

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1A First Year Writing**  
**Sections 31 and 38, Fall 2018**

**Course Contact Information**

<b>Instructor:</b>	Allison St. Dennis
<b>Office Location:</b>	FO 218
<b>Telephone:</b>	(408) 924-4956
<b>Email:</b>	allison.stdennis@sjsu.edu
<b>Office Hours and Location:</b>	M/W 10:30-11:30 am and by appointment in FOB 218
<b>Class Days/Time/Location:</b>	Section 31 M/W 12:00-1:15 p.m., BBC 122 Section 38 M/W 1:30-2:15 p.m., BBC 122
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	English 1A satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the course with a grade of C- or better.

**WHAT'S OUR COURSE THEME? Exploring Together—Transitioning to College**

"You come for the work and the challenge . . . That is where we want you to try crazy ideas. Whatever idea you have, come and try it. It doesn't matter if you fail. Battered, bruised, you start again."--*Roy Bunker, on attending Barefoot College*

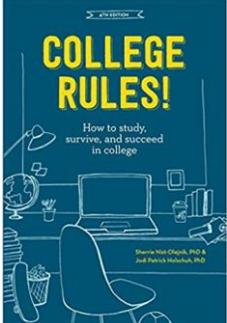
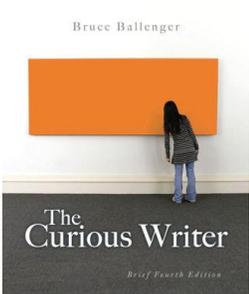
In his quote above, activist and educator Roy Bunker speaks of the personal and intellectual revolutions students experience at Bunker College. His words speak to the experience of most college students, as they learn to navigate new social, academic, and institutional situations. His quote also speaks to the spirit of college, a place of discovery, where students open themselves to new concepts, try on different philosophies for size, listen to others, and practice their own voices. These exposures and experiments make college both a thrilling and a frustrating endeavor. In this class, through reading and writing, we will explore how we can make the most out of college to pursue our goals and leverage the institution to achieve them. In exploring the transition from high school to college, we will seek answers to some of the following questions:

- Who am I as a college student? What are my goals? What do I hope to get out of my college experience?
- What is the culture of our university? What principles guide its policies, services, and organizations?
- How can I use the university to reach my goals?
- What challenges are colleges facing today? How do they affect students?

Together we will create a writing environment where you will feel comfortable to discuss contemporary issues concerning university life, as you describe your experiences, voice your opinions, perhaps even "try crazy ideas," in our experiments with different genres and new audiences.

## WHAT TEXTS DO I NEED?

Reading is an integral part of writing. The readings enable us to explore the theme of our course and offer useful samples of writing for a variety of audiences. Be sure to buy the print versions of these texts, not online versions, and get the correct editions so you have all the materials you need.

Text	What it looks like	Where to buy
<p>Nist-Olejnik and Holschuh. College Rules, 4<sup>th</sup> edition. ISBN-13: 978-1-60774-852-6</p>		<ul style="list-style-type: none"> <li>• Spartan Bookstore or another retail or online vendor</li> </ul>
<p>Ballenger, Bruce. The Curious Writer, Brief 4<sup>th</sup> edition. ISBN-13: 978-0-205-87665-5</p>		<ul style="list-style-type: none"> <li>• Online <u>used</u> book seller: Chegg.com, Amazon.com, Half.com, Textbooks.com</li> <li>• <b><u>Be sure to get the Brief 4<sup>th</sup> Edition!</u></b></li> </ul>
<p>Readings in Canvas</p>		<ul style="list-style-type: none"> <li>• Links to chapters and articles are available to you in our Canvas course. Click on the reading assignments that say “(Attached)” in Canvas; download, print.</li> </ul>

### **Free Online Writing Lab**

- Questions about grammar, research, the writing process, documentation, and more? Consult [Excelsior Owl Online Writing Lab](https://owl.excelsior.edu/) (<https://owl.excelsior.edu/>) to find answers. This learning platform is free to you.
- I also like [Purdue University’s Online Writing Lab](https://owl.purdue.edu/owl/purdue_owl.html): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html), which is another free resource to help you with your writing.

