



SAN JOSÉ STATE UNIVERSITY  
DEPT. OF ENGLISH AND COMPARATIVE LIT  
ENGL 1A: FIRST-YEAR WRITING  
SECTION: 10  
FALL 2017

**Professor:** Dr. Ryan Skinnell  
**Email:** ryan.skinnell@sjsu.edu  
**Phone:** 408-924-4207  
**Website:** <http://www.RyanSkinnell.com>  
**Office:** Faculty Office Bldg 111  
**Office Hours:** TTH 10:30-11:30pm, and by appt.

**Class Days/Times:** TTH 1:30-2:45pm  
**Class Location:** BBC 121  
**Prerequisites:** Reflection on College Writing  
**GE/SJSU Studies Category:** GE Area A2 Written Communication

*There are no dangerous thoughts; thinking itself is dangerous. ~Hannah Arendt*

## Engl 1A Course Description

English 1A is an introductory writing 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 Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies the student is a capable college-level writer and reader of English.

teh world is full of rhetorics

## GE A2 Learning Outcomes (GEL0)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the 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 and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. demonstrate the ability to integrate their 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

Catherine Prendergast. *Can I Use It?* Out of Pocket Press, 2015  
Selected chapters from *Writing Spaces: An Open Textbook Project* ([writingspaces.org](http://writingspaces.org))  
Andrea Lunsford. *Everyday Writer*. (This is provided through the *Writer's Help* tab on Canvas)  
Students will be responsible for locating other reading materials in support of their writing projects.

## ENGL 1A Course Content

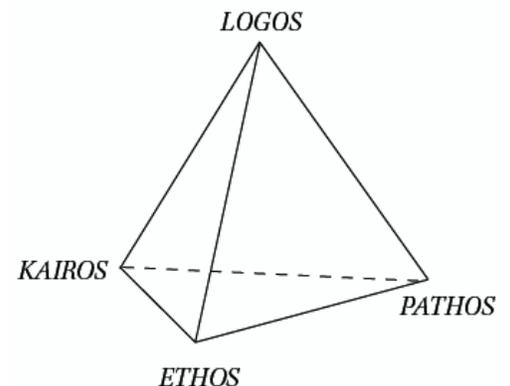
**Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

**Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

**Reading:** There will be a substantial amount of reading for this class, some of which will come from texts I assign (listed below) and some of which will be from sources you locate.

**Final Experience:** Students are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing produced for our class. Required in every portfolio is:

- ↪ Two project drafts
- ↪ A reflective essay explaining the ways in which you made use of terms from the course to identify issues and improve your writing
- ↪ An annotated index explaining the course materials you reference in your reflection



## ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, and possibly aural, digital, visual). There will also be reading assignments and options for group projects.

### Assignment Word Count and Learning Goals

| Assignment  | Word Count | GELO |
|---|------------|------|
| 8 Discussion boards                                       | 1500       | 2, 3 |
| Paying Attention (incl. process materials)                | 1500       | 1-5  |
| Connecting, Reflecting, Arguing (incl. process materials) | 1500       | 1-5  |
| Creating a Textual Artifact (incl. process materials)     | 1500       | 1-5  |
| Portfolio Reflection                                      | 1000       | 1-5  |
| Annotated index   | 1000       | 2-4  |
| Presentation  | n/a        | 2, 3 |
| Participation   | n/a        | n/a  |

## 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 receive a C or higher to pass the course.

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   |

## Grade Calculations

| Assignment  | Word Count | % of Course Grade |
|---|------------|-------------------|
| 8 Discussion boards (10 pts. each)                        | 1500       | 8%                |
| Paying Attention (incl. process materials)                | 1500       | 15%               |
| Connecting, Reflecting, Arguing (incl. process materials) | 1500       | 15%               |
| Creating a Multimodal Artifact (incl. process materials)  | 1500       | 15%               |
| Portfolio Reflection (incl. process materials)            | 1000       | 20%               |
| Annotated index   | 1000       | 10%               |
| Presentation  | n/a        | 5%                |
| Participation (daily in-class assignments) (4 pts./day)   | n/a        | 12%               |

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 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.

**Please note:** sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

*There is value in “[using] writing as a technology to think with rather than as a tool for succinctly recording the thoughts of others or as a weapon for fending off other points of view.” ~ Richard E. Miller*

## Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

## University Policies

For information regarding the following policies, please see syllabus information web page at:

<http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and  
Responsibilities of the Student  
Course Requirements and Assignments  
Attendance and Participation  
Accommodation to Students' Religious  
Holidays  
Dropping and Adding  
Academic integrity

Consent for Recording of Class and Public Sharing of  
Instructor Material  
Campus Policy in Compliance with the American  
Disabilities Act  
Student Technology Resources  
SJSU Peer Connections  
SJSU Writing Center  
SJSU Counseling & Psychological Services

**ENGL 1A / Composition, Fall 2017, Course Schedule****Calendar subject to change with fair warning**Readings listed should be read BEFORE class

