

San José State University
Humanities & Arts / Dept. of English
ENGL 1A: First-Year Writing, Section 46, Fall 2015

Course and Contact Information

Instructor:	Sally Ashton, MFA
Office Location:	FOB 222
Telephone:	(408) (924-4491) Please use email only to contact me
Email:	sally.ashton@sjsu.edu
Office Hours:	T/Th 1:30-2:30pm and by appt.
Class Days/Time:	T/Th 9-10:15am
Classroom:	Sweeney Hall 444
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Some course materials such as syllabus and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1A Course Description

General Course Description

English 1 is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1 you will practice these skills by writing for various audiences and rhetorical situations.

Section 46: The Power of the Personal: Finding Your Voice in a Hyper-connected World Closely linked to literacy—the ability read and write—is “voice,” or how you speak on paper. However, we’ve come a long way from the ABC’s. As the age of the page increasingly gives way to screens and multi-media forms of communication, changing technologies and increasing globalization place greater demands on the traditional writer and the concept of an effective voice. Are you ready to meet these challenges? What *is* effective writing today? Can the personal voice have an impact on local problems let alone in a global society? How can you keep up? In this English 1A course you will develop effective writing and voice through practicing creative process strategies; find effective voice to support an issue of local sustainability; and locate this issue—and your voice—within a global context.

ENGL 1A Learning Objectives (CLO)

Upon successful completion of the course, you will be able to:

1. communicate meaning clearly and effectively.
2. identify focus, tailored to a particular audience and purpose.
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
4. explain, analyze, develop, and criticize ideas effectively.
5. use within your own essay supporting material drawn from primary and secondary sources, including appropriate citations.
6. organize individual paragraphs and entire essays.
7. construct sentences with accuracy, variety, and clarity.
8. use appropriate diction and tone.
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE A2 Course Description

ENGL 1A fulfills your written communication general education requirement. Courses in GE Area 2 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. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Objectives (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, you will be able to

1. demonstrate the ability to read actively and rhetorically.
2. demonstrate the ability to 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. demonstrate the ability to integrate their 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.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued

and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on global citizenship, sustainability, and creativity. All readings will include useful models of writing for academic, general, and specific audiences.

Final Exam: As part of your final experience in the course, you will be participating in a campus-wide student showcase. This will consist of a group multimodal presentation at an open assembly for all SJSU students and faculty. Projects will be related to the primary issues discussed in the course.

Required Texts/Readings

ALL TEXTS MUST BE THE REQUIRED EDITION.

- **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>) **THIS IS THE REQUIRED EDITION!** All page assignments follow this edition only.

Online: <http://www.macmillanhighered.com/techsupport>

- ***The Curious Writer: Concise Edition***. Fourth Edition; Bruce Ballenger

ISBN 0-205-87664-1

- **Class handouts and printouts** from class website as per my instruction
- ***The Circle* by Dave Eggers.** [SJSU Campus Reads](#) selection (given free at Freshman Orientation)

Required materials

LearningCurve: If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com

Online: <http://www.macmillanhighered.com/techsupport>

- 1 Mead Composition Book, **College Ruled**. No other journals accepted.
- *American Heritage College Dictionary*. Paperback. Or similar portable text.
- 4+ yellow books (1 for diagnostic, 3 for in-class essays)
- **Stapler** (all papers *must* be brought to class stapled)
- 1 double-pocket folder or suitable storage for graded work and handouts.
- Regular internet access
- The ability to print 5 copies of assignments for workshop, often 20pages/workshop.

