First Year Writing

ENGL 1A

Fall 2025   Section 69   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/17/2025

👤 Contact Information

instructor(s):	Dr. Anne F. Walker
office location:	Dr. Walker's 2025 zoom room (Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/88423804462)
email:	anne.walker@sjsu.edu - I prefer email over Canvas messaging as email can embed links and images
student hours:	T/Th 1:15-2pm, and by appointment, in Dr. Walker's 2025 zoom room (Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/88423804462)

🕐 Course Information

🖥 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

a note about questions: It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Please do ask questions: it helps everyone.

attendance: It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group. It will offer interesting new ways to learn. I will, also, take attendance. Still...

... if you feel sick: stay home. Get better. Check the week's Canvas page for work. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

consultations: There are individual consultations. Each consultation is weighted like any of your "participation" assignments. All you have to do is show up. Not only do I look forward to meeting with you, but I'm trying to help you to get comfortable with showing up to office hours. It will help your academic progress in all classes and in professional settings. It's a secret code to success. And (low-stakes) practice helps.

AI/ChatGPT: in many ways, the act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, and it is a skill that will serve you well in all your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. If I see that you used AI for any significant percentage of any written assignment, I will not provide feedback, nor will you receive a passing grade for the assignment. Repeated infractions will result in a plagiarism report to the University.

plagiarism: success in this class will be measured by how well you understand the materials as presented in lectures or through class discussion. Repeating material found on secondary sources online is not acceptable, unless you are conducting research and providing proper documentation, and it will result in failure for the assignment, and possible failure in the course. Further action may be taken by the University per [F 15-7](#).

when you have questions: when you have a question I am happy to engage with you. I'm here to help. Please send me the URL with your question and write to me at anne.walker@sjsu.edu. A support video to help you understand how to send the URL is [here.](#)

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.

<u>Reading:</u> 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.

<u>Final Experience:</u> 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)](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).

◎ Course Goals

This course is meant to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. It is meant to help you articulate your own thoughts and put your ideas in conversation with the world around you. We use multiple modalities as well as exploring various ways to approach writing academic essays.

📊 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

written texts: Good Woman: Poems and a Memoir 1969-1980 by Lucille Clifton, ISBN-10: 0918526590; *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson, ISBN-10: 0593237064; *The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X. *[Good Woman: Poems and a Memoir 1969-1980 (https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991001751489702919)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991001751489702919)* and *[All We Can Save (https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/5k7on1/alma991013911010902919)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/5k7on1/alma991013911010902919)* can be accessed electronically through the MLK library. The *Good Woman* title supports unlimited users. *All We Can Save* has a limit of 5 simultaneous users. So, once you are done finding the material, please download it and log out and then another student can take your seat. The MLK library is working on getting The Writer's Diet similarly available.

Adobe Creative Cloud: you have free access to it through SJSU. We will get you signed up and will be using it through the semester.

when to complete readings: Do the reading, and write your reflection, before the date listed in Canvas as the due date. The material is what we will talk about in class the next day. Be prepared to participate.

a note about texts: At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

trigger warning: Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

Course Requirements and Assignments

assignment	GELO	point value
participation	1 - 4	40
reading reflections	1 - 5	30
multimodal public forum project	1 - 5	10
counter storytelling	1 - 5	15
portfolio	1 - 5	5

✔ Grading Information

Like many writing teachers at SJSU, I utilize minimum grading. For a description of this philosophy you might check out Promising Approaches: Grading Scales and Equity in Physics. This class also uses low-stakes process-based grading, the idea being, by doing the work you learn and your learning is the focus of this class. Each assignment receives a grade connected to the associated rubric. Often I also add comments in the "Assignment Comments" in Canvas. Canvas calculates your grade. More about my use of low-stakes process-based grading is here.

grading criteria:

- "A" range describes you completing the course work thoroughly and on time. It means you have presented detailed original ideas that clearly responded to the prompts. It reflects you giving yourself the most abundant opportunities of staying in the flow of idea development, enjoying collaboration, and learning through the class. You probably feel really good about the work and learning you did.
- "B" range demonstrates good completion in the same categories as an "A," but it also notes some late, incomplete, or partial work. This means you didn't get as much out of the class as you would have with more engagement, but you were still largely participatory. You probably developed your skills and had some fun.
- "C" range shows you did enough work with prompts and principles to pass, but frequent late work, incomplete participation, and/or missing assignments were likely a barrier to many benefits offered by the curriculum and community.
- "D" range demonstrates minimal engagement.
- An "F" is due to a significant lack of submitted material and participation.

Letter Percentage and Associated Grade: A+ 97-100, A 94-96, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65. By checking the "Grades" module you should be able to track your progress. Please do ask me for updates any time.

I love assigning A's. Just keep up with the work to get there.

For late work policy and other details please read extra details about grading.

If you use AI in an assignment where we have not discussed and noted it, you may receive a failing grade. Undocumented AI use is a form of plagiarism.

That said, we will explore how AI can be fruitfully used in class through explicit exercises.

Using any idea that is not yours, without noting it's source, is plagiarism. Don't do it. Note your sources.

🏛 University Policies

Per University Policy 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	Focus
Week 1: starts August 20 – partial week	[welcome](#) hellos and Adobe Creative Cloud - inhabit your strengths introduction
Week 2: August 25	[begin All We Can Save & the personal essay](#) introducing self like a book
Week 2: August 27	[begin All We Can Save & the personal essay](#) introducing self like a book - digital translation
Week 3: September 1	Labor Day
Week 3: September 3	[Jumpstarting Digital Literacy Event](#)
Week 4: September 8	["Begin" and "Root"](#)
Week 4: September 10	["Begin" and "Root"](#) - study hall
Week 5: September 15	["Advocate" and "Reframe"](#)
Week 5: September 17	["Advocate" and "Reframe"](#)

Week 6: September 22	["Reshape" and "Persist"](#)
Week 6: September 24	["Reshape" and "Persist"](#)
Week 7: September 29	["Feel" and "Nourish"](#) - study hall
Week 7: October 1	["Feel" and "Nourish"](#)
Week 8: October 6	["Rise" and "Onward"](#)
Week 8: October 8	["Rise" and "Onward"](#) - study hall
Week 9: October 13	[research, development, reflection for multimodal public forum project](#)
Week 9: October 15	[research, development, reflection for multimodal public forum project](#)
Week 10: October 20	[public forum project panel conference presentations & feedback](#)
Week 10: October 22	[public forum project panel conference presentations & feedback](#)
Week 11: October 27	[begin counter storytelling](#)
Week 11: October 29	[begin counter storytelling](#) - study hall
Week 12: November 3	[developing counter storytelling](#)

Week 12: November 5	[developing counter storytelling](#)
Week 13: November 10	[writing and editing your stories](#)
Week 13: November 12	[writing and editing your stories](#) - study hall
Week 14: November 17	[connecting your stories to the world](#)
Week 14: November 19	[connecting your stories to the world](#)
Week 15: November 24	[begin fall portfolio](#)
Week 15: November 26	Thanksgiving holiday
Week 16: December 1	[consultations, reflections, and course evaluations](#)
Week 16: December 3	[consultations, reflections, and course evaluations](#)
Week 17: December 8	consultations and reflections
December 9	all semester work due by midnight
December 12	all grades posted in Canvas for student review
Week 18: December 13-17	student opportunity to seek clarification or correction on Canvas grades
December 19	final grades submission to the university