

San José State University
Department of English and Comparative Literature
English 1A, 1st Year Writing, Sections 77, 78 – Fall 2017

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Office Hours:	M/W 1:45-2:30pm, and additional times by appointment
Class Days/Time:	M/W 3:00-4:15 4:30-5:45
Classroom:	BBC 121 BBC 130
Prerequisites:	Reflection on College Writing
GE Category:	GE Area A2 Written Communication 1

MYSJSU Messaging

Course materials such as syllabus, handouts, and assignment instructions can be found on the Canvas learning management system course website. (Log on with your **SJSUOne** ID and password). You are responsible for regularly checking Canvas and your email for updates.

English 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.

We will explore together the following theme: “Words that Matter, Free Speech, and 21st century intersections of worldviews (personal, educational, national), public dialogue and citizen action.”

“The very best leaders are critical thinkers. They “avoid group think.” Instead, they look at challenges through different lenses and from different perspectives. They understand context and have a strategic sense of how to put things where they fit both within the organization and in the world.” — Jeff Immelt, former Chairman and CEO, General Electric

“Let us ... cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write.”

— John Adams, one of the founding fathers of the United States

To read, think, speak, and write critically – the hallmarks of a successful student and an educated citizen – a person must first and foremost be conscious of his or her own worldview. A worldview is a perspective from which people see and interpret the world as well as their knowledge about themselves, humanity, history, science, and the universe. In other words, it is a coherent collection of beliefs and values that ultimately determine how we tell stories about who we are personally and collectively, what we stand for, and how we should behave towards one another. Never before have personal and national worldviews been challenged so rigorously as today. A clear sense of our own life philosophy and a knowledgeable awareness of the worldviews of others enables us to engage in meaningful and civil public dialogue and to answer calls to action in response to current events.

This year we will collaborate to answer the questions: Where do we create and engage public dialogue? How do we listen and respond to views we do not want to hear? How do we make our own views heard and respected? How do we develop a personal worldview? Where do we see models of citizen action in our communities? How do we recognize a call to action consistent with our own worldview and when and where should we respond to it? Through our student—peer mentor—faculty collaboration, we will create new knowledge together as we pursue answers to these questions.

Developing an ever-evolving core of beliefs and values requires conscious effort and skill. The skills required for this task are outlined in the English 1A General Education Learning Outcomes: active reading of text and context, credible research, regular self-assessment, critical thinking, analytical writing that engages the entire composition cycle, and effective communication (listening, writing, speaking) skills. Our goal is two-fold: to encounter the opinions of others, both those with which we agree and those with which we disagree, in order to recognize our own assumptions and biases as we construct logically consistent worldviews; and 2) to develop the rhetorical skills – audience awareness, contextual background, purposeful writing, a sense of *Kairos* (responding in the moment), appeals to logos (logic), ethos (character), and pathos (emotions) – that will enable us to express opinions clearly, concisely, and persuasively and support them with documented, reliable, fact-based evidence. To this end, we will read extensively in the *New York Times* and other newspapers and journals. We will read books, view videos and films, and attend campus lectures and activities. Our writing will be as multimodal, multilingual, multicultural, and multidimensional as the world in which we live. As we develop these skills and a personal worldview, we will explore as a class the philosophy of San Jose State University as an educational institution in the middle of California’s Silicon Valley. Readings and discussions about our community and national beliefs and values will serve as models and provide data for our own writing. Our search for fact-based evidence to support the truths we choose to believe will lead us in three directions – to the development of critical thinking and rhetorical skills of persuasion in our writing, civil discourse in public debate, and citizen activism.

GE A2 Learning Outcomes (GELO)

Upon successful completion of the course, students will be able to

GELO 1: Students shall demonstrate the ability to read actively and rhetorically.

GELO 2: Students shall 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.

