

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 73, Fall / 2017**

**Course and Contact Information**

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<b>Office Hours:</b>	Thursday 4:45-5:45 & by appointment
<b>Class Days/Time:</b>	Thursday 6-8:45PM
<b>Classroom:</b>	BBC 122
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Course Management Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions 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.

**ENGL 1A 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.

Like Peter Elbow, I believe that “everyone can write.” Writing simply takes practice, and that is what we will do in this class. My ultimate goal is to help you find your voice and become confident in yourself as a writer, a reader, and a critical thinker so that you are successful in both college and life.

This course is divided into 4 units:

Unit One: The Power of Story; Unit Two: The Power of Asking Questions; Unit Three: The Power of Voice; Unit Four: The Power of Collaboration

**As we move through each unit, please consider the following questions:** How does what we do in the classroom connect to what we do in the real world? How can you use your college experience to enrich your life? How can you take your education out into the world? What role will reading and writing play in your career and in your life?

## ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you 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.

## 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 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.

### Reading Assignments

You will complete a weekly average of three to four hours of out-of-class reading in a variety of non-fiction academic and professional texts. Most of these texts will feature sophisticated claims, reasoning, evidence, and style. Although course readings may focus on a particular theme or idea, the primary goal of this course is the development of reading, thinking and writing skills.

### Written Assignments

**Commonplace Book:** the notebook you use to keep a record of your learning; you will fill this with free writes, journaling, pre-writing activities, in-class activities, doodles, notes, quotes, and reflection.

**Short Writing Assignments:** Turning Inward, Yelp/Amazon review, Rhetorical Précis, Writing Reflections, Annotations

**Formal Writing Assignments:** You will write three essays—a Personal Narrative (photo essay), a Critical Analysis Essay, and an Argumentative Essay, with an emphasis on the writing process: prewriting, drafting, revising, and editing.

**Multimodal Project & Presentation:** a collaborative project that uses the web to tell a story

**Writing Portfolio and Reflection Piece:** At the end of the semester you will write a Critical Reflection piece and create a portfolio of your writing that documents how you met the learning goals of the course.

**\*Prompts and Rubrics for all assignments will be posted on Canvas**

## LEARNING GOALS

Assignment	GELO
Commonplace Book	1,2
Short Writing Assignments	1,2,3
Formal Writing Assignments	1,2,3,4,5
Multi-Modal Project & Presentation	1,2,3,4,5
Reflection & Portfolio	1,2,3,4,5

## COURSE MATERIALS

Commonplace Book: a bound notebook  
Access to Computer  
Readings posted on Canvas

## MY RESPONSIBILITIES

- To treat you fairly and respectfully
- To inspire you to write powerfully
- To make the learning experience meaningful.
- To design a course that challenges you to read, write, and think in new ways.
- To present material to you in a clear and lively way that helps you become a better reader and writer.
- To clearly present and fairly apply expectations and criteria for course assignments (please note—you are responsible for carefully reading written instructions, rubrics, and samples as well as any other resources that explain assignments)
- To return work to you in a timely manner.
- To make myself accessible to you for support and follow up.

## How to Get the Grade

**10%:** Class Participation: Commonplace Book, Class Discussion, Conferences, Peer Review, Learning Activities, Group Work, Quizzes, Submission of Critical Essay

**20%:** Short Writing Tasks: Turning Inward, Annotations, Yelp/Amazon Review, Rhetorical Précis, Reflection/Portfolio

**60%:** Formal Essays

**10%:** Multi-Modal Project & Presentation

## LATE WORK POLICY

- Assignments are due at 6PM sharp whether you are in class or not.
- Late work is accepted up to one week after the deadline with a 20% deduction in points.
- Please do not email me your assignments if you are running late or missing class.

## GRADE

### SCALE

A= 93-100  
A- = 90-92  
B+ = 88-89  
B = 83-87  
B- = 80-82  
C+ = 78-79  
C = 73-77  
C- = 70-72  
D = 60-69  
F = 59 and

- **Note: In order to pass this course, you must earn a C- or higher.**

The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay 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.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" range 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" range 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” range 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” range 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**

### **Class Participation**

Your preparation and active class participation are key elements needed to fulfill the objectives of the course. To get the most benefit from this class, you need to participate consistently and regularly. Excessive absences, tardiness, and lack of participation will cause you to miss information and activities, which will reflect negatively on your grade.

