

**San José State University**  
**English Language and Comparative Literature**  
**English 1A, Section 67, Fall 2018**

**Course and Contact Information**

|                                  |                                  |
|----------------------------------|----------------------------------|
| <b>Instructor:</b>               | Chelsea Criez                    |
| <b>Office Location:</b>          | FOB 224                          |
| <b>Telephone:</b>                | (408) 924-4025                   |
| <b>Email:</b>                    | Chelsea.criez@sjsu.edu           |
| <b>Office Hours:</b>             | M 15:30-17:30 and by appt.       |
| <b>Class Days/Time:</b>          | MW 13:30-14:45                   |
| <b>Classroom:</b>                | BBC 128                          |
| <b>Prerequisites:</b>            | Reflection on College Writing    |
| <b>GE/SJSU Studies Category:</b> | GE Area A2 Written Communication |

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

*This class meets face to face every Monday and Wednesday. This is also a technology heavy course. We will spend a lot of time in class researching and editing, so it is highly recommended that you obtain a laptop or other portable device suitable for writing, researching, and editing. You may rent laptops from the Library or the A.S. Print & Technology Center in the East Wing of the Student Union, 2<sup>nd</sup> floor.*

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.*

**Course Description**

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

**GE Learning Outcomes (GELO)**

*Upon successful completion of this course, students 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 an write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. Demonstrate the ability to integrate their ideas effectively in several genres
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

### Course Readings & Textbooks

Catherine Pendergast. *Can I Use I?* Out of Pocket Press, 2015.  
Andrea Lunsford. *Writer's Help 2.0*. This can be purchased through <http://www.macmillanlearning.com>  
Selected chapters from *Writing Spaces: An Open Textbook Project* at <http://www.writingspaces.org>

### Course Requirements and Assignments

*Discussion/Participation:* In this course, there will be in-class and online discussions. The online discussions will take place throughout the semester and are included in your final grade. These in-class and online discussions make up your participation grade.

*Essays:* There will be three essays for this class, each centering on a single topic of your choice that you will explore over the semester.

*Presentation:* At the end of the semester, you will present your topic through a multimodal presentation.

*Portfolio:* Once you have completed each of your essays, you will reflect on your progress as a writer in your portfolio.

*University Syllabus Policy S16-9* at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

### University's Credit Hour Requirement:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### Final Examination or Evaluation

The Final Examination for this course will take place December 12<sup>th</sup>, 2018 in room BBC 128 from 12:15-14:30.

*“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”*

### Grading Information

Requirements for specific assignments will vary, but in all cases, grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are criteria by which essays are typically evaluated in first-year writing courses:

An **“A” essay** is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A **“B” essay** demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A **“C” essay** will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A **“D” essay** will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An **“F” essay** does not fulfill the requirements of the assignment.

## Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a full letter grade for every day it is late. If there is a reason you cannot make a deadline, contact me BEFORE THE DEADLINE. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a “0”. Note: students must earn a C- or higher to pass the course.

Course grades will be calculated on the following scale:

|                |                |                |
|----------------|----------------|----------------|
| 93% - 100% = A | 80% - 82% = B- | 67% -69% = D+  |
| 90% - 93% = A- | 77% - 79% = C+ | 63% - 67% = D  |
| 87% - 89% = B+ | 73% - 76% = C  | 60% - 62% = D- |
| 83% - 86% = B  | 70% - 72% = C- | 0% - 59% = F   |

## Classroom Protocol

*To be successful in this class, you must be present for each meeting. Being present means that you attend class and actively participate in class and group discussions and activities. If you are not present for our class meetings, your absence will reflect in your grade.*

Other classroom protocols will be discussed and agreed upon in class.