GELO 3: Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

GELO 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

GELO 5: Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Required Textbooks and Materials

Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* as well as articles and essays related to our theme – the intersection of worldviews, public dialogue, and citizen action. These readings will give you practice in reading to learn, reading to reflect, reading to respond, and reading to write. These texts will also serve as writing samples and models for imitation.

- Class readings on rhetoric** are from Bruce Ballenger, *The Curious Writer*, 5/E. Pearson, 2017 and Susan Crowley and Debra Hawhee, *Ancient Rhetorics for Contemporary Students*, Allyn & Bacon. You will be provided in class with the relevant pages to read.
- Class readings from the *New York Times*, *The Atlantic*, and other online newspapers and journals, and videos on YouTube.** Copies or links will be posted on Canvas or the monthly syllabus schedule and/or distributed in class.
- Subscription to the digital version of the *New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week).** The digital edition will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your @sjsu.edu account to set up a special education rate for the subscription: <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>
- Shindler, Rob. *Hot Dogs & Hamburgers*. Austin, TX: River Grove Books, 2012. **Campus Reading Program**. Free.
- Writers Help 2.0*, includes Andrea Lunsford's *Everyday Writer* and *Learning Curve*. Free on Canvas.
- A college level **dictionary** and **thesaurus**—print or online. Bring to class every session.
- A sturdy folder with multiple pockets** to store 1) prompts, assignment guidelines, rubrics; 2) annotated rhetoric and reading handouts or downloads; 3) class notes, new words, in-class writing, drafts of work in progress (you may be asked to submit some of these pages; 4) your double-entry journal (unless you create an e-journal).
- An e-folder on your computer** entitled English 1A with subfolders for different assignments, etc. Files should have assignment name on them as well as your name if you upload it to Canvas.

English 1A Course Requirements and Assignments

Credit hours: As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

FINAL multiple-drafted and revised ESSAYS	Type of Writing	Word Count	Total Pts	GELO
Personal Archive PPT	Description/Multimodal	750	3	1,2,3
Reflection on Personal Archive – in-class	Analytical, Reflective	750	4	1,2,3,4,5
Personal Essay on Archive Inquiry	Analytical	(1,500)	4	2,3,5
Rhetorical Analysis of Blog Entry	Analytical, Evaluative	(1,500)	4	1,2,3,4,5
Multimodal Blog + Reflection	Analytical, Argumentative	(2,000)	8	2,3,4,5
Portfolio Reflective Essay – in class	Analytical, Evaluative, Argumentative	1,000	8	1,2,3,4,5
Participation: campus activities, grammar exercises (LC), responses, fast writes, team work, peer review		500	9	
TOTAL		8,000	40	

Grading Policy

Grading: A-F. This class must be passed with a C- or better to move on to CORE GE Area A3 and to satisfy the prerequisite for English1B or English 2. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Your final class grade will be determined according to the following criteria:

A (4.0-3.4) = Exceptional communication skills; excellent preparation for class discussion; exemplary mastery of course readings and concepts; intellectual curiosity; enthusiasm and initiative during group activities with insightful contributions to class and team discussions.

B (3.3-2.7) = Good communication skills; solid preparation for class discussion; interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities, consistently volunteering in class and on team.

C (2.6-2.0) = Satisfactory communication skills; fair preparation for class discussion; competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities, only occasionally volunteering in class and on team.

D (1.9-1.1) = Limited communication skills, uneven preparation for class, demonstrated indifference or irritation when prompted and seldom volunteering; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

F (1.1-0) = Weak communication skills; little to no preparation for class; little evidence of reading assignments; doesn't respond when prompted and never volunteers; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to team.

Excellent		Very Good → Good		Competent → Barely Passing		Not Competent		Unsatisfactory	
4.0 - 3.8	A+	3.3 - 3.1	B+	2.6 - 2.4	C+	1.9 – 1.6	D+	0	F
3.7 - 3.5	A	3.0 – 2.8	B	2.3 - 2.1	C	1.5 – 1.1	D		
3.4	A-	2.7	B-	2.0	C-	1.0	D-		

Essay Grading Criteria

“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.

