

# San José State University

## Department of English ,and Comparative Literature

### English 1A, Section 20, Spring 2019

**“Writing is thinking. To write well is to think clearly. That’s why it’s so hard”  
–David McCullough**

#### Course and Contact Information

<b>Instructor:</b>	Chelsea Criez	<b>Class Days/Time:</b>	M/W 13:30 – 14:45
<b>Office Location:</b>	FOB 224	<b>Classroom:</b>	Sweeney Hall 413
<b>Telephone:</b>	(408) 924-4025	<b>Prerequisites:</b>	Reflection on College Writing
<b>Email:</b>	<a href="mailto:Chelsea.criez@sjsu.edu">Chelsea.criez@sjsu.edu</a>	<b>GE/Studies Category:</b>	GE Area A2 Written Communication
<b>Office Hours:</b>	W 15:30-17:30 or by appt.		

#### Course Description

English 1A is an introductory 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.

#### GE Area A2 Course Description

English 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies the student is a capable college-level writer and reader of English.

*The Writing Process*



#### 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 effectively in several genres
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

#### What We'll Be Reading

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

Andrea Lunsford. *Writer's Help for the Everyday Writer*. (A link to purchase this subscription will be given during the first few weeks of class.)

Students will be responsible for locating other reading materials in support of their writing projects.

*“If you don’t have the time to read, then you don’t have the time (or the tools) to write” –Stephen King*

## Technology Requirements

Many of our scheduled meetings will be dedicated to working on current drafts and projects, so it is highly recommended that you obtain a laptop or other portable device suitable for writing, researching, and editing. Students may rent laptops from the Library or the A.S. Print & Technology Center in the East Wing of the Student Union, 2<sup>nd</sup> floor.

## Communication

I will use Canvas as means of communication for this class. It is your responsibility to check Canvas daily for any announcements, messages, assignment updates, etc. I suggest downloading the Canvas app to your phone so you may receive any notification of new postings on Canvas.

## Course Content: What You Should Expect

*Content Note:* Sometimes projects and class discussions include material of a sensitive nature. In this course, you may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. You are encouraged to discuss issues about such material with me.

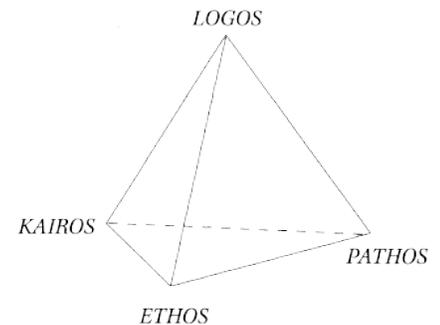
*Diversity:* SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings of this course will include writing of different genders and from different socio-economic 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 8000 words, at least 4000 of which must be in revised final draft form. ENGL 1A classes require three out-of-class essays.

*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.

*Final Experience:* You are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing produced for our class. Required in every portfolio are:

- Your Critical Essay in your RCW folder
- A major assignment that you worked on in this course
- A reflective essay explaining the ways in which you made use of terms from the course to identify issues and improve your writing
- An annotated index explaining the course materials you reference in your reflection



## Course Requirements and Assignments: What You'll Be Graded On

*Discussion/Participation:* In this course, there will be in-class and online discussions. The online discussions will take place out of class throughout the semester and are included in your final grade. These in-class and online discussions will impact your participation grades.

*Essays:* There will be three assigned essays for this class, each centering on a single topic that you will explore over the course of the semester. Your first essay will be an informal letter, your second will be an informative research paper, and your third will be a genre analysis. In addition to points given for the final draft, the final score of each essay will include points given for completion of a rough draft, peer review, and writer's memo.

*Presentation:* At the end of the semester, you will present your topic and genre analysis through a multimodal presentation.

*Portfolio:* Once you have completed each of your essays, you will reflect on your progress in the portfolio you began over the summer.

*Essay Makeup:* If you feel you did poorly on one of your essays, you have the opportunity to makeup the assignment to improve your grade. To receive an improved grade, you must write a letter to me explaining how you plan to revise your paper. In your letter, you will describe steps you would take to improve clarity, argumentation, transitioning, etc. This revision will not makeup for points missing for rough drafts, peer reviews, or writer's memos. The essay makeup will be due Thursday, May 16<sup>th</sup> 14:30.

*Extra Credit:* There will be opportunities for extra credit throughout the semester. To earn an additional 5 points on an essay grade, you must work on your essay with a tutor at the Writing Center located in Clark Hall 126. You may only apply the additional 5 points to one essay you work on at the Writing Center, so choose wisely.

*\*Completion of each essay, presentation, and portfolio is required to pass this class\**

## Credit Hour Requirement

"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 including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

## Final Examination or Evaluation

The Final Examination for this course will take place Thursday, May 16<sup>th</sup> in room SH 413 from 12:15-14:30.

"There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional."

## Grading Policy

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. You must turn in ALL assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0". Note: students must receive a C or higher to pass the course.

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 69% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

## How Your Grade Will Be Calculated:

Assignment	Word Count	GELO	Percentage
Essay 1	750	2, 3, 4	10%
Essay 2	1000	1, 2, 3	15%
Essay 3	1500	1, 2, 3, 5	20%
Presentation	750	3, 4	10%
Portfolio	1000	1-5	20%
Discussion Posts	1500	1-5	10%
Participation	N/A	N/A	15%

## What Determines Your Grade:

Requirements for specific assignments 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. All assignments, quizzes, and exams are graded on a traditional 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.

## My Responsibilities

Just as you have responsibilities to succeed in this class, I have responsibilities to help you succeed. My responsibilities include (but are not limited to) providing useful feedback on drafts, responding to emails in a timely manner, being available during stated office hours, following the syllabus and keeping transparency about changes and reasoning behind changes, and creating and maintaining an environment in which you feel comfortable and may learn effectively.

