

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 22, Fall 2017

Course and Contact Information

Instructor:	Matthew Keast
Office Location:	FOB 105
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Office Hours:	Tuesday and Thursday 1:30-2:30, and by appointment
Class Days/Time:	Tuesday and Thursday 12:00-1:15
Classroom:	Clark Hall 316
Prerequisites:	English placement test
GE/SJSU Studies Category:	GE Area A2 Written Communication

Course Format

Technology Intensive/Hybrid

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need internet connectivity to participate in classroom activities and/or submit assignments. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

If you do not have a laptop, you can borrow one for free from the library.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

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.

ENGL 1A Learning Outcomes (GELO)

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.

Course Content

Note: it is possible we will cover sensitive subjects and issues that may push against your comfort zone. By its very nature this course will likely challenge student beliefs and ideas. You are encouraged to discuss any and all issues you have about the material with the instructor.

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.

Reading: While the best way to improve one's writing is to write substantially and frequently, strong writing is also impossible without considerable reading. Most reading will come from the textbook and writing guide listed below, but additional readings on canvas, in class, and online will be provided. You will also read and critique fellow student papers.

Final Experience: A portfolio of selected assignments completed over the semester, accompanied by a reflection paper that uses excerpts from both first and final drafts to demonstrate how you applied concepts learned from the class.

Required Texts/Readings

Textbook

WRITING ABOUT WRITING | Edition: 3RD 17

Author: WARDLE

ISBN: 9781319032760

It is fine if you want to get an older edition as it will be cheaper. It's also available on Amazon for an even cheaper rental price (check the "other sellers" tab on the book's web page).

Writing Guide

Available free on Canvas under “Writer's Help” - *Everyday Writer*, by Angela Lunsford.

Other Readings

In addition to the textbook, other readings will be distributed via Canvas or as paper handouts.

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>.

Assignments and learning outcomes

Assignment	Approximate Word Count	CLO
In-class essay #1	250	2, 5
Comments on peer papers	1000 (total)	1, 3, 4
In-class essay #2	500	2, 3, 5
Major essay #1	1500	1, 2, 3, 4, 5
Minor essay #1	500	1, 2, 3, 4, 5
Minor essay #2	1000	1, 2, 3, 4, 5
Major essay #2	2000	1, 2, 3, 4, 5
Portfolio reflection	1250	1, 2, 3, 4, 5

Grading Policy

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's strengths in clarity, organization, effective argumentation, effective use of sources, and grasp of language. All assignments are graded on an 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.

Extra Credit:

Extra credit may be offered at various points throughout the semester, but should not be relied upon as a significant source of points to make up for missed work.

Late work:

Deadlines listed are for before class on the due date (submit on Canvas before 12:00pm). If you need to submit late, you have ONE opportunity to do so without penalty, but you must contact me before the due date, and you may submit exactly one day late – any later and the work will be graded down a full letter grade for each day it is late. Outside of this one “free pass,” all assignments will be graded down a full letter grade for each day they are late. All assignments must be turned in for a passing grade, although assignments turned in more than 5 days after the due date will not earn points toward your final grade. Note: students must receive a C or higher to pass the course.

Grading Calculations

Assignment	Grade%
In-class essay #1	5%
Comments on peer papers	10%
In-class essay #2	5%
Major essay #1	15%
Minor essay #1	10%
Minor essay #2	10%
Major essay #2	20%
Portfolio and reflection	10%
Participation	20%

Classroom Protocol

As a technology intensive course, students will be expected to have laptops or equivalent devices in class. It is up to you to decide how to avoid distraction from these devices for yourself, but please do not distract others with a bright screen displaying non-classroom relevant media.

Participation is critical for a rewarding class experience. Much of the learning will be large and small group discussions, accompanied by comments on peer work via Canvas, so students of all social inclinations will have a chance to participate. It's not about how much you talk, but about how engaged you are.

University Policies

For information regarding the following policies, please see the [syllabus information web page](http://www.sjsu.edu/gup/syllabusinfo) 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: First-Year Writing, Section 22, Fall 2017 Course Schedule

Note: the schedule is subject to change with fair notice, provided in-class or through Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/24/17	In-class discussion: Introductions, How to use Canvas, review syllabus
2	08/29/17	Read before class: Selected entries from <i>Naming What We Know</i> (on Canvas) In-class discussion: Threshold concepts about writing In-class essay
2	08/31/17	Read before class: <i>Everyday Writer</i> – Writer's Help, Prewriting – Exploring a Topic (on Canvas) In-class discussion: The process of writing an academic paper from beginning to final draft. In-class activity: Practice prewriting exercise, small group discussion reflecting on exercise
3	09/05/17	Read before class: <i>Writing About Writing</i> – pp 148-171, “Nah, We Straight”: An Argument Against Code Switching In-class discussion: Is code meshing realistic, or are we forced to code switch? Assigned: Major essay #1 – Code Switching Within the Self and Others In-class essay In-class activity: Small group discussion on thoughts and concerns
3	09/07/17	Read before class: <i>Writing About Writing</i> – pp 1-15, Introduction to the Conversation, Threshold Concepts of Writing Due: Prewriting materials for major essay #1 (on Canvas) In-class discussion: Why writing matters, what makes “good” writing
4	09/12/17	Read before class: <i>Writing About Writing</i> – pp 44-55 (please read this before writing comments for your writing group – comments also due before class) Due: Canvas comments on writing group's prewriting materials for major essay #1 In-class discussion: Peer review process, research methods for major essay #1
4	09/14/17	Read before class: <i>Everyday Writer</i> – Writer's Help, Research, Preparing for a Research Project and Conducting Research (on Canvas) Due: List of potential sources for major essay #1 (On Canvas) In-class discussion: Best practices for research, citing sources
5	09/19/17	Read before class: <i>Writing About Writing</i> – pp 172-183, “From Outside In” In-class discussion: How identity is enmeshed in language, check in on how first drafts are going.
5	09/21/17	Read before class: <i>Writing About Writing</i> – pp 223-235, “All Writing is Autobiography” In-class discussion: Identity in the current American climate, how speech is being used to define identity of both of self and others
6	09/26/17	Read before class: <i>Writing About Writing</i> – pp 738 – 773, “The Composing

