

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 21, Spring 2019**

**Course and Contact Information**

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<b>Office Hours:</b>	12:00-1:00 p.m. TTh, by appointment, in person or virtually with Zoom.
<b>Class Days/Time:</b>	TTh 1:30-2:45
<b>Classroom:</b>	BBC 123
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Course Management Page**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. The best way to reach me is to contact me through Canvas messaging.

**ENGL 1A Course Description**

Welcome to English 1A! 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.

This course has been designed to meet the expectations and Student Learning Outcomes set forth by the University and Department of English. In doing so, our course theme is “A Path to Academic Identity and Success at San Jose State University.” Over the course of the term, students will explore the SJSU campus, discuss and grapple with finding their footing on their new path as they transition to university, explore their interests, majors, and hidden intellectualism, and create a sense of community inside and outside of our classroom.

**ENGL 1A Learning Outcomes (GELO)**

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

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;

- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## Required Texts

Course Reader (\$10-\$15): Please pick Monday, January 28, or Tuesday before class at Maple Press on 10<sup>th</sup> Street.

Writer's Help (an online handbook) \$19.99

<https://store.macmillanlearning.com/us/storefront/201800695>

Go to the link, and click on the "triangle"; then add to cart, and go to cart to purchase.

## Other Readings

Students will be required to print, read, and annotate additional handouts during the semester, which will require a reliable printing source.

## Other technology requirements/equipment/material

Access to computer, internet, and reliable printing source.

Firefox or Google Chrome for Canvas

A spiral binder for notes and in-class assignments,

Pocket folder/binder for work pertaining to the class.

Pens and Pencils

## Teaching Method

Our class will be an active lecture environment that is teacher- and student-centered, which means that while I may lecture occasionally, the majority of our classes will be exercises, activities, and discussions based on students' questions, thoughts, reflections, and insights. Students will work with partners and in various sized groups, as a class, and with me. We will create a supportive, enriching, and respectful learning community in our class that is guided and reflective.

Students need come to class prepared, having completely read and thought about the current readings and/or writing assignments. However, I am not expecting that students completely understand or like all of the readings or writing assignments, which is part of the learning process and makes the classroom discussions lively and more interesting.

Part of having the class's structure centered on discussions/activities allows us to work through some of the texts' and assignments' difficulties. I encourage students to bring their questions about and critiques of the readings to class. This will help facilitate discussion and provide a beneficial basis for our class' collective pool of knowledge.

We will use the writing assignments to continue our discussion of the texts' and course's theme, which centers on students learning about their academic identity and new community at SJSU. We will look at writing in progress throughout the term as students create and revise their work. To do so, we will look at and give feedback to students' writing via the Writer's Chair and various types of peer response throughout the writing process. Students will receive formative feedback from me on their work both in writing and in conferences. This course is designed for students to revise their writing and hone their analytical skills based on various types of formative feedback over the course of the term in a supportive and community-based learning environment.

Students will explore the kinds of analytic thinking essential to virtually all intellectual work at the university: summarizing, describing, analyzing, comparing and contrasting, arguing, and discussing. As individual writers and readers, students will connect various types of texts within their studies and beyond. They will improve their sentences by extending short, choppy thoughts into longer, fuller and more meaningful statements, and if they put forth sincere and honest effort, I expect that they will leave this course more able to handle the many reading and writing assignments that they will encounter at SJSU and beyond.

Students should expect to have homework for this class each class meeting. Over the course of the term, students will read and write, give and receive feedback, reread and revise, conduct research and give two presentations. Students will submit rough drafts of their essays, and they will need to spend time outside of class revising and reworking them to build a Digital Portfolio of their polished work that they will submit at the end of the term.

### **ENGL 1A Course Assignments**

Students will write drafts of four major essays and revise two of them to include in their Essay Portfolio at the term's end. We will work together throughout the term with revision strategies, giving, receiving and implementing feedback. I will give students revision feedback on their drafts and support them as they revise the two essays they have chosen to work with based on the assignments' task and student learning outcomes. Because students have the ability to revise their work throughout the term, our class is a place for exploration of ideas and learning, which give students autonomy over their course grade.

Over the course of the term, students will read academic articles, conduct research of credible sources, and write papers. Students will submit rough drafts of their essays to their peers and to me for feedback, and they will need to spend time outside of class revising and reworking their essays, to build an on-line Portfolio of their polished work that they will submit at the end of the term. There will be low-stakes quizzes that reflect essay structures, syntax, and grammar and mechanics that we will discuss in class.

Students will also have the opportunity to make one group and one individual presentation, in which they will share their knowledge and insights with the class. We will use the class as a workshop to look at students writing in process based on the assignments' task and to implement essay and sentence structures, so students will informally share their writing in progress to the class for feedback in the writer's chair and via peer response.

