

San José State University
Department of English & Comparative Literature
English 1A, Section 08: First-Year Writing Composition

Course and Contact Information

Instructor:	Rachel A. Crawford
Office Location:	Faculty Office Building (FOB), 220
Telephone:	TBD
Email:	rachel.crawford@sjsu.edu
Office Hours:	Tuesday and Thursday 10:30-11:30am
Class Days/Time:	Tuesday and Thursday 7:30am-8:45am
Classroom:	Sweeney Hall 411
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Format

Technology Intensive, Hybrid, and Online Courses (Required if applicable)

This is a technology intensive and hybrid course.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas Learning Management System course website. Students are responsible for checking the messaging system through MySJSU to learn of any updates.

Course Description (Required)

First-Year Writing 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 learn to think clearly and write effectively as students give form and coherence to complex ideas. Students will explore writing for various audiences and rhetorical situations.

But what is a rhetorical situation? Every day, with or without realizing it, you participate in a series of rhetorical exchanges. Perhaps a friend is trying to persuade you to go for a pizza while you are trying to stick to your Keto diet. When you turn on the TV, the President is using his peculiar rhetoric to excite a crowd. Or maybe Apple is trying to convince you it's time for an iPhone upgrade. Someone is always trying to sell you or convince you of something. In all of these situations, rhetorical strategies are being used to encourage you to see things a certain way.

In this class, we are going to use and develop our critical reading and writing skills to better understand these rhetorical strategies and how they work. We will analyze a range of texts, which will focus on the influential forces that surround us on a daily basis. As we read, we will assess the rhetorical tactics the authors use, how they work, and how effective they are.

English 1A GE Learning Outcomes (GELO)

Upon successful completion of this GE 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

Textbook

Miller, Richard E. and Ann Jurecic. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016.
ISBN: 9781457681813

Prendergast, Catherine. *Can I Use I?* Out of Pocket Press, 2015. ISBN: 9781457681813

Selected chapters from *Writing Spaces: An Open Textbook Project* (writingspaces.org/essays)

Various readings posted on Canvas and other reading materials in support of writing projects.

Other Readings

Various readings posted on Canvas and other reading materials in support of writing projects.

Other technology requirements / equipment / material

- A laptop or computer with internet connectivity and a place to print course materials. Laptops and iPads may be checked out from the SJSU Student Computing Service at no cost.
<https://library.sjsu.edu/student-computing-services/lending-policies>
- A folder or binder for keeping course materials and assignments.
- Two exam books for in-class essays, which students can purchase at the bookstore.
- Sufficient 8 1/2" x 11" paper (either loose-leaf or contained in a spiral notebook).
- Pens, pencils, highlighters, post-it notes or whatever other writing utensils/tools students need for taking notes and/or writing in class.

Course Requirements and Assignments

Diversity

SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.

Writing

Writing assignments shall give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form.

Assignments, Word Counts, GELOs

Assignments	Word Counts	GELOs
Canvas Discussion Posts (4)	200 each	1, 3-5
Canvas Discussion Responses (8)	100 each	1, 3-5
In-Class Essays (2)	500-750 each	1, 3-5
Writing Projects (3)	1,500 each	1-5
Final Reflection	500-750	1, 2, 4, 5
Peer Review Revision Exercises	500	2
In-Class Participation Writing	1,000	1, 3-5
Multimodal Presentation	N/A	1-5

Time Management

SJSU classes are designed in such a way that, in order to be successful, students are expected to 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. Please plan accordingly.

English 1A – Course Content

Reading

There will be a substantial amount of reading for this class, some of which will come from texts I assign and some of which will be from sources you locate for essays. These assignments will serve as the foundation for class discussions and aid in the development of writing topics.

Writing

You will receive detailed assignment sheets for each major assessment. I will also discuss each assignment as they come up in the semester.

Canvas Discussion Posts and Responses – You will write at least four discussion posts over the course of the semester in response to the assigned readings. Posts should not simply summarize or repeat points raised in the readings or class, but should build upon those points to advance the discussion of rhetorical strategies. You are welcome to discuss reactions to the reading (liked or disliked, agreed or disagreed, etc., and why); an observation for how it enlightens the work of the class; or the relationship of a reading to your own thoughts and opinions about the topic. Discussion responses must directly address the points classmates bring up in their posts and may include questions. I will evaluate the posts and responses based on evidence that you have read the assigned readings and have attempted to expand thoughtfully upon the issues raised. I will not grade these posts and responses based on format, usage, or grammar, but I appreciate reading error-free prose.