Week	Date	Topics, Readings, Assignments, Deadlines
		Processes of Unskilled College Writers” Due: First draft: Major Essay #1 (On Canvas) In-class discussion: Challenges encountered writing first drafts
6	09/28/17	Read before class: All first drafts from fellow writing group members Due: Canvas comments on writing group's first drafts In-class discussion: Difficulties and challenges of the peer review process
7	10/03/17	Read before class: <i>Writing About Writing</i> – pp 852-858, “Shitty First Drafts” In-class discussion: Writing is really editing, all first drafts are bad and that's not only OK, but a good thing
7	10/05/17	Read before class: <i>Writing About Writing</i> – pp 407-426, “Identity, Authority, and Learning to Write in New Workplaces” Due: Final draft: Major Essay #1 (On Canvas) In-class discussion: Strong writing bolsters almost any career In-class writing project: First draft of Minor Essay #1
8	10/10/17	Read before class: Writing group's minor essay #1 first drafts Due: Comments on writing group's email projects (On Canvas) In-class writing project: Revising Minor Essay #1 (turn in on Canvas at end of class)
8	10/12/17	Read before class: <i>Writing About Writing</i> – pp 106-115, “Learning to Read” In-class discussion: Reading critically to empower your writing In-class activity: Writing group shuffle, analyzing a short reading in new writing groups
9	10/17/17	Read before class: <i>Writing About Writing</i> – pp 274-297, “Literacy, Discourse, and Linguistics: Introduction” In-class discussion: Dominant, non-dominant, primary and secondary discourses Assigned: Minor essay #2
9	10/19/17	Read before class: <i>Writing About Writing</i> – pp 319-342, “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” In-class discussion: America's current polarized political climate and how language has brought us to this state
10	10/24/17	Read before class: <i>Writing About Writing</i> – pp 457-483, “Rhetoric: Making Sense of Human Interaction and Meaning-making” Due: First drafts, Minor Essay #2 In-class discussion: The importance of argumentative writing
10	10/26/17	Read before class: Writing groups' minor essay #2 first drafts Due: Comments on Writing groups' minor essay #2 first drafts (on Canvas) In-class activity: Editing Minor Essay, discussing edits in writing groups
11	10/31/17	Read before class: <i>Writing About Writing</i> – pp 484-511, “Rhetorical Situations and

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>their Constituents”</p> <p>Due: Final Drafts, minor essay #2 (on Canvas)</p> <p>Assigned: Major essay #2</p> <p>In-class activity: Selecting topics for major essay #2</p>
11	11/02/17	<p>Read before class: <i>Writing About Writing</i> – pp 559-578, “Rhetorical Reading Strategies and the Construction of Meaning”</p> <p>In-class discussion: Logical arguments vs emotional arguments</p> <p>In-class activity: In writing groups, write arguments for/against topics presented in class</p>
12	11/07/17	<p>Read before class: <i>The New Yorker</i> – “How David Beats Goliath: When Underdogs Break the Rules” (online article)</p> <p>In-class discussion: Is Gladwell's argument compelling? How can we apply the underdog's line of thinking in order to argue creatively?</p>
12	11/09/17	<p>Read before class: <i>Everyday Writer</i> – Writer's Help, Critical Thinking and Argument, Reading Critically (on Canvas)</p> <p>Due: First drafts, Major essay #2: (on Canvas)</p> <p>In-class discussion: What makes a source credible?</p> <p>In-class activity: Writing group discussions on sample sources</p>
13	11/14/17	<p>Read before class: Writing group's first drafts</p> <p>Due: Comments on Writing group's first drafts (on Canvas)</p> <p>In-class discussion: Surprising things we learned from group members' drafts, as well as researching your own drafts, compelling arguments of note</p>
13	11/16/17	<p>Read before class: <i>Writing About Writing</i> – pp 803-823, “The Phenomenology of Error”</p> <p>In-class discussion: Error depends on audience, most common errors encountered in class papers thus far</p>
14	11/21/17	<p>Read before class: <i>Writing About Writing</i> – pp 858-872, “Revision Strategies of Student Writers and Experienced Adult Writers”</p> <p>In-class discussion: What is the nature and purpose of revision?</p>
15	11/28/17	<p>Due: Final Drafts, Major essay #2</p> <p>In-class discussion: Reflecting on how your writing fits into the current American identity dynamics</p>
15	11/30/17	In-class discussion: Creating portfolios
16	12/05/17	TBD
16	12/07/17	TBD
17	12/13/17	<p>Final Exam – No class meeting. Instructor available online for help and advice</p> <p>Due: Final portfolio and reflection paper (on Canvas, before 12:00pm).</p>