

San José State University
ENGL 1A: First-Year Writing, Section 16, Spring 2019

Course and Contact Information

Instructor:	Talia Adry
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Office Hours:	Tues/Thurs 1:30 - 2:30PM or by appointment
Class Days/Time:	Tues/Thurs 12:00 - 1:15PM
Classroom:	BBC 130
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Format

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

Course Description

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.

We all know writing is a tool for communication. Over the course of our semester, we'll see that writing can also be a technology for exploring the unknown. In this class, we will explore various genres and analyze how writers produce meaningful, purposeful and effective texts. We'll understand that writing is an open process, one that allows writers to use later invention and rethinking to revise their work. We'll learn that there is no formula for good writing, only good writing habits.

According to psychologist K. Anders Ericsson, it takes ten thousand hours of practice for a person to excel in any field. While we don't have ten thousand hours in this class, we will have time to harness our rhetorical awareness and writing skills by practicing in a supported learning environment over the course of the semester. Writing assignments will give students repeated practice in all areas of the writing process: prewriting, organizing, writing, revising and editing.

GE Learning Outcomes (GELO)

Upon successful completion of this 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. **Demonstrate** college-level language use, clarity, and grammatical proficiency in writing.

Required Materials

Richard E. Miller and Ann Jurecic. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016

Catherine Prendergast. *Can I Use I?* Out of Pocket Press, 2015

Composition Notebook. This should be a lined, bound notebook, standard size (7.5 x 9.75) of any brand.

A laptop or computer with internet connectivity. Laptops and iPads may be checked out from the SJSU Student Computing Service at no cost. Please email me if you need help accessing a laptop. All other required materials are accessible on Canvas.

Other Readings

Students will be responsible for locating other reading materials throughout the course in support of their writing projects.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five for each unit of credit (three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Homework: will consist of reading and writing assignments, as well as Canvas discussion posts. We will then come to class ready to share ideas, questions and comments that arise while investigating course topics. Preparing for class is just as important as participating.

Canvas Discussion Posts (CDP): ten reading responses you will post on Canvas. These should be healthy two-three paragraph posts answering the prompts corresponding to the week's readings.

Reading Assignments: a weekly average of three to four hours of out-of-class readings from our assigned texts and various nonfiction and academic sources, including some you will locate.

Peer Review Workshop: You will bring the first completed draft of each formal writing assignment to workshop stapled and ready for peer review. You will then review feedback from me and your peers and revise your drafts accordingly.

***Note:** If you miss workshop, it is your responsibility to get your draft reviewed before turning in the final.

Paper Regulations: Write your papers in double-spaced 12pt. Times New Roman font, and format them according to MLA guidelines. All drafts must be stapled or paperclipped.

Written Assignments:

Composition Notebook: the notebook you use to keep a record of your learning; you will fill this with freewrites, journaling, pre-writing activities, in-class notes, doodles, quotes, and reflection. **You will need this for every class.** I will collect this periodically for review.

Short Writing Assignments: Freewrites, Canvas Discussion Posts, Writing Reflections, Annotations

Formal Writing Assignments: You will write three essays—a Personal Narrative, a Visual Textual Analysis, and an Argumentative Essay. We will be working on drafting, editing, revising and proofing these works in and outside of class.

***Note:** You must turn in a completed first draft for workshop in order to receive full-credit on the final draft.

All *final* drafts of essays should be both a) printed and brought to class & b) posted to Canvas before our class meeting.

Final Portfolio: will include revised versions of projects you have completed for this class, as well as a Writing Reflection detailing your experience as a writer, thinker, and creator in this class and the world-at-large.

Assignment Word Count & Learning Goals:

Assignment	Word Count	GELO
Composition Notebook & Short Writing Assignments	2000	1, 2, 3
Canvas Discussion Posts (10)	1500	2, 3
Personal Narrative (incl. process materials)	1000	1, 2, 3, 4, 5
Visual Textual Analysis (incl. process materials)	1500	1, 2, 3, 4, 5
Argumentative Essay (incl. process materials)	1500	1, 2, 3, 4, 5
Portfolio & Reflection	1000	1, 2, 3, 4, 5

How You'll be Graded:

20%: Class Participation: Class Discussion, Peer Review, Learning Activities, Group Work

20%: Short Writing Assignments

60%: Formal Essays and Final Portfolio (Drafts and Revisions)

***Note:** Writing, as we will learn, is a process. Therefore, grading in this course will emphasize *process* and *progress* in your work. We will endeavor to be conscientious of our strengths and weaknesses throughout the semester. **In order to pass this class, you must receive a C- or higher.**

Late Work Policy:

- Assignments are due on time whether you are able to attend class or not. Be sure to check Canvas regularly for updates on assignments and deadlines.
- Any late work will be graded down a **full letter grade** for each day it's late.

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.

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

The following are the 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.

Our Learning Community

My Responsibilities:

- To treat you fairly and respectfully
- To inspire you to write powerfully
- To keep our class engaging, fun and relevant
- To be as accessible as possible for student support
- To design a challenging course to help you become better writers and readers
- To clearly and fairly present class expectations and assignment criteria, with the caveat that you are responsible for reading all assignment materials

We will work to be present and mindful when we are in the classroom. Excessive tardiness, absences, or lack of participation will reflect negatively in your final grade.