- All Bulleted Items are **REQUIRED** to participate in this class.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Insert descriptions of course requirements and assignments here. (e.g., informal / formal writing assignments, multimodal / oral presentations, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE C2 and ENGL 1B course learning outcomes.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-Class(IC) Essays (4)	400-800 ea.	2,3,4,5	1-9
Out of Class(OC) Essays(4):	(4000+ total)		
#1 Writing in the Age of Technology	1000	2,3,4,5	1-9
#2 Creativity Narrative	1000	2,3,4,5	1-9
#3 Proposing a Solution to an Issue of Local Sustain.	700-900	2,3,4,5	1-9
#4 Opinion Piece	400	2,3,4,5	1-9
Final Reflective Analysis Essay	1000	2,3,4,5	1-9
Multi-Modal Project	375	3,5	1,2,8
Journal Writing Assignments	2000+	1-4	3,4
Reading Assignments	n/a	1,5,6,8,9	1,2,4
Quizzes	points		
Workshops	points	2,3,4,5	1,3,4,9
Individual Conference	points		

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least three essays shall be written in class.

In-Class Essays (4) (20% final grade)

Out of Class Essays (4 (50% final grade)

- #1 Literacy Narrative
- #2 Personal Essay
- #3 Writing a Proposal
- #4 Opinion Piece

Final: Reflective Analysis Essay, minimum 1000-1200 words: (10% final grade)

Journal: As specified below, points accrued: Minimum 2000 words (10% of final grade)

- In-class self-assessment, reading responses, and/or directed exercises involving prewriting, organizing, and revision will comprise part of each day. Bring your Composition Book to every class.
- The journal earns a letter grade based on the percentage of total assigned writing completed.

Participation: *In-class participation* in English 1A is **required**. It is rare that students who miss several classes pass the class. Much of your grade is based on activities that will be taking place in class especially those below. Percentage of available points accrued. (10% of final grade)

- **Workshops** are an important component of the writing process and your final essay grade. You will bring **5 copies**(or as instructed) to class on the workshop date in order to participate. You will turn in critiqued copies with final essay as instructed: SAVE them. *If you miss a workshop, your essay will be graded down.* I have zero-tolerance for late arrival on workshop days: You Will Be Asked to Leave. (10)
- **Reading:** English 1A is a reading-based course. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be related to readings. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Journal Responses prepared to discuss them in class. Occasionally, there may be reading quizzes. All readings in this course address diversity and contribute to effective writing strategies. ALWAYS bring your text to class.
- **Multi-modal Presentation:** Each student will prepare a 2 minute podcast or YouTube to be presented the day of the University Final. (50)
- **Attend one [Campus Reads](#) Event:** Each student will attend one approved event/Response (20)
- **Quizzes:** Occasional quizzes will be based on current writing and/or reading discussions. Quizzes must be taken in class and cannot be made up. Unannounced quizzes may be given at my discretion. (10-20)
- **Individual Conference** One conference with me by appointment is mandatory for each student. Time tbd. (20)

Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade:

- A –fully engaged; provides regular and helpful questions and comments
- B –active listening; occasional, pertinent questions and comments
- C –attentiveness questionable, little questions or comments posed
- D –unprepared for class, disengaged
- F –regularly absent, both physically and mentally

Grammar: Basic grammar, or mechanics, is a major component of essay grades. It is your responsibility to complete all grammar exercises assigned and to seek additional support in the *Everyday Writer* text, *Learning Curve*, through LARC, or the [Writing Center](#).

Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

This course must be passed with a C or better as a CSU graduation requirement.

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.00
F	0.0

- The “**A**” essay will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from grammatical, mechanical, and usage errors.
- The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “**C**” essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.
- The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

A word about how I approach grading: I start looking at every composition by asking if it satisfies the requirements of the assignment. If it does, it will earn a satisfactory grade: C. If it does not satisfy the requirements, then the grade slides down to D or F. If the composition does more than simply satisfy the requirements, then the grade slides up to A or B. I will complete a scoring rubric with each graded essay.

Late Work. Late work receives a reduction of 1 grade if turned in the next class session. Otherwise, while you must turn every essay in to pass the course, it will be graded an “F.” **If** the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. **If** you are sick or have to miss class for any other reason on the day something is due, arrange to have a

classmate turn it in if you do not want a grade reduction. **For** extenuating circumstances, I must be contacted *before* the due date to consider an extension.

