

# First Year Writing

## ENGL 1A

Fall 2025 Sections 82, 83 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

### Course Information

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#### COURSE DESCRIPTION

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

#### COURSE CONTENT

- **Diversity:** SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.
- **Writing:** Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.
- **Reading:** In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.
- **Multimodalities:** You will be presenting your arguments orally to class both as an individual and as part of a group.

### 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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## 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 Goals

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### GENERAL EDUCATION COURSE LEARNING OUTCOMES (GELO)

Upon successful completion of the course, students will 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.
5. Demonstrate college-level language use, clarity, and grammatical abilities in writing.

## 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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### MATERIALS

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

- *Acid for the Children: A Memoir* by Flea (ISBN: 1455530549)

Also required is access to Adobe Express. Adobe's creative suite is free to you as an SJSU student. Using your university credentials, you can register at [sjsu.edu/adobe/creative-cloud/access/](https://sjsu.edu/adobe/creative-cloud/access/).

Recommended:

- *The Everyday Writer, Eighth Edition* by Andrea A. Lunsford (ISBN: 131933203X)\*

*\*So long as it's reasonably current, any equivalent writing guide will suffice.*

## Course Requirements and Assignments

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### COURSE POLICIES

#### General:

- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you go by Jack, then use “John (Jack) Wilson” on all assignments. Set your preferred name in Canvas, using these instructions: [sjsu.edu/registrar/docs/Preferred\\_name\\_setting.pdf](https://sjsu.edu/registrar/docs/Preferred_name_setting.pdf).
- You can record the correct pronunciation of your name on Canvas via NameCoach ([sjsu.edu/ecampus/software-tools/teaching-tools/namecoach/](https://sjsu.edu/ecampus/software-tools/teaching-tools/namecoach/)).
- I am also happy to use your preferred pronouns. Simply notify me as early in the semester as possible—and I apologize in advance if I occasionally slip up. Set your preferred pronouns in Canvas here: [sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php](https://sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php).

#### Grades and grading:

- There is a participation component to your grade. It CAN mean the difference between letter grades. To receive all, or most, of these points, it is important that you actively engage in the classroom experience (e.g. frequently ask questions and/or comment). *Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.*
- Check Canvas for your most up-to-date grades.
- *There may be little to no extra-credit opportunities this semester.*

#### Assignments:

- *There will be no late work accepted.*
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, please make prior arrangements with me.
- Unless otherwise noted, all assignments will be submitted via Canvas.

#### Zoom practices and etiquette:

- You are highly encouraged to turn your cameras on during class. Being on camera helps you not only feel more engaged with the class, it also helps me and your classmates get to know you better. If you have no reason to have it off, please turn yours on.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom and Canvas accounts. This is especially important given our online-only setting. Please do this during the first week of school.
- Whenever you are on camera, please dress appropriately.
- All classes may be recorded. University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the “Anonymous Option,” but please notify me beforehand.
- Please obtain permission from me before recording any class or portion of a class. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of class.

#### Email:

- Please direct all emails to [daniel.hendeldelao@sjsu.edu](mailto:daniel.hendeldelao@sjsu.edu).

- In emails to me, please indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.
- Due to the high volume of email I receive, it may take me up to 48 hours to respond. Also, I am never offended by a *polite* reminder or follow up.
- Unless it affects your presentation, there is no need to contact me if you miss class.
- If you are absent, please do not message me to ask what you missed in class. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then please feel free to contact me.

## COURSEWORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 3 pages), depending on the assignment.
- Be in MLA Style.
- Unless otherwise noted, ALWAYS include an MLA Style-works cited.

Your semester's coursework is comprised of:

Assignment	Description	GELO	Word Count	Point Value
Diagnostic	This essay will be my first opportunity to evaluate your writing.	1-2, 4	750	100
Short Answer Responses	You will write short answer responses to a music-themed story by an acclaimed author, including Proulx, Murakami, and others.	1, 3, 5	750	100
Memoir	For this assignment, you will first compile a short playlist of songs that are personally significant to you. Then, you will write an essay exploring how those songs you chose epitomize who you are.	2-4	750	100

Infographic	You will randomly be assigned an album from Rolling Stone's "500 Greatest Albums of All Time," then explore its artistic and cultural significance via an infographic.	1-5	750	100
Expository	You will write an expository essay based upon Flea's memoir, <i>Acid for the Children</i> .	1-5	750	100
Slide Presentation	You will create a 10-minute slide presentation (e.g. PowerPoint, Canva) based upon a music-related topic.	1-4	750	100
Reflections	You will write five 2.5-page reflections on a variety of music-related prompts.	1-5	3,125	250 [5x50]
English Dept. Self-Reflection & ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1A.	2,5	750	100
Participation	In addition to consistently attending class, you should always be up-to-date on your reading and be prepared to actively participate in discussions.			50
			Word Count Total: 8,375	Point Total: 1,000

#### Final Grade Calculations:

A+	970-1000	B+	870-899	C+	770-799
A	930-969	B	830-869	C	730-769

A-	900-929	B-	800-839	C-	700*-729
				F	0 – 699

*\*Note that you must earn at least 700 points (a C-) in order to pass this course.*