### **Class Discussion**

Words are powerful. We can use them to lift each other up, or we can use them to bring each other down. In this classroom we will use words to lift each other up! My intention is to create a safe and engaging learning environment, where students feel free to participate, share their views, and be themselves. Remember that we are here to learn to read deeply, to think critically, and to write clearly and powerfully. Let’s practice being mindful and respectful of the language we use. Language of intolerance is unacceptable. This includes racist, homophobic, sexist, and ageist language. Let’s stop focusing on our differences. Let’s focus on what we have in common—let’s focus on the fact that we all belong to one human race.

### **Writing Conferences**

Talking about our writing is critical to our growth as writers. Please plan on several writing conferences with me throughout the semester.

### **Extra Credit**

No extra credit, but you do have the opportunity to revise some of your writing.

### **Cell Phones & Computers**

These will both be treated as resources, rather than distractions. Please put them where you can’t see them unless we are doing something in class that requires the use of them.

### **University Policies**

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

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

## COURSE SCHEDULE

\*Note: Schedule is subject to change. Stay plugged in by showing up to class and checking Canvas regularly.

Week	Due Date	Readings, Assignments, Deadlines
1	8/24	Welcome!
2	8/31	<ul style="list-style-type: none"> <li>• Read Ken Bain's <i>What the Best College Students Do</i>; be prepared for discussion</li> <li>• Submit Turning Inward Questions on Canvas</li> <li>• Submit Critical Essay from Reflection on College Reading and Writing on Canvas</li> <li>• Check your email!</li> <li>• Bring Commonplace Book to class</li> </ul>
3	9/7	<ul style="list-style-type: none"> <li>• Read and Annotate Peter Elbow's "Freewriting"</li> <li>• Print, Read and Annotate Alexie, Tan, Bragg, Cisneros, and Hughes</li> <li>• Annotations checked; be prepared for quiz</li> </ul>
4	9/14	<ul style="list-style-type: none"> <li>• Personal Narrative due</li> </ul>
5	9/21	<ul style="list-style-type: none"> <li>• Print, Read, and Annotate Grisham, Stone, Memon-Yaqub, Rosen</li> <li>• Be prepared for Socratic Discussion (guidelines on Canvas)</li> </ul>
6	9/28	<ul style="list-style-type: none"> <li>• Rhetorical Précis and Outline due</li> </ul>
7	10/5	<ul style="list-style-type: none"> <li>• Critical Analysis paper due (bring 2 copies for PEER REVIEW)</li> </ul>
8	10/12	<ul style="list-style-type: none"> <li>• Critical Analysis paper due (submit assignment on Canvas)</li> </ul>
9	10/19	<ul style="list-style-type: none"> <li>• Critical Review (Amazon, Yelp, Goodreads)</li> </ul>
10	10/26	<ul style="list-style-type: none"> <li>• Critical Analysis Rewrite due</li> </ul>
11	11/2	<ul style="list-style-type: none"> <li>• Print, Annotate and read selected readings (Canvas)</li> <li>• Thesis Statement due</li> </ul>
12	11/9	<ul style="list-style-type: none"> <li>• Argumentative Essay due (submit assignment on Canvas)</li> </ul>
13	11/16	<ul style="list-style-type: none"> <li>• Multi-Modal Project Plan Due</li> </ul>
14	11/23	Thanksgiving Holiday
15	11/30	<ul style="list-style-type: none"> <li>• Argumentative Essay Rewrite due</li> </ul>
16	12/7	<ul style="list-style-type: none"> <li>• Multi-Modal Project/Presentations</li> </ul>
Final Exam	12/14 5:15-7:30	<ul style="list-style-type: none"> <li>• Writing Portfolio due</li> <li>• Multi-Modal Project/Presentations</li> </ul>

\*Go to Canvas for Guidelines, Prompts and Rubrics for all assignments

### OUR VOICES ARE OUR SUPERPOWER.

Educating the MIND without educating the HEART is no education at all.

-Aristotle

I know of no time in human history where ignorance was better than knowledge.

-Neil deGrasse Tyson