

**San José State University**  
**ENGL 1A: First-Year Writing, Section 28, Fall / 2018**

**Course and Contact Information**

<b>Instructor:</b>	Talia Adry
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<b>Office Hours:</b>	Tues/Thurs 2:30 - 3:30PM, & by appointment
<b>Class Days/Time:</b>	Tues/Thurs 12:00 - 1:15PM
<b>Classroom:</b>	SH 411
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Course Format**

**Course Management Page and MYSJSU Messaging**

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

**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.

We all know writing is a tool for communication. Over the course of our semester, we'll see that writing can also be a technology for exploring the unknown. In this class, we will explore various genres and analyze how writers produce meaningful, purposeful and effective texts. We'll understand that writing is an open process, one that allows writers to use later invention and rethinking to revise their work. We'll learn that there is no formula for good writing, only good writing habits.

**GE Learning Outcomes (GELO)**

Upon successful completion of this course, students 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.

### **Required Materials**

Richard E. Miller and Ann Jurecic. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016

Catherine Prendergast. *Can I Use I?* Out of Pocket Press, 2015

*Composition Notebook*. This should be a lined, bound notebook, standard size (7.5 x 9.75) of any brand.

*A laptop or computer with internet connectivity*. Laptops and iPads may be checked out from the SJSU Student Computing Service at no cost. Please email me if you need help accessing a laptop.

All other required materials are accessible on Canvas.

### **Recommended Textbooks**

William Zinsser. *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial, 2016. (**Note:** We will be reading selected chapters in class, but this is also great book to own.)

### **Other Readings**

Students will be responsible for locating other reading materials throughout the course in support of their writing projects.

### **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 for each unit of credit (three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Homework: will consist of reading and writing assignments, as well as Canvas discussion posts. We will then come to class ready to share ideas, questions and comments that arise while investigating course topics. Preparing for class is just as important as participating.

Reading Assignments: a weekly average of three to four hours of out-of-class readings from our assigned texts and various nonfiction and academic sources, including some you will locate.

#### Written Assignments:

According to psychologist K. Anders Ericsson, it takes ten thousand hours of practice for a person to excel in any field. While we don't have ten thousand hours in this class, we will have time to harness our rhetorical awareness and writing skills by practicing in a supported learning environment over the course of the semester.

Writing assignments will give students repeated practice in all areas of the writing process: prewriting, organizing, writing, revising and editing.

**Composition Notebook**: the notebook you use to keep a record of your learning; you will fill this with freewrites, journaling, pre-writing activities, in-class notes, doodles, quotes, and reflection. **You will need this for every class.** I will collect this periodically for review.

**Short Writing Assignments:** Freewrites, Canvas Discussion Posts, Writing Reflections, Annotations

**Formal Writing Assignments:** You will write three essays—a Personal Narrative, a Visual Textual Analysis, and an Argumentative Essay. We will be working on drafting, editing, revising and proofing these works in and outside of class.

**\*Note:** All *final* drafts of essays should be both a) printed and brought to class & b) posted to Canvas before our class meeting.

**Final Portfolio:** will include revised versions of projects you have completed for this class, as well as a Writing Reflection detailing your experience as a writer, thinker, and creator in this class and the world-at-large.

Assignment Word Count & Learning Goals:

Assignment	Word Count	GELO
Composition Notebook & Short Writing Assignments	2000	1, 2, 3
Canvas Discussion Posts (10)	1500	2, 3
Personal Narrative (incl. process materials)	1000	1, 2, 3, 4, 5
Visual Textual Analysis (incl. process materials)	1500	1, 2, 3, 4, 5
Argumentative Essay (incl. process materials)	1500	1, 2, 3, 4, 5
Portfolio Reflection	1000	1, 2, 3, 4, 5

How You'll be Graded:

**20%:** Class Participation: Class Discussion, Peer Review, Learning Activities, Group Work

**20%:** Short Writing Assignments

**60%:** Formal Essays and Final Portfolio (Drafts and Revisions)

Late Work Policy:

- Assignments are due on time whether you are able to attend class or not. Be sure to check Canvas regularly for updates on assignments and deadlines.
- Any late work will be graded down a **full letter grade** for each day it's late.
- **Late Pass:** You will be able to turn in one late assignment, up to **one class** past the due date (with the exception of the three formal writing assignments and final portfolio) *with no penalty*.
- **If you choose to use your pass** at any point in the semester, be sure to **email me** with the subject line, "PASS" and the body of the email with what assignment you're choosing.

