

# First Year Writing

## ENGL 1A

Fall 2025 Sections 59, 75, 76, 77 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 09/07/2025

### Course Information

---

ENGL 1A-59

TuTh 4:30-5:45

Boccardo Business Center 121

### 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>)

### **Policy on ChatGPT and similar LLMs**

A decision is a conclusion we arrive at after thinking critically about an issue. A choice is a selection we make between one of several options that have already been laid out for us.

Writing is a process of making decisions about language: we decide on tone, diction, structure, the scope of our argument, and the sources we will cite.

ChatGPT asks us to give up our prerogative to make these decisions in exchange for the easier task of making a choice between which response we think our reader will prefer.

Because I am significantly less concerned with how smooth and polished the final product looks than I am with seeing the decision making that went into your writing **AI-generated papers will receive Ds.**

Please be aware that I am not invested in seeing polished, grammatically flawless writing. While I will provide feedback, grammar and style will not affect your grade unless they make it excessively difficult for me to understand your ideas. For this reason, and because it makes it too difficult to distinguish your writing from AI, excessive use of Grammarly (i.e. using it to rewrite entire paragraphs) is also disallowed.

*Above all: when we submit a piece of writing under our own name, we are telling our readers that we stand by what has been written. As a student and adult, you are accountable for what you submit!*

## 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

---

Like any skill you'd like to develop, writing requires practice and experimentation. In this course, we will be writing regularly and thoughtfully, and hopefully reflecting on why we make the decisions that we do.

## 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 readings will be made available through Canvas (there is no textbook to purchase!)

## Grading Information

---

### Grading Breakdown

Assignment	Approx. percentage of grade
Response to "Desire"	4%

Analytical Response to "You Sound Like ChatGPT" Draft+Revision <b>(Only revision is graded: must first submit draft)</b>	10%
Music and Genre Essay Draft + Revision <b>(Only revision is graded: must first submit draft)</b>	18%
Research Proposal	8%
Research Paper Draft + Revision <b>(Only revision is graded: must first submit draft)</b>	25%
Misc. smaller assignments	18%
End of Semester Self-Reflection Essay	7%
Canvas Discussion responses	10%

Almost every week, I will post a discussion question addressing one or more of the class topics for that week. You will have until the end of the week to respond.

For all other assignments, I will deduct a half grade (i.e. an A paper would receive an A-) if you miss the submission deadline but manage to submit it within a week **UNLESS YOU REACH OUT TO ME AHEAD OF TIME!**

After a week, I will deduct a full letter grade from late work **UNLESS YOU REACH OUT TO ME AHEAD OF TIME!**

## 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	Class Agenda	Assignment(s)
1	Thurs 8/21	8/21: Introductions and course policies	<b>Read</b> David Lynch's "Desire"  Short Response <b>due</b> Saturday 8/23 at 11:59 PM
2	Tues 8/26 Thurs 8/28	8/26: Discuss Response + intro writing log  8/28: Discuss reading	<b>Read</b> Sara Parker's "You Sound Like ChatGPT" for 8/28 class  Writing log exercise <b>due</b> Thurs 8/28 at 11:59 PM

3	Tues 9/2 Thurs 9/4	9/2: Jumpstarting Digital Literacy Event –no class 9/4: TBD	
4	Tues 9/9 Thurs 9/11	9/9: Introduce analysis + close reading exercise  9/11: the rhetorical triangle	Analytical Response Essay Draft <b>due</b> Sunday 9/13 at 11:59 PM
5	Tues 9/16 Thurs 9/18	9/16: Intro genre + introduce music assignment 9/18: Discuss reading + listening exercise	<b>Read</b> untitled David Gonzalez short essay for class on 9/18  Analytical Response Essay Revision <b>due</b> Sunday 9/21 at 11:59 PM
6	Tues 9/23 Thurs 9/25	9/23: Conferences 9/25: Conferences (must have something prepared to receive extra credit points)	Music and Genre Essay due Friday 9/26 at 11:59 PM

7	Tues 9/30 Thurs 10/2	9/30: Introduce research paper 10/2: topics and effective research questions	Music and genre essay revision <b>due</b> Sunday 10/5 at 11:59 PM
8	Tues 10/7 Thurs 10/9	10/7: Mid- semester reflection 10/9: Discuss Graff & Birkenstein reading (research paper-as- conversation)	Mid-semester reflection <b>due</b> Tuesday 10/7 at 11:59 PM  Read Graff and Birkenstein Ch.15 for 10/9 class  Read TBD for class 10/14
9	Tues 10/14 Thurs 10/16	10/14: Discuss reading 10/16: Research paper-as-genre	
10	Tues 10/21 Weds 10/23	10/21: What are scholarly sources? 10/23: What is a precis? +research period	Precis of scholarly source <b>due</b> Sunday 10/28 at 11:59 PM
11	Mon 10/27 Weds 10/29	10/27: Effective thesis statements 10/29: Writing a research proposal	Research proposal <b>due</b> Sunday 11/2 at 11:59 PM



12	Tues 11/4 Thurs 11/6	11/4: Synthesizing ideas and arguments 11/6: Synthesizing ideas and arguments cont.	Synthesis exercise <b>due</b> Thurs 11/6 at 11:59 PM
13	Tues 11/11 Thurs 11/13	11/10: No class— Veteran's Day 11/13-14: Conferences (must have something prepared to receive extra points)	
14	Tues 11/18 Thurs 11/20	11/18: TBD 11/20: In-class work period	Research paper draft <b>due</b> Sunday 11/16 at 11:59 PM
15	Tues 11/25	11/25 Extra office hours	Research paper revision <b>due</b> Sunday 11/30 at 11:59 PM
16	Tues 12/2 Thurs 12/4	12/2: Work on Fall 2025 Assessment Portfolio 12/4: Work on Fall 2025 Assessment Portfolio	Fall 2025 Assessment Portfolio <b>due</b> 12/17 at 11:59 PM

SCHEDULE/ASSIGNMENTS SUBJECT TO CHANGE AT PROF. PAPANIKOLAS'S DISCRETION!