No Work by Email. No work in my mailbox. No exceptions. I do not accept work by email or in my campus mailbox. If you need to miss a class session, ask a classmate to turn in your classwork and to collect handouts and assignments for you. Otherwise, turn in the paper as “late” next class session.

Your Responsibility If You’re Absent. If you miss class, contact a classmate to get notes, assignments, etc. It is your responsibility to figure out what’s going on and to show up prepared the next class session. Please do not ask me to do extra things for you if you choose not to come to class.

Extra Credit: Each student is allowed one extra credit assignment which is worth one Quiz. This semester you may attend an approved Campus Reads event with assigned write-up for extra credit. Extra credit will *not* change a grade from failing to passing.

Always bring your journal and required text to class. These are required for participation. If you’re not prepared to contribute to the class, be prepared to be asked to leave for the day.

Homework format: (this includes all Essays, and any work outside the Journal)

- * All work must be typed, double spaced
- * Use a 12-point Times Roman font
- * Use standard MLA essay and heading format. (Review *Curious Writer* p. 312).
- * Papers must be single-sided for the teacher (but copies for classmates for peer revision may be double-sided)
- * Staple your papers BEFORE class. I do not accept unstapled work.(no paper clips, bent corners)

University policy F69-24, “**Students should attend all meetings of their classes**, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Classroom Protocol

Come to class on time or not at all; don’t check your texts while in class; use common sense and courteous behavior. Please do not eat in class.

Be Fully Present. No electronic devices are to be on/used/visible during class.

Infractions will result in being dismissed from class at my discretion.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity **DO NOT PLAGIARIZE!**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections (Optional)

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services (Optional)

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

.Welcome to *The Circle: Finding Your Voice in Silicon Valley*
English 1A Pathways, Section 46 (47638)
Fall 2015, Course Schedule
Prof. Ashton

PLEASE NOTE: Schedule is subject to change with advance notice from me given in class with a follow-up email. Check daily.

Syllabus is open for adjustment at midterm at my discretion.

If you are planning travel around post-midterm dates, see me as soon as possible.

Abbreviations used:

Curious = *Curious Writer*; *EW* = *Everyday Writer*

Week	Date	HOMEWORK Deadlines: Readings, Assignments DUE this date	Topics and Considerations
1	Th 8/20/15	Print out Syllabus and bring hard copy to class (20 pts)	I. Writing As a Process Course Introductions Syllabus Review Student Questionnaire
2	Tu 8/25/15	Bring all required materials today. 3X5 picture ID card Reading: <i>EW</i> pp. 12-17; <i>Curious</i> Chapter 1 pp. 3-19 Journal: <i>Curious</i> Exercises 1.1, 1.2, complete, and 1.4 (step one only)	Text review Discussion and in-class writing. 1.3 Video: "Code Switching" Writing expectations and situations Instructions for IC Essay #1: Diagnostic
2	Th 8/27/15	Reading: <i>Curious</i> Chapter 1 pp. 22-36(skip cell phone); <i>EW</i> pp 4-12 Journal: <i>Curious</i> Exercises 1.5 & 1.7 List: <i>EW</i> What are your top errors? BRING: Yellow book, dictionary, pens, Journal with completed exercises	IC Essay #1 Diagnostic "Who Am I as a Writer?"
3	Tu 9/1/15	Reading: <i>Curious</i> p. 37 & Chapter 2, pp. 38-49 <i>The Circle</i> p.1-31 Journal: Exercises 2.2 and 30 Indispensable Tips response (via email)	Reading as Inquiry: Discussion and in-class writing Video: <i>Bard Behind Bars I</i> Return Essay; Post-essay discussion
3	Th 9/3/15	Due: Typed IC #1, one copy WITH word count at bottom. Reading: <i>Curious</i> Chapter 2, pp. 50-62; Journal: pp. 57- 60 Exercise 2.5 Step 1-4.	Assign OC Essay #1: "Who Am I as a Writer in the Age of Technology?" Writing "badly"; Small Groups formed
4	Tu 9/8/15	Reading: <i>The Circle</i> p. 1-71 <i>Curious</i> p. 62-66; <i>EW</i> 92-93 If An Algorithm Wrote This, How Would You Even Know. Journal: Take the quiz found in the article	Reading as Process; Issues of Technology Openings; In-class writing Peer Review discussion;
4	Th 9/10/15	DUE: 5 copies(total) of OC #1 complete Draft with Word Count Reading: <i>Curious</i> p. 96 Workshopping the Draft. <i>EW</i> 93	Workshop: Groups of 5, assigned for semester. Conclusions