Poorly presented papers or essays with no citations or without a works cited at the end will be returned unread with a grade of NC (no credit). Failure to submit assignments usually results in a D or F in the course.

Essay Format and Submission Policy

In-class essays are written in clear handwriting in **blue or black ink** (no pencil) on 8 ½ x11 inch lined paper.

Out-of-class essays must be **typed, double-spaced, in 11-12 point font**, with **1 inch margins** on all sides, printed on one side of the paper only.

Your final version essay is submitted

1. **In print at the beginning of class** (papers submitted after class begins lose 2 pts)
 - a. Scoring Guide on top with reflection: you will be given a scoring guide for each assignment that details how the assignment will be evaluated and scored. The scoring guide will ask you to reflect upon and evaluate your own work before submitting it to me. Typically, the assignment will be evaluated both as a process completed and as a product of that process.
 - b. Final draft with works cited list at end of essay (if applicable)
 - c. Peer reviewed draft (with reviewers’ names and comments)
2. **Online to Canvas**, where it will be sent to turniton.com.
3. **Essays are NOT considered submitted till these 2 steps have been completed.** You will lose 2 points for every day this process remains incomplete.

The first page of your essay should be formatted according to MLA guidelines as follows:

<p>Your name Prof. Landau English 1A-78 (insert your number) Date Above info is single spaced & on first page only</p>	<p>Number your pages, beginning with page 2. To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear. Select DESIGN, check Different First Page.</p>
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Title

Double space body paragraphs and begin them with an indent using either TAB or automatic indent (right click *Paragraph*, select *Indent* in *Special* window). Do not skip a line between paragraphs, so if your default is set to *6 pt After*, go to PAGE LAYOUT, and under *Spacing*, select *0 pt After* for entire document.

If you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines, including a Works Cited at the end (see your handbook). For Works Cited, selecting *Hanging* indent in the *Special* window.

University Policy

You may find all syllabus-related **University Policies and Resources** listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

For **Accessible Education Center** <http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/>.

Classroom Protocol

The following policies are intended to ensure the smooth operation of our class and to encourage a professional working environment congenial to all.

- **Office hours:** University professors expect students to seek out what they need as they take charge of their own learning outcomes. Please use our office hours to ask questions, discuss assignments and your progress, and learn tips for success. Office hours are yours; use them.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. However, if you have a *specific* question about an assignment that cannot be answered by rereading the prompt and guidelines, or consulting with teammates, you should send me an email and I will try to answer within 24 hours.
- **Format** your papers as 1.5 spaced pages. This practice will conserve paper when printing. (Don't try this in your other classes without clearing it with your professor first because standard format is double-spaced in MLA.) Make sure that **your name, class name and section number, my name, and date is printed in the top left corner of the first page**. All subsequent pages should have **your last name and page number in top right corner**.
- **Canvas:** Assignments are posted on Canvas and all major essays are uploaded to the appropriate assignment box on Canvas. Current assignment prompts, workshop guidelines, scoring guides, and readings are posted on our homepage on Canvas and moved to Files. Learning Curve exercises are accessed on Canvas.
- **Late Papers and Missed In-class Essays:** Deadlines must be honored. Late papers are not accepted, and quizzes cannot be made up. If you miss an in-class exam and you have a valid excuse (documented illness, religious holiday), you will be allowed to make up the exam during my office hours on condition you notify me *before* the missed exam date and hour.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class, and they are mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised essay.
- **Participation and Collaboration:** Sharing ideas, asking questions, and providing valuable feedback contribute to your and your team's success. In-class activities cannot be made up. If you cannot attend a team meeting, it is your responsibility to notify your team and make arrangements to exchange papers with a team member.
- **Diversity:** SJSU studies include an emphasis on diversity. You will engage in reading, writing, and class discussion to construct your own arguments on complex issues such as class and social equity, gender and racial equality. Classroom discussion will always be inclusive and respectful of other viewpoints.
- **Electronic equipment:** Smart phones, laptops, tablets may be used during class for dictionary use and course related research ONLY. Using electronic equipment for texting and other personal entertainment distracts others and prevents you from participating. Such behavior violates university norms of conduct.
- **Tardiness:** If you are not *in* class, you are not participating, and thus cannot learn. Arriving late disturbs the class and results in your missing important discussion and activities. Late students will lose participation points.
- **Recording class sessions** might be possible, but you must advise me in writing so that I may seek permission from all members of the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me. See [University Policy S12-7](#).
- **Food and drinks.** ONLY drinks properly covered and dry food are allowed in the classroom. Warm food is NEVER allowed in the classroom.
- **SJSU Health Center:** Call (408) 924-6122, or visit <http://www.sjsu.edu/studenthealth>. For after-hours **Advice Nurse Line**, call (866) 935-6347. **SJSU Counseling Services**, <http://www.sjsu.edu/counseling> located in the Student Wellness Center, 3rd floor, 300B, offers a variety of workshops, support groups, and professional help.