<b>Three Major Writing Assignments</b>	<b>Brief Description of Assignment</b>
Letter to Your Professor	Students read an article and share their insights from the reading as well as their writing experiences and writing process.
Exploring Your World	A reflective paper discussing the Student Service or Resource based on the research students conducted and presented in their group presentation.
The Scavenger Hunt: Your Major!	Students complete four steps to researching, reading, writing about, and reflecting on their major.
<b>Three Essay Assignments</b>	
Essay One: Helping Hands	Students write a research-based argument essay to a specific audience that argues how students can overcome an obstacle they face to help them succeed at SJSU.
Essay Two: Applying Yourself	Students respond to a prompt-based application from their research—a study abroad program, a scholarship, their major, a fellowship, an internship—and write to the prompt in consideration of the questions, their audience, themselves.
Essay Three: Your Hidden Gem	Students write a research-based persuasive essay with speech component based on Gerald Graff's "Hidden Intellectualism" and students' research throughout the term.

## **Formative Feedback on Essays**

On Canvas, I will provide comments to students on the major writing assignments. If students' initial Letter to Your Professor is problematic, (or any essays, especially Essay One if it is not passing), in my endnote, I shall invite them to work regularly with a writing center tutor, so they will have extra support and learn from their work in this essay and have a greater chance of passing the next essay and the class.

On Canvas, students will submit a discovery draft of Essay One and Two and receive submission credit for their work. I will provide students with very brief written feedback in the GradeMark section for each submitted writing assignment; students will need to return to their uploaded document to read my feedback on a computer and kindly review my feedback. My feedback throughout the term will be formative and at this early stage and will begin to guide students in the event that students choose to revise the particular essay.

For revised Essay One or Two, students have the option of making an appointment to meet with me one-on-one to discuss any questions or concerns not addressed in my feedback. I do, however, ask all students not meet with me in conference during one of the draft stages of Essay Three, during which I will answer any questions about their work, and we will discuss the paper's strengths and points to revise from. I ask students to be prepared when we meet to take notes on the draft of their paper, so they can create a revision plan based on our discussion and my formative feedback.

At any time throughout the term, if students would like to receive more feedback from me on their work, I invite them to bring a hard copy of their paper along with their questions to meet with me during office hours or during an appointment outside of my office hours. One of my greatest joys of teaching is working one-on-one with students as they revise their writing, so please know that I welcome this vibrant and engaging interaction.

### ***Please note:***

***This much is non-negotiable: Students cannot simply turn in all late or missing work at the end of the semester. Students need to have completed the three writing assignments and drafts of Essays One, Two and Three to be eligible to submit the Final Portfolio. I do not assign, nor will I consider allowing extra credit work. This semester is set up so that a solid grade is easily attainable if students do their work consistently and on time.***

## **Assignment, Word Count, and Learning Goals**

<b>Assignment</b>	<b>Word Count</b>	<b>GELOs</b>
Letter to Your Professor	500	1,3,4
Exploring Your World/Presentation	1000	1,2,3,5
The Scavenger Hunt: Your Major	800	1-5
Essay One: Helping Hands	1000	1-5
Essay Two: Applying Yourself	800	1-5
Essay Three: Your Hidden Gem/Presentation	1000	1-5
Final Portfolio	3000	1-5

## **Workload**

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 that a student taking 15 units of coursework should allocate approximately 45 hours/week for academics. So, in addition to class time, students should allocate six hours per week for out-of-class work.

## **Grading**

I use contract grading in this class. If students meet the requirements spelled out below, they are guaranteed a semester grade of some range of B or higher. Students may choose to earn a grade in the A range, which involves working above and beyond what is required for the grade of B. And they may also choose to earn a grade in C range or to not pass the course.

I use contract grading because conventional letter grades usually lead many students to try and "figure out" what the instructor wants or focusing on the grades in the class instead of learning how to develop their skills as readers, thinkers, and writers. To learn and to develop skills, students must be willing to take risks and make mistakes. (For those of students who are actors, athletes,

dancers, magicians, musicians, and/or performers know this process. Before one becomes proficient – skilled – one must make mistakes, practice, receive feedback, and try again, and it is through this process of practice that one sees improvement in one's abilities.) Academia works the same way. Students have reading, thinking, and writing skills. My responsibility is to show them how to further develop these skills, so they are prepared for writing and thinking, sharing, and discussing in college and in their professional life. There is no magical way to instantly develop these skills. It takes practice.

As we practice, develop and learn, we may make mistakes—little gems that are part of the learning process. And as long as students are willing to learn from these mistakes, they will progress. Thus, the contract evaluation method allows for students to focus on learning not grading.