In-Class Writing – You will engage in daily writing activities in response to prompts given in class (no make-ups). You will also participate in peer review activities.

In-Class Essays – Students should be able to perform well in timed writing situations. For this reason, you will write two essays in class.

Out-of-Class Writing Projects – There will be three major writing projects: ①research essay that maps an issue; ②essay that analyzes persuasion; and ③essay that contributes to the discussion through multi-modal means (includes a corresponding presentation). These essays will have multiple steps of the writing process, but you

will write them outside of class and go through the revision process before finalizing them. All out-of-class writing projects must be submitted via Canvas and adhere to the MLA formatting and citation guidelines that we will discuss in class.

Multi-modal Presentation – You will create and present to the class a multi-modal presentation that corresponds to the third major writing project. You will create a one-page handout for the class with important details from the presentation.

Final Evaluation

You are required to turn in a portfolio at the end of the semester that consists of a reflection and an annotated bibliography of your own writing. Required in every portfolio are the following:

- a self-reflection essay (approximately 500-600 words) in which you argue that you have developed an understanding of the course’s learning goals (specifically GELO 1) and have developed strategies for working toward those goals.
- An annotated bibliography of your writing that includes evidence of your progress as a writer. This may include any writing you have done this semester along with materials that support the arguments you make in the self-reflection.

Grading and Late Policies

You must submit all work 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, because life happens, contact me BEFORE THE DEADLINE. It is *possible* that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and you should not assume I will be lenient. Misuse of this policy by any one student will result in having this option removed for all students. You must turn in all assignments to pass the class, and this course must be passed with a C- or better as a CSU graduation requirement. Extra credit *may* be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered.

Course grades are 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

Determination of Grades

Assignment	Point Value	% of Total
Canvas Discussion Posts (4)	10 each	8%
Canvas Discussion Responses (8)	5 each	7%
In-Class Essays (2)	20 each	20%
Out-of-Class Writing Projects (3)	50 each	30%
Final Portfolio and Reflection	50	10%
Multimodal Presentation	50	10%
Peer Review Revision Exercises (4)	10 each	5%
Class Participation – attendance, in-class writing, discussions (30)	varies	10%

Requirements for each assignment 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.

The following are the criteria by which writing is typically evaluated in first-year writing courses:

An "A" writing assignment 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" writing assignment 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" writing assignment 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" writing assignment 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" writing assignment does not fulfill the requirements of the assignment.

Grading Information for GE/100W (if applicable)

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you are in class every day, on time, and ready to participate in class activities and discussions. Phones and computers will be treated as resources rather than distractions. Bring them, but do not put them on your desk/table until instructed to do so.

This course will cover topics that are contentious and potentially upsetting to some students. You may encounter materials that differ from, and perhaps challenge, you ideas, beliefs, and understanding of reality. You are encouraged to discuss issues about such material with me. It is important to remain respectful of all classmates and the instructor during class discussions and in all assignments in class and online. If you have a question at any time about what is appropriate, please contact me for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

If you have requests for special needs or accommodations, see me as soon as possible. Failure to do so may result in forfeiture of the accommodations students may deserve.

University Policies (Required)

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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/> Make sure to review these university policies and resources with students.

English 1A, Section 08, Fall 2019, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and/or in class.

