

First Year Writing Section 03

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 02/12/2025

Contact Information

Instructor:	Ume Ali (OO-me ah-LEE)
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Office Hours:	W 12:00 - 1:00pm FOB 213 or Zoom (by appointment)
Class Days/Time/Classroom:	s03 MW 10:30 - 11:45am BBC 128 s07 MW 1:30 - 2:45pm BBC 128 s08 MW 3:00 - 4:15pm BBC 128

Course Information

Course Description

English 1A is a first-year writing composition course, an exploration of how we engage with and communicate our ideas/words. In this class we will explore fundamental rhetorical concepts and elevate our own writing processes. We will explore rhetorical styles and tools, and utilize these tools to both analyze and join existing social discourse. We will write two essays, one personal narrative (minor essay), and one research paper (major final essay). These essays won't be assigned out of the blue. Rather, we will (wait for it) manifest them. That is, we will produce simpler smaller components of each essay, in the form of discussions or journal posts, which will culminate into portions of the final composition.

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

Course Content

Diversity. SJSU studies place emphasis on diversity (in reading material, authors, and audiences). We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate.

Writing. Writing assignments give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, which we will accumulate by writing discussion posts, journals, self reflections, components of essays, and two essays.

Reading. There will be a substantial amount of reading for this class, some of which will come from assigned texts and some of which will be from sources we locate on our own.

Revision and Reflection: Throughout the semester we will reflect on our personal and lived experiences, our rhetorical choices, and our writing processes. These metacognitive reflections will inform class discussions as well as the work we submit. We will also focus on revising drafts, the most important step in any writing process.

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)

GE Learning Outcomes (GELO)

Upon successful completion of the course, students will be able to

1. **Read** actively and rhetorically;
2. **Perform** the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. **Articulate** an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. **Integrate** your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. **Demonstrate** college-level language use, clarity, and grammatical proficiency in writing.

Course Materials

Required Texts

No textbook. Free online and digital texts: Online Writing Lab (owl.purdue.edu), *The Norton Field Guide to Writing*, and *Bad Ideas About Writing* (available as free pdfs on Canvas > Files). Please download onto your device for easy offline access.

Course Requirements and Assignments

Course Requirements

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of 3 hours per unit per week, studying, preparing for class, participating in course activities, and completing assignments. These activities and assignments include:

1. Process Assignments
2. Project Components
3. 2 Essays
4. Engagement

Assignments (all assignments will be submitted on Canvas).

Projects: We will write 5-10 prompt-based journal posts for our Advocacy Project. Posts should not simply summarize or repeat points raised in readings or class, but **should build upon those points to advance our discussion**. These posts are informal and meant to reveal how we are processing information and providing our personal insight. Advice for writing posts: be honest and keep it simple. Some of these posts will be uploaded to our project webpage and will be submitted as a URL.

Essays: We will write one major essay, and many smaller essay responses. Essays aren't assigned with only a prompt and a deadline in the near future. Essays will be assessed for development and improvement rather than a finished product. Rather, we will produce the essay in steps, scaffolding the process for clarity and success. All work should be typed, double spaced, and in 12pt Times New Roman font.

Process: As this course is geared towards understanding writing as a process, not just a product, we will incorporate the necessary steps (pre-writing, writing, revising, reflecting etc.) to build effective writing habits which can be applied in any writing situation. We will brainstorm, outline, pre-write, write, workshop and revise. Components of this process (drafts, workshop feedback etc) will be submitted and assessed throughout the semester.

Engagement: Students will earn engagement (or participation) credit for actively engaging with the material we cover, with their peers, and with their own work. As this is an in-person course, participation points are based on attendance, responses to daily discussion boards, as well as your verbal participation in large and small group class discussions.

✓ Grading Information

Minimum Grading Policy

This course uses the minimum grading method of assessment. This means, the minimum score for all assignments is 50%, and no zeroes will be given (as long as work is submitted). Hopefully, this encourages us to attempt and submit all work (regardless of quality). Notice that **process papers** (outlines, drafts, revisions) are worth 40% of the final grade. This is intentional so that we put more effort into revision, iterating on components of the essay, rather than worrying about one big final grade. For example, a crappy first draft of an intro paragraph earns an automatic 5/10, completing it well (according to the rubric below) may earn the remaining 5 points for a total score of 10/10. Revising the intro and improving it, provides an opportunity to earn another 10 points for revision. The whole point of minimum grading, then, is to place emphasis on revision rather than assigning a weighty grade to an end product.