During the semester, I will assign a point value to each assignment, which is primarily for me keep a record of who is or is not meeting the B contract at any given time. I also reserve the right to add an extra point or to alert me and the student who has done particularly well on a draft, assignment, or in class participation.

### Students are guaranteed a final grade in the B range if they meet the following conditions:

- 1. class participation.** Students must attend class to participate, so students may not miss more than **two classes** (which is one week of school) or leave during the middle or end of any class.  
*If a student is absent or late, the reason is inconsequential, for I do not want to judge one reason over another; thus, an absence is an absence.*
- 2. tardiness.** Students are in class on time.  
*If students are late or miss a class, they are still responsible for finding out what assignments they missed from someone else in the class. I do not answer emails that ask me what a student missed in class when s/he was absent. Also, habitual tardiness (**more than three times**), which is considered disruptive by all, is not in accordance with the B contract. Each triple tardy will count as an absence and zero participation points.*
- 3. class behavior and responsibility.** Students will come to class prepared with materials and hard copies of work due, in addition to behaving professionally at all times. This means that **students will turn off or silence, and tuck away cell phones and other technological devices**, and students will never do work for other classes in this class. Students may be required to use laptops or tablets for some assignments, in which cases they use it appropriately for classwork and note taking, and will put it away per my request. Students also will remain awake, alert, and participate when called upon and without being called upon. When I am in class, I am focused on my students and our work. I expect the same focus from students.
- 4. assignments.** Students must complete all of the readings and turn in all of their work on time. Students must make substantive revisions on their major writing assignments—extending or changing the thinking or organization — not just editing or touching up. Students copy-edit, spellcheck, and proofread all final revisions of main assignments until they conform to the conventions of edited, revised academic English.
- 5. journals, quizzes, drafting, minor writing assignments, presentations, and other assigned work.** Students' work shows that they have completed the major requirements for the assignment and their work shows that they have made an effort to do the work with thought. If students miss minor writing assignments, they cannot be made up.
- 6. sharing and responding.** Students will share their personality, knowledge, skills, and special expertise with the rest of us throughout the semester, and will work cooperatively in groups, and be willing to share some of their ideas, to listen supportively to the ideas of others and, when called for, give full and thoughtful responses. Students will participate in the "Writer's Chair," and peer response, sharing their work in progress and staying focused and giving thoughtful feedback. Bravely, students will ask me questions about any aspect of their work or responses to their work about which they are uncertain or unclear.

### Major assignments need to meet the following conditions:

- *Meet the requirements of the assignment:* students must meet all the basic requirements of the assignment: reach the minimum page limit for the assignment, address the assignment's topic, have an overall focus/point, provide clear evidence in writing that shows the writer has been persistent and open-minded, show dominance of reason over emotion, address an audience who is rational and reading for information and knowledge, citation and documentation that is consistent, accurate, integrated, and follows MLA format with an audience and rhetorical awareness that demonstrates appropriate critical and creative features that show awareness of audience, purpose and essay context.
- *Complexity.* For every paper, students will explore their ideas and move into developing them to share them with their audience. Most of students' work in this class is focused on finding and developing an opinion and sharing it through a thesis statement and topic sentences. We will be working on this idea throughout the semester. Students will use their short writings and essays to further discover and show their overall point of view.
- *Thinking.* Once students have discovered their opinion about the topic, they will use their paper to do some figuring-out, so they support their thesis statement with logos and ethos, and analysis. I encourage students to take risks in drafts with

thinking about connections and making their intellectual gears turn. Thus, students' papers need to move or go somewhere—to have a line of thinking.

- *Copy editing.* Student papers must be well edited and proofread—that is, free from virtually all mistakes in grammar, punctuation, and mechanics—which we will work on as necessary throughout the semester.

Note regarding the above: I generally recognize hastily completed drafts, and they rarely meet the minimum criteria for a grade in the B range.

### Earning and grade in the A range

The grade of B depends on completing work and behaviors, which students who earn an A also achieve. However, the A grade also depends on quality. Thus, students earn a B if they put in good time, effort, and thought.

But to earn an A, students have to make their time and effort pay off in work of genuine excellence (and also meet the conditions for a B). Notice that for grades up to B, students do not have to worry about my judgment or my standards of excellence, only the course requirements; for higher grades, students do. If students decide to strive for an “A,” I welcome them making an appointment with me, so we chat and work together on this endeavor. I am happy to help anyone who is willing to put in the required time and effort.

