

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 39, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Sheree Kirby
<b>Office Location:</b>	FOB 219
<b>Telephone:</b>	408-924-4448
<b>Email:</b>	sheree.kirby@sjsu.edu
<b>Office Hours:</b>	12:00-1:00 p.m. TTh, or by appointment
<b>Class Days/Time:</b>	TTh 1:30-2:45
<b>Classroom:</b>	BBC 121
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Course Management Page**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. The best way to reach me is to contact me through Canvas messaging.

**ENGL 1A Course Description**

Welcome to English 1A! ENGL 1A 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 learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

This course has been designed to meet the expectations and Student Learning Outcomes set forth by the University and Department of English. In doing so, our course theme is “A Path to Academic Identity and Success at San Jose State University.” Over the course of the term, students will explore the SJSU campus, discuss and grapple with finding their footing on their new path as they transition to university, explore their interests, majors, and hidden intellectualism, and create a sense of community inside and outside of our classroom.

**ENGL 1A Learning Outcomes (GELO)**

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

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;

- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## Required Texts

### Textbook

*A Pocket Style Manual* 8<sup>th</sup> ed. by Diana Hacker and Nancy Sommers ISBN: 9781319057404

Note: The publisher offers the e-book for \$19.99, and you can download it and own it for use in other courses now and in the future.

<https://store.macmillanlearning.com/us/product/Pocket-Style-Manual/p/1319057403>

You may also order the hard copy from Amazon Prime and other sources, but we will be using it in the second week of class, so please make sure that delivery is fairly quick.

### Other Readings

Modules for course units, assignments, and readings will be posted on Canvas (to be printed by each student.) Students should be prepared to print approximately 100 pages over the course of the semester, in lieu of purchasing a second text with readings.

### Other technology requirements/equipment/material

Available and reliable source for printing

Internet access

Firefox or Google Chrome for Canvas

Google Docs

A small binder for course modules, assignments, and other readings

Pocket folder

Spiral Notebook

Pens and Pencils

### Teaching Method

Our class will be an active lecture environment that is teacher- and student-centered, which means that while I may lecture occasionally, the majority of our classes will be exercises, activities, and discussions based on students' questions, thoughts, reflections, and insights. Students will work with partners and in various sized groups, as a class, and with me. We will create a supportive, enriching, and respectful learning community in our class that is guided and reflective.

Students need come to class prepared, having completely read and thought about the current readings and/or writing assignments. However, I am not expecting that students completely understand or like all of the readings or writing assignments, which is part of the learning process and makes the classroom discussions lively and more interesting.

Part of having the class's structure centered on discussions/activities allows us to work through some of the texts' and assignments' difficulties. I encourage students to bring their questions about and critiques of the readings to class. This will help facilitate discussion and provide a beneficial basis for our class' collective pool of knowledge.

We will use the writing assignments to continue our discussion of the texts' and course's theme, which centers on students learning about their academic identity and new community at SJSU. We will look at writing in progress throughout the term as students create and revise their work. To do so, we will look at and give feedback to students' writing via the Writer's Chair and various types of peer response throughout the writing process. Students will receive formative feedback from me on their work both in writing and in conferences. This course is designed for students to revise their writing and hone their analytical skills based on various types of formative feedback over the course of the term in a supportive and community-based learning environment.

Students will explore the kinds of analytic thinking essential to virtually all intellectual work at the university: summarizing, describing, analyzing, comparing and contrasting, arguing, and discussing. As individual writers and readers, students will connect various types of texts within their studies and beyond. They will improve their sentences by extending short, choppy thoughts into longer, fuller and more meaningful statements, and if they put forth sincere and honest effort, I expect that they will leave this course more able to handle the many reading and writing assignments that they will encounter at SJSU and beyond.

Students should expect to have homework for this class each class meeting. Over the course of the term, students will read and write, give and receive feedback, reread and revise, conduct research and give two presentations. Students will submit rough drafts of their essays, and they will need to spend time outside of class revising and reworking them to build a Digital Portfolio of their polished work that they will submit at the end of the term.

### **ENGL 1A Course Assignments**

Students will write drafts of four major essays and revise two of them to include in their Essay Portfolio at the term's end. We will work together throughout the term with revision strategies, giving, receiving and implementing feedback. I will give students revision feedback on their drafts and support them as they revise the two essays they have chosen to work with based on the assignments' task and student learning outcomes. Because students have the ability to revise their work throughout the term, our class is a place for exploration of ideas and learning, which give students autonomy over their course grade.

Over the course of the term, students will read academic articles, conduct research of credible sources, and write papers. Students will submit rough drafts of their essays to their peers and to me for feedback, and they will need to spend time outside of class revising and reworking their essays, to build an on-line Portfolio of their polished work that they will submit at the end of the term. There will be low-stakes quizzes that reflect essay structures, syntax, and grammar and mechanics that we will discuss in class.

Students will also have the opportunity to make one group and one individual presentation, in which they will share their knowledge and insights with the class. We will use the class as a workshop to look at students writing in process based on the assignments' task and to implement essay and sentence structures, so students will informally share their writing in progress to the class for feedback in the writer's chair and via peer response.

<b>Three Major Writing Assignments</b>	<b>Brief Description of Assignment</b>
Letter to Your Professor	Students read an article and share their insights from the reading as well as their writing experiences and writing process.
Exploring Your World	A reflective paper discussing the Student Service or Resource based on the research students conducted and presented in their group presentation.
The Scavenger Hunt: Your Major!	Students complete four steps to researching, reading, writing about, and reflecting on their major.
<b>Three Essay Assignments</b>	
Essay One: Helping Hands	Students write a research-based argument essay arguing how students can overcome an obstacle they face, to help them succeed at SJSU.
Essay Two: Applying Yourself	Students respond to a prompt-based application from their research—a study abroad program, a scholarship, their major, a fellowship, an internship—and write to the prompt in consideration of the questions, their

	audience, themselves.
Essay Three: Your Hidden Gem	Students write a research-based argument essay with speech component based on Gerald Graff's "Hidden Intellectualism" and students' research throughout the term.

### **Formative Feedback on Essays**

On Canvas, I will provide a brief note on to students on the writing assignments. If students' Letter to Your Professor is problematic, (or any essays, especially Essay One is not passing), in my endnote, I shall invite them to please work with a tutor and me, so they will have extra support and learn from their work in this essay and have a greater chance of passing the next essay and the class.