## ✓ Grading Information

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### 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. The following are the criteria by which essays are typically evaluated in first-year writing courses:

- 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 that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

## University Policies

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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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## COURSE SCHEDULE

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- All assignments will be due on Friday—*Reminder: No late assignments will be accepted*
- Below, look for any assignments worth points to be CAPITALIZED
- All lecture presentations will be housed in the Files section of Canvas
- Aim to have the week's readings finished by Monday's class
- Though *most* presentations will take place on Wednesdays, you should be ready to present by the beginning of your assigned week
- Unless otherwise noted, all assignments should be submitted on Canvas. Please do not submit any assignments via email unless I first give you the okay.

Agenda Key:

- ACID (*Acid for the Children*)
- eR (eReader)

Weekly Agendas:

Agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide.

Week 1: Tony Bennett

Dates: Wed 8.20

Class: Syllabus review

Week 2: Carole King

Dates: Mon 8.25/Wed 8.27

Class: Introductions; Quiz—"Sound Check: A Test of Your Musical Knowledge"

Week 3: The Beach Boys

Dates: Mon 9.1 (No class—Labor Day)/Wed 9.3

Readings: eR—"Gospel for Teens, Part 1" and "Gospel for Teens, Part 2" (CBS News)

Class: Lecture—"Crafting the Essay: Writing as a Process"

Due: DIAGNOSTIC

Week 4: Kendrick Lamar

Dates: Mon 9.8/Wed 9.10

Readings: eR—Lit Pack 1

Class: Presentation topic assignments; Lecture—"Anatomy of a Short Answer Response,"  
"Building a Better Multimedia Presentation: An Annotated Look"

Week 5: The Beatles

Dates: Mon 9.15/Wed 9.17

Readings: eR—Lit Pack 2

Class: Reading discussion; Lecture—"You're in College Now: The New Rules of University  
Writing," "MLA Style 101"

Due: SHORT ANSWER RESPONSES

Week 6: Ritchie Valens

Dates: Mon 9.22/Wed 9.24

Class: Lecture—"AI + College Writing: What to Know," "Citing Sources in MLA: The Basics"

Week 7: Madonna

Dates: Mon 9.29/Wed 10.1

Readings: eR—"Six Songs of Me" (Get Frank), "Music and Personal Identity: How Playlists  
Define Who We Are" (MDBeast)

Class: Lecture—"On Wordiness: Exercises," "Reading for College: Seven Tips," "Close  
Reads: In Practice"

Due: MEMOIR

Week 8: Led Zeppelin

Dates: Mon 10.6/Wed 10.8  
Class: Slide presentations; Lecture—"AI + College Writing: Best Practices"  
Due: REFLECTIONS 1 AND 2

Week 9: Adele

Dates: Mon 10.13/Wed 10.15  
Class: Slide presentations; Lecture—"Infographics 101," "Getting to Know Adobe Express"

Week 10: Miles Davis

Dates: Mon 10.20/Wed 10.22  
Class: Slide presentations; Writers workshop  
Due: INFOGRAPHIC (DRAFT 1)

Week 11: Linda Ronstadt

Dates: Mon 10.27/Wed 10.29  
Class: Slide presentations  
Due: INFOGRAPHIC (FINAL DRAFT)

Week 12: Rodgers & Hammerstein

Dates: Mon 11.3/Wed 11.5  
Readings: ACID—1: The Absurdity of It All - 3: The Acid Test  
Class: Reading discussion; Slide presentations

Week 13: Patsy Cline

Dates: Mon 11.10/Wed 11.12  
Readings: ACID—4: The Adventures of Flea and the Lost Boys - 5: The Funk

Due: REFLECTIONS 3 AND 4

Class: Reading discussion; Slide presentations

Week 14: Stevie Wonder

Dates: Mon 11.17/Wed 11.19

Readings: ACID—6: The Druggy Years - 7: Red Hot Chili Peppers

Class: Reading discussion; Slide presentations

Week 15: Yo-Yo Ma

Dates: Mon 11.24/Wed 11.26 (No class—Thanksgiving)

Readings: ACID—8: The Phoenix - 9: The Big Picture

Class: Reading discussion; Slide presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

Due: REFLECTION 5

Week 16: Fleetwood Mac

Dates: Mon 12.1/Wed 12.3

Readings: ORDINARY—20. Glowing Red - Epilogue

Class: Reading discussion; Slide presentations

Due: EXPOSITORY

Week 17: Beyoncé

Dates: Mon 12.8\*

Class: Class wrap-up

*\*Last regular class meeting of the semester*

Final Exam Period:

Weel 18: Nirvana

Date: Mon 12.15, 8:30 - 10:30 AM

Zoom: Meeting ID- 816 9950 7706/Passcode- 705384

Due: ENGLISH DEPT. SELF-REFLECTION & ePORTFOLIO (SUBMIT VIA CANVAS BY  
MIDNIGHT)