

San José State University
Department of English and Comparative Literature
English 1A, First Year Composition, Section 54, Fall 2019

Course and Contact Information

Instructor:	Odette Nassar-Abukhater
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Office Hours:	Tuesday and Thursday, 11 am to right before class. Also by appointment.
Class Days/Time:	Tuesday and Thursday: Noon to 1:15pm
Classroom:	(Boccardo Business Center) BBC 205
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	Satisfies GE Area A2: Written Communication I

Course Management Page and MYSJSU

Everything you will need to know about the class can be found on Canvas (Canvas Learning Management System Login page). That is also where you can send me emails and turn in your homework. It is up to you to regularly check for messages, grades, and updated assignments.

Course Description from Catalog

English 1A (First Year Writing) is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2 Prerequisite: Completion of Reflection on College Writing

My Course Goals

As Virginia Woolf stated, “One cannot think well, love well, sleep well, if one has not dined well.” This semester, we are going to read, write, review, remember, and revise our ideas about food. From recipes to food issues around the world, we will be doing a lot of reading and writing with food in mind. In addition to writing about food and communities, you will also be doing a large amount of reading and reviewing of your own work, as well as your peers' work.

To succeed, you will need to keep up with the schedule and make it a priority to attend class. Please contact me immediately if at any point in the semester you feel you are falling behind.

You will be completing the following written work throughout the semester:

- Three Essays
- Daily Journals
- Discussion Posts
- Short Writing Assignments

GE Learning Outcomes (GELO)

Upon successful completion of this GE course, students will be able to:

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

Required Texts/Readings

Textbook

Can I Use I? Because I hate, hate, hate college writing, Catherine Prendergast

ISBN-10: 0986145718

ISBN-13: 978-0986145711

Available at the bookstore and also on Amazon. Completely OK to buy a used version of this book.

All other readings will be available through links on Canvas.

Additionally, you will need to subscribe to the peer review site, Eli Review.

You can buy an access code from the Book store. Or you can subscribe online at <https://elireview.com>, which is probably cheaper.

Other technology requirements / equipment / material

You are definitely going to need a laptop for this course. You can rent one if you need one from the library on the 4th floor. If you this is going to be a problem, please let me know immediately.

Course Requirements, Assignments and Grading Information

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 three hours per unit per week) for instruction, preparation/studying, or course related activities.

Homework: In this class, homework includes reading articles, sections of books, web pages, and other information to learn and assess information about food and the issues around food. It is more than likely and highly probable that we will be journaling in class about the readings. It also will include discussion posts that we will talk about in class. And you will be doing a lot of reviewing of your essays in class. That means, you will need to prepare the writing before class and bring it in for peer review.

Peer Review: Reviewing, Revising, and Rewriting are a large part of this class. We will be doing a lot of this online in Eli Review, an online app. Sometimes you will have to create things in class that we will review, but most of the time, you will have to write at home and then post and review in class.

Official Essays: I am assigning three formal essays for the class; a Personal Narrative, a Descriptive/Informational Essay, and an Argumentative/Persuasive Essay. We will be brainstorming, drafting, reviewing, revising, rewriting, and editing these works both in class and as homework.

Journals: You will be writing a journal post in every class (mostly). Journal prompts will usually be about the readings. The journal writing and discussion posts are a big part of our classroom participation. So basically, if you aren't in class, it will be very difficult to share and participate during class.

Presentations: At the end of the semester, you will be giving a three to five minute presentation on your final paper. This topic may change but the presentation requirement will not. We will be discussing this during class as the semester progresses.

Final Project/Portfolio: The final project will include some of the work you have produced for class. In addition, you will be writing a Writing Reflection describing your experience as a writer and reader in this class. Again, we will be discussing this more in class as the semester progresses.

Requirement	Percentage of Grade	GELO
Journal Entries (20+) /Discussion Posts (5)	15%	1, 5
Essay #1 (800 words)	10%	1, 2, 3, 5
Essay #2 (1000 words)	15%	1, 2, 3, 5
Essay #3 (1200 words)	30%	1, 2, 3, 4, 5
Peer Review/Participation/Presentations/Portfolio	30%	1, 2, 3, 4, 5
Total	100%	

Detailed information on each of these requirements will be presented in class and will be available on Canvas. If you have any questions, please don't hesitate to ask.

Please submit your assignments **on time**. Late papers will reluctantly be accepted with a decrease in grade. For every day late, you lose 5% on your grade. If you are in a situation that prevents you from turning in your paper on time, please contact me **before** the class that the paper is due.

That being said, you may revise and rewrite either essay one or essay two for an increase in grade.

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

Determination of Grades:

- A: Excellent writing that is informative, persuasive, correct, engaging, descriptive
- B: Above average writing that is organized, developed, and effective
- C: Satisfactory writing that is clear, coherent, and complete
- D: Unsatisfactory writing that is unclear, incoherent, and incorrect

F: Writing that is off-topic or late

NOTE: A plus (+) sign added to a letter grade indicates the highest performance or value within its range while a minus (-) sign indicates the lowest performance or value within its range.

