

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 29, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Andrew Van Wey
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<b>Office Hours:</b>	Tuesday 1:30 – 3:30 pm at MLK Library & by appointment.
<b>Class Days/Time:</b>	Tuesday & Thursday 12:00 – 1:15 pm
<b>Classroom:</b>	Sweeney Hall, 435
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Faculty Web Page and MYSJSU Messaging**

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

**ENGL 1A Course Description**

ENGL 1A – First Year Writing 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.

**ENGL 1A 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 Texts/Readings

- **On Writing: A Memoir of the Craft:** 10<sup>th</sup> Anniversary Edition, by Stephen King. ISBN: 978-1439156810.

**PLEASE NOTE:** We will practice close reading, reading responses, and note-taking in this class. Therefore, you will need a physical, printed book (no ebooks) to reference in class. Since this is the only textbook, you will need to purchase it.

### **Additional Readings From:**

- **The Norton Field Guide to Writing website**, located at:  
<http://www.wwnorton.com/college/english/write/fieldguide/index.asp>
- **Selected readings & videos posted to Canvas**

### **Computers**

Access to a computer or tablet will be necessary to participate in Canvas discussions and submit assignments. Such devices may also be helpful at times during class. However, excessive use of technology can be an impediment to learning. Should any electronic device become a distraction, be prepared to put it away.

### **Journals**

Studies have shown that memory and learning ability benefit through handwriting. Therefore, this class will practice weekly journaling. You will need a standard composition journal (Mead, Roaring Springs, etc.). You will need to bring it to class every day, to submit it for random checks, and to turn it in as a part of your physical portfolio. **Please ensure that you do not lose your journal.**

## ENGL 1A Course Content

Our journey as readers, writers, and rhetoricians will explore the ever-expanding contact zones where writing and language shape our understanding of ourselves, each other, our greater community, and the world as a whole. As such, the three major assignments are thematically related to these expanding zones of understanding.

### **Module One: ME**

What kind of communicator am I? What do I bring to the class? What forms of communications do I participate in? This module explores the influences of language in our personal lives, both in the classroom and the many hours we spend outside of it. The culminating assignment will be a **Personal Narrative Essay** of 1000 – 1250 words.

### **Module Two: US**

What issues affect my community? Do I understand all the facts before I form an opinion? Can facts and opinions be manipulated? And how does language and empathy allow me to explore these issues from multiple perspectives? This module culminates in a **Persuasive Essay** of 1000 – 1250 words.

### **Module Three: OUR WORLD**

How does language connect us to the past, the future, and our world as a whole? How can we find connections that we don't know exist? And how does communicating with others lead to new understanding? This module culminates in a **Researched Essay & Multimodal Presentation** that involves multiple steps, including:

identifying potential interviewees, creating questions, analyzing the results, crafting a research plan, writing a researched essay, and presenting your findings to the class.

### Our Process

Each module will be broken down into weekly assignments intended to help you along the way, provide opportunities for feedback, and correct problems as they arise. Therefore, it is important that you complete each step of the assignment.



### Peer Review & The Workshop

Workshopping your writing can be both frightening and rewarding. As writers in this class, we all have different strengths and experiences. Peer review is an opportunity to let your writing speak for itself. It is a chance to beta test your ideas and see if what is on the page communicates what you intended it to. Therefore, praise, criticism, questions, and comments should always be directed at the writing and *not* at the writer.

## ENGL 1A Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Simply put, you should expect to invest, on average, 9 hours per week in your English 1A coursework, which can include:

- **Independent research**, including visiting libraries, conducting interviews, synthesizing information.
- **Reading**, including *On Writing*, supplementary texts, outside sources, etc.
- **Writing**, including Canvas discussion responses, written peer review feedback, notes, etc.
- **Prewriting, Revision, & Reflection**, including writer's memos, reflection essays, and portfolio work.

Writing assignments are intended to 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.**

### Assignment Word Count & Learning Goals

Assignment	Word Count	GELO
Narrative Essay	1000 - 1250	2-5
Persuasive Essay	1000 - 1250	1-5
Researched Essay & Multimodal Presentation	1000 - 1250	1-5
Canvas Discussions	250 (x4)	1, 2, 5
Peer Review Response	250 (x9)	1-5
Journaling	500	1, 3, 4
Essay Proposals & Prewriting	100 (x3)	2, 3, 4
Writer's Memo	250 (x3)	2, 3, 5
Portfolio Reflection	500	1-5

## Grading Information

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are 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**” 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.