On Canvas, students will submit a discovery draft of Essay One and Two and receive submission credit for their work. I will provide students with very brief written feedback in the GradeMark section for each submitted writing assignment, so students will need to return to their uploaded document to read my feedback on a computer and kindly review my feedback. My feedback throughout the term, will be formative and at this early stage, will begin to guide students in the event that students choose to revise the particular essay.

For revised Essay One or Two and Essay Three, students will meet with me in conference, and we will discuss the paper's strengths and points to revise from. I will answer students' questions about the assignment and their work. When we meet, I invite students to take notes on the draft of their paper, so they can create a revision plan based on our discussion and my formative feedback.

At any time throughout the term, if students would like to receive more feedback from me on their work, I invite them to 1. Bring a hard copy of their work to class with their questions for me to answer and I will comment on the paper and send them feedback or return it to them in class or 2. Bring a hard copy of their paper along with their questions to meet me with me during office hours or an appointment outside of my office hours. One of my greatest joys of teaching is working one-on-one with students as they revise their writing, so please know that I welcome this vibrant and engaging interaction.

***Students cannot simply turn in all late or missing work at the end of the semester. Students need to have completed the three writing assignments and drafts of Essays One, Two and Three to be eligible to submit the Digital Essay Portfolio. Please see the Late Assignment Policy for specific guidelines. I do not assign, nor will I consider allowing extra credit work. This semester is set up so that a solid grade is easily attainable if students do their work consistently and on time.***

### **Assignment, Word Count, and Learning Goals**

<b>Assignment</b>	<b>Word Count</b>	<b>GELOs</b>
Letter to Your Professor	500	1,3,4
Exploring Your World/Presentation	1000	1,2,3,5
The Scavenger Hunt: Your Major	800	1-5
Essay One: Helping Hands	1000	1-5
Essay Two: Applying Yourself	800	1-5
Essay Three: Your Hidden Gem/Presentation	1000	1-5
Digital Portfolio	3000	1-5

### **Workload**

SJSU classes are designed such that in order to be successful, you are expected to 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. This means that a student taking 15 units of coursework should allocate approximately 45 hours/week for academics. So, in addition to class time, students should allocate six hours per week for out-of-class work.

### **Grading**

I use contract grading in this class. If students meet the requirements spelled out below, they are guaranteed a semester grade of some range of B. Students may choose to earn a grade in the A range, which involves working above and beyond what is required for the grade of B. And they may also choose to earn a grade in C range or to not pass the course.

I use contract grading because conventional letter grades usually lead many students to try and “figure out” what the instructor wants or focusing on the grades in the class instead of learning how to develop their skills as readers, thinkers, and writers. To learn and to develop skills, students must be willing to take risks and make mistakes. (For those of students who are actors, athletes, dancers, magicians, musicians, and/or performers know this process. Before one becomes proficient – skilled – one must make mistakes, practice, receive feedback, and try again, and it is through this process of practice that one sees improvement in one’s abilities.)

Academia works the same way. Students have reading, thinking, and writing skills. My responsibility is to show them how to further develop these skills, so they are prepared for writing and thinking, sharing, and discussing in college and in their professional life. There is no magical way to instantly develop these skills. It takes practice.

As we practice, develop and learn, we may make mistakes—little gems that are part of the learning process. And as long as students are willing to learn from these mistakes, they will progress. Thus, the contract evaluation method allows for students to focus on learning not grading.

### Students are guaranteed a final grade in the B range if they meet the following conditions:

- 1. class participation.** Students must attend class to participate, so students may not miss more than **two classes** (which is one week of school) or leave during the middle or end of any class.  
*If a student is absent or late, the reason is inconsequential, for I do not want to judge one reason over another; thus, an absence is an absence.*
- 2. tardiness.** Students are in class on time.  
*If students are late or miss a class, they are still responsible for finding out what assignments they missed from someone else in the class. I do not answer emails that ask me what a student missed in class when s/he was absent. Also, habitual tardiness (**more than three times**), which is considered disruptive by all, is not in accordance with the B contract. Each triple tardy will count as an absence and zero participation points.*
- 3. class behavior and responsibility.** Students will come to class prepared with materials and hard copies of work due, in addition to behaving professionally at all times. This means that **students will turn off or silence, and tuck away cell phones and other technological devices**, and students will never do work for other classes in this class. If students choose to use their computer in class, they use it appropriately for classwork and note taking, and will put it away per my request. Students also will remain awake, alert, and participate when called upon and without being called upon. When I am in class, I am focused on my students and our work. I expect the same focus from students.
- 4. assignments.** Students must complete all of the readings and turn in all of their work on time. Students must make substantive revisions on their major writing assignments—extending or changing the thinking or organization — not just editing or touching up. Students copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised academic English.
- 5. journals, quizzes, forums, drafting, major writing assignments, presentation and other assigned work.** Students’ work shows that they have completed the major requirements for the assignment, and their work shows that they have made an effort to do the work with thought. If students miss minor writing assignments, they cannot be made up.
- 6. sharing and responding.** Students will share their personality, knowledge, skills and special expertise with the rest of us throughout the semester, and will work cooperatively in groups, and be willing to share some of their ideas, to listen supportively to the ideas of others and, when called for, give full and thoughtful responses. Students will participate in the “Writer’s Chair,” and peer response, sharing their work in progress and staying focused and giving thoughtful feedback. Bravely, students will ask me questions about any aspect of their work or responses to their work about which they are uncertain or unclear.

### Major assignments need to meet the following conditions:

- *Meet the requirements of the assignment:* students must meet all the basic requirements of the assignment: reach the minimum page limit for the assignment, address the assignment’s topic, have an overall focus/point, provide clear evidence in writing that shows the writer has been persistent and open-minded, show dominance of reason over emotion, address an audience who is rational and reading for information and knowledge, citation and documentation that is consistent, accurate, integrated, and follows MLA format with an audience and rhetorical awareness that demonstrates appropriate critical and creative features that show awareness of audience, purpose and essay context.
- *Complexity.* For every paper, students will explore their ideas and move into developing them to share them with their audience. Most of students’ work in this class is focused on finding and developing an opinion and sharing it through a thesis statement and topic sentences. We will be working on this idea throughout the semester. Students will use their short writings and essays to further discover and show their overall point of view.
- *Thinking.* Once students have discovered their opinion about the topic, they will use their paper to do some figuring-out, so they prove their thesis statement with logos and ethos, and analysis. I encourage students to take risks with thinking about

connections and making their intellectual gears turn. Thus, students' papers need to move or go somewhere—to have a line of thinking.