5	Tu 9/15/15	OC Essay #1 DUE Reading: <i>Curious</i> p. 67 & Chapter 3 pp. 69-73 & p.78-81 Journal: p.81 “Inquiring Into the Essay” #2 & 4	II. What is Creativity? Video: “Make Good Art” Writing a Personal Essay: Discussion and in-class writing: Listing, Fastwriting Small groups. JOURNAL self-check
5	Th 9/17/15	Journal: Draft your personal statement of what creativity is for you: Your voice, your mind, your vision.	Personal Creativity Essay: Topics and techniques; Image Video: “Think on your Feet” Discussion, writing, small groups
6	Tu 9/22/15	Reading: Personal Essay PRINTOUT from email PDF. Read intro & “Spare Change” Journal: RR 1-3	Understanding Narratives: Scene, dialog, action, detail In-class writing; QUIZ : Narrative
6	Th 9/24/15	Reading: <i>Curious</i> pp. 89-92 “Narrowing Down” Journal: p. 88 “What’s Promising Material” all 3 points. Choose your anecdote for today’s IC essay. THEN answer p. 90 “Questions for Reflection” dots 1-3	IC Essay #2 Draft 1, Personal Creativity Essay BRING: Yellow book, dictionary, pens. Journals will NOT be used for this draft.
7	Tu 9/29/15	Reading: Personal Essay “When Dreams take Flight” AND <i>Curious</i> pp. 82-88 Journal: RR # 1, 2, 3, 6 p. 86 Visual Prompts #1, 2, 3, 4.	SIGN UP for midterm conference time.
7	Th 10/1/15	DUE: Typed original IC # 2 with word count and Journal work, below, ON THIS DRAFT. Reading: <i>Curious</i> 92-97 Journal: p. 93 “Evaluating Your Own Sketch” #1-2 on your draft. Respond to “Reflecting on What you Learned” in the journal.	Workshop: Draft 1 Flash Review In-class Journal writing
8	Tu 10/6/15	Reading: <i>The Circle</i> p. 71-101 <i>EW</i> 401-414 & 432 <i>EW</i> 78-93 Journal: Questions for Reflection: <i>The Circle</i>	Techniques of narration Fiction vs Memoir Grammar Issues: Punctuation : ; , Paragraphs Assign OC Essay #2
8	Th 10/8/15	DUE: 5 copies(total) of Personal Essay complete draft Reading: <i>Curious</i> pp. 97-98; Journal: p. 98 “Polishing the Draft”: freewrite paragraph: Which checkmarks are you still concerned with?	Workshop QUIZ: Punctuation
9	Tu 10/13/15	MIDTERM CONFERENCES held in my office Journal DUE PLEASE NOTE: Syllabus open for revision at midterm at my discretion.	CONFERENCES: Sign up for 10 minute slot. tbd Appointments held in my office, FO 222
9	Th 10/15/15	Bring all course materials including Essay Draft and Original Course Syllabus(10pts)	Midterm in review and preview