**Note:** You must complete and turn in all 3 major essays and the final portfolio to pass the class.

Assignments are weighted as follows:

- |                               |            |                           |            |
|-------------------------------|------------|---------------------------|------------|
| • Journals & Prewriting       | <b>10%</b> | • Essays (Final Draft)    | <b>45%</b> |
| • Participation & Peer Review | <b>15%</b> | • Multimodal Presentation | <b>10%</b> |
| • Quizzes & In-Class Essay(s) | <b>10%</b> | • Portfolio & Reflection  | <b>10%</b> |

### Determination of Grades

- Major assignments are graded on an A – F scale. Minor assignments are graded on 0 – 5 scale.
- 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**.
- Quizzes can occur with or without prior warning. The primary focus of quizzes is to ensure active reading comprehension.
- Extra credit may or may not be offered at the instructor's discretion. If offered, it will be **in addition** to the assignments, not as a replacement for them.
- **Note:** Students must receive a C- or higher to pass this course.

Determination of Grades		
93% - 100% = <b>A</b>	80 – 82% = <b>B-</b>	67% - 69% = <b>D+</b>
90% - 92% = <b>A-</b>	77% - 79% = <b>C+</b>	63% - 66% = <b>D</b>
87% - 89% = <b>B+</b>	73% 76% = <b>C</b>	60% - 62% = <b>D-</b>
83% - 86% = <b>B</b>	70% - 72% = <b>C-</b>	0% - 59% = <b>F</b>

## Classroom Protocol

Participation is essential to this course. **Students will need to come to class prepared, ready to ask and answer questions, engage with their peers and the instructor, contribute their own ideas and opinions, and nurture respectful discussions, even of sensitive and challenging topics.** In any setting of greater than one person, disagreements will occur. Patience and empathy are necessary. Behavior that threatens the learning environment and safety of the classroom will not be tolerated.

A student seeking an **A-grade** will be: prepared for class on time, able to answer questions, lead discussions, take risks, make mistakes, show thoughtfulness in their comments, contribute their own ideas while encouraging peer interaction, display a strong drive to revise their writing, and submit all their assignments on time.

A student seeking a **B-grade** will be: prepared for class on time, able to answer questions, take risks, make mistakes, show thoughtfulness in their comments, contribute their own ideas while encouraging peer interaction, and submit all their assignments on time.

A student seeking a **C-grade** will be: prepared for class, able to answer questions, and will submit all their assignments.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>".

## ENGL 1 A, Sec 29 Fall 2018 Course Schedule

\*Please note that this schedule is subject to change. Adjustments will be posted on Canvas with fair warning\*

Assignments are due by the beginning of class on the day listed (unless otherwise noted)

**Reading Key:** OW=On Writing, Norton=Norton Field Guide to Writing (online)

Week	Date	Topics, Assignments, Deadlines	Reading Due		
<b>MODULE ONE: ME</b>	1	8/21	Class Introduction / Overview / Syllabus Discussion	<i>None</i>	
		8/23	Looking Forward / Personal Narratives / Proposal Overview / Active Reading <b>Narrative Essay Assigned</b>	<b>Norton:</b> Genres > Proposals	
	2	8/28	<b>Due: Narrative Proposal</b> (via Canvas) In Class: <i>Journal</i> , Shitty First Drafts / Brainstorming Methods	<b>OW:</b> vi – pp 29	
		8/30	In Class: Finding Structure, Basic Format, Avoiding Plagiarism	<b>Norton:</b> Beginnings & Endings	
	3	9/4	<b>Due in Class: Narrative Essay Workshop Draft</b> (x4) In Class: <i>Journal</i> / Genre Exploration & Audience Expectation, What is Useful Feedback & What Isn't.	<b>OW:</b> 29 - 60	
		9/6	In Class: What is Useful Feedback & What Isn't (cont'd), Workshop Model Overview: Objectives & Prep for Tuesday	<b>Norton:</b> Processes> Getting Responses & Revising	
	4	9/11	<b>Due in Class: Narrative Essay Workshop Responses</b> (3 student +1 teacher, printed) In Class: Peer Review & Workshop.	<b>OW:</b> 60 – 87 <b>Canvas:</b> Why do we read each other's Drafts?	
		9/13	In Class: Revision Strategies & Editing, Writer's Memo	<b>Norton:</b> Processes> Editing & Revising	
	5	9/18	In Class: <i>Journal</i> , Revision Strategies & Editing, Writer's Memo (cont'd)	<b>OW:</b> 87 - 107	
		9/20	In Class: Reflection & Persuasion + <b>Open Workshop</b> (Bring Laptops & Drafts)	<i>None</i>	
	<b>👉 DUE: Final Narrative Essay + Writer's Memo: 8pm, Sunday Sept. 23<sup>rd</sup> 👈</b>				
	<b>MODULE TWO: US</b>	6	9/25	<b>Persuasive Essay Assigned</b> In Class: <i>Journal</i> , Ideal Readers (King's & Your Own)	<b>OW:</b> 111 – 137
			9/27	In Class: Exploring Alternative POVs / Empathy / Avoiding Common Logical Fallacies	<b>Norton:</b> Arguing a Position
		7	10/2	<b>Due: Persuasive Proposal</b> (via Canvas) In Class: <i>Journal</i> , King's Toolbox	<b>OW:</b> 141 - 173
10/4			In Class: Building Your Own Toolbox	<b>EW:</b> Developing Paragraphs	
8		10/9	<b>Due in Class: Persuasive Essay Workshop Draft</b> (x4) In Class: <i>Journal</i> , Ethos, Pathos, Logos, Kairos	<b>OW:</b> 173 - 208	