- *Copy editing.* Student papers must be well edited and proofread—that is, free from virtually all mistakes in grammar, punctuation, and mechanics—which we will work on as necessary throughout the semester.

Note regarding the above: I generally recognize hastily completed drafts, and they rarely meet the minimum criteria for a grade in the B range.

### Earning and grade in the A range

The grade of B depends on completing work and behaviors, which students who earn an A also achieve. However, the A grade, depends on quality. Thus, students earn a B if they put in good time, effort, and thought.

But to earn an A, students have to make their time and effort pay off in work of genuine excellence (and also meet the conditions for a B). Notice that for grades up to B, students do not have to worry about my judgment or my standards of excellence, only the course requirements; for higher grades, students do. If students decide to strive for an “A,” I welcome them making an appointment with me, so we chat and work together on this endeavor. I am happy to help anyone who is willing to put in the required time and effort.

Requirements for earning an A include:

- Students meet the requirements above for the B Contract.
- Students move above and beyond the requirements of the assignments and the class, which might include doing extra research, extra writing, and very thorough revising, in addition to working more closely on more advanced aspects of style.
- Students participate in and contribute significantly to class discussions by making connections to knowledge outside of the readings, and/or in bringing in additional information or examples that will enhance their peers' knowledge of the subject or material being discussed during class. This type of thinking is also clearly expressed in students' papers. Please note that consistent class participation does not mean dominating class or group discussions. See me if you would like help finding a way to consistently participate and contribute significantly.
- Students demonstrate advanced critical thinking, argumentation, and use of evidence in their writing, showing, in their writing, that they have gone above and beyond basic interpretation or generalized argument of the assignment. In an A paper, students express themselves in writing that is innovative and compelling, thoughtful and clear; the writing represents quality above the assignments' requirements.

### Earning grades lower than B/not meeting the terms of the B contract

Please do not aim for a grade lower than a B. I feel that all students are capable of meeting the requirements for a final course grade of B. The quickest way to slide from a “B” to a “C” or to a non-passing (below C-) grade is a repetition of one or a combination of the following: miss classes, show up unprepared and/or without hard copies of assignments, not turn things in on time, turn in sloppy or rushed work, and/or fail to meet the assignments' requirements, or not complete the assignment/s.

### Earning a grade in the C range

When students earn a grade of C they usually meet more than one of the following criteria:

- They have **missed four to six classes (two to three weeks of the term)** and/or may arrive to class repeatedly late
- They do not meet the B contract because:
  - they often are not prepared for class
  - they have missed minor assignments and/or the Writer's Chair and/or Presentation/s
  - their work does not meet the requirements listed under the B contract for the assignments
  - they may be physically present (seated in their seat) but are not intellectually present or engaged in class
  - they are absorbed by their technology

Usually students earn a grade less than B when they do their work at the last minute which affects their work's quality, occasionally participate in class, and/or do not consistently follow proper class room behavior and /or responsibility. (Please review the criteria under the B contract not only to earn a B but also to grow and learn.)

### Earning a non-passing grade (D or F range)

When students earn non-passing grades, they meet more than one of the following criteria:

- They have **missed more than six classes (three weeks of the term)** and/or arrive to class habitually late.
- They do not meet the B contract because:

- they are not prepared for class
- they have missed minor and major assignments and/or the Writer’s Chair and/or Presentation/s
- their work does not meet the requirements listed under the B contract for the assignments or the student learning outcomes
- they are physically present (seated in their seat) but are not intellectually present or engaged in class
- they are absorbed by their technology

When students fail to meet the terms of the B contract by not completing and/or submitting assignments, students may earn a non-passing grade for English 1A. Typically, students who do not pass English 1A do so by both missing class and not submitting assignments. Students who do not earn a C- or above in English 1A, will need to retake the course.

If students are missing classes and falling behind with the work, please see me sooner rather than later. I want everyone to be successful in class, but I cannot help students if they disappear or wait until the end of the semester to ask for help.

**Please note**

*This much is nonnegotiable: students are not eligible to pass the class unless they have attended at least 12 of the 15 weeks of classes, and completed, submitted and received credit for the three major writing assignments and three essay drafts in a timely manner, and submitted their Digital Essay Portfolio.*

**Course Breakdown Percentages for Each Assignment Category**

Grades are weighted as follows:

<b>15% Class Participation and Preparedness</b>	which includes in-class Participation; sharing and responding in and out of class; journal entries, classroom behavior and responsibility; homework assignments; quizzes; giving and receiving feedback in the form of the Writer’s Chair and peer response
<b>3% Writer’s Chair</b>	which includes 1. submission of student’s work to Canvas under the Writer’s Chair 2. presentation of copies of essay (partial or full) to the class 3. attending class on the day of their Writer’s Chair
<b>5% Presentations 2% Conferences</b>	which includes one group and one individual presentation which will include two conferences, one for each major revision
<b>5% Submission of Writing Assignments and Essay Drafts</b>	which includes three major writing assignments and complete drafts of Essay One, Two, and Three to Canvas
<b>70% Digital Essay Portfolio Project</b>	comprising a Reflective Cover Letter Essay, Revised Essay One or Two ,and Revised Essay Three

**Class Participation and Preparedness -- 15% of course grade**

I take attendance at the beginning of class each class meeting and mark it on Canvas under attendance. Because everything we do in class relates to students’ writing and reading development, attendance is a critical element of the participation part of the grading contract. In accordance with the contract, students may miss two classes and be late three times and still earn a B. For the first two absences and three lates, I will mark the absence “excused” with a note of the number absence it is or present with the number lateness it is. After two absences and/or three lates, students’ grades are negatively affected. If students miss more than six class meetings, they will not be eligible to pass the class.

