles Alice Walker  Annotation #4 Due  In Class: Journey to Nine Miles Discussion
5	9/18	Reading: Describe, Evaluate Suggest  Annotation #5 Due  In Class: What is Peer Review? Describe, Evaluate, Suggest
6	9/23	Full Rough Draft Due Peer Review Day

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/25	Reading: Types of Feedback In Class: Engaging With Instructor Feedback Annotation #6 Due
7	9/30	DB #3 Due: Statement of intended changes In Class: How do you make significant revisions? What is the Revision Report?
7	10/2	Due: Final Draft + Revision Report  In Class: Lit Narrative Process Reflection, What is the informational essay?
8	10/7	Reading: Research starts with a thesis statement In Class: Beginning Research Annotation #7 Due
8	10/9	Reading: TBD  In Class: What is rhetorical analysis? What is the Rhetorical Analysis?  Due DB #4: Project Pitch
9	10/14	In Class: Finding credible evidence  Outline + 3 Sources Due
9	10/16	Reading: TBD  In Class: Misinformation  Annotation #8 Due
10	10/21	In Class: Misinformation Continued/ Source Integration

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/23	Informational Essay Partial Draft Due In Class: Plagiarism/ Paraphrasing/ Citations
11	10/28	Reading: TBD  In Class: TBD  DB #5 Due: Cite your sources
11	10/30	Informational Essay Full Rough Draft Due In Class: PEER REVIEW
12	11/4	Read Before: Reading on Revision In Class: Envisioning Revision Annotation #9 Due
12	11/6	Reading/In Class: TBD  DB #6 Due
13	11/11	VETERANS' DAY - CAMPUS CLOSED
13	11/13	Final Draft + Rhetorical Analysis Due In Class: Process Reflections, What is the multimodal transformation?
14	11/18	Read Before: Multimodal Reading or Video  Due: DB #7 or Annotation  In Class: Exploring Multimodal
14	11/20	Due: Multimodal Project Pitch

Week	Date	Topics, Readings, Assignments, Deadlines
15	11/25	Due: DB or Annotation #10 In Class: Final Portfolios
15	11/27	THANKSGIVING/INDIGENOUS PEOPLES HOLIDAY - CAMPUS CLOSED
16	12/2	Due: Multimodal Partial Draft Peer Feedback
16	12/4	LAST DAY OF CLASS  DUE BY 11:59 - Final Portfolios
Final Exam	12/16	FINAL EXAM DATE - 10:45 AM-12:45 PM  Multimodal Projects + Presentation Due