## HOW DO I STAY ON TOP OF MY ASSIGNMENTS AND COURSE MATERIALS?

**Canvas.** We will use Canvas, the online learning management system, to share course materials, complete online exercises, discuss our ideas about our reading, upload our assignments, and check grades. I will upload to Canvas important course materials and assignments—including the syllabus, assignment schedule, writing prompts, and reading assignments. I will also post announcements with updates and advice about our assignments and classwork. Canvas will send notifications to your SJSU email account; however, you can indicate your preferred email address in your Canvas account. Go to Account>Settings to add and “star” a preferred email. Otherwise, check your SJSU email account regularly to get the latest news about our course.

**Preparing for class sessions.** This year we will collaborate to answer the question “How can we make the most out of college?” through our reading and writing. You will come to class every day ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. Sometimes I will ask you to bring your laptops to class. (Laptops and tablets are also available to be checked out in the library.)

## WHAT WILL I LEARN IN ENGLISH 1A?

**English 1A Learning Outcomes — i.e. The Goals of This Course** The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2.

### ***GE Learning Outcomes (GELO)***

Upon successful completion of this 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

Table 1 maps how the course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Item	Word Count*	Type of Assignment	GELOs
Critical Reading/Reflections 1 and 2	1000	In-class essays	1, 3, 4, 5
Personal Essay	1500 (two drafts)	out-of-class essay	1-5
Blog	1500 (two drafts)	out-of-class essay	1-5
Interview Project	800	out-of-class	2, 3, 4, 5
Profile Essay	1500 (two drafts)	out-of-class essay	1-5
Multimedia Presentation	500	multimedia paired presentation	2, 3, 4, 5
Critical Essay	1500 (two drafts)	out-of-class essay	1-5
Self-Reflection Essay and Portfolio	1500	out-of-class essay	1-5

\*Total Word Count: 9, 800 words

**Table 1:** Summary of Writing Assignments for English 1A.

### **The Work You Will Do in This Course: An Overview**

**The 1A Curriculum.** Table 1 outlines the major writing assignments for English 1A. Writing assignments include: 2 critical reading and reflection essays (written in class); a personal essay; an essay for a public forum (blog); an interview project, a profile essay, a partnered multimedia presentation, a critical essay, and a self-reflection essay.

### ***Year-End Self-Reflection and Portfolio Review***

At the end of the semester you will submit a portfolio for English instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the English 1A faculty: me and one of my colleagues. In your reflections, you will examine your progress in these five course learning objectives:

- Read to learn.
- Read to write.
- Write with an increased awareness of the process.
- Read and write with an increased awareness of the language you use.
- Reflect on and assess your own writing, process and product.

### ***Our Daily Learning Activities.***

The schedule of reading and writing assignments at the end of this syllabus breaks down the daily activities you will do both in and out of class.

### ***The Time You Will Spend on This Work***

Like all faculty at SJSU, I have designed this course to help you achieve its learning goals. In a 3-unit course, faculty expect that students will spend **a minimum** of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes preparing for class, participating in course activities, completing assignments. 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>.

Individual needs to complete these assignments will vary. You may need extra hours for tutoring, reading texts, looking up words, or editing. To develop your skills as a writer, your goal is to learn what you need—and get what you need. That will take commitment to seek out the support and resources you need, both in and out of class.

## **HOW WILL MY WORK BE ASSESSED AND GRADED?**

Your English 1A colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment within your journey to become an independent writer: they report outcomes during a course of instruction. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

### ***Feedback for Individual Assignments***

*Scoring Guide:* For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process. As your writing coach, I will mark essays and make notes for revision on the scoring guide.

### ***Weighted Assignments to Determine Grades***

Grades are based on measured progress toward proficiency in the learning objectives outlined above. A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

<b>Item</b>	<b>Percentage of Course Grade</b>
Critical Reading/Reflections 1	5%
Critical Reading/Reflections 2	10%
Personal Essay	10%
Blog	10%
Profile Interview Transcript and Essay	15%
Multimedia Presentation	10%
Critical Essay	15%
Self-Reflection Essay	10%
Participation	15%

***Calculating Your Grades*** In English 1A, your course grade is based on the points you earn over the course of the semester. The percentages above are based on a thousand-point scale, with individual assignments receiving point-equivalencies to these percentages. An assignment worth 10% of your course grade, applied to a 1000-point scale, is worth 100 points; an assignment worth 8% is worth 80 points.

