

San José State University
ENGL 1A: First-Year Writing, Section 10, Fall 2019

Course and Contact Information

Instructor:	Talia Adry
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Office Hours:	Tu/Th 12:00 - 1:00PM or by appointment
Class Days/Time:	Tu/Th 10:30 - 11:45PM
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.

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

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 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)*: reading responses you will post on Canvas.
 - These should be healthy two-three paragraph posts answering prompts corresponding to the week's readings.
- *Readings*: 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.
 - Readings should be read by the beginning of the class session on which they are listed. CDP's may reference any of the assigned weekly readings.

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.

Note: You will need this for every class. I will collect this periodically for review.

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

- All **first drafts** of essays should be both a) printed and brought to class for workshop & b) posted to Canvas before our class meeting.
- All **final drafts** of essays do not require a printed hardcopy but must be posted to Canvas by the assigned due date.
- You must turn in all three of our formal writing assignments to pass the course.

Note: You must turn in a completed first draft on time for workshop in order to receive full credit on the final draft. I deduct 10% for incomplete/late drafts.

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.

- *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.

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

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
Essay #1 Personal Narrative	1000 -1250	1, 2, 3, 4, 5
Essay #2 Visual Textual Analysis	1250 - 1500	1, 2, 3, 4, 5
Essay #3 Profile	1500 - 1750	1, 2, 3, 4, 5
Portfolio & Reflection	1000	1, 2, 3, 4, 5

How You'll be Graded:

Essay 1	15%
Essay 2	20%
Essay 3	25%
Participation: Journaling, Class Discussion, Peer Review, Group Work	20%
Portfolio/Reflection Essay	10%
Homework	10%

- **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.**

Deadlines: I regard late submissions as highly unprofessional and there will be penalties as a consequence.

- 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

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**. This means being alert, open and actively listening during discussion but it also means being respectful of your colleagues and their opinions. Peer reviews and group work will happen regularly.

- Language of intolerance or hate is unacceptable and will not be tolerated. We will examine this language in the context of class materials only.
- We will be present and mindful when we are in the classroom. Excessive tardiness, absences, or lack of participation will reflect negatively in your final grade.

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.

Topics, Readings, Assignments, Deadlines

**Readings should be read by the beginning of the class session on which they are listed. CDP's may reference any of the assigned weekly readings.*

Dates	Tuesday	Thursday
1/23		Welcome! Syllabus explored Introductions
1/28 – 1/30	Read: Miller & Jurecic, Preface & Ch. 1 (Orienting) In Class: Journaling, Personal Narrative Assignment	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
2/4 – 2/6	Read: Zinsser, “Writing About Yourself: The Memoir,” & “The Sound of Your Voice” (Canvas) In Class: Journaling, Meaning/Purpose/Effectiveness	DUE: Canvas Discussion Post #2 Read: Miller & Jurecic, Ch. 3 (Paying Attention) In Class: Reading Discussion—How do we edit other’s work?
2/11 – 2/13	Read: See Canvas In Class: Journaling, Purpose/Context/Audience	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
2/18 – 2/20	Read: See Canvas In Class: Journaling, Purpose/Context/Audience	DUE: Canvas Discussion Post #3 Read: Miller & Jurecic, Ch. 4 (Asking Questions) In Class: Journaling, Visual Textual Analysis Assignment
2/25 – 2/27	Read: See Canvas In Class: Journaling, Rhetorical Analysis	DUE: Personal Narrative, Final Draft DUE: Canvas Discussion Post #4 Read: Miller & Jurecic, Ch. 5 (Exploring) In Class: Reading Discussion

Topics, Readings, Assignments, Deadlines

**Readings should be read by the beginning of the class session on which they are listed. CDP's may reference any of the assigned weekly readings.*

3/3 – 3/5	<p>Read: See Canvas</p> <p>In Class: Journaling, Activity: Rhetorical Analysis</p>	<p>DUE: Canvas Discussion Board #5</p> <p>Read: Miller & Jurecic, Ch. 6 (Connecting) & Ch. 7 (Reflecting)</p> <p>In Class: Reading Discussion, Activity: Scene Analysis</p>
3/10 – 3/12	<p>Read: See Canvas</p> <p>In Class: Journaling, Film: “Killer of Sheep”</p>	<p>DUE: Canvas Discussion Board #6</p> <p>Read: Miller & Jurecic, Ch. 8 (Making Space and Time)</p> <p>In Class: Reading Discussion, “Killer of Sheep”</p>
3/17 – 3/19	<p>Read: See Canvas</p> <p>In Class: Journaling, Activity</p>	<p>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.</p> <p>In Class: Peer Review Workshop</p>
3/24 – 3/26	<p>DUE: Sign up for Writing Conference 3/26</p> <p>Read: See Canvas</p> <p>In Class: Journaling, Activity</p>	<p>No Class Meeting— Writing Conferences, 10am – 5pm</p> <p>DUE: Canvas Discussion Board #7</p> <p>Read: Miller & Jurecic, Ch. 9 (Practicing)</p> <p>In Class: Reading Discussion, Profile Assignment</p>
3/31 – 4/2	<p>No Class—Spring Break</p>	<p>No Class—Spring Break</p>
4/7 – 4/9	<p>Read: See Canvas</p> <p>In Class: Journaling, Introduction to the Profile</p>	<p>DUE: VTA Final Draft</p> <p>DUE: Canvas Discussion Board #8</p> <p>Read: Miller & Jurecic, Ch. 10 (Planning & Replanning)</p> <p>In Class: Reading Discussion, The Art of the Interview</p>

Topics, Readings, Assignments, Deadlines

**Readings should be read by the beginning of the class session on which they are listed. CDP's may reference any of the assigned weekly readings.*

4/14 – 4/16	<p>Read: See Canvas In Class: Journaling, Features of a Profile</p>	<p>DUE: Interview Transcription DUE: Canvas Discussion Board #9 Read: Miller & Jurecic, Ch. 11 (Arguing) In Class: Reading Discussion</p>
4/21 – 4/23	<p>Read: See Canvas In Class: Journaling, Profile Structure</p>	<p>DUE: Profile, 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</p>
4/28 – 4/30	<p>Read: See Canvas In Class: Journaling, Final Reflections</p>	<p>DUE: Canvas Discussion Board #10 Read: Miller & Jurecic, Ch. 12 (Diverging) In Class: TBD</p>
5/5 – 5/7	<p>In Class: Journaling, Final Portfolio Assignment</p>	<p>DUE: Profile Final Draft In Class: Final Portfolio & Reflection</p>
<p>Final Exam 5/18</p>	<p>9:45am – 12:00pm DUE: Final Portfolio & Reflection</p>	