**\*Note:** In order to pass this class, you must receive a C- or higher.

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.

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

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.

## Our Learning Community

My Responsibilities:

- To treat you fairly and respectfully
- To inspire you to write powerfully
- To keep our class engaging, fun and relevant
- To be as accessible as possible for student support
- To design a challenging course to help you become better writers and readers
- To clearly and fairly present class expectations and assignment criteria—with the caveat that you are responsible for reading all assignment materials

**Class Participation & Discussion:** Our class will hold discussions and debates on various, often sensitive world and cultural issues that have affected or are currently affecting our society. To this end, **your active preparation and participation are necessary for success** in this course. Peer reviews and group work will happen regularly.

We will work to be present and mindful when we are in the classroom. Excessive tardiness, absences, or lack of participation will reflect negatively in your final grade.

**\*Note:** Language of intolerance or hate is unacceptable and will not be tolerated. We will examine this language in the context of class materials only.

Cell Phones & Computers: When we're in class, let's be in class. Phones and computers will be treated as resources rather than distractions. If you need to take a call or have an emergency, please leave the room without disrupting the class.

### University Policies

For information regarding the following policies, such as Academic Integrity, Student Technology Resources, etc., please see syllabus information web page at: <http://www.sjsu.edu/gup/syllabusinfo>.

## ENGL 1A / Composition, Fall 2018, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and in class. *\*Readings should be read by the beginning of the class session on which they are listed.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	T 8/21	Welcome!
1	Th 8/23 Unit 1	<b>DUE:</b> Canvas Discussion Post #1 <b>Read:</b> Miller & Jurecic, Preface & Ch. 1 (Orienting) Prendergast, p. v-32 <b>In Class:</b> Journaling, Personal Narrative Assignment
2	T 8/28	<b>DUE:</b> Canvas Discussion Post #2 <b>Read:</b> Miller & Jurecic, Ch. 2 (Beginning), "This I Believe" segments on NPR (Canvas) <b>In Class:</b> Personal Narrative Brainstorming, Reading Discussion: First-person point of view, Focus/Purpose, Imagery & Details
2	Th 8/30	<b>Read:</b> Walker, "The Mechanics of Being" (Canvas) Zinsser, "Writing About Yourself: The Memoir," & "The Sound of Your Voice" (Canvas) <b>In Class:</b> Journaling, Reading Discussion: How does Walker tell his story? Memoir as Genre
3	T 9/4	<b>DUE:</b> Canvas Discussion Post #3 <b>Read:</b> Emerson, "Self-Reliance" (Canvas) Zinsser, "Unity," "The Audience," "Words" (Canvas) <b>In Class:</b> Reading Discussion
3	Th 9/6	<b>Read:</b> Miller & Jurecic, Ch. 3 (Paying Attention) Prendergast, p. 33-58 <b>In Class:</b> Journaling, Reading Discussion—How do we edit other's work?