ENGL 1A MW Schedule – Fall 2017

This schedule will be updated monthly. You will be notified of changes in class and on Canvas.

Assignments are due on the date they appear on the schedule.

Week	Date	Deadlines for Reading and Writing Assignments
<p><i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i></p>		
1	W 8/23	<p>In-Class Activities: Introductions, Syllabus, Course Goal and Theme, New York Times subscription Subscribe to the <i>International New York Times (NYT)</i> digital (online) Workshop: Pres. Papazian’s Reflection – SJSU worldview Homework: Complete Personal Survey. Browse <i>NYT</i> for titles that catch your eye. Read articles below in <i>NYT</i> opinion section, do fact checks if necessary, write summaries of their worldviews, and compare tone, purpose of each to share with your teammates: “The Test of Nazism that Trump Failed” (an analysis of Trump’s worldview) https://www.nytimes.com/2017/08/18/opinion/the-test-of-nazism-that-trump-failed.html?emc=edit_th_20170819&nl=todaysheadlines&nid=74957783 “How to Make Fun of Nazis”: https://www.nytimes.com/2017/08/17/opinion/how-to-make-fun-of-nazis.html?ribbon-ad-idx=4&rref=opinion&module=Ribbon&version=context&region=Header&action=click&contentCollection=Opinion&pgtype=article&r=0</p>
2	M 8/28	<p>MODULE 1 INQUIRY: How do we recognize and develop a personal worldviews? How and where do we create and engage public dialogue? CRITICAL THINKING: CURIOSITY and KAIROS In-Class Activities: Language background survey (online), Access our Canvas webpage Discuss article, written responses PERSONAL ARCHIVE PROMPT – semiotic analysis exercise; diagram HW: Read stories in <i>NYT</i> on free speech, 1st Amendment at https://constitutioncenter.org/ Begin working on personal archive, fill in or create diagram</p>
2	W 8/30	<p>OPENNESS & INTELLECTUAL COURAGE–“I learn by going where I have to go” –Roethke: MULTIMODAL GENRES, MULTICULTURAL ISSUES, MULTILINGUAL IDEAS In-Class Activity: Defining free speech Archive Challenges - browse and search techniques, interviewing, context, audience Accessing Writers Help & Learning Curve (LC) HW: Work on archive; Read DefiningTermsofPublicDebate.UM.Harvard (print posted on Canvas)</p>
3	M 9/4	LABOR DAY – NO CLASSES
3	W 9/6	<p>ENGAGEMENT: READING/LISTENING ACTIVELY AND RHETORICALLY – PURPOSE, THESIS, CONTEXT In-Class Activities: Defining free speech, political correctness, microaggression, awareness of the other – the University of Michigan Compromise and the Harvard Argument Rhetorical analysis of Robinson videos; Reflect on reading/seeing process – rhetorical situation; annotation exercise Homework: View “Something’s Happening Here”: Warning: Has graphic war images: https://www.bing.com/videos/search?q=paranoia+runs+deep&&view=detail&mid=874E79BF0832170C9F0F874E79BF0832170C9F0F&rvmid=54E2B44445C7DB7222DC54E2B44445C7DB7222DC&FORM=VDQVAP Read lyrics posted on Canvas; Work on archive</p>
4	M 9/11	<p>PERSISTENCE: Hunting for treasure – data, evidence Bring to class annotated slides for your archive to share with team In-Class Activity: Finding a central theme, analyzing slides</p>