Attendance points for each class meeting:

<b>Points</b>	<b>Criteria</b>
2	Present
1	Late (after third late)
0	Absent (after second absence)

Participation points for each class meeting:

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below, and noted for each class meeting on Canvas. The criteria focus on what students demonstrate and do not presume to guess at what students know but do not demonstrate. This is because what students offer to the class is what everyone learns from. I expect the average level of participation to satisfy the criteria for a “3” which is in accordance with the B contract in the syllabus

Points	Criteria for Participation Grade
4	<p>Physically and mentally present and prepared.            Not distracted by technology (which is put away).            Demonstrates excellent preparation: has analyzed assignments and reading exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).            Offers analysis, synthesis, and evaluation of assignments and readings, e.g., puts together pieces of the discussion to develop new approaches that take the class further.            Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.            Demonstrates ongoing very active voluntary involvement.            Has completed the homework and has it out.            Brings course materials to class in hard copy.            Shows interest in and participates actively in discussion, with work, in group and in class, listens attentively, takes notes.            Respectful to teacher, mates, and self.</p>
3	<p>Physically and mentally present and prepared.            Not distracted by technology (which is put away).            Demonstrates good preparation: knows information or reading facts well, has thought through implications of them.            Offers interpretations and analysis of readings and assignments (more than just facts) to class and in groups.            Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.            Has completed the homework and has it out.            Brings course materials to class in hard copy.            Demonstrates consistent ongoing voluntary and involuntary involvement.            Shows interest in and is a part of the discussion, work, group and class; listens attentively, takes notes.            Respectful to teacher, mates, and self.</p>
2	<p>Present, not disruptive.            May be distracted by technology from time to time.            Demonstrates adequate preparation: knows basic information or reading facts, but does not show evidence of trying to interpret or analyze them.            Offers straightforward information (e.g., straight from assignment or reading), without elaboration or very infrequently            Has some or all of the homework and out.            Does not offer to contribute to discussion but contributes to a moderate degree when called on or in groups.            Demonstrates sporadic involvement that is typically involuntary.            Shows interest in discussion, work, group and class, listens attentively, takes notes.</p>
1	<p>Sitting in class but not necessarily present.            Tries to contribute when called on but does not offer much to the discussion or class.            Demonstrates very infrequent involvement in discussion and course needs.            Does not demonstrate preparedness with assignments by absence or them and/or lack of self-prompted and focused participation.            May or may not have the homework out and complete.            May have course materials on computer or not at all            May be distracted by technology or sleeping.            Does not show or shows little interest in discussion, work, group and/or class, and may/not take notes.            Not necessarily disruptive.</p>
0	<p>Absent or Course Materials are not present in hard copy.</p>

Note: Since I mark attendance and participation online, I may err, so please feel free to contact me in the event that I have. Thank you!

### *Sharing and Responding*

Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may reason with clarity and compassion and develop an understanding of the community in which they live. Students' conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

### ***Preparation and informal writing***

Because this class will depend on collaborative inquiry, much of students' learning and their peers' learning will depend on their preparation for class—that they have read the assigned materials, and have completed the writing assignments and bring **hard copies** of the assignment unit, reading and writing materials we will discuss to class as well, **paper** copies of their writing for workshop sessions—the Writer's Chair and peer response.

### ***Classroom Behavior***

Please come to class prepared to engage with each other and me. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.

### ***Classroom Responsibility***

Promptness, regular attendance, and participation, please. For students to learn and to help their peers learn, they will need to take an active role in the class. The grading contract includes my assessment of students' preparation for active engagement in the course. Please note that keeping a seat warm does not constitute participating; it is, simply, being in attendance. Because our class is student-centered, it is imperative that students come prepared. Shy or not, participation in the discussions will be important!

### ***Technology***

Before class begins, mobile phones should be turned off or put on silent/vibrate. Please tuck mobile phones in a handbag or backpack and keep them nested there throughout our class meeting which will enable students to be a part of this rich community and free us from distraction. Having a phone go off in class is not only distracting to me as the teacher, but also to fellow students who are trying to learn. If students have to take a call or read/respond to a text message or email for work or emergency reasons, please let me know (as I will you), and feel free to take the call out into the hall. The first-time students have their phone out, I will ask them to put it away, and the following time/s, I may or may not request that they put it away, yet they will receive zero participation points for the class meeting/s.

Laptops and electronic readers are allowed in class for the purpose of taking notes. Anything outside of this is not permissible and will count as zero participation for that day. *Also, those students who use electronic resources for note-taking must email me a copy of their notes at the end of every class.*

### ***Homework***

Over the course of the term, students will read a variety of articles from different genres of writing, watch videos, and conduct research about SJSU and of credible sources, and write and revise their writing. Students will complete small assignments that lead to bigger assignments moving from journals and freewriting, quizzes to on-line forums posts, to drafting and revising drafts based on a variety of activities. The homework assignments will culminate in students' Digital Essay Portfolio.

### ***Giving and Receiving Feedback***

We will use the class as a workshop to look at students writing in process based on the assignments' task and to implement essay and sentence structures, so students will informally share their writing in progress to the class for feedback in the writer's chair and via peer response.

### ***Peer Response***

In this class we will use classmates as resources, responding to one another's work in peer groups throughout the term. I will provide students with peer response guidelines which will guide them as they give feedback and encourage students to ask one another specific questions of their work. Giving feedback to and receiving feedback from colleagues is common practice in the academic and professional world. Since writers tend to become too close to their work, we lose the ability to see our words through the eyes of our audience. We all tend produce more writer-based prose whereas a final goal of academic (and professional) writing involves producing reader-based prose. Having someone read through our papers to point out the strengths they see, areas they find confusing, or ideas they think need clarifying, writers receive a gift that gives us ability to see our work through new eyes, so we can make our writing express our ideas.

### **The Writer's Chair – 3% of course grade**

I will provide students with an opportunity to share their writing with their classmates and for students' peers give feedback based on the assignment's task and students' questions, and practice working with sentence strategies in real writing. These will be focused sessions; for some of them, student writers can discuss their triumphs and struggles on a specific aspect of a paper that they are working on. They will receive feedback from both their instructor and/or peers in these sessions. For other sessions, students will share their paper (or a portion of it) will be shared and may be projected on the overhead screen. Student writers will give everyone a brief introduction of their point, purpose and audience. Then, student writers will tell us (either as a class or in groups) what they have done well, in what areas they have struggled and then pose a specific focus question for the class that directs us to the kind of feedback they seek.

Students will sign up for the Writer's Chair in class during the second or third week of classes on a Google document. On the Google document, I will note what students need to prepare for class. I shall post the link in the Writer's Chair section block on Canvas. If students cannot present their work on their assigned day, they are responsible to find someone in the class to trade days with them. The Writer's Chair assignment cannot be made up if missed.