Requirements for earning an A include:

- Students meet the requirements above for the B Contract.
- Students move above and beyond the requirements of the assignments and the class, which might include doing extra research, extra writing, and very thorough revising, in addition to working more closely on more advanced aspects of style. The work must appeal to and engage the designated audience, and must be of the quality that significantly enhances the credibility of the writer.
- Students participate in and contribute significantly to class discussions by making connections to knowledge outside of the readings, and/or in bringing in additional information or examples that will enhance their peers' knowledge of the subject or material being discussed during class. This type of thinking is also clearly expressed in students' papers. Please note that consistent class participation does not mean dominating class or group discussions. See me if you would like help finding a way to consistently participate and contribute significantly.
- Students demonstrate advanced critical thinking, argumentation, and use of evidence in their writing, showing that they have gone above and beyond basic interpretation or generalized argument of the assignment. In an A paper, students express themselves in writing that is innovative and compelling, thoughtful and clear; the writing represents quality above the assignments' requirements.

### Earning grades lower than B/not meeting the terms of the B contract

Please do not aim for a grade lower than a B. I feel that all students are capable of meeting the requirements for a final course grade in the B range. The quickest way to slide from a “B” to a “C” or to a non-passing (below C-) grade is a repetition of one or a combination of the following: miss classes, show up unprepared and/or without hard copies of assignments, not turn things in on time, turn in sloppy or rushed work, and/or fail to meet the assignments' requirements, or not complete the assignment/s.

### Earning a grade in the C range

When students earn a grade of C they usually meet more than one of the following criteria:

- They have **missed four to six classes (two to three weeks of the term)** and/or may arrive to class repeatedly late
- They do not meet the B contract because:
  - they often are not prepared for class
  - they have missed minor assignments and/or the Writer's Chair and/or Presentation/s
  - their work does not meet the requirements listed under the B contract for the assignments
  - they may be physically present (seated in their seat) but are not intellectually present or engaged in class
  - they are absorbed by their technology

Usually students earn a grade less than B when they do their work at the last minute which affects their work's quality, occasionally participate in class, and/or do not consistently follow proper class room behavior and /or responsibility. (Please review the criteria under the B contract not only to earn a B but also to grow and learn.)

### Earning a non-passing grade (D or F range)

When students earn non-passing grades, they meet more than one of the following criteria:

- They have **missed more than six classes (three weeks of the term)** and/or arrive to class habitually late.

- They do not meet the B contract because:
  - they are regularly not prepared for class
  - they have missed minor and major assignments and/or the Writer’s Chair and/or Presentation/s
  - their work does not meet the requirements listed under the B contract for the assignments or the student learning outcomes
  - they are physically present (seated in their seat) but are often not intellectually present or engaged in class
  - they are absorbed by their technology
  - they chose not to seek help from additional resources

When students fail to meet the terms of the B contract by not completing and/or submitting assignments, students may earn a non-passing grade for English 1A. Typically, students who do not pass English 1A do so by both missing class and not submitting assignments. Students who do not earn a C- or above in English 1A, will need to retake the course.

If students are missing classes and falling behind with the work, please see me sooner rather than later. I want everyone to be successful in class, but I cannot help students if they disappear or wait until the end of the semester to ask for help.

***Please note:***

***This much is nonnegotiable: students are not eligible to pass the class unless they have attended at least 13 of the 16 weeks of classes, and completed, submitted and received credit for the three major writing assignments and three essay drafts in a timely manner, and submitted a passing Final Portfolio.***

**Course Requirements Breakdown for B Contract**

<b>Participation—required—B level, up to 2 non-participation days (writer not in class to respond).</b>	in-class participation; sharing and responding in and out of class; writing online and in-class journal entries, classroom behavior and responsibility; homework assignments; quizzes; giving and receiving feedback in the form of the Writer’s Chair and peer responses
<b>Writer’s Chair--required--full credit for submitting complete draft. Must be present on day scheduled.</b>	writer’s submission of work to Canvas under the Writer’s Chair, discussion in class or in groups, presentation of copies of essay to group, writer’s attendance required.
<b>Full credit for group presentation that meets B criteria--required</b>	group presentation on student obstacle and SJSU student resource. Must be present to participate for full credit on assignment.
<b>Letter, Scavenger Hunt, several drafts of each major essay required for submission credit: Essay One or Two and Essay Three</b>	three major writing assignments and three complete drafts of Essay One, Two, and Essay Three to Canvas. First draft (submission credit/feedback peers and me), later drafts of two of the three essays (submission credit/feedback from me (submission credit, feedback from me tentative grade), and final drafts (portfolio/final grade)
<b>Final Portfolio—required Reflective Essay and Third Revision of Essays One or Two and Essay Three Essays, and Presentation</b>	reflective essay for assessment, appendix of evidence supporting reflection, revised Essay One or Two, revised Essay Three, and individual presentation on hidden gem.