Students will receive letter grades at the end of the spring semester based on the total number of points for both semesters. **Course grade equivalencies for total points are as follows:  $\geq 930 = A$ ,  $90-929 = A-$ ,  $870-899 = B+$ ,  $830-869 = B$ ,  $800-829 = B-$ ,  $770-799 = C+$ ,  $730-769 = C$ ,  $700-729 = C-$ ,  $670-699 = D+$ ,  $630-669 = D$ ,  $600-629 = D-$ ,  $< 600 = F$ . A grade of C- is required to receive A2 credit.**

### **Earning A2 Credit**

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must pass this course with a C- or better.

### ***What happens if I don't earn credit in the fall course?***

If you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

## HOW CAN WE MAKE THE MOST OUT OF OUR COLLABORATIVE LEARNING ENVIRONMENT?

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put our course name and section number or time/date that our course meets (for example: 1A, MW 12:00) in the Subject of your email so your email stands out to me. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy for me to read. These are all professional courtesies and good practice for your future careers.
- **Sharing our work and Peer Review Workshops:** We will be sharing our work in class and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and posting to the Discussion board assignments in class. Peer review is also an essential part of the writer's working experience. Your participation in peer review is required. On workshop days, you must bring in completed hard copies of your drafts (not just your draft on your laptop), which can easily be swapped by classmates. Participation in the course is worth 15% of your grade, so being an active member of the class not only improves your writing and builds community in our class but also helps your grade.
- **Attendance:** We do a lot of activities both in-class and online, for which you receive points. There are no make-ups for these assignments. If you are absent, please email to inform me so I can advise you of any important class developments and email you any handouts or tell you where to find them in Canvas. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. In-class and online work cannot be made up. Late papers without an excused absence will be marked down a letter grade for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities in Stretch are sequenced for a step-by-step approach to developing your writing. Please provide documentation (doctor's note, mechanic's bill, athletic commitment, etc.) to excuse an absence.
- **Classroom and online conduct:** Please be courteous in class and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking; it also means working on tasks related to the course. Class is best when we are all participating in the same conversation, together. When critiquing one another's work in class and online, offer constructive and kind advice. Please remove earbuds when you come to class; silence and put away cell phones. Laptops and cell phones will only be allowed for specific activities when I assign them.
- **Save all your work!** Save online and print copies of your work and class handouts. You will use this archive of work to write your reflective midterm and final essays. These documents are your evidence to support your claims about your progress over the year and evaluate the tools you found most useful. For each paper assignment, consider keeping a folder on your computer as well as a manila or pocket folder to collect hard copies of your work and handouts to stay organized.

## WHERE CAN I FIND INFORMATION ABOUT UNIVERSITY POLICIES?

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on [GUP's Syllabus Information](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

## Schedule of Assignments in English 1A for Fall 2018

### Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks or in newspapers are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. Occasionally, in the page spans I assign from Ballenger, you will see instructions to complete exercises. You are not responsible for completing these exercises you encounter in your reading as homework if they are not listed in our schedule or assigned in class.

### Color Key

Holiday
Daily homework and in-class work
3 major inquiries for the semester
Essay assignment or project due