To receive full credit for 3% of the Course Grade for the Writer's Chair assignment: students are responsible for 1. uploading the draft of their work to Canvas in the Writer's Chair section block before class 2. bringing typed, 12-point font copies of their work for their peers and me 3. being present in class on the day they signed up and 4 preparing answers to questions on the sign-up sheet, if requested.

If students do not participate in the Writer's Chair by not following all of the above criteria, they will earn zero points for the assignment. Though the Writer's Chair might sound daunting, this kind of interaction with peers and one's writing is valuable to everyone involved, and in common practice in the academic and professional world.

### **Presentations –5% of course grade**

Early in the term students will prepare and give one group presentation based on their choice and research of an on-campus Student Resource or Center, teaching their class mates and me about this campus gem. During our final exam, students will share with their peers and me their Hidden Gem which is based on their work in Essay Three.

### **Conferences with Me – 2% of course grade**

Each student will meet with me twice, one time to discuss your revision of Essay One or Two, and one time to discuss your revision of Essay three.

### **Submissions of Writing Assignments and Essay Drafts – 5% of course grade**

In this course, students will submit their three writing assignments and drafts of Essays One, Two and Three, and Digital Essay Portfolio to Canvas which is linked to Turnitin.com, an electronic resource that compares students' writing to Internet sources and a comprehensive database of other papers. Students will access the submission links via Canvas (<http://Canvas.SJSU.edu>) by logging in to English 1A, and uploading their essay drafts to the specific link for the assignment. I do not accept major writing assignments or essays via email or in hard copy. Please submit these assignments in one document in a Word.doc.

I request that students submit the three writing assignments and Three Essays to Canvas independently of one another at the assigned due date. I shall read these drafts and assign submission credit based on the B contract. The credit will be on Canvas in form of a percentage (100% for a full draft, 75% for a partial draft and below 75% for drafts that do not completely address the Essay's task), so please keep in mind this is just for submitting the draft, not for the quality of the work.

### **Digital Essay Portfolio – 70% of course grade**

*To be eligible to submit the Digital Essay Portfolio at the end of the term, students must submit all three writing assignments and all drafts of Essays One, Two, and Three and meet with me in conference. The Digital Essay Portfolio must be submitted to Canvas to receive a grade.*

For the end of the term, students will create a Digital Essay Portfolio to showcase their work. To do so, students will choose Essay One or Two, and Essay Three that they have spent considerable time reworking, rethinking and revising. Students will introduce their Essay Portfolio with a thoughtful reflective Cover Letter. For the Digital Essay Portfolio, students will earn a letter grade based on a 100-point scale, and I shall evaluate the Digital Essay Portfolio holistically, which means I will look at the quality of the Digital Essay Portfolio as a whole, and give brief comments focusing on students' strengths. The grade for the Digital Essay Portfolio is 70% of students' course grade; thus, it must be passing for students to be eligible to pass the class.

### **Final note on grading**

***This much is nonnegotiable: students are not eligible to pass the class unless they have not been in class and participating for at least 12 of the 15 weeks of classes; and failed to complete, submit, and receive credit for the three major writing assignments and three essay drafts in a timely manner, and submitted their Digital Essay Portfolio.***

## **Class Policies**

### **Classroom Conduct**

Please ***turn off or silence mobile phones and put them away.*** Come to class prepared to engage with each other. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.

Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may reason with clarity and compassion and develop an understanding of the community in which they live. Students' conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Late Assignment Policy**

I am unable to accept classwork, presentations and/or the Digital Essay Portfolio late. However, each student may submit one of the three writing assignments or one essay draft late, assuming he/she **contacts me via canvas messaging before the assignment is due** so we can negotiate a new due date for the assignment. Once we agree upon a later submission date, that date is the due date for the assignment. To earn credit for their late work and be eligible to pass the class, students must submit their late assignment or essay at least ***one full week (seven days) before the next major assignment or essay is due.*** It is students' responsibility to contact me regarding late their work.

If a student submits an essay draft late without contacting me ahead of time, s/he will not receive any feedback on the assignment or credit for the work, so **please communicate with me about your work.** I am happy to work with students to help them succeed.

### **Communication**

I am a great believer in face time. If you have a personal issue that you need to discuss, a matter that interferes with your ability to progress in the class, then please make an appointment to see me in office hours rather than having a chat between classes.

Canvas Messaging is the best way to get in touch with me outside of seeing me in person. I check my messages several times on Monday, Wednesday and Friday between 10:00 and 5:00 p.m. and Tuesday and Thursday between 8:00 and 9:30 a.m. and then after classes, between until 5:00 and 7:00 p.m. I make every effort to respond to students within 24 hours during weekdays.

Students may discover that I will not respond to e-mail messages that ask me questions about assignments or the course that students can find in the course materials or on Canvas, or information they missed if they were absent. In each case, the Canvas course website will be students' source of information.

1. If students miss a class, please ask a class colleague about what transpired. I won't respond to your email queries.
2. All assignments must be submitted in the appropriate location on Canvas. I do not accept email submissions of essays.
3. Please review the course syllabus.

#### Names and Contact Information of Three Class Colleagues

- 1.
- 2.
- 3.

#### Office Hours

##### **TTh 12:00-1:00 FOB 219, or by appointment in person or virtually through Zoom**

My door is always open for students, I invite all students to stay in touch with me if something in their life is affecting their studies or if they would like help in the class. I invite all students to come to my weekly office hours to ask questions, share concerns or insights. If for some students if my office hours are not convenient, I can coordinate my schedule with those students, making an appointment outside of my scheduled office hours to meet either in person or virtually. For virtual office hours we will use Zoom to chat about your work which you can access on Canvas.

Because our time is valuable, it is crucial that you come to our meetings prepared with specific questions about the class, the assignment, and/or your work. Please bring your written work with you, both the essay you want help with and any previous essays you have written as well.

After the first few weeks, I will make office hour appointment scheduling available on Canvas Calendar. Students with appointments will have priority over those who pop in. Though I invite you to simply drop in during my office hours, by mid-semester, I am usually booked in advance, so please sign up for an appointment with me Canvas Calendar.

I ask that students please keep their appointments with me; if they have to miss an appointment, please cancel your appointment on Canvas Calendar, so that I may use that time to meet with another student. If students who have make an appointment with me do not contact me to cancel or reschedule their appointment at least one-hour before we are scheduled to meet or simply do not show up to the appointment, they have forfeited this opportunity to meet by appointment, yet may meet with me during my office hours on a first come first served basis.