****Readings should be read BEFORE the class session on which they are listed.****

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	WELCOME! In Class: Introductions, syllabus review, Canvas, survey and essay
2	8/27	DUE: Upload “Reflection on College Writing” to Canvas Read: Miller and Jurecic, Preface and Chapter 1 – “Orienting” Prendergast p. v-32 In Class: Writing Project #1 Assigned; annotating and interacting with texts
2	8/29	DUE: Canvas Discussion Post #1 (post on Canvas BEFORE class) Read: Johnson OR Pollan (Canvas) Prendergast p. 33-63 In Class: Essay questions/clarifications, evaluating blog posts, writing effective and meaningful responses, online etiquette, office hour signups
3	9/3	DUE: Canvas Discussion Response #1 (post on Canvas BEFORE class) Read: Miller and Jurecic, Chapter 2 – “Beginning” Prendergast 64-92 In Class: Rhetorical strategies
3	9/5	Read: Miller and Jurecic, Chapter 3 – “Paying Attention” Prendergast 93-130 In Class: <u>MEET IN LIBRARY ROOM 219 AT 7:30AM SHARP!</u>
4	9/10	DUE (in class and on Canvas): Draft of Writing Project #1 (print two copies) Read: Miller and Jurecic, Chapters 4 and 5 – “Asking Questions” and “Exploring” In Class: Peer Review
4	9/12	DUE: Canvas Discussion Response #2 (post on Canvas BEFORE class) Read: Carroll – “Backpacks vs. Briefcases . . .” (Canvas) In Class: Continuing rhetorical strategies
5	9/17	DUE: Canvas Discussion Post #2 (post on Canvas BEFORE class) Read: Boyd – “Murder! (Rhetorically Speaking)” (Canvas) In Class: IN-CLASS ESSAY #1 – EXPOSITORY
5	9/19	DUE: Canvas Discussion Response #3 (post on Canvas BEFORE class) Read: Miller and Jurecic, Chapters 6 and 7 – “Connecting” and “Reflecting” In Class: Common writing errors, MLA formatting and citations,
6	9/24	DUE: Final draft of Writing Project #1 – (upload to Canvas before class) Read: Haller – “Walk, Talk, Look, Eat . . .” (Canvas) In Class: Writing Project #2 Assigned
6	9/26	DUE: Canvas Discussion Response #4 (post on Canvas BEFORE class) Read: Miller and Jurecic, Chapters 8 and 9 – “Making Space” and “Time and Practicing” In Class: Essay questions/clarifications

Week	Date	Topics, Readings, Assignments, Deadlines
7	10/1	Read: Miller and Jurecic, Chapter 10 – “Planning and Replanning” Lessner and Craig – “Finding Your Way In” (Canvas) In Class: Critical freewriting and auditory/dialogic generative outlining
7	10/3	DUE (in class and on Canvas): Draft of Writing Project #2 (print two copies) In Class: Peer Review
8	10/8	ONLINE MEETING: RESEARCH DAY DUE: Canvas Discussion Post #3 (post on Canvas BEFORE class)
8	10/10	DUE: Canvas Discussion Response #5 (post on Canvas BEFORE class) Read: Miller and Jurecic, Chapter 11 – “Arguing” In Class: Teacher evaluation, writing conferences
9	10/15	Read: Miller and Jurecic, Chapter 12 – “Diverging” Giles – “Reflective Writing and the Revision Process . . .” (Canvas) In Class: Writing conferences
9	10/17	DUE: Final draft of Writing Project #2 – (upload to Canvas before class) In Class: Writing Project #3 Assigned – Multi-Modal
10	10/22	DUE: Canvas Discussion Response #6 (post on Canvas BEFORE class) Read: Klein – “Beyond Black on White . . .” (Canvas) In Class: Essay questions/clarifications, modes of writing/sharing information, visual rhetoric
10	10/24	Read: Check Canvas In Class: IN-CLASS ESSAY #2 – VISUAL RHETORIC
11	10/29	DUE: Canvas Discussion Post #4 – last one! (post on Canvas BEFORE class) Read: Check Canvas In Class: Writing conferences
11	10/31	DUE: Canvas Discussion Response #7 (post on Canvas BEFORE class) Read: Check Canvas In Class: Writing conferences, common writing mistakes
12	11/5	DUE (in class and on Canvas): Draft of Writing Project #3 (print two copies) In Class: Peer review, writing conferences
12	11/7	DUE: Canvas Discussion Response #8 – last one! (post on Canvas BEFORE class) In Class: Final ePortfolio and Reflection Assigned
13	11/12	In Class: Reflections, portfolio questions/clarifications
13	11/14	DUE: Final draft of Writing Project #3 – (upload to Canvas before class) In Class: Presentation details and signups
14	11/19	DUE (in class and on Canvas): Draft of Reflection (print two copies for class) In Class: Peer review
14	11/21	In Class: ePortfolio logistics, creating and giving effective presentations
15	11/26	ONLINE MEETING: RESEARCH DAY DUE: Presentation materials (upload to Canvas by end of day)
15	11/28	Thanksgiving – NO CLASS

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/3	DUE (in class and on Canvas): Final ePortfolio with Reflection. Upload reflection to Canvas prior to start of class. In Class: PRESENTATIONS
16	12/5	In Class: PRESENTATIONS
Final Exam	12/12	Sweeney Hall 411, 7:15am-9:30am In Class: CELEBRATE!