## English 1A, Fall 2018, Course Schedule

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
<i>Inquiry 1: Who Am I as a College Student and Writer? What Are My Goals?</i>		
1	W 8/22	<b>In Class:</b> Course, Canvas, and classmate introductions
2	M 8/27	<b>Before Class:</b> <ul style="list-style-type: none"> <li>Complete the Start Here! Week 1 Canvas introductory activities</li> <li>Read <i>College Rules</i>, Ch. 5 “Classes, Work, and Play”</li> <li>Complete the Discussion Post: Transitioning to College</li> </ul> <b>Bring to Class:</b> Your laptop or tablet <b>In Class:</b> Canvas Genre Module and introduction to CRR1
2	W 8/29	<b>Before Class:</b> Read <i>College Rules!</i> Ch. 4 “Major Decisions” and Ch. 16 “Take Note!” (pp. 187-196) <b>In Class:</b> Letter as a genre and Steve Job’s Commencement Address
3	M 9/3	Labor Day—No Class
3	W 9/5	<b>Before Class:</b> Read <i>College Rules!</i> Ch. 18 “Active Reading” and Gephard’s “Four Steps to Choosing a College Major” (in Canvas) <b>In Class:</b> Annotating and Journaling: Annotating video and Double-entry journal

Week	Date	Topics, Readings, Assignments, Deadlines
4	M 9/10	<b>In Class:</b> Write CRR1: Letter to a friend <b>Bring to Class:</b> Your notes from class reading
4	W 9/12	<b>Before Class:</b> Read Ballenger Ch. 3 “The Personal Essay” (71-75) <b>Bring to Class:</b> Journal notes from Ballenger Ch. 3 reading <b>In Class:</b> Introduction to the Personal Essay; Personal Essay as a genre and SOAP-T; Ballenger’s Ch. 3 video
5	M 9/17	<b>Before Class:</b> <ul style="list-style-type: none"> <li>• Read Marlin’s “Smoke of Empire” in Ballenger (106-108)</li> <li>• Read “What Are You Going to Write About?”(87) and “Writing a Sketch”(95-97)</li> <li>• Watch “Organizing Your Writing Strategically” Videos 1 and 2</li> </ul> <b>Bring to Class:</b> SOAP-T of Marlin’s “Smoke of Empire” <b>In Class:</b> Examining a model of the personal essay and a sketch
5	W 9/19	<b>Before Class:</b> Write a complete draft of your personal essay (Draft 1) <b>Bring to Class:</b> Two typed hard copies of your personal essay <b>In Class:</b> Peer review
6	M 9/24	<b>Before Class:</b> Upload the final draft of your Personal Essay to Canvas <b>Bring to Class:</b> A hard copy of your final draft of your Personal Essay; your laptop or tablet <b>In Class:</b> Introduction to Blog assignment; Blog as a genre; Discussion Post: Reflecting on your revision process
6	W 9/26	<b>Before Class:</b> Read Ballenger “Writing an Argument” (235-246); Read Griffin’s “Social Media Is Changing How Students Deal with Mental Health, for Better or Worse” (in Canvas) <b>Bring to class:</b> Your laptop or tablet <b>In class:</b> Finding a topic: scholarworks.sjsu.edu/spartan_daily/
7	M 10/1	<b>Before Class:</b> Annotate an article on a topic you’ve chosen to write about; and “Writing a Sketch” (267-269) <b>Bring to class:</b> Your annotated article; laptop or tablet <b>In class:</b> Writing a thesis and sketch; Searching online for evidence
7	W 10/3	<b>Before Class:</b> Read Ballenger “Moving from Sketch to Draft” (269-274) <b>Bring to Class:</b> Your laptop or tablet <b>In class:</b> Using Blogger; Summary Module 4
8	M 10/8	<b>Before Class:</b> Write a complete draft of your blog (Draft 1) <b>Bring to Class:</b> Two typed hard copies of your blog <b>In Class:</b> Peer review
8	W 10/10	<b>Before Class:</b> Discussion Post: Using Your Feedback <b>Before Class:</b> Paste the URL of your Final Draft of your Blog 1) in the textbox in the Canvas Blog Assignment AND 2) in a reply to Discussion Post: Submit the URL of your Blog <b>Bring to Class:</b> Laptop or tablet <b>In Class:</b> Sharing and commenting on your blogs; Profile essay introduced; Profile as a genre