**Class Participation and Preparedness**

I take attendance at the beginning of class each class meeting and mark it on Canvas under attendance because this class is very participation heavy and students have to be present to participate. Because everything we do in class relates to students’ writing, reading, and academic success, participation is a critical element of the grading contract. In accordance with the contract, students may miss two class opportunities to participate (absences) and be late three times (more than 20 minutes is an absence) and still earn a B for participation.

Participation is graded on a scale from 0 (lowest) through 3 (highest) for each class session, using the criteria below, and noted for each class meeting on Canvas. The criteria focus on what students demonstrate and do not presume to guess at what students know but do not demonstrate. This is because what students offer to the class is part of our collective learning experience. I expect participation levels for all students to routinely satisfy the criteria for a “3,” which is in accordance with the B contract in the syllabus. Most students earn threes on most days they are here and participating. Missing part of homework or not bringing it in print when required reduces credit as do distractions based on technology, and/or nodding off in class. All students are required to

write a brief paragraph within 24 hours of each class, describing what the class did that day, what they learned, and specifically what the student did to participate. Details should include what specific question(s), analysis, information, names of colleagues they worked with, etc. and whom they were in discussion with: the class, group, or a specific person.

Points	Criteria for Participation Grade
3	<p>Physically and mentally present and prepared.            Not distracted by technology (which is put away).            Demonstrates good to excellent preparation: knows information or reading facts well, has thought through implications of them.            Shares interpretations and analysis of readings and assignments (more than just facts) to class and in groups.            Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, may suggest alternative ways of approaching material and help class analyze which approaches are appropriate, etc.            Has completed the homework and brings it to class and has it out in hard copy when required.            Demonstrates consistent ongoing voluntary involvement, answers questions when called on.            Shows interest in and is a part of the discussion, work, group, and class; listens attentively, takes notes.            Respectful to instructor and classmates.</p>
2	<p>Present, not disruptive.            Not distracted by technology            Demonstrates adequate preparation: knows basic information or reading facts, but may not show evidence of trying to interpret or analyze them.            Offers straightforward information (e.g., straight from assignment or reading), without elaboration or very infrequently            Has some or all of the homework and out.            May occasionally volunteer to contribute to class discussion and contributes to a moderate degree when called on by instructor as well as in groups.            Shows some interest in and is somewhat part of the discussion, work, group. May not consistently listen or take notes.            Shows interest in discussion, work, group and class, listens attentively, takes notes.</p>
1	<p>Sitting in class but not necessarily present.            Tries to contribute when called on but does not offer much to the discussion or class.            Demonstrates infrequent involvement in discussion and course needs.            Does not demonstrate preparedness with assignments by absence or them and/or lack of self-prompted and focused participation.            May or may not have the homework out and complete.            May have course materials on computer or not at all            May be distracted by technology or may be drowsy or fall asleep            Does not show or shows little interest in discussion, work, group and/or class, and may/not take notes.            Not necessarily disruptive.</p>
0	<p>Absent or course materials are not present in hard copy.</p>

Note: Since I mark attendance and participation online, I may err, so please feel free to contact me in the event that I have. Thank you!

### ***Sharing and Responding***

Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may reason with clarity and compassion and develop an understanding of the community in which they live. Students' conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

### ***Preparation and informal writing***

Because this class will depend on collaborative inquiry, much of students' learning and their peers' learning will depend on their preparation for class—that they have read the assigned materials, and have completed the writing assignments and bring **hard copies** of the assignment unit, reading and writing materials we will discuss to class as well, **paper** copies of their writing for workshop sessions—the Writer's Chair and peer response.

## ***Classroom Behavior***

Please come to class prepared to engage with each other and me. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, the professionalism of the instructor, and the general goals of class.

## ***Classroom Responsibility***

Promptness, regular attendance, and participation, please. For students to learn and to help their peers learn, they will need to take an active role in the class. The grading contract includes my assessment of students' preparation for active engagement in the course. Please note that keeping a seat warm does not constitute participating; it is, simply, being in attendance. Because our class is student-centered, it is imperative that students come prepared. Shy or not, participation in the discussions will be important!

## ***Technology***

Before class begins, mobile phones should be turned off or put on silent/vibrate, except in cases that are approved by instructor. Please tuck mobile phones in a handbag or backpack and keep them nested there throughout our class meeting which will enable students to be a part of this rich community and free us from distraction. Having a phone go off in class is not only distracting to me, the instructor, but also to fellow students who are trying to learn. If students have to take a call or read/respond to a text message or email for work or emergency reasons, please let me know (as I will you), and feel free to take the call out into the hall. The first-time students have their phone out, I will ask them to put it away, and the following time/s, I may or may not request that they put it away, yet they will receive zero participation points for the class meeting/s. Students who request to take notes on laptops, must message me with a copy of their notes at the end of each class.