Week	Date	Deadlines for Reading and Writing Assignments
		<i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i>
		HW Work on archive: Read CW, "Reading as Inquiry"(handout); double-entry journal; View and summarize Sir Kenneth Robinson's Ted Talk videos on creativity and critical thinking in schools: "Do Schools Kill Creativity?" http://youtu.be/iG9CE55wbY and "How to Escape the Death Valley of Education" www.youtube.com/watch?v=wX78iKhInsc
4	W 9/13	CREATIVITY: Connecting the dots of your story In-class Activity: Selecting and arranging your slides for viewing Homework: Prepare personal archive – slides and presentation David Hirsh lecture on Anti-Semitism–7:00pm Student Union Room 3B – Campus Activity for credit
5	M 9/18	FLEXIBILITY Personal Archives Presentations
5	W 9/20	RESPONSIBILITY Personal Archives Presentations CRITICAL READING/REFLECTION 1 PROMPT--REFLECTION ON PERSONAL ARCHIVE ; LC
6	M 9/25	METACOGNITION – WRITING A REFLECTIVE ESSAY Reflecting on our thinking and on the individual and cultural processes structuring knowledge. Workshop: Peer Reviews of presentation;, finding a purposeful thesis, selecting evidence for Reflection HW: Do fast writes and lists, other prewrites
6	W 9/27	WRITING A REFLECTIVE ESSAY Workshop: Thesis; Selecting, arranging evidence – outline; Defining terms; Grammar in context ; LC
7	M 10/2	IN-CLASS WRITING: Critical Reading/Reflection Essay 1 on Personal Archive: write in class and upload to Canvas. Submit your outline and other prewrites with your draft. Homework: Read <i>NYT</i> stories Submit Reflection on Writing Experience/Quiz to Canvas by Sunday Read <i>Curious Writer</i> "Writing as Inquiry" handout
7	W 10/4	WRITING PROCESS: AN OVERVIEW – "Writing as Inquiry" In-Class Activity: PERSONAL ESSAY PROMPT—ANALYSIS OF QUESTION/ISSUED RAISED IN ARCHIVE Workshop: Asking a question about your archival research. Sharing questions. Asking "so what"? HW: Fast write questions on the prompt. Make a list of key points. Read and annotate Thomas Friedman's "Dancing in a Hurricane." <i>New York Times</i> , 19 Nov. 2016, http://www.nytimes.com/2016/11/20/opinion/sunday/dancing-in-a-hurricane.html?ribbon-ad-idx=4&rref=opinion&module=Ribbon&version=origin&region=Header&action=click&contentCollection=Opinion&pgtype=article
8	M 10/9	READING FOR LEARNING/READING FOR WRITING – RHETORICAL SITUATION In-Class Activities: Rhetorical analysis of "Dancing in a Hurricane"; Pre-writing activities for personal essay – fast writes, lists, research to define key terms and fill in context HW: Write a definition of your key terms, revise thesis, begin composing first draft of personal essay; Read "The Mystery of a Slightly Used Dog" (print – posted on Canvas)
8	W 10/11	COMPOSING THE PERSONAL ESSAY – APPEALS TO LOGIC, ETHOS, PATHOS In-Class Activities: logical evidence to support thesis; using rhetorical appeals; grammar in context HW: Read about modern love and other stories in the <i>NYT</i> : Modern Love: Even in Real Life there were screens between us , Winner 2011(<i>NYT</i>) http://www.nytimes.com/2011/05/01/fashion/01Modern.html?action=click&contentCollection=Style&module=RelatedCoverage&region=EndOfArticle&pgtype=article Modern Love: My So-called Instagram Life https://www.nytimes.com/2017/05/05/style/modern-love-my-so-called-instagram-life.html?emc=edit_nn_20170507&nl=morning-briefing&nid=74957783&te=1&r=0

