

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A [Section 11](#): First-Year Writing**

**Course and Contact Information**

Instructor:	Melody Westervelt
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Office Hours:	Monday/Wednesday, 10:30-11:30, and by appointment
Class Days/Time:	Monday/Wednesday, 9-10:15
Classroom:	Clark Building, Room 316
Prerequisites:	Reflection on College Writing GE/SJSU Studies Category: GE Area A2 Written Communication

**Course Format**

**Technology Intensive Course**

This course relies heavily on two online tools: Canvas and Eli Review. Therefore, all students will need access to a laptop, and should bring it to every class meeting. Any student who needs to do so may check out a laptop for the semester at King Library.

**Faculty Web Page and MYSJSU Messaging**

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

## **English 1A GE Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to:

1. Read actively and rhetorically
2. Perform the essential steps in the writing process (prewriting, organizing, composing, composing, revising, and editing) and demonstrate 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**

Can I Use I by Catherine Pendergast

All students will be required to purchase a 6-month subscription to Eli Review, which may be obtained at the bookstore, or at their website: [www.elireview.com](http://www.elireview.com)

### **Other Readings**

All additional readings will be posted to Canvas.

### **Other technology requirements / equipment / material**

Students should bring a laptop to every class meeting. Any student who needs to do so may check out a laptop for the semester at King Library.

## **Course Requirements and Assignments**

### **Diversity**

SJSU studies include an emphasis on diversity. You will engage 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 and from different socioeconomic classes.

### **Writing**

Writing assignments 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. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL1A classes require multiple out-of-class essays. Essays must be in 12-point Times New Roman font, double spaced, and in MLA format.

### **Reading**

There will be a substantial amount of reading for this class, some of which will come from assigned texts (below) and some of which will be from sources you locate.

## English 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 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. This means you should expect to invest no fewer than nine hours per week in your English 1A studies. Learn more about student workload in University Policy S12-3; see <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Details will be distributed and/or posted to Canvas for each assignment, which are listed below.

- 6 in-class writing assignments
- In-class Eli Review activities
- Personal Narrative
- Process Analysis
- Persuasive Essay

Assignment	Word Count	Total Points	% Grade	GELO
<b>In-class Writing Assignments (6)</b>	300 each	150	15	1, 2
<b>Eli Review Activities (10)</b>	50-100 each	150	15	1, 2
<b>Essay 1</b>	750 (plus draft)	100	10	2, 3, 4, 5
<b>Process Analysis</b>	1000 (plus draft)	150	15	2, 3, 4, 5
<b>Persuasive Essay</b>	1000 (plus draft)	150	15	2, 3, 4, 5
<b>Portfolio (Includes final reflection)</b>	700-1000	100	10	1, 2, 4, 5

Total point value for the course is 1,000. Course grades are calculated using the following scale:

94% - 100% = A	84% - 86% = B	74% - 76% = C	64% - 66% = D
90% - 93% = A-	80% - 83% = B-	70% - 73% = C-	60% - 63% = D-
87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F

## Final Examination or Evaluation

### **Final Portfolio**

At the end of the semester, you are required to turn in a portfolio that consists of selected examples of writing you produced for our class, including drafts. Detailed instructions will be posted on Canvas, and we will discuss this project throughout the semester.

### **Grading Information (Required)**

To receive full credit, essays and reading responses must be submitted on time—at the start of class—on the posted due date. **Late work will be accepted up to one week after the deadline, but will be penalized a full letter grade.**

**Our class relies heavily on the revision process. First drafts must be complete and workable, and demonstrate you have fully engaged with the assignment. An outline is not a draft. An insufficient first draft will affect the grade of the final draft.**

In-class Eli Activities and Workshops are vital to our class, and participation in them is reflected in your final grade. If you have to miss class, you must contact me in advance.

Note: Students must receive a C- grade or higher to pass the class. If you are an UGRM in English, you must earn a D- or higher in English 1A to clear remediation.

Requirements for particular assignments vary, but in all cases essay grades reflect the paper's effectiveness, which is broken down into three major areas: **content** (this includes maturity and sophistication of thought), **organization**, and **expression**. Below are 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 shows 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 responds to the topic suitably and may contain some grammatical, mechanical, or usage errors.
- A “C” essay completes the requirements of the assignment, but it shows weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay neglects 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.

### **Classroom Protocol**

In English 1A, much of the learning happens in class. Therefore, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments, which include occasional writing in response to prompts. Electronic resources such as

laptops, tablets, and smartphones may be used during class to compose some assignments, take notes, access course materials on Canvas, refer to a dictionary or thesaurus, or capture images of curriculum on white board. Please be sure that ringers, buzzers, bells, and alarms are turned OFF during class.

### University Policies

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be referenced at <http://www.sjsu.edu/gup/syllabusinfo/index.html>. You are also advised to visit the Frosh English webpage at [http://www.sjsu.edu/english/frosh/program\\_policies](http://www.sjsu.edu/english/frosh/program_policies).