## ***Homework***

Over the course of the term, students will read a variety of articles from different genres of writing, watch videos, and conduct research about SJSU and of credible sources, and write and revise their writing. Students will complete small assignments that lead to bigger assignments moving from journals and freewriting, quizzes to on-line forums posts, to drafting and revising drafts based on a variety of activities. The homework assignments will culminate in students' Final Essay Portfolio, which will receive a final grade.

## ***Giving and Receiving Feedback***

We will use the class as a workshop to look at students writing in process based on the assignments' task and to implement essay and sentence structures, so students will informally share their writing in progress to the class for feedback in the writer's chair and via peer response.

## ***Peer Response***

In this class we will use classmates as resources, responding to one another's work in peer groups throughout the term. I will provide students with peer response guidelines for major essays which will guide them as they give feedback and encourage students to ask one another specific questions of their work. Giving feedback to and receiving feedback from colleagues is common practice in the academic and professional world. Because writers often tend to become too close to their work, we may lose the ability to see our work through the eyes of our audience. Emerging writers tend produce more writer-based prose whereas a final goal of academic (and professional) writing involves producing reader-based prose. When writers ask colleagues read through our papers to point out the strengths they see, areas they find confusing, or ideas they think need clarifying, they receive a gift that enhances their ability to see their own work through new eyes, so they can more clearly express and support their points and appeal to specific audiences.

## ***The Writer's Chair***

I will provide students with an opportunity to share their writing with their classmates and for students' peers give feedback based on the assignment's task and students' questions, and practice working with sentence strategies in real writing. These will be focused sessions; working on specific aspects of revision. They will receive feedback from both their instructor and/or peers in these sessions. Student's papers, or a portion of them may be projected on the overhead screen and/or they will be shared with group members for feedback. Student writers will give everyone a brief introduction of their point, purpose and audience. Then, student writers will tell us (either as a class or in groups) what they feel they have done well and in what areas they have struggled, and pose specific question for the class that directs us to the kind of feedback they seek.

Students will sign up for the Writer's Chair in the first month of class. They will be asked to prepare for a specific revision exercise. I shall post the signups in the Announcements on Canvas. If students cannot present their work on their assigned day, they are responsible to find someone in the class to trade days with them. The Writer's Chair assignment cannot be made up if missed.

To receive full credit toward their class grade for the Writer's Chair assignment, students are responsible for 1. uploading the draft of their work to Canvas Writer's Chair assignment before class. 2. emailing typed, 12-point font copies of their work to their peers to comment on. 3. being present in class on the day they signed up.

If students do not participate in the Writer's Chair by not following all of the above criteria, they will earn zero points for the assignment. Though the Writer's Chair might sound daunting, this kind of interaction with peers and one's writing is valuable to everyone involved, and is common practice in the academic and professional world.

## ***Presentations***

Early in the term students will prepare and participate in one group presentation based on their choice of SJSU resource, engage in research of a Student Resource or Center, including an in-person visit, and teach their classmates and instructors about their campus gem. Later in the term, students will share with their peers and instructor their personal hidden gems, based on their work in Essay Three.

## ***Conferences with Instructor***

Students are encouraged to come to extra workshops provided by instructor, and each student will meet with me at least once to discuss your revision of Essay three. Students are encouraged to visit me during office hours, either by appointment or on a drop-in basis. Appointments will be offered after the first few weeks of class. Student are responsible for checking our class Canvas schedule to determine when appointments are available.

## ***Submissions of Writing Assignments and Essay Drafts***

In this course, students will submit by the due date their three major writing assignments and drafts of Essays One, Two, and Three, and a Final Essay Portfolio to Canvas which is linked to Turnitin.com, an electronic resource that compares students' writing to Internet sources and a comprehensive database of other papers. Students will access the submission links via Canvas by logging in to English 1A and uploading their essay drafts to the specific link for the assignment. I may require hard copies for some assignments. I do not accept major writing assignments or essays via email. Please submit each of these assignments in a Word.doc. I shall read these drafts and assign submission credit based on the B contract. The credit will be on Canvas based on the point value, and a percentage for the points that do not completely address the essays task, appear hastily written, or in or may for reasons I will explain, do not meet the B-criteria for the assignment.

## ***Final Essay Portfolio***

To be eligible to submit the Digital Essay Portfolio at the end of the term, students must submit all three writing assignments and all drafts of Essays One, Two, and Three, and meet with me at least once in conference. Although I will assign tentative grades to Major Essays at one of the revision stages, students' final course grade will be determined by whether or not they have met or exceeded the B contract requirements during the semester (to earn a B-range or A-range grade. Portfolio grading criteria are listed in this syllabus. The grade for the Final Portfolio must be passing for students to be eligible to pass the class.

