

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 26, Spring 2018

Course and Contact Information

Instructor:	Matthew Keast
Office Location:	FOB 105
Telephone:	408-924-3257 (email is preferred and will typically get a faster response)
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Office Hours:	Tuesday and Thursday 10:55am-11:55am, and by appointment
Class Days/Time:	Tuesday and Thursday 12:00-1:15
Classroom:	Sweeney Hall 238
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

Course Format

Technology Intensive/Hybrid

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need internet connectivity to participate in classroom activities and/or submit assignments. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

If you do not have a laptop, you can borrow one for free from the library.

Canvas and MYSJSU Messaging

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

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.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the 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.

Course Content

Note: it is possible we will cover sensitive subjects and issues that may push against your comfort zone. By its very nature this course will likely challenge student beliefs and ideas. You are encouraged to discuss any and all issues you have about the material with the instructor.

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments shall 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.

Reading: While the best way to improve one's writing is to write substantially and frequently, strong writing is also impossible without considerable reading. Most reading will come from the textbook and writing guide listed below, but additional readings on canvas, in class, and online will be provided. You will also read and critique fellow student papers.

Final Experience: A portfolio of selected assignments completed over the semester, accompanied by a reflection paper that uses excerpts from both first and final drafts to demonstrate how you applied concepts learned from the class.

Required Texts/Readings

Textbook

WRITING ABOUT WRITING | Edition: 3RD 17
Author: WARDLE
ISBN: 9781319032760

It is fine if you want to get an older edition as it will be cheaper. It's also available on Amazon for an even cheaper rental price (check the "other sellers" tab on the book's web page).

Writing Guide

Available free on Canvas under “Writer's Help” - *Everyday Writer*, by Angela Lunsford.

Other Readings

In addition to the textbook, other readings will be distributed via Canvas or as paper handouts.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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. 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>.

Assignments and learning outcomes

Assignment	Approximate Word Count	CLO
In-class essay #1	250	2, 5
Comments on peer papers	1000 (total)	1, 3, 4
In-class essay #2	500	2, 3, 5
Major essay #1	1500	1, 2, 3, 4, 5
Minor essay #1	500	1, 2, 3, 4, 5
Minor essay #2	1000	1, 2, 3, 4, 5
Major essay #2	2000	1, 2, 3, 4, 5
Portfolio reflection	1250	1, 2, 3, 4, 5

Grading Policy

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's strengths in clarity, organization, effective argumentation, effective use of sources, and grasp of language. All assignments are graded on an A-F scale.

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.

Extra Credit:

Extra credit may be offered at various points throughout the semester, but should not be relied upon as a significant source of points to make up for missed work.

Late work:

Deadlines listed are for before class on the due date (submit on Canvas before 12:00pm). If you need to submit late, you have ONE opportunity to do so without penalty, but you must contact me before the due date, and you may submit exactly one day late – any later and the work will be graded down a full letter grade for each day it is late. Outside of this one “free pass,” all assignments will be graded down a full letter grade for each day they are late. All assignments must be turned in for a passing grade, although assignments turned in more than 5 days after the due date will not earn points toward your final grade. Note: students must receive a C- or higher to pass the course.

Grading Calculations

Assignment	Grade%
In-class essay #1	5%
Comments on peer papers	10%
In-class essay #2	5%
Major essay #1	15%
Minor essay #1	10%
Minor essay #2	10%
Major essay #2	20%
Portfolio and reflection	10%
Participation	20%

Classroom Protocol

As a technology intensive course, students will be expected to have laptops or equivalent devices in class. It is up to you to decide how to avoid distraction from these devices for yourself, but please do not distract others with a bright screen displaying non-classroom relevant media.

Participation is critical for a rewarding class experience. Much of the learning will be large and small group discussions, accompanied by comments on peer work via Canvas, so students of all social inclinations will have a chance to participate. It's not about how much you talk, but about how engaged you are.