#### University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

*More information pertaining specifically to first-year writing, can be found at the following link.*

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

#### A Few Words Academic Ethics

I realize that not everyone clearly understands what constitutes plagiarism. The simplest definition is using the ideas, and/or words of someone else and misrepresenting them as one's own no matter how the information was acquired (i.e.: purchasing, borrowing, using Internet sites). Plagiarism may consist of using the ideas, sentences, paragraphs, words or the whole text of another writer without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work by changing sentences, words, ideas that a student submits as her/his own.

Information from class that I wrote on the board or that are another student's ideas or words that were shared in class is not permissible unless the author of the words/ideas is cited. Students are responsible for every sentence s/he writes in her/his papers and if they are not the student's, then they need to be attributed to the author.

Too much help from a tutor, well-intentioned friend or family member (editing of any kind) is a form of plagiarism. If students wrote work for another class, they must receive permission from me to use any of it in this class, and because our goal is to produce and improve upon new work, I am unlikely to agree to using more than a very short section from any previously written work.

Using ideas from class or language in any published text that is unaccredited is not acceptable. At all universities, plagiarism is a serious crime. Any assignment found to be plagiarized will receive zero credit, and the student who plagiarized may receive a failing grade for the course. Instances of plagiarism are reported to the Student Conduct and Ethical Development for further action. This situation is entirely avoidable. For more information on plagiarism and how to avoid it, follow this link: <https://libguides.sjsu.edu/plagiarism/home-page>.

Please know that if students are not certain if something in their paper adheres to academic ethics, I invite them to ask me, so we can look at it together and discuss the work. This class is a forum for learning.

### Quick Links to Few of SJSU's Many Vital Resources

**Writing Center**—free professional help with essays and other written assignments

<http://www.sjsu.edu/writingcenter/>

**Peer Connections**—peer mentoring and tutoring in most subjects

<http://peerconnections.sjsu.edu/>

**Counseling and Psychological Services**—free counseling services for students

<http://www.sjsu.edu/counseling/index.html>

**Accessible Education Center**—comprehensive support of the success of students with disabilities

<http://www.sjsu.edu/aec/>

### English 1A, Section 39, Fall 2018 Tentative Course Schedule

Our course's tentative schedule is listed below. The schedule is subject to change. Changes will be announced in class and on Canvas. Students will be printing out modules, or packets prior to beginning each unit. These will also be on Canvas, but it is essential for you to bring hard copies to class. Material from our text, *A Pocket Style Manual*, is abbreviated below as *APSM*.

#### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8.21.18	<p><b>In Class:</b> Introduction to class: Exercise, Syllabus, Canvas, Homework</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Purchase <i>APSM</i> and any other materials you will need for class</li> <li>2. Read the English1A Course Syllabus, and complete the Learning Contract on Canvas;</li> <li>3. Print, read, and annotate Nancy Sommers's "Revision Strategies of Student Writers" on Canvas</li> <li>4. Using Sommers's article, complete the Sample Essay Assignment on Canvas</li> </ol> <p><b><i>Submit Sample Essay to Canvas before our class meets; you must complete this assignment on time to keep your seat in the class.</i></b></p>
1	8.23.18	<p><b>In Class:</b> Wheel Discussion of Readings and How to Choose Your College Degree Assignment</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ol style="list-style-type: none"> <li>1. Print and Read Reading and Studying Strategies (Canvas)</li> <li>2. Print, read and Annotate "The Dropout Dilemma" by Jonathan Whitbourne (on Canvas).</li> <li>3. Please print, read and annotate "Six Reasons You May Not Graduate on Time" by Meredith Kolodner (on Canvas)</li> <li>4. Please date a new page in your journal, make a list of problems and solutions for students while in college based on the readings, and make a note of the article from which you gathered the information.</li> </ol>
2	8.28.18	<p><b>In Class:</b> Wheel with Readings</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. There is a list of articles under Resources on Canvas. Please choose one article about a group that you belong to and one about a group that you do not belong to.</li> <li>2. Print, read, and annotate the articles</li> <li>3. For each article, make a note of the author's main point and supporting points, and explain in paragraphs in your journal what you learned from reading the article that you found interesting, puzzling, and/or profound or something you dis/agree with and why.</li> </ol> <p><i>Please bring number 2 and 3 to class.</i></p>
2	8.30.18	<p><b>In Class:</b> Discussion of Readings</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please look over my feedback to you on your Sample Essay and if you are going to work with a tutor/writing coach this semester, please go to the tutoring center this week!</li> <li>2. In two paragraphs, please discuss what you think might be some challenges you will face (or have) as you transition to being at university and what you might do to help yourself with these challenges.</li> <li>3. Peruse SJSU's website and make a list of fifteen to twenty student services and please be able to say what each one does</li> </ol> <p>From that list, make a note of which three you are interested in learning more about <i>Please print your work and bring it to class.</i></p>
3	9..4.18	<p><b>In Class:</b> Group Presentations Discussion and Preparation</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please consider group presentations that you have been an audience member of and participated in, and make of list of what makes a presentation enjoyable, interesting and informative—what works--and make a list of the things that detract from presenters and presentations--what does not work.</li> <li>2. With your group mates, please choose a student service center, if you have not done so already, and make a list of questions that you have about the student center moving from general to more specific. Please consider the readings you have completed for the class thus far as you make your list. Please bring your work to class in hard copy.</li> <li>3. Please look over my feedback to you on your Sample Essay and if you are going to work with a tutor/writing coach this semester, please go to the tutoring center this week!</li> </ol>
3	9.6.18	<p><b>In Class:</b> Discussion Group Presentations Evaluations</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please print and read Exploring Your World: A Group Presentation of a Student Service or Resource at SJSU (Canvas)</li> <li>2. Please work with your groupmates to research the student service or resource you chose and bring your work to class</li> </ol>
4	9.11.18	<p><b>In Class:</b> Research Day</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please with your group, complete the remaining steps to prepare your group presentation so you are ready to present in class Tuesday</li> </ol>
4	9.13.18	<p><b>In Class:</b> Group Presentations</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Choose two Ted Talks from the list under Resources (they range from 5 to 15 minutes each)</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>2. Watch the Ted Talks and for each one that you watched please answer the following questions</p> <ul style="list-style-type: none"> <li>▪ In a paragraph or two, <i>summarize</i> the Ted Talks</li> <li>▪ In a paragraph or two, <i>discuss</i> in what ways does the Ted Talks and the other readings and research you have completed for this class relate to one another.</li> </ul> <p>In a paragraph or two, reflect on how would this information benefit students? In what ways would knowing this information help them overcome obstacle/s they may encounter while at SJSU?</p>
5	9.18.18	<p><b>In Class:</b> Discussion of Ted Talks and Essay One (Canvas) <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Print and Read Essay One Assignment (Canvas)</li> </ol> <p>Using all of your work from class (notes, texts, presentation) and your knowledge, please write for at least twenty to thirty minutes without stopping to address the essay task. Please do not worry about anything other than getting your thoughts on paper. <i>Please bring your work to class in hard copy.</i></p>
5	9.20.18	<p><b>In Class:</b> Discussion of Building Essay One (Canvas) <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please complete the How to Choose Your College Degree Assignment (Canvas)</li> <li>2. Please complete your rough draft of Essay One (Canvas)</li> </ol> <p><i>Please submit Essay One Draft to Canvas before our class meets</i></p>
6	9.25.18	<p><b>In Class:</b> Scavenger Hunt! <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. The Scavenger Hunt! Your Major: Please complete Parts One and Two and bring your research to class in hard copy</li> </ol>
6	9.27.18	<p><b>In Class:</b> Discuss Part Four: Reflection; Excuse Class early for Part Three (Canvas) <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please complete The Scavenger Hunt! Finish Part Three: Department Visit and Part Four: Reflection (Canvas)</li> <li>2. <b>Submit Part Four: Reflection to Canvas before class meets</b></li> <li>3. Print and Read Essay Two Assignment (Canvas) and determine which prompt you would like to address for your essay</li> <li>4. Please read my brief notes on Essay One Draft on Canvas</li> <li>5. Read MLA Papers (Canvas) Supporting a Thesis (<i>APSM</i>)</li> </ol> <p>Read Thesis Statements (Canvas) Topic Sentences (Canvas) and Paragraph Development and Organization (Canvas)</p>
7	10.2.18	<p><b>In Class:</b> Essay Two Assignment (Canvas) and Audience <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Draft of Essay Two (Canvas) and <i>submit to Canvas before class meets</i></li> <li>2. Please read your sample Essay on Canvas</li> <li>3. Read "Revision Strategies of Student Writers and Experienced Adult Writers." Excerpt by Nancy Sommers on Canvas; write a response sharing what you learned about the ways experienced writers revise and how you might implement these strategies into your own writing process; bring to class in hard copy</li> <li>4. Read Hotspotting (Canvas) and if you are signed up for the Writer's Chair, complete Hotspotting with Essay One or Two Draft to prepare for class</li> <li>5. Read Essay One or Two Expanded and Revised (Canvas)</li> </ol>
7	10.4.18	<p><b>In Class:</b> Writer's Chair Hotspotting with Essay One or Two Draft <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please read my brief note for Essay Two</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		2. Complete Hotspotting (Canvas) with Essay One or Two Draft based on Essay One or Two Expanded and Revised Assignment (Canvas) 3. Read Finding Appropriate Sources though Evaluating Sources ( <i>APSM</i> ), “Managing Information” ( <i>APSM</i> ) and please bring this book to class  Please take a moment to consider and write a paragraph addressing: what research will you need to conduct to learn more about your topic, to make your argument stronger by supporting your argument, and to build your credibility based on your thesis statement?
8	10.9.18	<b>In Class:</b> Essay One or Two Expanded and Research <b>Please complete the homework, which is due the following class meeting:</b> 1. Continue to conduct research and implement into Essay One or Two as you expand your argument 2. Read Author’s Notes (Canvas) and if you are signed up for the Writer’s Chair, complete Author’s Notes with Essay One or Two Draft to prepare for class