<b>MODULE TWO: US</b>		10/11	In Class: Memes & More Logical Fallacies	<i>None</i>	
	9	10/16	<b>Due in Class: Persuasive Essay Workshop Responses</b> (3+1, printed) In Class: Peer Review & Workshop	<b>OW:</b> 208 - 238	
		10/18	In Class: Rhetorical Situations (Purpose, Audience, Genre, Stance, Media / Design)	<b>Norton:</b> Rhetorical Situations	
	10	10/23	In Class: <i>Journal</i> , Review: <i>On Writing</i> + Revision	<b>OW:</b> 248 - 288	
		10/25	In Class: <b>Open Workshop</b> (Bring Laptops & Drafts)	<i>None</i>	
<b>👉 DUE: Final Persuasive Essay + Writer's Memo: 8pm, Sunday Oct. 28<sup>th</sup> 👈</b>					
<b>MODULE THREE: OUR WORLD</b>	11	10/30	<b>Researched Essay &amp; Multi-Modal Presentation Assigned</b> In Class: <i>Journal</i> , Where Research Takes Us, Multimodal Overview	<b>Watch:</b> J Fallon "A Scientist's Journey through Psychopathy"	
		11/1	In Class: Brainstorming Community Resources	<i>None</i>	
	12	11/6	<b>Due: Interview Shortlist &amp; Proposal</b> (via Canvas) In Class: <i>Journal</i> , Research methods, Plagiarism	<b>Norton:</b> Genres > Mixing Genres	
		11/8	<b>RESEARCH DAY / Use to conduct Interview</b>	<i>None</i>	
	13	11/13	<b>Due: Interview Notes &amp; Summary</b> (via Canvas) In Class: <i>Journal</i> , Research Reflection, What stories did you hear?	<b>Watch:</b> C.N. Adichie "The Danger of a Single Story"	
		11/15	In Class: Multimodal Presentation Prep + Genre exercises	<b>Norton:</b> Genres > Reflections	
	14	11/20	<b>Due in class: Researched Essay workshop draft</b> (x4) In Class: <i>Journal</i> , Multimodal Presentations pt 2	<i>None</i>	
		11/22	Thanksgiving Holiday. <b>No Class!</b>	<i>None</i>	
	15	11/27	<b>Due in Class: Researched Essay Workshop Responses</b> (3+1) In Class: Final Peer Review & Workshop	<i>None</i>	
		11/29	In Class: Presentations	<i>None</i>	
	16	12/4	In Class: Presentations	<i>None</i>	
		12/6	In Class: Presentations	<i>None</i>	
	<b>👉 DUE: Final Researched Essay + Writer's Memo: 8pm, Sun Dec. 9<sup>th</sup> 👈</b>				
	<b>Final</b>	12/14	Digital Portfolio Assembly, Final In-Class Essay & Class Party!	<i>None</i>	
<b>👉 DUE: Portfolio + Reflection Essay due in class on Friday, Dec. 14<sup>th</sup> 👈</b>					