Class Participation & Discussion: Our class will hold discussions and debates on various, often sensitive world and cultural issues that have affected or are currently affecting our society. To this end, **your active preparation and participation are necessary for success** in this course. Peer reviews and group work will happen regularly.

*Note: Language of intolerance or hate is unacceptable and will not be tolerated. We will examine this language in the context of class materials only.

Cell Phones & Computers: When we're in class, let's be in class. Phones and computers will be treated as resources rather than distractions. If you need to take a call or have an emergency, please leave the room without disrupting the class.

University Policies

For information regarding the following policies, such as Academic Integrity, Student Technology Resources, etc., please see syllabus information web page at: <http://www.sjsu.edu/gup/syllabusinfo>.

ENGL 1A / Composition, Spring 2019, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and in class. **Readings should be read by the beginning of the class session on which they are listed.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/24	Welcome!
1	T 1/29 Unit 1	Read: Miller & Jurecic, Preface & Ch. 1 (Orienting) Prendergast, p. v-32 In Class: Journaling, Personal Narrative Assignment
2	Th 1/31	DUE: Canvas Discussion Post #1 Read: Miller & Jurecic, Ch. 2 (Beginning) "This I Believe" segments on NPR (Canvas) In Class: Personal Narrative Brainstorming, Reading Discussion: First-person point of view, Focus/Purpose, Imagery & Details
2	T 2/5	Read: See Canvas In Class: Journaling, Activity
3	Th 2/7	DUE: Canvas Discussion Post #2 Read: Miller & Jurecic, Ch. 3 (Paying Attention) Prendergast, p. 33-58 In Class: Reading Discussion—How do we edit other's work?
3	T 2/12	DUE: Personal Narrative, Draft 1. Please bring <u>two</u> copies, one for me, one for peer review. Staple a sheet of lined paper to the back of your copy for peer review. In Class: Peer Review Workshop

Week	Date	Topics, Readings, Assignments, Deadlines
4	Th 2/14	Read: See Canvas In Class: Rhetorical Analysis Intro
4	T 2/19	Read: See Canvas In Class: Journaling, Rhetorical Analysis
5	Th 2/21 Unit 2	DUE: Canvas Discussion Post #3 Read: Miller & Jurecic, Ch. 4 (Asking Questions) In Class: Visual Textual Analysis Assignment, How to Analyze Film
5	T 2/26	DUE: Personal Narrative, Final Draft Read: See Canvas In Class: Journaling, Watch “Killer of Sheep”
6	Th 2/28	DUE: Canvas Discussion Post #4 Read: Miller & Jurecic, Ch. 5 (Exploring) In Class: Watch “Killer of Sheep”
6	T 3/5	Read: See Canvas In Class: Journaling, Discussion, Context: “Killer of Sheep”
7	Th 3/7	DUE: Canvas Discussion Post #5 Read: Miller & Jurecic, Ch. 6 (Connecting) In Class: Activity, “Killer of Sheep”
7	T 3/12	DUE: Visual Textual Analysis, Draft 1. Please bring <u>two</u> copies, one for me, one for peer review. Staple a sheet of lined paper to the back of your copy for peer review. In Class: Peer Review Workshop
8	Th 3/14	DUE: Canvas Discussion Board #6 Sign up for Writing Conference, 3/19 (Canvas) Read: Miller & Jurecic, Ch. 7 (Reflecting)
8	T 3/19	No Class Meeting — Writing Conferences, 10am – 5pm
9	Th 3/21	DUE: Canvas Discussion Board #7 Read: Miller & Jurecic, Ch. 8 (Making Space and Time)
9	T 3/26	DUE: Visual Textual Analysis, Final Draft Read: See Canvas
10	Th 3/28	No Class Meeting — DUE: Canvas Discussion Board #8 Read: Miller & Jurecic, Ch. 9 (Practicing)
10	T 4/2	SPRING BREAK

Week	Date	Topics, Readings, Assignments, Deadlines
11	Th 4/4	SPRING BREAK
11	T 4/9 Unit 3	Read: See Canvas In Class: Argument Assignment
12	Th 4/11	DUE: Canvas Discussion Board #9 Read: Miller & Jurecic, Ch. 10 (Planning & Replanning) In Class: Argument Essay Brainstorming. Bring Computers.
12	T 4/16	DUE: Thesis Proposal (Canvas) Read: See Canvas In Class: Argument Activity, Bring Computers.
13	Th 4/18	DUE: Canvas Discussion Board #10 Read: Miller & Jurecic, Ch. 11 (Arguing) In Class: Argument Activity, Bring Computers.
13	T 4/23	DUE: Argumentative Essay, Draft 1. Please bring <u>two</u> copies, one for me, one for peer review. Staple a sheet of lined paper to the back of your copy for peer review. In Class: Peer Review Workshop
14	Th 4/25	Read: Miller & Jurecic, Ch. 12 (Diverging) In Class: TBD
14	T 4/30	In Class: Journaling, Feedback Check-In
15	Th 5/2	In Class: Feedback Check-In. Work on essay. Bring Computers.
15	T 5/7	DUE: Argumentative Essay, Final Draft. In Class: Journaling
16	Th 5/9	In Class: TBD
16	T 5/13	DUE: Final Portfolio & Reflection In Class: Party Time!
Final Exam	Mon. 5/20	BBC 130, 9:45AM - 12:00PM