University Policies

For information regarding the following policies, please see the [syllabus information web page](http://www.sjsu.edu/gup/syllabusinfo) at: <http://www.sjsu.edu/gup/syllabusinfo>

- General Expectations, Rights and Responsibilities of the Student
- Course Requirements and Assignments
- Attendance and Participation
- Accommodation to Students' Religious Holidays
- Dropping and Adding
- Academic integrity
- Consent for Recording of Class and Public Sharing of Instructor Material
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling & Psychological Services

ENGL 1A: First-Year Writing, Section 26, Spring 2018 Course Schedule

Note: the schedule is subject to change with fair notice, provided in-class or through Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/25/18	In-class discussion: Introductions, students interview each other
2	02/01/18	Read before class: Selected entries from <i>Naming What We Know</i> (on Canvas)
2	02/06/18	Read before class: <i>Everyday Writer</i> – Writer's Help, Prewriting – Exploring a Topic (on Canvas)
3	02/08/18	Read before class: <i>Writing About Writing</i> – pp 148-171, “Nah, We Straight”: An Argument Against Code Switching
3	02/13/18	Read before class: <i>Writing About Writing</i> – pp 1-15, Introduction to the Conversation, Threshold Concepts of Writing Due: Prewriting materials for major essay #1 (on Canvas)
4	02/15/18	Read before class: <i>Writing About Writing</i> – pp 44-55 (please read this before writing comments for your writing group – comments also due before class) Due: Canvas comments on writing group's prewriting materials for major essay #1
4	02/20/18	Read before class: <i>Everyday Writer</i> – Writer's Help, Research, Preparing for a Research Project and Conducting Research (on Canvas) Due: List of potential sources for major essay #1 (On Canvas)
5	02/22/18	Read before class: <i>Writing About Writing</i> – pp 172-183, “From Outside In”
5	02/27/18	Read before class: <i>Writing About Writing</i> – pp 223-235, “All Writing is Autobiography”
6	03/01/18	Read before class: <i>Writing About Writing</i> – pp 852-858, “Shitty First Drafts” Due: First draft: Major Essay #1 (On Canvas)
6	03/03/18	Read before class: All first drafts from fellow writing group members Due: Canvas comments on writing group's first drafts
7	03/06/18	Read before class: <i>Writing About Writing</i> – pp 738 – 773, “The Composing Processes of Unskilled College Writers”
7	03/08/18	Read before class: <i>Writing About Writing</i> – pp 407-426, “Identity, Authority, and Learning to Write in New Workplaces” In-class writing project: First draft of Minor Essay #1
8	03/13/18	Read before class: Writing group's minor essay #1 first drafts In groups: Comments on writing group's email projects (On Canvas) In-class writing project: Revising Minor Essay #1 (turn in on Canvas at end of class)
8	03/15/18	Due: Final draft: Major Essay #1 (On Canvas) Read before class: <i>Writing About Writing</i> – pp 106-115, “Learning to Read”

Week	Date	Topics, Readings, Assignments, Deadlines
9	03/20/18	Read before class: <i>Writing About Writing</i> – pp 274-297, “Literacy, Discourse, and Linguistics: Introduction”
9	03/22/18	Read before class: <i>Writing About Writing</i> – pp 319-342, “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity”
	03/26 – 03/30	Spring Break
10	04/03/18	Read before class: <i>Writing About Writing</i> – pp 457-483, “Rhetoric: Making Sense of Human Interaction and Meaning-making”
10	04/05/18	Due: First drafts, Minor Essay #2 In-class activity: Reading and commenting on Writing groups' minor essay #2 first drafts (on Canvas)
11	04/10/18	Read before class: <i>Writing About Writing</i> – pp 484-511, “Rhetorical Situations and their Constituents”
11	04/12/18	Read before class: <i>Writing About Writing</i> – pp 559-578, “Rhetorical Reading Strategies and the Construction of Meaning”
12	04/17/18	Read before class: <i>The New Yorker</i> – “How David Beats Goliath: When Underdogs Break the Rules” (online article) Due: Final Drafts, minor essay #2 (on Canvas)
12	04/19/18	Read before class: <i>Everyday Writer</i> – Writer's Help, Critical Thinking and Argument, Reading Critically (on Canvas)
13	04/24/18	Read before class: Online articles related to your topic Writing group's first drafts Due: 3 sample sources for Major essay #2 Comments on Writing group's first drafts (on Canvas)
13	04/26/18	Read before class: More research for your topic Due: Pre-writing materials for Major Essay #2
14	05/01/18	Due: First drafts, Major essay #2: (on Canvas)
14	05/03/18	Read before class: <i>Writing About Writing</i> – pp 858-872, “Revision Strategies of Student Writers and Experienced Adult Writers”
15	05/08/18	TBD
15	05/10/18	Due: Final Drafts, Major essay #2 – last day of class
17	TBD	Final Exam – No class meeting. Instructor available online for help and advice Due: Final portfolio and reflection paper (on Canvas, before 12:00pm).