10	Tu 10/20/15	OC Essay #2 DUE Reading: <i>Curious</i> Chapter 5 pp. 137-146 The United Nations World Millenium Goals Journal: p. 146 #1 & 2 Find, copy, and cite(<i>Curious 304</i>) a clear definition of Sustainability.	III. What is Sustainability? Assign OC #3 Proposing a Solution In-class writing, Review <i>COMP</i> Handout; <i>UN website</i> Small Groups
10	Th 10/22/15	Reading: <i>Curious</i> 152-155 Journal: <i>Curious</i> p. 153-154 Listing AND Fastwriting Prompts AND <i>Spartan Daily</i>	Writing To Make Something Happen in the World. Identifying a problem: Topics, stance, audience, Scope Discussion, in-class writing (156-158)
11	Tu 10/27/15	DUE: 2 copies(total) OC #3 Proposal Part 1 with word count 900+ Read <i>Curious</i> pp. 158- 163 Journal: p.162 Methods of Development: All Bullets	Flash Workshop; In-class writing
11	Th 10/29/15	DUE: 5 copies(total) OC #3 Proposal Read <i>Curious</i> 163-168 Journal: TBA Afternoon Office Hours 1-3pm	Group WORKSHOP: Leads; Support QUIZ Proposal
12	Tu 11/3/15	OC Essay #3 Due Proposal (word count 900+) 2 copies Before composing: Read Revising p. 164-165, AND 165-168, “Student Essay”; Journal: 165 “Polishing” Bullets. Reading: <i>The Circle</i> p. 253-306	IV. Writing for a Global Audience Issues of Voice, Privacy, Plagiarism and Citizenship Discuss OC #4 Opinion Piece In-class writings
12	Th 11/5/15	Reading: <i>Curious</i> Ch. 6 pp. 171- 178 Journal: p. 178 ex. 6.1 Step 1, 2, 3	Discussion Handout “More Sources Needed” Understanding/Evaluating Arguments Anonymous Questions.
13	Tu 11/10/15	DUE: One copy(total) of Opinion Piece complete draft(300+) stapled to a blank piece of paper.	Workshop: FLASH
13	Th 11/12/15	Reading: <i>Curious</i> pp. 293-302 Journal: 9.1 #3	Citing Sources and Plagiarism In-class writing
14	Tu 11/17/15	OC #4 Opinion Piece (word count 375-500) Reading: <i>Curious</i> pp. 180-185 and 191-193 Loye Young Journal: p. 193 Inquiring #1-4	Citing Sources and Plagiarism In-class writing Summarize essay; Paraphrase par. 1; Choose one quote
14	Th 11/19/15	Reading: <i>Curious</i> p. 191-193 Loye Young BRING: Yellow book, dictionary, pens	IC Essay #3
15	Tu 11/24/15	Journal Self check.	V Reflective Analysis and Multi-modal Project In-class work Introduce Reflective Analysis Prompts/portfolio guidelines
15	Th 11/26/15	Thanksgiving Holiday- <i>No Classes!</i>	Help wash the dishes. Tell someone, “Thanks.”

16	Tu 12/1/15	Reading: In-class Handouts Journal: In-class DUE: Portfolio Artifacts(graded essays, grade rubrics, Journal) MultiModal script draft	Writing Lab: Essay #4: Reflective Analysis – Rhetorical devices and critical thinking skills for personal reflection QUIZ Argumentation
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16	Th 12/3/15	Bring Yellow book, dictionary, pens, PROMPT; Choose TWO AREAS on which to reflect. Read EW. p.70-74, Review “Make a Plan.” JOURNAL: CREATE a formal outline as per EWp. 74	IC Essay #4
17	Tu 12/8/15	LAST DAY OF CLASSES JOURNAL DUE DUE: 5 copies(total) Reflective Analysis Due Reading: <i>Curious</i> pp. 213 “Revising the Draft” section Journal: p. 215 answer each bullet as described.	WORKSHOPS
Final	Th 12/10 7:15- 9:30am! !	UNIVERSITY FINAL DATE OC #4 Reflective Analysis Due Held in SH 444	Wrapping it up.... Oral Presentations (50 points)
		<i>Have a Wonderful Holiday!</i>	<i>Relax! Enjoy~</i>

Thursday, December 10	0715-0930
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