Fall 2015 **English 1A Pathways: Grand Summary and Review**

**ENGL 1A Course Description** English 1 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 develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1 you will practice these skills by writing for various audiences and rhetorical situations.

**Pathways Themes: Creativity, Sustainability and Global Engagement**

This class has been formed to develop a greater understanding of the complex global forces that have ushered in this new age. It is meant to develop students’ awareness of the many creative ideas that have grown out of some of our most desperate crises. This focus should help us envision a more, just, peaceful, prosperous, sustainable world.Students will be encouraged to look beyond the pigeonholes of academic disciplines to see how people in the “real world” have been collaborating in innovative ways, producing unanticipated solutions to unprecedented challenges. You will also be encouraged to see a role for yourself in this vanguard.

**Official General Education Learning Goals** (whittled to reduce redundancy)

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

1. communicate meaning clearly and effectively.
2. explain, analyze, develop, and criticize ideas effectively.
3. organize individual paragraphs and entire essays.
4. construct sentences with accuracy, variety, and clarity.
5. use appropriate diction and tone.
6. demonstrate the ability to read actively and rhetorically.
7. 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.
8. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
9. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
10. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

**Assignments linked to goals**:

**In-class essay and revision of it**: Practice responding to others’ ideas and making your own argument as a way to contribute to a public conversation. Practice working in other people’s words, with proper (albeit informal) citation. Also practice the full writing process, from drafting through revising and editing.

**Rhetorical Analysis essay** (revised): Focused exercise in reading rhetorically and articulating your understanding of rhetorical features of a text, especially the rhetorical appeals. Practice working in other people’s words, with proper (albeit informal) citation. Also practice the full writing process, from drafting through revising and editing. For many of you, this also provided an opportunity to learn more about one of the Pathways themes: creativity, global citizenship, or sustainability.

**Profile/ Site Visit Essay** (revised): Learn about a culture other than your own, and interpret that culture for a particular audience. Learn to gather direct primary information from a personal interview. Also practice the full writing process, from drafting through revising and editing.

**Critical Response Essay** (revised): Learn about a culture other than your own (for those who picked a foreign film). Practice the intellectual skills of evaluation and critical analysis. Also practice the full writing process, from drafting through revising and editing.

**Film Club Presentations:** Learn about a culture other than your own (for those who picked a foreign film). Practice research and/or analysis skills (depending on your task). Practice multi-modal presentation skills. For the written portion, final chance to work on all of the writing skills that go into writing for a specific audience.

**Readings/ Film Viewings:** The reading assignments gave you multiple opportunities to read and analyze public arguments made for a variety of audiences. Most of them also gave you information about the Pathways themes and insights into how arguments on these themes are being made, particularly to your generation. Readings in the textbook offered guidance on writing rhetorically in a number of different genres—profile, rhetorical analysis, film criticism, and multi-modal presentations—and offered models of these forms. The short films gave you experience rhetorically analyzing oral/visual presentations, including both documentary and feature films. Most of these also related to the Pathways themes.

**Small assignments**:

* The peer reviews gave you experience in evaluating your own and other people’s rhetorical and writing skills, as well as diplomatically articulating your evaluation.
* Responses to readings and films were intended to check comprehension and give you practice with rhetorical analysis and writing.
* Other small assignments like topic proposals, sample interview questions, outlines, thesis statements, and quoting exercises were meant to check whether you were on track to succeed on the major assignments.

**Questions for you**: Please answer these as thoroughly as you can. Please TYPE your answers.

1. Which of the Pathways theme did you find the most interesting to you personally? Why?
2. Which of the films (including *Tomorrowland* and the short films we watched together) did you find the most engaging, and why?
3. What do you think has improved the most in your reading/writing/arguing skills?
4. What do you see as weaknesses in your reading/writing/arguing skills that you plan to improve in future semesters?
5. If I were to get rid of an assignment, which would you recommend I dump, and why?
6. Are there any assignments you can think of that you’d recommend I add? Why?
7. Which of the assignments did you find the most valuable to you personally, and why?
8. Any final comments or suggestions?

Please go to this link and fill out the department questionnaire to help us improve the program for future semesters:

[https://sjsu.qualtrics.com//SE/?SID=SV\_9ZBM7HgzNTsi2Cp](https://sjsu.qualtrics.com/SE/?SID=SV_9ZBM7HgzNTsi2Cp)