

First Year Writing

ENGL 1A

Fall 2025 Sections 49, 50, 51, 58 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

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Office Hours: Wednesday, 12:00-1:00 pm

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

The Undocumented Americans, Karla Cornejo Villavicencio, ISBN: 978-0-399-59270-6

Bring a laptop to every class. We will write during every class.

All Class Material will be posted on Canvas

Course Requirements and Assignments

Late Assignment Policy

Not having your work done on time will disrupt your writing processes and the sequence of assignments which are scaffold to help you think, produce and revise.

This course will emphasize the writing process, and each assignment is contingent on the next. I have automatically issued each of you one late pass. This means that you can be up to 2 days late with the assignment of your choice without questions asked or penalty. After that late pass has been used, all late assignments will receive a 10 percent grade deduction. **I will not accept assignments that are 14 days late.** I will not allow you to submit late assignments that were never completed during the last few weeks of the semester just to try to improve your grade.

In Class Assignments

In Class Assignments are the keys to doing well in this course. The points attached adhere to the theory that process should be valued over the final product or essay. There are many scholars within the composition field that argue that this is how students should learn writing. On that note, they are worth a good portion of the points you can earn for this course. These assignments are expected to be quality and your best effort. They will be graded, and they are not just points attached to an assignment because you did it. Additionally, if I see that you do not understand the concept sparking the assignment, I will have a mini conference with you during class so I can help you. You are expected to come to each class, engage in the material with your teacher and classmates and produce impressive work. I will be in the classroom and available to help you. Additionally, if you leave class early, you will miss the second half of the material that I will always present as we conclude for the day. Our class time will be split up into presentation of new material, assignment introduction, work time and presentation of material needed for next class and homework. **There will be 15 In class assignments worth 20 points each, for a total of 300 points.**

Grade Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

In Class Process Assignments 300 (15x20 points each)

Rough Drafts 75 (3x25)

Essay 1 -- Rhetorical Analysis Essay 100

Essay 2 -- Response Analysis Essay 125

Essay 3 -- Synthesis Essay 200

Annotated Bibliography 100 (2X50)

Portfolio Reflective Letter 100

Total 1000

Breakdown

A+ = 1000 to 970 points

A = 969 to 940 points

A- = 939 to 900 points

B+ = 899 to 870 points

B = 869 to 840 points

B - = 839 to 800 points

C+ = 799 to 770 points

C = 769 to 740 points

C- = 739 to 700 points

D+ = 699 to 670 points

D = 669 to 640 points

D- = 639 to 600 points

F = 599 points or lower

Criteria

Late Assignments and Assignment Expectations

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conclude for the day. Our class time will be split up into presentation of new material, assignment introduction, work time and presentation of material needed for next class and homework.

There will be 15 In class assignments worth 20 points each, for a total of 300 points.

Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

A rough draft submitted more than 48 hours late will receive 0 points and only partial points if it is submitted within the 48 hours after peer workshop.

AI

AI can be a wonderful tool when used to assist your critical thinking and planning and brainstorming. However, allowing it to write your paper is considered cheating. If your Essay is detected as being AI generated by the Tracker on Canvas, you will need to come to a meeting in the English Department and the result will be a failing grade for that particular essay. We will learn in class how to use AI as a tool. I will honor the SJSU Academic Dishonesty Policy below:

DEFINITIONS OF ACADEMIC DISHONESTY

1.1

CHEATING

San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes:

1.1.1 copying, in part or as a whole, from another's test or other evaluation instrument, including homework assignments, worksheets, lab reports, essays, summaries, and quizzes.

1.1.2 submitting work previously graded in another course without prior approval by the course instructor or by departmental policy.

1 Currently available at

<http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>.

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1.1.3 submitting work simultaneously presented in two or more courses without prior approval of all course instructors or by the departmental policies of all departments.

1.1.4 using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination.

1.1.5 altering or interfering with the grading process.

1.1.6 sitting for an examination by a surrogate or as a surrogate.

1.1.7 any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.

1.2

PLAGIARISM

San José State University defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism includes:

1.2.1 knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work.

1.2.2 representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own.

2.0

NOTIFICATION OF STANDARDS OF DETECTING PLAGIARISM

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 1

W 8/20: Introduction of Course. Introduction to Essay 1.

Homework for next class: Read and Annotate *People Who Have Overcome Obstacles*. List appeals it includes. Take Good Notes.

M 8/25: Rhetorical Appeals. Writing for an Audience, Purpose and Context. Process Assignment #1 is due by 11:59 pm.

Homework for next class: Read over and analyze The Growth Mindset website. Take notes and break down the appeals. You might be discussing these in groups during class.

Week 2

W 8/27: Process Assignment #2 due by 11:59 pm. Exploring how appeals meet context in digital literacies.

Homework for next class: Watch/Read the Transcript in Inside the Mind of a Master Procrastinator.
Complete Process Assignment #3 by the beginning of class Wednesday.

M 9/1: Labor Day! No Class!

Week 3

W 9/3: Appeals and why they matter in Inside the Mind of a Master Procrastinator.

Homework for next class: Read Fremont High School and Annotate the appeals.

M 9/8: Discussion of Fremont High School and Process Assignment #4: Writing an Outline for Essay 1 due by 11:59 pm.