Grading Information for GE

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

Classroom Protocol

First of all, I'm not going to lie to you. Most of the interesting part of this class is going to happen in the classroom. If you miss class, you are missing out on information, discussion, in-class assignments, and other interesting information. There is no replacement for being there.

Second, this course is going to challenge you. The readings and the writing requirements are numerous. During most class sessions we will discuss writing, specifically the writing that you are producing, examine the various readings closely, practice writing, review our own work as well as those of our peers, and present our findings and papers, both formally and informally.

Laptops are required. They are tools for writing, research, and discourse. Please do not abuse the privilege. Smart phones should be on silent or vibrate during the class since most of the work will be done on laptops.

Participation

For practical purposes, most of the learning in this class is going to be from the classroom discussions. Therefore, it is absolutely crucial that you attend class every session and participate in class discussions and activities. Participation in class includes a.) demonstrating that you have completed the week's required readings/assignments b.) taking part in class discussions, and c.) completing in-class assignments and homework.

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/>

The link below contains relevant policies for FROSH English.

http://www.sjsu.edu/english/frosh/program_policies/index.html

Note to Students:

If you have special needs or accommodation requests, see me as soon as possible. If you don't let me know, you could lose some of the accommodations that you deserve!

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Course Schedule

<p>This schedule is subject to change with fair notice. Please monitor your Canvas as any changes in due dates or content will appear there, first. The items listed in each day should be completed before class. The homework for each day is located in the corresponding week's folder in Canvas.</p>		
Week (Dates)	Tuesday	Thursday
1 (8/22/19)		Introduction
2 (8/27/19-8/29/19)	The Writing Process <i>Watch</i> video on Canvas. <i>Read</i> Intro (Can I Use I?)	Audience/Purpose/Context <i>Read</i> items in Canvas. <i>Read</i> pp 102-106 (Can I Use I?)
3 (9/3/19-9/5/19)	Narrative Writing <i>Watch</i> videos on Canvas. <i>Read</i> items in Canvas. <i>Read</i> pp 3-7, 46-49 (Can I Use I?)	Brainstorming <i>Read</i> items in Canvas. <i>Read</i> pp 8-11 (Can I Use I?)
4 (9/10/19-9/12/19)	Peer Review Instructions <i>Read</i> pp 107-110 (Can I Use I?) Be sure you have purchased and logged in once to EliReview.	Peer Review Practice <i>Read</i> items in Canvas. <i>Read</i> pp 33-41, 120-123 (Can I Use I?) <i>Bring</i> the start of your narrative. Up to 2 paragraphs.
5 (9/17/19-9/19/19)	Formatting Peer Review-Rough Drafts <i>Research</i> MLA Formatting (Link on Canvas). <i>Research</i> what is the preferred formatting for your field of study, if applicable. <i>Bring</i> a rough draft of your Narrative.	Field Trip! Writing Center Essay #1 Due Today
6 (9/24/19-9/26/19)	Research and Sources <i>Read</i> pp 16-20, 26-32, 89-92 (Can I Use I?)	Descriptive/Instructional Essays <i>Read</i> items in Canvas. <i>Read</i> pp 55-57 (Can I Use I?)
7 (10/1/19-10/3/19)	Field Trip! Library	Peer Review-Instructional Part of Essay <i>Bring</i> the instructional part of your paper for peer review.
8 (10/8/19-10/10/19)	Thesis Statements <i>Peer Review</i> <i>Read</i> items in Canvas. <i>Bring</i> in a descriptive passage from your paper.	<i>Peer Review-Rough Draft</i> <i>Bring</i> in your rough draft for review.

	Read pp 59-63 (Can I Use I?)	
9 (10/15/19-10/17/19)	TBD Essay #2 Due Use your revision plan to revise and edit your paper.	Writing Discussion Research a restaurant. Check Canvas for details.
10 (10/22/19 -10/24/19)	Argumentative Essays Read items in Canvas. Read pp 112-115 (Can I Use I?)	Brainstorming Read items in Canvas. Read pp 76-79 (Can I Use I?)
11 (10/29/19-10/31/19)	Peer Review-Topic Ideas Read items in Canvas. Read pp 84-88 (Can I Use I?) Bring 3 ideas that interest you for peer review.	Organizing Review items in Canvas. Read pages 73-75 (<i>Can I Use I?</i>) Bring a free write or brain dump about what you want to write about.
12 (11/5/19-11/7/19)	Conclusions Read items in Canvas.	Peer Review-Conclusions Bring a Closing paragraph for peer review.
13 (11/12/19-11/14/19)	Introductions Peer Review-Introductions Read items in Canvas. Bring the first one or two paragraphs of your paper for review. Read pp 64-68 (Can I Use I?)	Peer Review-Paper parts Read pp 42-45 (Can I Use I?) Bring in a chunk of your paper that includes a main point and its evidence for peer review.
14 (11/19/19-11/21/19)	Peer Review-Paper parts Bring one paragraph or chunk of your paper that you want others to review.	TBD
15 (11/26/19-11/28/19)	TBD	Thanksgiving ~ No Class
16 (12/3/19-12/5/19)	Presentations	Presentations Essay #3 Due
Final: 12/17/19	Build Portfolio and Submit	