5 pt Rubric				
Points	5	4	3	2.5

Description/Criteria	Completed assignment according to prompt. Clear, focused, organized, insightful response.	Mostly clear, additional details/insight would be helpful.	Some engagement with prompt, some ideas presented. Could more be more focused, main idea needed.	Minimal or missing work.

10 pt Rubric						
Points	10	9	8	7	6	5
Description/Criteria	Excellent, thoroughly completed work. Clear focus. Responded to all parts of prompt, organized response in logical manner, with a beginning, middle, and end.	Very strong ideas. Additional details/insight would be helpful to overall response. Good focus. Structure could be more intentional, thoughtful.	Additional detail/insight would be helpful to strengthen presentation of ideas. Responds to the prompt, though response can be structured in a more organized and coherent manner.	Shows some demonstration of understanding of the prompt, response seems to address some components of the prompt while missing aspects. Some thoughts and insights presented. More clarity/focus needed.	Minimal engagement with the prompt. Some scattered thoughts. Response needs focus/clarity.	Did not attempt, complete, or address the prompt.

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	Date	Monday		Wednesday
2	Jan 27	Introductions & Ice Breaker *Request Adobe Creative Cloud	Jan 29	Intro to First Year Writing, what is our purpose? Syllabus Class norms
3	Feb 3	Discussion: Audience, Purpose, Context "Rhetorical Situations" Purpose & Audience in Norton (pg 53-60) Small Group Activity: Zombie Apocalypse Due: Syllabus Contract	Feb 5	Discussion: Rhetorical Analysis In Class: Link (https://pressbooks.pub/words/chapter/rhetorical-analysis/). Audience, Purpose, Context Assign: Profile Collage Project + Adobe check Rhetorical Artifact Scavenger Hunt (due at the end of class)
4	Feb 10	Due: Profile Collage + Share in small groups Adobe Express Scavenger Hunt	Feb 12	Discussion: Branding Project (groups) Derive your brand's ethos (sustainability, equity, fair trade, unity etc) Create the aesthetic (design, materials etc) Due: Draft of Branding Ethos (ie mission statement)
5	Feb 17	Rhetorical Appeals Understanding Rhetorical Appeals Link (https://tinyurl.com/cushrx9e) Logos, Pathos, Ethos Video Ad Analysis Zombie Apocalypse 2.0	Feb 19	Due: Branding Ad + Ethos (on Adobe) Presentations + Prizes
6	Feb 24	Discussion: Video Rhetorical Analysis Summary vs Analysis Activity (Super Bowl Ad) Groups: Rhetorical Analysis of Will McAvoy's monologue (from the pilot episode of "The Newsroom") text & video	Feb 26	Discussion: Begin Advocacy Project (AP) Social causes Gen Z care about Proposal (due Friday Feb 28th)

7	Mar 3	Discussion: Digital Storytelling + Graffiti Visual Rhetoric link & Visual Analysis Video Graffiti article 1 & article 2 Group Activity: Design/present your graffiti art/cause + reflection Due: AP Graffiti Analysis on Adobe	Mar 5	AP: Ad Analysis Discussion: Print Ads (in groups) (homework is to find an Ad to analyze for your cause)
8	Mar 10	In Class: Ad Analysis for your chosen cause Due: Ad Analysis on Adobe	Mar 12	Discussion: Rhetoric of Memes Due: Meme Analysis on Adobe (by midnight)
9	Mar 17	Discussion: Political Cartoons: Criticism via Satire Media bias, blindspots, political leanings Group Activity	Mar 19	Due: Cartoon Analysis on Adobe (by midnight) Discussion: Rhetorical analysis of "I'm Just Ken" Barbie Group Activity
10	Mar 24	Song Analysis Activity	Mar 26	NO CLASS MEETING
11	Mar 31	SPRING BREAK SPRING BREAK SPRING BREAK	Apr 2	SPRING BREAK SPRING BREAK SPRING BREAK
12	Apr 7	Due: Song Lyric Analysis	Apr 9	Assign Film Analysis Essay + Brainstorm
13	Apr 14	NO CLASS MEETING	Apr 16	Discussion: Research + Annotated/Evaluative Bibliographies Due: Annotated Bib (due by the end of class)
14	Apr 21	Thesis Workshop Activity	Apr 23	Due: Outline + Intro paragraph draft
15	Apr 28	Due: Outline + Intro paragraph draft (in class)	Apr 30	Due Sunday night: Film Essay Draft Workshop
16	May 5	Portfolios Reflection Draft (Work on Adobe Presentations)	May 7	Final Adobe Presentations
17	May 12	Final Adobe Presentations	May 14	Due Essay Final