Week	Date	Topics, Readings, Assignments, Deadlines
4	T 9/11	<b>DUE:</b> Personal Narrative, Draft 1. Please bring <u>two</u> copies, one for me, one for peer review. Staple a sheet of lined paper to the back of your copy for peer review. <b>In Class:</b> Peer Review Workshop
4	Th 9/13	<b>Read:</b> Miller & Jurecic, Ch. 4 & 5 (Asking Questions & Exploring) <b>In Class:</b> Journaling, What is rhetoric?
5	T 9/18	<b>DUE:</b> Canvas Discussion Post #4 <b>Read:</b> Didion, “The White Album” & “Goodbye to All That” (Canvas) <b>In Class:</b> Reading Discussion, In-Class Rhetorical Analysis
5	Th 9/20 Unit 2	<b>Read:</b> Miller & Jurecic, Ch. 6 & 7 (Connecting & Reflecting) <b>In Class:</b> Journaling, Reading Discussion, Visual Textual Analysis Assignment  *Remember: Your Personal Narrative Final Drafts due next class!
6	T 9/25	<b>DUE:</b> Personal Narrative, Final Draft <b>In Class:</b> Watch: “Killer of Sheep”
6	Th 9/27	<b>Read:</b> Excerpts from L.A. Rebellion: Creating a New Black Cinema (Canvas) <b>In Class:</b> Journaling, Watch: “Killer of Sheep”
7	T 10/2	<b>DUE:</b> Canvas Discussion Post #5 <b>Read:</b> NPR Interview with Burnett (Canvas) <b>In Class:</b> Reading Discussion: Charles Burnett’s World
7	Th 10/4	<b>DUE:</b> Canvas Discussion Board #6 <b>Read:</b> Coates, “The Case for Reparations” (Canvas). Print a copy and annotate for class. <b>In Class:</b> Journaling, Reading Discussion
8	T 10/9	<b>Read:</b> Prendergast, p. 59-130 <b>In Class:</b> Reading Discussion: How do we write strong theses?
8	Th 10/11	<b>DUE:</b> Visual Textual Analysis, Draft 1. Please bring <u>two</u> copies, one for me, one for peer review. Staple a sheet of lined paper to the back of your copy for peer review. <b>In Class:</b> Peer Review Workshop
9	T 10/16	<b>Read:</b> Miller & Jurecic, Ch. 8 & 9 (Making Space and Time & Practicing) <b>In Class:</b> Reading Discussion

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
9	Th 10/18 Unit 3	<b>DUE:</b> Canvas Discussion Board #7 <b>Read:</b> Miller & Jurecic, Ch. 10 & 11 (Planning & Replanning, Arguing) <b>In Class:</b> Journaling, Reading Discussion, Argument Essay Assignment
10	T 10/23	<b>DUE:</b> Visual Textual Analysis, Final Draft <b>Read:</b> “In 2008, America Stopped Believing in the American Dream” (Canvas) <b>In Class:</b> Activity: Letter, What it’s like to live in Today’s America
10	Th 10/25	<b>DUE:</b> Canvas Discussion Board #8 <b>Read:</b> King, “Beyond Vietnam: A Time to Break Silence” (Canvas), Klay, “Left Behind: Two Decades of War Have Eroded the Morale of America’s Troops” (Canvas) <b>In Class:</b> Journaling, Reading Discussion
11	T 10/30	<b>DUE:</b> Thesis Statement. Bring laptops to class for research. <b>In Class:</b> Research Day, Using Sources, Citations
11	Th 11/1	<b>DUE:</b> Canvas Discussion Board #9 <b>Read:</b> Salam, “The Next Populist Revolution Will Be Latino” (Canvas) <b>In Class:</b> Journaling, Reading Discussion
12	T 11/6	<b>Read:</b> Miller & Jurecic, Ch. 12 (Diverging) <b>In Class:</b> Reading Discussion
12	Th 11/8	<b>DUE:</b> Argumentative Essay, Draft 1. Please bring <u>two</u> copies, one for me, one for peer review. Staple a sheet of lined paper to the back of your copy for peer review. <b>In Class:</b> Peer Review Workshop
13	T 11/13	<b>DUE:</b> Canvas Discussion Board #10 <b>Read:</b> TBD <b>In Class:</b> Conferences
13	Th 11/15	<b>In Class:</b> Journaling, Conferences
14	T 11/20	<b>In Class:</b> TBD
14	Th 11/22	No Class— Happy Thanksgiving!
15	T 11/27	<b>DUE:</b> Argumentative Essay, Final Draft. <b>In Class:</b> Journaling, Survey
15	Th 11/29	<b>In Class:</b> Assembling Portfolios
16	T 12/4	<b>DUE:</b> Final Portfolio & Reflection. Include all process materials, peer reviews and drafts. <b>In Class:</b> TBD

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	Th 12/6	<b>In Class:</b> Last Class, Party Time!
Final Exam	Fri. 12/14	SH 411, 9:45AM - 12:00PM