## Our Classroom Protocol

To be successful in this class, you must be present for each meeting. Being present means that you attend class and actively participate in class and group discussions and activities. If you are not present (physically or mentally) for our class meetings, your absence will reflect in your grade. (Texting, tardiness, daydreaming, etc. each count as not being present and will be deducted from your final participation grade.)

In addition to being present, in order to have productive discussion in class, there needs to be mutual respect for classmates. Being respectful includes—but is not limited to—keeping an open mind to alternative perspectives, avoiding harsh comments, and withholding judgement for those who differ from yourself. We will go over discussion guidelines in class during the first few weeks.

## 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](#) at <http://www.sjsu.edu/gup/syllabusinfo/> It is your responsibility to read and follow these policies.

## English 1A, Section 67, MW 13:30-14:45

Week	Date	Topics, Readings, Assignments, Deadlines
1		NO CLASS
2	1/28	First Day <b>In Class:</b> Go over syllabus, Introductions
2	1/30	<b>Read:</b> Email Etiquette, WH Prewriting <b>In Class:</b> Essay 1 assigned, Picking Topics, Portfolium
3	2/4	<b>Read:</b> WS Vol. 1 Hinton, Essay on Canvas <b>Due:</b> Syllabus Quiz on Canvas <b>In Class:</b> Outline, Introduction
3	2/6	<b>Read:</b> WS Vol. 1 Lessner & Craig, Essay on Canvas <b>In Class:</b> Reflection, Invention
4	2/11	<b>Read:</b> Lamott “Shitty First Drafts” (on Canvas), WH Writing Process (Planning and Drafting) <b>In Class:</b> Drafting Workshop—Bring Laptop
4	2/13	<b>Read:</b> WS Vol. 1 Giles, WS Vol. 1 Hewett <b>Due:</b> Rough Draft Essay 1 <b>In Class:</b> Writer’s Memos, Peer Review—Bring Laptop
5	2/18	<b>Read:</b> WH Writing Process (Reviewing & Revising) <b>In Class:</b> Writing Center Visit, What to do with feedback
5	2/20	<b>Read:</b> WH Writing Processes (Developing Paragraphs), Essay on Canvas <b>In Class:</b> Editing Workshop—Bring Laptop
6	2/25	<b>Read:</b> WH Top Twenty, Writing Processes (Editing & Proofreading) <b>In Class:</b> Editing Workshop—Bring Laptop
6	2/27	<b>Read:</b> WS Vol. 2 Driscoll <b>Due:</b> Final Draft Essay 1 <b>In Class:</b> Essay 2 Assigned, Online Civic Duty (on Canvas), Sources and Materials—Bring Laptop
7	3/4	<b>Read:</b> WH Research, WS Vol. 2 Stedman <b>In Class:</b> Integrating Evidence, Research Day—Bring Laptop
7	3/6	<b>Read:</b> WS Vol. 1 Boyd <b>Due:</b> Online Civic Duty Website Check (on Canvas) <b>In Class:</b> Murder Mystery
8	3/11	<b>Read:</b> WH Writing Processes (Reflecting to Learn) <b>NO CLASS</b> —Online Assignment
8	3/13	<b>Read:</b> Skinnell 1-6 (on Canvas), Aristotle 1, 8-15 (on Canvas), Roskelly (on Canvas), WS Vol. 1 Carroll, WS Vol. 1 Jones, & WH Rhetorical Situations <b>In Class:</b> Intro to Rhetoric
9	3/18	<b>In Class:</b> Intro to Rhetoric Continued
9	3/20	<b>Read:</b> WH Writing Process (Working With Others) <b>Due:</b> Rough Draft Essay 2 <b>In Class:</b> Peer Review—Bring Laptop
10	3/25	<b>Read:</b> Erasmus 599-604 (on Canvas) & Performing Prose Ch. 2 (on Canvas) <b>In Class:</b> Word Choice, Audience
10	3/27	<b>Read:</b> WH Writing Process (Clarity), Essay on Canvas <b>In Class:</b> Editing Workshop—Bring Laptop
11	4/1	Spring Break—NO CLASS
11	4/3	Spring Break—NO CLASS

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	4/8	<b>Read:</b> WS Vol. 1 Dirk <b>Due:</b> Final Draft Essay 2 <b>In Class:</b> Genre, Essay 3 Assigned
12	4/10	<b>Read:</b> WH Designing and Performing Writing, WS Vol. 2 Klein & Shackelford <b>In Class:</b> Presentation assigned, Multimodality
13	4/15	<b>Read:</b> WH Style & Essay On Canvas <b>In Class:</b> Editing Workshop—Bring Laptop
13	4/17	<b>In Class:</b> TBD
14	4/22	<b>Read:</b> Academic Writing (Portfolios & Writing to Make Something Happen) <b>In Class:</b> TBD, Portfolio assigned
14	4/24	<b>Due:</b> Rough Draft Essay 3 <b>In Class:</b> Peer Review—Bring Laptop
15	4/29	<b>In Class:</b> Portfolio Workshop—Bring Laptop
15	5/1	<b>Due:</b> Portfolio Rough Draft <b>In Class:</b> Peer Review of Portfolio—Bring Laptop
16	5/6	<b>Due:</b> Final Draft Essay 3 <b>In Class:</b> Presentation Workshop—Bring Laptop
16	5/8	<b>In Class:</b> Presentations
17	5/13	<b>In Class:</b> Presentations
Final Exam	5/16 (Thursday)	<b>In Class:</b> Presentations, Portfolio Workshop SH 413 12:15-14:30 <b>Due:</b> Portfolio, submit to Canvas by 14:30

*\*Syllabus is subject to change\**