## University Policies

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

## English 1A, Section 67 Course Schedule

| Week | Date  | Topics, Readings, Assignments, Deadlines  |
|------|-------|---|
| 1    | 8/20  | NO CLASS  |
| 1    | 8/22  | First Day<br><b>In Class:</b> Go over syllabus, Introductions   |
| 2    | 8/27  | <b>Read:</b> Email Etiquette<br><b>In Class:</b> What do YOU want in a writing class?/Portfolium  |
| 2    | 8/29  | <b>Read:</b> Pendergast 1-25 & WH Prewriting<br><b>In Class:</b> Essay 1 assigned, Picking Topics   |
| 3    | 9/3   | Labor Day—NO CLASS  |
| 3    | 9/5   | <b>Read:</b> Erasmus 599-604 & WS Vol. 1 Hinton<br><b>In Class:</b> Audience, Brainstorming, What do you do with a topic?   |
| 4    | 9/10  | <b>Read:</b> Pendergast 50-54, 59-68, 73-75<br><b>In Class:</b> Outline, Introductions  |
| 4    | 9/12  | <b>Read:</b> Lamott “Shitty First Drafts” (canvas), WH Writing Process (Planning and Drafting)<br><b>In Class:</b> Thesis Workshop  |
| 5    | 9/17  | <b>Read:</b> Pendergast 33-41<br><b>Due:</b> Rough Draft Essay 1<br><b>In Class:</b> Writer’s Memos, Peer Review  |
| 5    | 9/19  | <b>Read:</b> WS Vol. 1 Giles, WS Vol. 1 Hewett<br><b>In Class:</b> What to do with feedback   |
| 6    | 9/24  | <b>Read:</b> Pendergast 69-72, 76-79, 84-88, 93-130, WH Top Twenty, Writing Processes (Reviewing & Editing)<br><b>In Class:</b> Edit Workshop—Bring Laptops                   |
| 6    | 9/26  | <b>Read:</b> Pendergast 26-32, 42-49, 55-58, 80-83, 89-92, WH Research<br><b>In Class:</b> Sources and Materials, Checking ethos, pathos, & logos, Research Day—Bring Laptops |
| 7    | 10/1  | <b>Read:</b> Skinell 1-6 (canvas), Aristotle 1, 8-15 (canvas), & Roskelly (canvas)<br><b>In Class:</b> Intro to Rhetoric  |
| 7    | 10/3  | <b>Read:</b> WS Vol. 1 Carroll & WH Rhetorical Situations<br><b>Due:</b> Final Draft Essay 1<br><b>In Class:</b> Rhetorical Situations Essay 2 assigned                       |
| 8    | 10/8  | <b>Read:</b> WS Vol. 2 Boyd<br><b>In Class:</b> Context & Audience, Ethos, Pathos, & Logos  |
| 8    | 10/10 | <b>Read:</b> Performing Prose Ch.2 (canvas), WS Vol. 1 Jones<br><b>In Class:</b> Ethos, Pathos, Logos   |
| 9    | 10/15 | <b>Due:</b> Rough Draft Essay 2<br><b>In Class:</b> Peer Review   |
| 9    | 10/17 | <b>Read:</b> EW Writing Processes (Reflecting to Learn)<br><b>In Class:</b> Midsemester Check-in, Reflection  |
| 10   | 10/22 | <b>Read:</b> WS Vol. 1 Lessner & Craig, WS Vol. 2 Lynch<br><b>In Class:</b> Reflection, Invention   |
| 10   | 10/24 | <b>Read:</b> EW Writing Process (Developing Paragraphs & Clarity)   |

| <b>Week</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>  |
|-------------|-------------|--|
|             |             | <b>In Class:</b> Editing Workshop—Bring Laptops  |
| 11          | 10/29       | <b>Read:</b> WS Vol. 2 Klein & Shackelford, Research Multimodal Literacy (post findings to canvas)<br><b>In Class:</b> Multimodality   |
| 11          | 10/31       | <b>Read:</b> EW Designing and Performing Writing, Academic Writing (Portfolios & Writing to Make Something Happen)<br><b>Due:</b> Final Draft Essay 2<br><b>In Class:</b> Essay 3, Presentation, and Portfolio assigned, Multimodality |
| 12          | 11/5        | <b>Read:</b> EW Writing Process (Working With Others), WS Vol. 2 Ingalls<br><b>In Class:</b> Peer Workshops  |
| 12          | 11/7        | <b>Read:</b> EW Style & Well-Crafted Sentence Ch. 8<br><b>In Class:</b> Editing Workshop—Bring Laptops   |
| 13          | 11/12       | Veteran’s Day Observed—NO CLASS  |
| 13          | 11/14       | <b>Due:</b> Rough Draft Essay 3<br><b>In Class:</b> Peer Review  |
| 14          | 11/19       | <b>In Class:</b> Writing Workshop—Bring Laptops  |
| 14          | 11/21       | Thanksgiving Break—NO CLASS  |
| 15          | 11/26       | <b>Due:</b> Portfolio Rough Draft<br><b>In Class:</b> Peer Review of Portfolio   |
| 15          | 11/28       | <b>In Class:</b> Workshop—Bring Laptops  |
| 16          | 12/3        | <b>Due:</b> Final Draft Essay 3<br><b>In Class:</b> Presentations  |
| 16          | 12/5        | <b>In Class:</b> Presentations   |
| 17          | 12/10       | <b>In Class:</b> Presentations   |
| Final Exam  | 12/12       | <b>In Class:</b> Presentations, Portfolio Workshop<br>BBC 128 12:15-14:30  |

*\*Syllabus is subject to change\**