

First Year Writing

ENGL 1A

Fall 2025 Section 01 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).

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 are 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

Laptop: You are expected to have a laptop for this class. Laptops will be used for assignments, research, and in-class writing and discussion activities. Arrive to class with a charged laptop.

Pen: This is a writing class. Come to class ready with a pen to write with.

Readings: All class readings will be filed under the "Files" tab of our Canvas course.

Grading Information

Criteria

| Grade | Points | Percentage |
|---------|-------------|------------|
| A plus | 960 to 1000 | 96 to 100% |
| A | 930 to 959 | 93 to 95% |
| A minus | 900 to 929 | 90 to 92% |

| Grade | Points | Percentage |
|---------|------------|------------|
| B plus | 860 to 899 | 86 to 89 % |
| B | 830 to 859 | 83 to 85% |
| B minus | 800 to 829 | 80 to 82% |
| C plus | 760 to 799 | 76 to 79% |
| C | 730 to 759 | 73 to 75% |
| C minus | 700 to 729 | 70 to 72% |
| D plus | 660 to 699 | 66 to 69% |
| D | 630 to 659 | 63 to 65% |
| D minus | 600 to 629 | 60 to 62% |

Late submissions: Late submissions will receive a maximum of half the possible points. For example, if an assignment is worth 100 points but it's turned in late, expect to earn a maximum of 50 points.

In-Class Writing: No makeups for in-class writing assignments. In-class writing is done **in class**. A grade of 0 will be applied to missed In-Class Writing.

Discussions: Students will participate in college-level discussions on course reading, lectures, and in-class writing.

Focus Time: All tech devices must be put away during designated **FOCUS TIME**.

Breakdown

Final: Friday, December 12th, 10:45AM-C

| Major Assignment | Points | % | Learning Outcome |
|------------------|--------|---|------------------|
|------------------|--------|---|------------------|

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|---|-----|-----|--|
| PREWRITING: DISCUSSION <ul style="list-style-type: none"> · Due: Friday, December 4th 2025 | 100 | 10% | Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication. Integrate own's ideas with those of others. |
| ORGANIZING <ul style="list-style-type: none"> · Due: Friday, December 4th 2025 · OFFICE VISIT · Gathering of Books · Gathering of online articles · - · - | 100 | 10% | Perform essential steps in the writing process. |
| IN-CLASS WRITING <ul style="list-style-type: none"> · Word count: None · Due: Friday, December 4th 2025 | 100 | 20% | Demonstrate college-level language use, clarity, and composition. |
| WRITING SUMMARIES <ul style="list-style-type: none"> · Word count: 300-350 words. · 20 points each · Due: Thursday, November 20th 4th 2025 | 200 | 20% | Integrate own ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres. |

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|---|-----|-----|--|
| Submission 1: Why Studying Writing Matters [Reflection] <ul style="list-style-type: none"> · 2-3 pages · Due: September 5nd, 11:59 PM | 50 | 5% | Perform essential steps in the writing process. |
| Submission 2: Slow Reading and Ideas <ul style="list-style-type: none"> · 4 pages · Due: Sept 26th, 11:59pm | 100 | 10% | |
| Submission 3: Personal Narrative [Reflection] <ul style="list-style-type: none"> · 2-3 pages · Due: October 31st, 11:59 PM | 50 | 5% | Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing). |
| Submission 4: Author Bio <ul style="list-style-type: none"> · 250 words · Due - | 50 | 5% | Demonstrate college-level language use, clarity, and composition. |
| Submission 5: Final Portfolio <ul style="list-style-type: none"> · 12 pages · Due: November 21st, 11:59 PM | 150 | 15% | Perform essential steps in the writing process: Prewriting and Organizing. |
| REVISION: - | 50 | 5% | |
| EDITING: All Summaries <ul style="list-style-type: none"> · No word count or page limit · Due: December 12th, 12:45 PM | 50 | 5% | |

