

First Year Writing

ENGL 1A

Fall 2025 Section 05 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 09/02/2025

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

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

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

All you need for this class are: a laptop, a notebook, and a pen! All readings will be online.

Grading Information

For this class, I grade a little different. I don't use minuses. Here is the breakdown:

95%-100%: A+

90%-94%: A

85%-89%: B+

80%-84%: B

75%-79%: C+

70%-74%: C

65%-69%: D+

60%-64%: D

0%-59%: F

Late work is accepted till the end of the semester, but note you will lose points for every missed week. I highly, highly recommend getting your work in by the due date.

In addition, I offer extra credit in the form of a discussion board and at various points over the semester. Please keep an eye out for that.

Your assignments are graded based on what we learn in-class, unless there are extensive mistakes. We do talk about grammar in this class, so any grammatical rules that are mentioned will be used to grade work. For example, if we talk about how to use semi-colons in class, every semi-colon you use should, hopefully, be correct.

Any AI-generated work will NOT be accepted and will result in an automatic fail. I will also have to report this to the Dean, as per university policy. Please, please, please make sure you don't use AI of any kind!

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	Day	Topics
1	8/21	Introductions, syllabus overview, introduce semester notebook, Canvas Introduction

2	8/26	Why writing matters Activity: Write What You See
	8/28	BEFORE CLASS: read the pages on the discussion board "Unlearning high school essays" and answer the prompts. Unlearning high school essays: elements of an essay.
3	9/2	Digital Literacy Showcase!
	9/4	BEFORE CLASS: read the pages on the discussion board "Writing again? No problem" and answer the prompts. Read <i>Well Said!</i> Chapter 2, section "ARISTOTLE'S THREE MODES OF PERSUASION: ETHOS, PATHOS, AND LOGOS" and answer the discussion board Introduce project: Elements of Composition, brainstorm
4	9/9	BEFORE CLASS: Read Justin Scott's "Corpse Colloque" and respond to the discussion board of the same name. Rhetorical Devices
	9/11	BEFORE CLASS: read "Analyzing Your Own Writing" and answer the discussion board prompts. How to analyze your writing Peer reviews (in-class) & draft of Elements of Composition due

5	9/16	BEFORE CLASS: Respond to discussion board "What is the proper way to write?" Read Norton Sampler: Chapter 1, "Reading as a Writer" (pg 1-13)
	9/18	Analyzing What You Read/Reading as a Writer
		Writing Concisely
6	9/23	Creative Confidence and Presentation introduction
		Project: Elements of Composition due at 11:59pm.
	9/25	
		Creative Presentations for Persuasion
7	9/30	Different Types of Presentations
		BEFORE CLASS: read "Persuasive Presentations," sections "Consider the Audience," "Organizing Your Persuasive Presentation," and "What You've Learned." Answer the discussion board prompts.
	10/2	Grammar Refresher
8	10/7	Grammar Refresher 2
	10/9	All day in-class activity: YouTube Apology Videos
9	10/14	Presentations all week!
	10/16	

10	10/21	BEFORE CLASS: Read Norton Sampler, Chapter 13, "Argument". Respond to the discussion board titled "Argument!" pages 461-474 Introduce final essay
	10/23	BEFORE CLASS: Read Norton Sampler, Chapter 4, "Writing Paragraphs"; read from page 51-page 66 College Essays!
11	10/28	BEFORE CLASS: Read Norton Sampler, "Be a Gamer, Save the World"; pages 496-501. Answer the discussion board: "Writing Argumentative Essays"
	10/30	In-class: Analyzing different argumentative essays (Norton Sampler) BEFORE CLASS: watch "What does it take to change a mind?" Opposing Sides Outline due at 11:59 PM
12	11/4	Writing Day! Writing Center Workshop
	11/6	Peer reviews and essay draft due at 11:59pm

13	11/11	BEFORE CLASS: Read the page "What is the point?" and respond to the discussion board. What is the point? Proper Academic Paper Formatting and Work Cited page
	11/13	Writing Exercises
14	11/18	Essay Refresher
	11/20	Activity: Write What You See, Part 2
15	11/25	Optional Day!! BEFORE CLASS: read "News media literacy, perceptions of bias, and interpretation of news" introduction, "Perceptions of bias," and "News media literacy," then respond to the discussion board News Media Literacy
	11/27	Thanksgiving: NO CLASS!
16	12/2	Peer Reviews, Final Recap In-class: Notebooks due!
	12/4	Last day! +Writing Day and Final Activity! In-class: Notebooks due if not completed on 5/6

17	12/9	Essay Due
	TBD	SOTES, FYW Portfolio

LATE WORK ACCEPTED THROUGH 12/16