Week	Date	Topics, Readings, Assignments, Deadlines
<i>Inquiry 2: What Is the Culture of Our University? How Does the University Work?</i>		
9	M 10/15	<b>Before Class:</b> Read Ballenger “Writing a Profile” (111-118) and “Who Are You Going to Write About?” (129-133) <b>Bring to Class:</b> Your laptop or tablet <b>In Class:</b> Critical Reading Reflection 2 introduced
9	W 10/17	<b>Before Class:</b> Read Ballenger “Interviewing” (133-138) <b>In Class:</b> Compose CRR2 (email)—Part 1
10	M 10/22	<b>Bring to Class:</b> Your laptop or tablet <b>In Class:</b> Compose your CRR2 (rhetorical analysis)—Part 2 and interviewing your subject
10	W 10/24	<b>Before Class:</b> Read the two model student profiles and Real’s “Profile on Ruben Abrica” <b>In Class:</b> Dissecting a profile; Introduction to multimedia project and partnering up; sign-ups
11	M 10/29	<b>Before Class:</b> Interview Transcript due <b>Bring to Class:</b> A typed hard copy of your interview transcript <b>In Class:</b> Adapting the transcript to profile; writing a sketch
11	W 10/31	<b>Before Class:</b> Write a complete draft of your profile essay (Draft 1) <b>Bring to Class:</b> Two typed hard copies of your profile essay; your laptop or tablet <b>In Class:</b> Peer review and Partner work for multimodal presentations
12	M 11/5	<b>Before Class:</b> Profile Essay due; upload your final draft to Canvas <b>Bring to Class:</b> A typed hard copy to class; your laptop or tablet <b>In Class:</b> Partner work for multimodal presentations
12	W 11/7	<b>Before Class:</b> If you are presenting today: Upload presentation to Canvas <b><u>before</u></b> the start of class! <b>In Class:</b> Multimedia presentations and student observations
13	M 11/12	Veteran’s Day—No Class
13	W 11/14	<b>Before Class:</b> If you are presenting today: Upload presentation to Canvas <b><u>before</u></b> the start of class! <b>In Class:</b> Multimedia presentations and student observations
14	M 11/19	<b>Before Class:</b> If you are presenting today: Upload presentation to Canvas <b><u>before</u></b> the start of class! <b>Before Class:</b> Read Ballenger “Research Considerations” (266-267) <b>In Class:</b> Multimedia presentations and student observations; Introduction to the Critical Essay as Genre and the <i>Washington Post</i> ’s “Grade Point” section
14	W 11/21	Thanksgiving—No Class
<i>Inquiry 3: What challenges do universities and students face today?</i>		
15	M 11/26	<b>Before Class:</b> Read Schill’s “The Misguided Student Crusade Against Fascism”; Tough’s “Who Gets to Graduate?”; and <i>College Rules!</i> Ch. 21 “Everything You Wanted to Know about Research . . .” (262-272) <b>Bring to Class:</b> Your laptop or tablet <b>In Class:</b> Searching online for evidence

Week	Date	Topics, Readings, Assignments, Deadlines
15	W 11/28	<b>Before Class:</b> Read Dvorakova et al's "Promoting Healthy Transition to College through Mindfulness Training with First-Year College Students" <b>In Class:</b> Writing a sketch and works cited
16	M 12/3	<b>Before Class:</b> Write a complete draft of your critical essay (Draft 1) <b>Bring to Class:</b> Two typed hard copies of your critical essay; your laptop or tablet <b>In Class:</b> Peer review; Discussion Post: Using Your Feedback
16	W 12/5	<b>Before Class:</b> Critical Essay due; upload your final draft to Canvas <b>Bring to Class:</b> A typed hard copy to class <b>In Class:</b> Introduction to final self-reflection essay
17	M 12/10	<b>Before class:</b> Locate your Summer Critical Essay from Reflections on College writing <b>Bring to Class:</b> Your laptop or tablet with access to your summer and spring critical essays <b>In Class:</b> Gathering evidence and the Appendix of Evidence
Final Exam		Section 31 (12:00 class): Final exam is Thurs, Dec. 13, 9:45-12:00 in BBC 122 Section 38 (1:30 class): Final exam is Wed, Dec. 12, 12:15-2:30  <b>Before class:</b> Complete your final self-reflection essay and appendix of evidence <b>Bring to class:</b> Your laptop or tablet <b>In class:</b> ePortfolio uploads and submissions