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-by-Week

| When | Topic | Notes |
|--|---|---|
| Week 1 Thursday August 22 | Introduction to ENGL 1A pt. 1 | <ul style="list-style-type: none"> Welcome to Class. Introductions. |
| Week 2 Tuesday August 26 | Introduction to ENGL 1A pt. 2: Reading in Higher Education | <ul style="list-style-type: none"> Graded Discussion on Why Studying Writing Matters, Ryan Skinnell, pp 6-9 of pdf. [Learning Outcome 1: content, context, effectiveness, and forms of written communication] Syllabus Overview; Discussion of Major Assignments [Discuss and Assign] Submission 1: |
| Week 2 Thursday August 28 | Introduction to ENGL 1A pt. 3: Prewriting and Organizing | Due: Week 2 Summary on Discussions Tab <ul style="list-style-type: none"> Graded Discussion on Why Studying Writing Matters, Ryan Skinnell, pp 6-9 of pdf. Reverse Outlining [Learning Outcome 2: Perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing)] |

| When | Topic | Notes |
|--|---|--|
| Week 3 Tuesday September 2 | Why Studying Writing Matters & Slow Reading | <ul style="list-style-type: none"> • Durmonski, Slow Reading How-to-Guide: <i>https://durmonski.com/self-improvement/slow-reading-how-to-guide/</i> [INSIDE FILES] • Warley, Slow Reading: <i>https://shc.stanford.edu/arcade/interventions/slow-reading</i> [INSIDE FILES] • Keegan, <i>The Opposite of Loneliness</i> [PRINT HANDOUT] • Coddington, Ronald S. "Cardomania!: How the Carte De Visite Became the Facebook of the 1860s." <i>Military Images</i> 34, no. 3 (2016): 12-17. [PRINT HANDOUT] • Corder, <i>Argument Emergence Rhetoric-1985.pdf</i> Pages 16-20 [INSIDE FILES] <ul style="list-style-type: none"> • Introduce: Form · Extracting ideas and summarizing ideas · [Learning Outcome 3: Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals] |
| Week 3 Thursday September 4th | | Due: Week 3 Summary on Discussions Tab - LIBRARY CLINIC - |
| | DUE Sept 5 th | Submission 1: Why Studying Writing Matters [Reflection] |

| When | Topic | Notes |
|---|---|---|
| Week 4 Tuesday September 9 th | Making Choices: Analyzing & Criticizing | <ul style="list-style-type: none"> · Think: What do you want to write about? What questions are you asking? Why are you asking those questions? Who is your audience? What is your purpose? Why are you spending time on this project? · Analyzing and Criticizing · [Learning Outcome 4: Integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres] · <i>Practice: Asking Questions (group activity)</i> |
| Week 4 Thursday September 11 th | Developing and Communicating Written Ideas, pt. 1 | Due: Week 4 Summary on Discussions Tab <ul style="list-style-type: none"> - WRITING CLINIC - <ul style="list-style-type: none"> • Developing Written Ideas • [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.] · <i>Practice: How to introduce a person and idea.</i> |

| When | Topic | Notes |
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| Week 5 Tuesday September 16 th | Developing and Communicating Written Ideas, pt. 2 | <ul style="list-style-type: none"> - WRITING CLINIC - <ul style="list-style-type: none"> • Finding reliable sources and accurate information, • Support your arguments and enhance credibility. • Understanding Author, Copyrights Page, Publishers Page, Date of Publication • [Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.] · Ability to locate and cite MLA citation of books borrowed. <ul style="list-style-type: none"> • Develop Ideas • <i>Practice: discuss your assigned reading. What books did you bring?</i> · [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.] <ul style="list-style-type: none"> • <i>Practice: Summarizing</i> · <i>Practice: How to introduce a person and idea.</i> <ul style="list-style-type: none"> • <i>Practice: How to present an idea</i> |
| Week 5 Thursday September 18 th | Outlining | Introducing Terms <ul style="list-style-type: none"> • <i>Practice: looking for terms inside a book from an author.</i> |
| Week 6 Tuesday September 23 rd | | <ul style="list-style-type: none"> · Students must be working on their papers this week. |