**We will work with your writing in some form or fashion every day in class. Please bring materials related to the current major assignment every class period.**

| <b>Course Schedule Week</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>   |
|-----------------------------|-------------|---|
| 1                           | 8/24        | Getting to know you, getting to know all about you<br>Course Introduction / Canvas  |
| 2                           | 8/29        | <b>Before Class:</b> Discussion Board #1 (Canvas)<br><b>Read:</b> Crowley "Context is Critical" (on Canvas)<br>Prendergast, pg. v-32<br><b>In class:</b> Project #1 assignment                    |
| 2                           | 8/31        | <b>Before Class:</b> Discussion Board #2<br><b>Read:</b> Lessner & Craig (Writing Spaces, vol 1)<br>Prendergast, pg. 33-63<br><b>In class:</b> Rhetorical Invention / Available Means             |
| 3                           | 9/5         | <b>Read:</b> Hewett (Writing Spaces, vol 1)<br>Prendergast, pg. 64-92<br><b>In class:</b> Joining the Conversation  |
| 3                           | 9/7         | <b>Before Class:</b> Discussion Board #3 (Canvas)<br><b>Read:</b> Crowley "Choosing a Critical Situation" (on Canvas)<br><b>In class:</b> Thesis / Warrants / Mapping Stakeholders                |
| 4                           | 9/12        | <b>Read:</b> Jones (Writing Spaces, vol 1)<br>Prendergast, pg. 64-92<br><b>In class:</b> Learning Peer Review / Context / Audience / Purpose  |
| 4                           | 9/14        | <b>DUE (in class AND on Canvas):</b> Draft One of Project #1 assignment<br><b>In class:</b> Peer review   |
| 5                           | 9/19        | <b>Read:</b> Crowley "Exploring the Common Sense of the Community" (on Canvas)<br><b>In class:</b> Rhetoric / Commonplaces / Ideology / Genre / Argument  |
| 5                           | 9/21        | <b>Before Class:</b> Discussion Board #4 (Canvas)<br><b>Read:</b> Trim and Issac (Writing Spaces, vol 1)<br>Prendergast, pg. 93-130<br><b>In class:</b> Who Cares? / So What? / Stakes / Audience |
| 6                           | 9/26        | <b>Read:</b> Boyd (Writing Spaces, vol 2)<br><b>In class:</b> Appeals / Paragraph development   |
| 6                           | 9/28        | <b>DUE (on Canvas):</b> Final Draft of Project #1 assignment<br><b>Read:</b> Haller (Writing Spaces, vol 2)<br><b>In class:</b> Evidence<br>Project #2 Assignment                                 |
| 7                           | 10/3        | <b>Before Class:</b> Discussion Board #5 (Canvas)<br><b>Read:</b> Carroll (Writing Spaces, vol 1)<br><b>In class:</b> Using Sources   |

| Course Schedule Week | Date                        | Topics, Readings, Assignments, Deadlines  |
|----------------------|-----------------------------|---|
| 7                    | 10/5                        | <b>Read:</b> Purdy (Writing Spaces, vol 1)<br><b>In class:</b> Citation / Plagiarism  |
| 8                    | 10/10                       | Research day  |
| 8                    | 10/12                       | <b>Before Class:</b> Discussion Board #6<br><b>Read:</b> Rosenberg (Writing Spaces, vol 2)  |
| 9                    | 10/17                       | <b>DUE (in class AND on Canvas):</b> Draft One of Project #2 assignment<br><b>In class:</b> Peer review   |
| 9                    | 10/19                       | <b>Read:</b> TBD<br><b>In class:</b> Citation / Plagiarism  |
| 10                   | 10/24                       | <b>DUE (on Canvas):</b> Final Draft of Project #2 assignment<br><b>Read:</b> Giles (Writing Spaces, vol 1)<br><b>In class:</b> Revision / Multimodality / Re-mediation / Meme-ifying<br>Project #3 Assignment |
| 10                   | 10/26                       | <b>Before Class:</b> Discussion Board #7 (Canvas)<br><b>Read:</b> Klein and Shackelford (Writing Spaces, vol 2)<br><b>In class:</b> Multimodality / Textual artifacts / Scavenger hunt                        |
| 11                   | 10/31                       | <b>Read:</b> Lynch (Writing Spaces, vol 2)<br><b>In class:</b> Reflection   |
| 11                   | 11/2                        | <b>Read:</b> Crowley “Navigating Rhetorical Time” (on Canvas)<br><b>In class:</b> Kairos  |
| 12                   | 11/7                        | <b>DUE (in class AND on Canvas):</b> Draft One of Project #3 assignment<br><b>In class:</b> Peer review<br>Portfolio assignment   |
| 12                   | 11/9                        | In-class: conferences   |
| 13                   | 11/14                       | In-class: conferences   |
| 13                   | 11/16                       | <b>DUE (on Canvas):</b> Final Draft of Project #3 assignment<br><b>In class:</b> Presentation assignment  |
| 14                   | 11/21                       | <b>Before Class:</b> Discussion Board #8 (Canvas)<br><b>In class:</b> TBD   |
| 14                   | 11/23                       | THANKSGIVING – NO CLASS   |
| 15                   | 11/28                       | <b>DUE (in class AND on Canvas):</b> Draft One of Portfolio Reflection and Annotated index<br><b>In class:</b> Peer review  |
| 15                   | 11/30                       | <b>In class:</b> Presentations  |
| 16                   | 12/3                        | <b>In class:</b> Presentations  |
| 16                   | 12/5                        | <b>In class:</b> Presentations  |
| Final Exam           | <b>TUES</b><br><b>12/19</b> | BBC 121, <b>12:15PM-2:30PM</b><br><b>In class:</b> Assembling portfolios / ePortfolio   |