### ***Final note on grading:***

***This much is nonnegotiable: students are not eligible to pass the class unless they have not been in class and participating for at least 13 of the 16 weeks of classes; and if they failed to complete, submit, and receive credit for the three major writing assignments and three essay drafts in a timely manner, in addition to the Final Essay Portfolio.***

## **Class Policies**

### **Classroom Conduct**

Please ***turn off or silence mobile phones and put them away.*** Come to class prepared to engage with each other. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.

Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may reason with clarity and compassion and develop an understanding of the community in which they live. Students' conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Late Assignment Policy**

I am unable to accept classwork, presentations and/or the Final Portfolio late. However, I will allow each student may submit one of the three writing assignments or one essay first draft late, assuming he/she **contacts me via canvas messaging before the assignment is due.** To earn credit for **their late work and be eligible to pass the class, students must submit their late assignment or essay within three days or before the peer review session, whichever comes first.** If not, students will not receive credit on their work, but will still be required to provide thoughtful feedback on the work of their peers. It is students' responsibility to contact me regarding their late work. However, I encourage students to turn in their work on time, except in extreme circumstances.

If a student submits an essay draft late without contacting me ahead of time, s/he will not receive any feedback on the assignment or credit for the work, so **please communicate with me about your work.** I am happy to work with students to help them succeed.

## **Communication**

I am a great believer in one-on-one conversations. If you have a personal issue that interferes with your ability to progress in the class, then please make an appointment to see me in office hours or by appointment rather than having a chat between classes.

Canvas Messaging is the best way to get in touch with me outside of seeing me in person. I make every attempt to respond to within 24-hours on weekdays. Please do not contact me after 10:00 p.m. about an assignment due the next day. I check my messages several times on Monday, Wednesday and Friday during work hours, and on Tuesday and Thursday before and after classes.

Students may discover that I will not respond to e-mail messages that ask me questions about assignments or the course that students can find in the course materials or on Canvas, or information they missed if they were absent. In each case, the Canvas course website will be students' source of information.

1. If students miss a class, please ask a class colleague about what transpired. I won't respond to your email queries.
2. All assignments must be submitted in the appropriate location on Canvas. I do not accept email submissions of essays.
3. Please review the course syllabus.

## **Names and Contact Information of class colleagues**

- 1.
- 2.
- 3.

## **Office Hours**

### **TTh 10:30-11:30 FOB 219, or by appointment in person or virtually via Zoom**

My door is always open for students. I invite all students to stay in touch with me if something in their life is affecting their studies or if they would like help in the class. If for some students if my office hours are not convenient, I can coordinate my schedule with those students, making an appointment outside of my scheduled office hours to meet either in person or virtually. For virtual office hours, we will use Zoom to chat about your work which you can access on Canvas.

Because our time is valuable, it is crucial that you come to our meetings prepared with specific questions about the class, the assignment, and/or your work. Please bring hard copies of your most recent draft with you.

After the first few weeks, I will make office hour appointment scheduling available on Canvas Scheduler. Students with appointments will have priority over those who drop in. Though I invite you to simply drop in during my office hours, by mid-semester, I am often booked in advance, so please sign up for an appointment with me Canvas Calendar.

I ask that students please keep their appointments with me; if they have to miss an appointment, please cancel your appointment on Canvas Calendar, so that I may use that time to meet with another student. If students who have made an appointment with me do not contact me to cancel or reschedule their appointment at least one-hour before we are scheduled to meet or simply do not show up to the appointment, they will have forfeited this opportunity to meet by appointment, yet may meet with me during my office hours on a first come first served basis.

## **University Policies**

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

*More information pertaining specifically to first-year writing, can be found at the following link.*  
[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## **A Few Words Academic Ethics**

I realize that not everyone clearly understands what constitutes plagiarism. The simplest definition is using the ideas, and/or words of someone else and misrepresenting them as one's own no matter how the information was acquired (i.e.: purchasing, borrowing, using Internet sites). Plagiarism may consist of using the ideas, sentences, paragraphs, words or the whole text of another writer without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work by changing sentences, words, ideas that a student submits as her/his own.

Information from class that I write on the board or that are another student's ideas or words that were shared in class is not permissible unless the author of the words/ideas is cited. Students are responsible for every sentence s/he writes in her/his papers and if they are not the student's, then they need to be attributed to the author.

Too much help from a tutor, well-intentioned friend or family member (editing of any kind) is a form of plagiarism. If students wrote work for another class, they must receive permission from me to use any of it in this class, and because our goal is to produce and improve upon new work, I am unlikely to agree to using more than a very short section from any work written previously for another course.