| When | Topic | Notes |
|--|------------------------------|--|
| Week 6 Thursday September 25 th | | Due: Week 6 Summary on Discussions Tab <ul style="list-style-type: none"> • See schedule here. • Students must be working on their papers this week. |
| | DUE: Sept 26 th | Submission 2: Slow Reading and Ideas |
| Week 7 Tuesday September 30 th | Posing Challenging Questions | <ul style="list-style-type: none"> • <i>Practice: asking challenging questions</i> • [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.] • Groups get together to discuss findings. |
| Week 7 Thursday October 2 nd | Feedback and Editing | Due: Week 7 Summary on Discussions Tab <ul style="list-style-type: none"> • Provide and Receive Feedback • Criticize the content, context, effectiveness, and forms of written communication of your own work. |
| Week 8 Tuesday October 7 th | Self-Editing | <ul style="list-style-type: none"> • Assigned Reading: ---TBD--- • Discussions Tab: Self Editing • Clarity, coherence, and quality of writing. |
| Week 8 Thursday October 9 th | Self-Editing, pt 2 | Due: Week 8 Summary on Discussions Tab <ul style="list-style-type: none"> • Assigned Reading: Related to your current findings • Discussions Tab: Self Editing • Clarity, coherence, and quality of writing. |

| When | Topic | Notes |
|---|---|---|
| Week 9 Tuesday October 14 th | Writing and Synthesizing Developed Ideas | WRITING CLINIC |
| Week 9 Thursday October 16 th | Purpose and Audience | In-Class reading: Legislative Process Booklet Due: Week 9 Summary on Discussions Tab <ul style="list-style-type: none"> • Purpose and Audience • Leg Process • [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.] |

| When | Topic | Notes |
|--|--------------------------------------|---|
| Week 10 Tuesday October 21 st | Purpose and Audience PART TWO | <ul style="list-style-type: none"> • Purpose and Audience • Leg Process • [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.] |
| Week 10 Thursday October 23 rd | What to do with Reflections | Due: Week 10 Summary on Discussions Tab <ul style="list-style-type: none"> • Provide meaningful feedback to student work. • Slow Reading |
| Week 11 Tuesday October 28 th | Writing your Learnings | <ul style="list-style-type: none"> • Introduce: AUTHOR REFLECTION & ANALYSIS • Slow Reading [Discuss and Assign] BIO |
| Week 11 Thursday October 30 th | Writing your Critique | <ul style="list-style-type: none"> • Provide meaningful feedback to student work. • Assist students analyze complex/abstract ideas in their own work. • [Goal 3: To offer students integrated, multidisciplinary, and innovative study] |
| | DUE: October 31 st | Submission 3: Personal Narrative [Reflection] |

| When | Topic | Notes |
|--|--|---|
| Week 12 Tuesday November 4th | Writing your Learnings, pt. 2 | Due: Week 12 Summary on Discussions Tab <ul style="list-style-type: none"> - Provide meaningful feedback to student work. · Assist students analyze complex/abstract ideas in their own work. · [Goal 3: To offer students integrated, multidisciplinary, and innovative study |
| Week 12 Thursday November 6th | Authorship, Why Studying Writing Matters | <ul style="list-style-type: none"> • Return to <i>Why Studying Writing Matters</i> |
| Week 13 Tuesday November 11th | | VETERANS DAY – Campus Closed |
| Week 13 Thursday November 13th | Portfolio Writing PART ONE | [students receive feedback on last 6-7 pages from instructor] <ul style="list-style-type: none"> · Elements of a reflection · Synthesize the semester |
| Week 14 Tuesday November 18 th | Synthesizing and Outlining | <ul style="list-style-type: none"> • Practice asking questions and close reading [Learning Outcome: articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals] |

| When | Topic | Notes |
|---|------------------------------------|---|
| Week 14 Thursday November 20th | Portfolio Writing | <ul style="list-style-type: none"> · Elements of a reflection · Synthesize the semester |
| | DUE: Nov 21st | Submission 5: Final Portfolio |
| Week 15 Tuesday November 25 th | Reporting of Learnings PART ONE | <ul style="list-style-type: none"> • Presentations |
| Week 15 Thursday November 27th | | THANKSGIVING HOLIDAY – Campus Closed |
| Week 16 Tuesday, December 2 nd | Reporting of learnings Part THREE | <ul style="list-style-type: none"> · Presentations |
| Week 16 Thursday, December 4 th | | LAST DAY OF CLASS |
| Week 17 Friday December 12 th | | Submission 12: CLASS FINAL at 10:45AM-12:45AM |