Homework for next class: Using your Outline as a guide, write Essay #1 rough Draft which is due at the beginning of class on Wednesday.

Week 4

W 9/10: Essay #1 Rough Draft due by the beginning of class to be used for Peer Revision Workshop.

Homework for next class: Begin Revising your rough draft using peer comments.

M 9/15: Introduction to Essay #2 and (UA) Undocumented Americans.

Homework for next class: Read and annotate pages 1-40 UA

Week 5

W 9/17: Essay #1 Final Draft is due by 11:59 pm.

Homework for next class: Read and Annotate pages 40-100 in UA

M 9/22: Write to write analysis -- Process Assignment #5 due by 11:59.

Homework for next class: Read and Annotate UA pages 101-175

Week 6

W 9/24: Process Assignment #6 Due by 11:59 pm – How to write Response like you mean it.

Homework for next class: Finish reading and annotating UA.

M 9/29: Thesis Statement Approval during class. Process Assignment #7- Write an Outline for Essay #2, due by 11:59 pm.

Homework for next class: Write Essay #2 Rough Draft by the beginning of class Monday to be used for Peer Revision Workshop.

Week 7

W 10/1: Essay #2 Rough Draft Due by the beginning of class. Peer Revision Workshop

Homework for next class: Revise your Rough Draft using Peer Comments.

M 10/6: Line level Revision. How to document your revisions between rough final draft.

Homework for next class: Read and annotate Black Men in Public Places.

Week 8

W 10/8: Essay #2 Final Draft is Due by 11:59 pm. Introduction to Essay #3 and the Annotated Bib assignment.

Homework for next class: Read and Annotate, Worries About Life in 2025.

M 10/13: Discussion of Homework and how to use it for Essay 3 Topic.

Homework for next class: Read, Homelessness in Older Adults. Complete Process Assignment # 8 by 11:59 pm.

Week 9

W 10/15: Synthesis and combining ideas.

Homework for next class: Read and Annotate the Vanishing American Family.

M 10/20: In Class Assignment #9 due by the end of class. Writing a Proposal for the Research Essay.

Homework for next class: Go ahead and begin researching for appropriate sources to answer your small inquiry questions. Bring 2 sources to class on Wednesday.

Week 10

W 10/22: Primary and secondary sources. How to write the Annotated Bib. Complete Process Assignment #10 by 11:59 pm.

Homework for next class: Finish your research. You should have located 5 sources. Go ahead and begin writing the summary paragraphs for each using the academic summary rules as your guide.

M 10/27: Writing the connection paragraph and looking for synthesis between sources.

Homework for next class: Write the Annotated Bib assignment and post it to the submission area by the beginning of class on Wednesday.

Week 11

W 10/29: Annotated Bib Assignment due by the beginning of class. How to set up your rough draft using an outline that includes answers to your small inquiry questions.

Homework for next class: Write your Essay #3 Rough draft and submit it by the beginning of class on Monday to be used for Peer Revision workshop.

M 11/3: Essay #3 Rough Draft due at the beginning of class to be used for Peer Revision Workshop.

Homework for next class: Begin revising your rough draft using Peer Comments.

Week 12

W 11/5: Conference Day for me and workday for you! No class. Those needing conferences should be scheduled and meet me in my office at the time you signed up for. My office is at FOB 127.

Homework for next class: Work to revise your rough draft. Add and check your synthesis and MLA documentation.

M 11/10: How to make line level changes to your rough draft. Add at least 1 visual aid.

Homework for next class: Add a visual aid to your draft. Write the final draft of Essay 3 and submit it by 11:59 pm.

Week 13

W 11/12: Essay 3 Final draft is due at the beginning of class. Introduction to the Remix Presentation and Unit 4.

Homework for next class: No Homework. Rest from submitting Essay #3.

M 11/17: Process Assignment #11 due by 11:50 pm -- Writing a proposal for your remix presentation. Mode, Medium, Audience and Context.

Homework for next class: Work on your Remix project and begin documenting your decisions for Essay 4.

Week 14

W 11/19: Remix Presentations Day 1. Process Assignment #12 is due at the end of class.

Homework for next class: Read over the Portfolio Instructions and work on Essay 4 or your remix project.

M 11/24: Day 2 of Remix Presentations. Process Assignment #13 is due at the end of the class.

Homework for next class: Read over the Portfolio Instructions. Work on Essay 4 or your Remix project.

Week 15

W 11/ 26: Thanksgiving Break! No Class.

Homework for next class: Begin gathering Portfolio Material. Work on your Remix or Essay 4.

M 12/1: Day 3 of Remix Presentations. Process Assignment #14 is due at the end of class.

Homework for next class: Write your Essay 4 Rough Draft and submit it by the beginning of our next class.

Week 16

W 12/3: Rough Draft of Essay #4 is due by the beginning of class. Process Assignment #15 is due at the end of class (Peer Revision Workshop)

Homework for next class: Revise your Essay 4 Rough Draft using Peer Comments.

M 12/8: Essay 4 Final Draft is due by 11:59 pm.

Portfolio should be submitted by Monday, Dec. 15th by 5 pm.

Have a GREAT BREAK!