8	10.11.18	<b>In Class:</b> Writer’s Chair Author’s Notes with Essay One or Two <b>Please complete the homework, which is due the following class meeting:</b> 1. Use Author’s Notes (Canvas) to work through your Essay One or Two draft (Canvas) 2. Read Peer Response with Google Docs Directions on Canvas Upload your draft of Essay One or Two and Author’s Notes to your group in Google docs <b>For</b>
9	10.16.18	<b>In Class:</b> Peer Response Essay One or Two Google Docs Please follow the directions for Peer Response for Google Docs and complete by 5 PM <b>Please complete the homework, which is due the following class meeting:</b> 1. Revise Essay One or Two based on your peers’ feedback 2. Skim 33 MLA Documentation Style ( <i>APSM</i> ), Read 34 MLA Manuscript Format ( <i>APSM</i> ) to use with your format your work 3. Complete Cover Letter (Canvas) 4. <b>Submit Cover Letter with Expanded and Revised Essay One or Two (Canvas) before class meets</b> 5. Print, read and annotate “Hidden Intellectualism” on Canvas; bring to class 6. Essay Three Assignment Prompts (Canvas)
9	10.18.18	<b>In Class:</b> Discuss “Hidden Intellectualism” and Essay Three (Canvas) <b>Please complete the homework, which is due the following class meeting:</b> 1. Read “Superman and Me” by Sherman Alexie on Canvas 2. Based on what you read from Alexie’s “Superman and Me” make a list of your hobbies and interests. Choose one or two that you think you or others may develop academic, career, and/or life skills from and in the style of Alexie, write two paragraphs for each one discussing what the skills are and explain how they relate to academics, career, or life. Please bring this to class in hard copy. 3. Read and annotate “On Going Down the Rabbit Hole” and explain how going down the rabbit hole is helpful when we conduct research? In what ways is going down the rabbit hole unappealing to students? In what ways does it make build their intellect and strengthen their papers?
10	10.23.18	<b>In Class:</b> Discuss Essay Three Task (Canvas) and Join Me in the Rabbit Hole (Canvas) <b>Please complete the homework, which is due the following class meeting:</b> 1. Draft Essay Three (Canvas) 2. Reread Join Me in the Rabbit Hole Assignment (Canvas) 3. Read Essay on Portfolio 4. Portfolium: Watch Getting Started with the Portfolium and Creating a Dynamic ePortfolio on Canvas.
10	10.25.18	<b>In Class:</b> <ul style="list-style-type: none"> <li>▪ Work on Portfolium by using ePortfolio Student Resources on Canvas to Create a Portfolio.</li> <li>▪ Work on Join Me in the Rabbit Hole (Canvas)</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Work on/and or revise Essay Three Draft (Canvas)</li> <li>2. Complete Join Me in the Rabbit Hole (Canvas), and submit to Canvas before class meets</li> </ol>
11	10.30.18	<p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>▪ Read my notes on Canvas, and make a revision plan for Essay One or Two</li> <li>▪ In-class revision Workshop for Essay One or Two Essay</li> <li>▪ Essay Three Conferences</li> </ul> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Continue Revising Essay One or Two to based on my feedback and the assignment</li> <li>2. Use Join Me in the Rabbit Hole and implement your research into Essay Three (Canvas)</li> <li>3. Work on/and or revise Essay Three Draft</li> </ol>
11	11.1.18	<p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>▪ Watch Citation Video on Canvas</li> <li>▪ Essay Three; Complete Citation Rainbow (Canvas) in class and rework citation based on video, APSM and Citation-at-a-Glance (Canvas)</li> <li>▪ Revise your citations based on the Citation Rainbow and sources for citation</li> </ul> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Read Speech Assignment (Canvas) and begin to prepare speech</li> <li>2. Revise Essay Three Draft (Canvas) and implement changes to citation</li> <li>3. Upload Essay Three Draft to Google Docs Group for Peer Response Read Peer Response Guidelines for Essay Three (Canvas) to use with Peer Response</li> </ol>
12	11.6. 18	<p><b>In Class:</b></p> <p>Peer Response Workshop for Essay Three using Google Docs; no face-to-face class unless conferencing over Essay Three with me. Please meet in FOB 219, my office</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Prepare Speech Assignment (Canvas)</li> <li>2. Revise Essay Three (Canvas) based on your peers' feedback and/or my feedback in our conference</li> <li>3. Portfolium: Begin drafting an introduction to Essay One or Two, and find visuals for your Portfolium.</li> </ol>
12	11.08.18	<p><b>In Class:</b></p> <p>Present Speech Assignment</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Prepare Speech Assignment (Canvas)</li> <li>2. Revise Essay Three based on your peers' feedback and/or my feedback in our conference</li> </ol> <p>Continue working on your portfolio.</p>
13	11.13.18	<p><b>In Class:</b></p> <p>Present Speech Assignment</p> <p><b>Please complete the homework, which is due the following class meeting</b></p> <p>If you are in the Writer's Chair, please prepare Essay Three by uploading it to Canvas and making copies for class.</p>
13	11.15.18	<p><b>In Class:</b></p> <p>Writer's Chair HOCs and LOCs (CR 61) for Essay Three</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Revise your essay using HOCs and LOCs (Canvas) and based on our discussion in class</li> <li>2. Reread Essay Portfolio Assignment (Canvas)</li> <li>3. Portfolium: Choose visuals that represent your work and upload them</li> <li>4. Do your homework first, so you can enjoy your break.</li> </ol>
14	11.20.18	<b>Homework Finished?</b>
14	11.22.18	<b>Happy Thanksgiving</b>
15	11.27.18	<p><b>In Class:</b></p> <p>Writer's Chair Essay Design with Essay Three</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Revise and redesign Essay Three based on our discussion in class</li> <li>2. Read Mechanics (<i>APSM</i>) and Punctuation (<i>APSM</i>) and proofread your work for aloud implementing necessary changes to your sentences, grammar and mechanics in Essay One or Two</li> <li>3. Portfolio: Begin to create entries for Essays One or Two and Three</li> </ol>
15	11.29.18	<p><b>In Class:</b> Writer's Chair Citation Rainbow with Essay Three</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Complete Citation Rainbow (Canvas) with your draft of Essay Three and revise based on what you discover</li> <li>2. <i>APSM</i> Read (<i>APSM</i> 1-4), Parallelism (Canvas) and Skim Mechanics (<i>APSM</i>) to prepare for sentence design</li> <li>3. Revise and redesign Essay Three based on our discussion in class</li> <li>4. Portfolio: Continue to create entries for Essays one or Two and Three</li> <li>5. Draft Letter to Incoming First-Year Students (Canvas)</li> </ol>
16	12.4.18	<p><b>In Class:</b> Writer's Chair Revision Sentence Design with Essay Three</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Begin to and redesign Essay Three based on our discussion in class</li> <li>2. Finish Letter to Incoming First-Year Students (Canvas)</li> <li>3. Read Mechanics (<i>APSM</i>) and Punctuation (<i>APSM</i>) and proofread your work aloud for implementing necessary changes to your sentences, grammar, and mechanics in your Cover Letter, Essay Three, and introductions</li> <li>4. Portfolio: Upload Revised Essays One or Two and Three, Introductions to each essay ,and Letter to Incoming First-Year Students; solidify visuals.</li> <li>5. Bring computers to class</li> </ol>
16	12.6.18	<p><b>In Class:</b> Portfolio Peer Response in Class</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Revise your Portfolio based on your peers' feedback</li> <li>2. Essay Portfolio due to Portfolio (Canvas) Thursday December 13 by 12:15</li> </ol>
Final Exam	12.13.18 12:15-2:30	<p><b>Portfolio Final</b></p> <p><b>May you have a magical holiday season and a smashing New Year celebration!</b></p>

**Fall 2018 Semester Schedule**

Tuesday .....August 21.....First Day of Instruction – Classes Begin  
Friday .....August 31.....Last Day to Drop Courses  
Monday .....September 3 .....Labor Day - Campus Closed (**L**)  
Monday .....September 10 .....Last Day to Add Courses & Register Late (**A**)  
Tuesday .....September 18 .....Enrollment Census Date (**CD**)  
Monday .....November 12 .....Veteran's Day (*Observed*) - Campus Closed (**V**)  
Wednesday .....November 21 .....Non-Instructional Day – Campus Open (**NI**)  
Thursday .....November 22 .....Thanksgiving Holiday - Campus Closed (**T**)  
Friday .....November 23 .....Rescheduled Holiday - Campus Closed (**RH**)  
Monday .....December 10 .....Last Day of Instruction - Last Day of Classes  
Tuesday .....December 11 .....Study/Conference Day (no classes or exams) (**SC**)  
Wednesday-Friday ....December 12-14 .....Final Examinations (**exams**)  
Monday-Tuesday .....December 17-18 .....Final Examinations (**exams**)