### Canvas Support

If you need technical support with Canvas, please click the "Help" button in course navigation (left side menu bar of Canvas screen). From there, you can access a list of resources. Please check the Guide on How to get help with Canvas.

## English 1A: First Year Writing

### Tentative Course Schedule

<b>Week 1</b>		<b>Introduction to Class</b>
	8/21	Introduction to Class
<b>Week 2</b>		<b>Pre-Writing and Drafts</b> Readings: "Shitty First Drafts" by Anne Lamott; "A Way of Writing" by William Stafford
	8/26	In-Class Writing Assignment #1 Discussion of assigned readings
	8/28	Set Up Eli Review Introduce Personal Narrative Essay
<b>Week 3</b>		<b>More Pre-Writing and Drafts</b> Readings: Prendergast, 1-54
	9/2	Labor Day - NO CLASS
	9/4	In-Class Writing Assignment #2 Discussion of Prendergast
<b>Week 4</b>		<b>Now Start Writing!</b> Prendergast, 55-96
	9/9	Workshop Personal Narrative
	9/11	Eli Activity: Peer Review of ICWA #2

<b>Week 5</b>		<b>Learning to Review/Peer Edit</b> Readings: “Responding - Really Responding - To Other Students’ Writing” by Richard Straub; “The Secret of Effective Feedback” by Dylan William
	9/16	<b>Due: Personal Narrative Draft</b> In-class reading and discussion of Giver’s Gain Philosophy Discussion of assigned readings
	9/18	Eli Activity: Peer Review of Essay 1
<b>Week 6</b>		<b>Which “errors” matter? And, what is “bad” writing?</b> Reading: Prendergast, 97-130; “What’s Going On with Matthew McConaughey?” by Sonia Rao
	9/23	In-Class Writing Assignment #3 In-Class Discussion: Contextualizing and diagnosing common writing errors
	9/25	Workshop Personal Narrative, Final Draft
<b>Week 7</b>		<b>Organization and Voice</b> Readings: How to Paint a Fresco by Adam Goodheart; The Baby Myna by Ved Mehta; How to Become a Better Writer by Lorrie Moore
	9/30	Discussion of assigned readings Introduce Process Analysis Essay
	10/2	<b>DUE: Personal Narrative, Final Draft</b> Eli Activity: Brainstorming for Process Analysis; Peer Response to topic ideas
<b>Week 8</b>		<b>Pre-writing, Again</b>
	10/7	Workshop Process Analysis
	10/9	Eli Activity: Peer Review of “Problem Paragraphs”
<b>Week 9</b>		<b>More Drafting</b>
	10/14	<b>Due: Process Analysis First Draft</b> Eli Activity: Peer Review of Process Analysis
	10/16	
<b>Week 10</b>		<b>Thesis</b> Readings: “Are Too Many People Going to College?” by Charles Murray; “Have Smartphones Destroyed a Generation” by Jean M. Twenge; “The Case Against Chores” by Jane Smiley; “People Like Us” by David Brooks
	10/21	In-Class Writing Assignment #5 Discussion of assigned readings

	10/23	<b>Due: Process Analysis Final Draft</b> In-Class Discussion: What constitutes a strong thesis? Introduce Persuasive Essay
<b>Week 11</b>		<b>Writing with a Purpose</b> Readings: "School to Prison Pipeline" by Marilyn Elias; "'A form of punishment': Colin Kaepernick and the history of blackballing in sports" by Jack Moore; "Teens Are Being Bullied 'Constantly' on Instagram" by Taylor Lorenz
	10/28	In-class Writing Assignment #6 In-class Discussion: Writing for the purpose of advocacy.
	10/30	Eli Activity: Peer Response to ICWA
<b>Week 12</b>		<b>Writing about What Matters to You</b> <b>**Bring an article to class which advocates for an issue you believe is important. **</b>
12	11/4	In-class group discussion of articles/topics chosen by students.
12	11/6	<b>Due: Persuasive Essay First Draft</b> Group discussion of Persuasive Essay challenges
<b>Week 13</b>		<b>Let's Argue</b>
	11/11	VETERAN'S DAY - NO CLASS
	11/13	Eli Activity: Persuasive Essay Workshop
<b>Week 14</b>		<b>Persuasive Essay Workshop</b>
	11/18	<b>Due: Persuasive Essay Second Draft</b> Eli Activity: Persuasive Essay Workshop
	11/20	Workshop Persuasive Essay, Final Draft
<b>Week 15</b>		<b>Thanksgiving Week</b>
	11/25	<b>WORK FROM HOME DAY</b> (Take this time to work on your final draft of your Persuasive Essay)
		<b>THANKSGIVING HOLIDAY - NO CLASS</b>
<b>Week 16</b>		<b>The Home Stretch</b>
	12/2	<b>Persuasive Essay Final Draft Due</b> Discuss Portfolios and Final Reflection
	12/4	Workshop Portfolios
<b>Week 17</b>		<b>The End!</b>
	12/9	In-Class Writing Assignment: Final Reflection

Final Exam	12/13	<b>Due: Portfolio due to Canvas by 9:30am</b>
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