SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing

ENGL 1A

Fall 2025   Sections 40, 42   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 09/08/2025

🕐 Course Information

Section 40: Lecture

Tuesday, Thursday, 7:30 AM to 8:45 AM, Dudley Moorhead Hall 347

Dudley Moorhead Hall (https://map.sjsu.edu/?id=2189#!bm/?ce/86185? ct/86185,86186,86187,86189,86190,86191,86271,86339,86341?m/974165?s/)

Section 42: Lecture

Section 42
Tuesday, Thursday, 10:30 AM to 11:45 AM, Dudley Moorhead Hall 347

Dudley Moorhead Hall (https://map.sjsu.edu/?id=2189#!bm/?ce/86185? ct/86185,86186,86187,86189,86190,86191,86271,86339,86341?m/974165?s/)

💻 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)](https://www.sjsu.edu/english/frosh/program-policies.php)

Policies

Writing can be a solitary enterprise, but the critical thinking and habits of mind that go into such work can be developed and enriched in community. Thus, it is imperative that you attend class and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments and activities.

Electronic resources such as laptops, tablets, and phones may be used during class only to compose select assignments, or access course materials on Canvas. Please do your classmates and instructor the courtesy of avoiding social media and other distractions not related to our course pursuits during class.

Please note that no unexcused late work will be accepted. If you cannot make a deadline, you must contact me BEFORE THE DUE DATE. For your convenience, most assignments accommodate "submission windows," which allow you to turn in work for a few days after the posted deadline. Note that Canvas automatically deducts 5% per day after the posted due date.

If an assignment is due the day you are absent, submit it. If you are unable to submit it within the submission window, you must contact me to make arrangements. Note that some assignments and activities, such as Peer Review Workshops, cannot be made up.

Finally, if you are absent, you are responsible for finding out what you missed. You can do this by reviewing the weekly Canvas module, checking the syllabus, and asking a classmate for updates.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/"

IMPORTANT COURSE POLICIES

Use of AI in English 1Ais permitted with conditions. Please refer to **AI_Policy.English 1A** (see Start here: Week 1 module).

You are encouraged to use the tutoring services on campus, but all work in ENGL 2 is expected to be your own. If the instructor has reason to believe otherwise, he or she has the right to require additional evidence that the work is your original writing.

Statement of Plagiarism

The English Department adheres strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:

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. "Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization would also be a form of plagiarism." (Center for Integrated Professional Development, Illinois State University (2023). Plagiarism at SJSU includes but is not limited to:

> The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.(available at http://info.sjsu.edu/static/catalog/policies.html - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL 2 course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. https://libguides.sjsu.edu/plagiarism/how-to-avoid-plagiarism

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 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 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 Requirements and Assignments

Project 1: Rhetorical Analysis
Project 2: Multimodal Remix
Reading Responses
Participation

Annotations

GELO Reflections

Discussion Posts

Classroom Activities

Final Reflection/Portfolio

✔ Grading Information

Course grades are calculated according to the scale below.

97%-100%	94% - 96%	90% - 93%
A+	A	A-
87% - 89%	84% - 86%	80% - 83%
B+	B	B-
77% - 79%	74% - 76%	70% - 73%
C+	C	C-
67% - 69%	64% - 66%	60% - 63%
D+	D	D-
		0% - 59%
		F

Course grade ranges

Breakdown

Most of the reading and research materials required to successfully complete the course requirements will be provided via hyperlink on Canvas. Other materials you will identify and procure during the course of your own research.

Grade	Range	Notes
Project 1: Rhetorical Analysis	25%	A phased examination of how a speaker or writer (rhetor) uses language to influence their audience. This project involves breaking down a text to better understand the strategies and techniques used to achieve its purpose (persuade, inform, educate, entertain, etc.).
Project 2: Multimodal Remix	25%	Leveraging the Adobe suite of digital tools, you will develop and deliver a presentation that explores the rhetorical strategies, appeals, and argumentative techniques within an existing field of research.

Grade	Range	Notes
Participation	25%	Annotations GELO Reflections Discussion Posts Classroom Activities
Reading Responses	20%	Analytical reflections in response to selected readings.
Final Reflection/Portfolio	5%	A culminating portfolio of work you have completed in English 1A and a reflection essay considering this general education learning objective: • perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing). Final reflection submitted for credit to English 1A. Portfolio (including final reflection) are submitted to the First-year Writing program assessment team.

🏛 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Schedule subject to change; any updates will be communicated with fair notice in class and via Canvas. Please refer to Canvas modules for details on required reading and assignment submission windows

When	Topic	Notes
Lecture/Discussion Week 1: Aug. 21	Welcome and Intro to English 1A	
Lecture/Discussion Week 2: Aug. 26-28	English 1A Overview and the Rhetorical Situation	Discussion Post 1 Week One: Writing Activity
Lecture/Discussion Week 3: Sept. 2-4	Rhetorical Analysis	**Close Reading and Annotation** Annotation Practice 1

When	Topic	Notes
Lecture/Discussion Week 4: Sept. 9-11	Rhetorical Analysis	**Close Reading and Annotation** Annotation Practice 2 GELO Reflection 1
Lecture/Discussion Week 5: Sept. 16-18	Rhetorical Analysis	Reading Response 1 Discussion Post 2
Lecture/Discussion Week 6: Sept 23-25	Rhetorical Analysis	Annotation Practice 3 GELO Reflection 2
Lecture/Discussion/Workshop Week 7: Sept.30-Oct. 2	Rhetorical Analysis	Annotation Practice 4 Discussion Post 3
Lecture/Discussion Week 8: Oct. 7-9	Halftime!	Reading Response 2 GELO Reflection 3
Lecture/Discussion Week 9: Oct. 14-16	Multimodal Remix	Project 1: Rhetorical Analysis Discussion Post 4
Lecture/Discussion/Workshop Week 10: Oct. 21-23	Multimodal Remix	
Lecture/Discussion/Workshop Week 11: Oct. 28-30	Multimodal Remix	GELO Reflection 4
Lecture/Discussion/Workshop Week 12: Nov. 4-6	Multimodal Remix	Reading Response 3
Presentations Week 13: Nov. 11-13	Multimodal Remix	Thurs., Nov 13 only No class Tues., Nov. 11 | Veterans Day
Presentations Week 14: Nov. 18-20	Multimodal Remix	GELO Reflection 5
Presentations Week 15: Nov. 25-27	Multimodal Remix	Tues., Nov. 25 only. No class Thurs., Nov. 27 | Happy Thanksgiving!

When	Topic	Notes
Discussion and Celebration Week 16: Dec. 2-4	Portfolios and Final Reflections	Last classes. Portfolios due to assessment teams: TBA Final reflections due to English 2 Canvas shell 3pm Tues., Dec. 16 (note weird deadline) Discussion Post 5 Brownies!