Week	Date	Deadlines for Reading and Writing Assignments
		<i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i>
9	M 10/16	REVISING THE PERSONAL ESSAY - DICTIONARY WORK In-Class Activity: Peer Review; Revising your draft, avoiding empty question words and “is” in definitions HW: Revise and edit final draft
9	W 10/18	SUBMIT PERSONAL ESSAY FINAL DRAFT TO CANVAS: submit all prewriting (including your prewriting plan), outlines, drafts, along with scoring guide cover sheet and essay WRITING AN ARGUMENTATIVE PERSONAL ESSAY—A BLOG In-class activities: Reflection exercise: re-purposing question/issue as an argument for a new audience and context; choosing visual evidence and linking to sources; integrating sources HW: Finish reading/reviewing <i>Hot Dogs & Hamburgers</i> by Rob Shindler
10	M 10/23	MODULE 2 INQUIRY: Where do we see models of citizen action in our communities? Exploring news media, activist websites, social media, and lectures to find ways to respond to a call to action. ANALYZING AN ANALYSIS OF AN ACTIVIST MEMOIR (PERSONAL ESSAY) In class activity: Team, Class Discussion <i>Hot Dogs & Hamburgers</i> : inventing a thesis, finding evidence
10	W 10/25	ANALYZING AN ANALYSIS OF AN ACTIVIST MEMOIR (PERSONAL ESSAY) In class activity: Team and Class Discussion of <i>Hot Dogs & Hamburgers</i> ; in-class draft of CR/R2 Homework: Revise CR/R2 draft
10	TH 10/26	Rob Shindler Lecture/Reception 3:00pm
11	M 10/30	WRITE IN CLASS CR/Reflection 2 ON HOT DOGS & HAMBURGERS AS CITIZEN RESPONSE Write in class and submit to Canvas with outline, prewrites, drafts Homework: Read Opinion Pages/stories in the <i>NYT</i>
11	W 11/1	WRITING A BLOG—APPEALS TO LOGIC, ETHOS, PATHOS or Campus Reading Program Activity SU4B noon (for credit) Workshop: Finding a purposeful thesis that appeals to ethos and pathos, logical evidence HW: Find an activist website to analyze in class Monday
12	M 11/6	IN-CLASS RHETORICAL ANALYSIS OF AN ACTIVIST WEBSITE – share analysis with class Homework: Read opinion pages and stories in the <i>NYT</i> ; Studying Sentences in <i>NYT</i> that use conjunctions “Revision Strategies” Get to know the <i>NYT</i> audience: Pew Research
12	W 11/8	WRITING A SKETCH Bring to class: A sketch of your argument Workshop: shaping evidence in paragraphs: claims, reasons, and evidence Homework: Read opinion pages and stories in the <i>NYT</i> : Studying Sentences in <i>NYT</i> – complex sentences.
13	M 11/13	REVISING AND EDITING YOUR BLOG In-class activity: strategies for emotional and logical appeal in your essays; punctuation – dash and colon First Draft Workshop: bring to class a complete draft of your blog for Peer Review CITING AND INTEGRATING SOURCES —appositives, adjective clauses, quotations, commas Homework: Read opinion pages and stories in the <i>NYT</i> ; Find 3 <i>NYT</i> sentences that use a dash or colon
13	W 11/15	EDITING DRAFT WORKSHOP: bring to class your revised draft (that is, a revision of your draft based on the feedback from the November 9 workshop. In-Class Activity: Emphasis and Subordination: writing complex sentences, subordinate conjunctions Homework: Read opinion pages and stories in the <i>NYT</i> : Find 3 <i>NYT</i> subordinate conjunctions
14	M 11/20	SUBMIT BLOGS w/ pre-write exercises, peer-reviewed drafts, scoring guide cover sheet. Midyear Portfolio and Reflection Prompt. HW: Reflect (in your journal) on your process and progress as you read to learn and read to write.
14	W 11/22	THANKSGIVING – NO CLASSES
15	M 11/27	REVISIONS

Week	Date	Deadlines for Reading and Writing Assignments
		<i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i>
		Workshop: Revising previous work Worksheets: Citing & Integrating, Coordinating & Transitioning, and Signal Words & Transitions In-class Portfolio activity: Midyear self-reflection inventory of study habits and process strategies; citing yourself, coordinating and transitioning Homework: Prewrite CR/R2 letter to the editor
15	W 11/29	REVISIONS Homework: Prepare Evidence Page/ Reflection Sketch
16	M 12/4	PORTFOLIO AND SELF-REFLECTION Bring to class: Evidence Page, Reflection Prewrite, Worksheets: Citing & Integrating, Coordinating & Transitioning, and Signal Words & Transitions; grammar worksheet In-class activity: Share thesis statement, Evidence Page and Reflection Sketch; Workshop transitions Homework: Study sentences in <i>NYT</i> – complex sentences; Write Reflection draft
16	W 12/6	PORTFOLIO AND SELF-REFLECTION Bring to Class: Completed Evidence Page, Reflection Essay, Portfolio Activity in class: Peer Review of portfolio Homework: Revise Reflection Essay and Portfolio; Profile Prompt
17	M 12/11	WRITE IN CLASS: SELF-REFLECTION ESSAY SUBMIT PORTFOLIO TO CANVAS IN CLASS

English Department Events Fall 2017 – Spring 2018

Check <http://www.litart.org> for details and updates about readings, book signings, and interviews with Pulitzer award-winning writers. See SJSU Calendar for other exciting events on campus.

Fall 2017	Spring 2018
<p>September 22, 7 PM Reed Magazine 150th Anniversary Gala Join us to celebrate the sesquicentennial of the West’s oldest literary journal! Morris Dailey Auditorium. Reception in the Bell Rose Garden adjacent to Tower Hall.</p> <p>October 18, 7 PM Houston Lecture Viet Thanh Nguyen Winner of the Pulitzer Prize for Fiction for <i>The Sympathizer</i> Reading & conversation with Andrew Lam Hammer Theatre. VIP reception to follow.</p> <p>November 8, 7 PM Cox Lecture William Finnegan Winner of the Pulitzer Prize for Nonfiction for <i>Barbarian Days</i> reading & conversation with Steve Kettmann Cafe Stritch. Reception to follow with cash bar.</p>	<p>February 8, 7:00 PM Natalie Baszile Author of <i>Queen Sugar</i> Reading & conversation with Selena Anderson MLK 225. Reception to follow in the Steinbeck Center.</p> <p>March 20, 7:00 PM Lurie Author-in-Residence Don George Author of <i>The Way of Wanderlust</i> and editor at large for <i>National Geographic Traveler</i>, special features editor for BBC Travel MLK 225. Reception to follow in the Steinbeck Center</p> <p>April 12, 7 PM Lewandowski Poet Peter Balakian Winner of the Pulitzer Prize for Poetry for <i>Ozone Journal</i> Reading & conversation with SJSU President Mary Papazian Hammer Theatre. VIP reception to follow. In conjunction with Legacy of Poetry Day.</p>