Using ideas from class or language in any published text that is unaccredited is generally not acceptable. At all universities, plagiarism is a serious offense. Any assignment found to be plagiarized will receive zero credit, and the student who plagiarized may receive a failing grade for the course. Instances of plagiarism are reported to the Student Conduct and Ethical Development for further action. This situation is entirely avoidable.

If students are not certain if something in their paper adheres to academic ethics, I invite them to ask me, so we can look at it together and discuss the work. They should also check their Turnitin score on all drafts. This class is a forum for learning.

## Quick Links to Few of SJSU's Many Vital Resources

**Counseling and Psychological Services**—free counseling services for students

<http://www.sjsu.edu/counseling/index.html>

**Writing Center**—free professional help with essays and other written assignments

<http://www.sjsu.edu/writingcenter/>

**Peer Connections**—peer mentoring and tutoring in most subjects

<http://peerconnections.sjsu.edu/>

**Accessible Education Center**—comprehensive support of the success of students with disabilities

<http://www.sjsu.edu/aec/>

## English 1A, Section 21, Spring 2019 Tentative Course Schedule

Our course's tentative schedule is listed below. The schedule is subject to change. Changes will be announced in class and on Canvas. While many assignments are in the course reader, students will need to be able to print those that were not. These will be on Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1.24.19	<p><b>In Class:</b> Introduction to class: Exercise, Syllabus, Canvas, Homework</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Your course reader will be ready Monday at Maple Press on 10<sup>th</sup> Street. Please pick that up and any other materials you will need for class. Bring Course Reader to Class.</li> <li>2. Please print and read over the English 1A Course Syllabus.</li> <li>3. Read and annotate Nancy Sommers's "Revision Strategies of Student Writers" on Canvas</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		4. Using Sommers's article, complete the Sample Essay Assignment on Canvas. <b><i>Submit Sample Essay to Canvas before our class meets; you must complete this assignment on time to keep your seat in the class. See Canvas Assignment for requirements.</i></b>
2	1.29.19	<p><b>In Class:</b>  Wheel Discussion of Readings and How to Choose Your College Degree Assignment  <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Read and annotate Reading and Studying Strategies.</li> <li>2. Read and annotate "The Dropout Dilemma" by Jonathan Whitbourne (on Canvas).</li> <li>3. Read and annotate "Six Reasons You May Not Graduate on Time" by Meredith Kolodner (on Canvas)</li> <li>4. Begin your online journal. Make a list of problems and solutions for students while in college based on the readings, and make a note of the article from which you gathered the information. (See Canvas Assignments for specific instructions.)</li> </ol>
2	1.31.19	<p><b>In Class:</b>  Activity: Wheel with Readings  <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. On Canvas is a list of articles to choose from for this assignment. Please choose one article about a group that you belong to and one about a group that you do not belong to.</li> <li>2. Print, read, and annotate your two articles.</li> <li>3. For each article, make a note of the author's main point and supporting points, and explain in paragraphs in your online journal what you learned from reading the article that you found interesting, puzzling, and/or profound or something you agree and disagree with and why.</li> </ol> <p><b><i>Please bring hard copies of numbers 2 and 3 to class to discuss.</i></b></p>
3	2.5.19	<p><b>In Class:</b>  Discussion and sharing of insights from readings.  <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. In your online writing journal, in two paragraphs, please discuss what you think might be some challenges you will face (or have faced) as you transition to being at this university and what you might do to help yourself with these challenges.</li> <li>2. Peruse SJSU's website and make a list in your online journal of fifteen to twenty student services and please be able to say what each one does. See Canvas for details and submission instructions.</li> </ol> <p>From that list, make a note of which three you are interested in learning more about <b><i>Please print numbers one and two and bring it to class to discuss.</i></b></p>
3	2.7.19	<p><b>In Class:</b>  Group Presentations discussion and preparation; choose services and groups.  <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please consider group presentations that you have been an audience member of and participated in and make of list of what makes a presentation enjoyable, interesting and informative—what works—and make a list of the things that detract from presenters and presentations—what does not work. In course reader, please read “How to Develop a Speech or Presentation.”</li> <li>2. Connect with your groupmates to make a list of questions that you have about the student center moving from general to more specific. Please consider the readings you have completed for the class thus far as you make your list. <b>Please select a member to develop a group list, and submit to Canvas discussions.</b></li> <li>3. Please review my feedback to you on your Sample Essay on Canvas, and incorporate changes that you feel will improve your work. If I have asked that you work a writing center this semester (and even if I haven't, I encourage you to do this), please make an appointment to go to the Writing Center next week. Share your prompt and sample essay with a tutor for feedback on how to improve.</li> <li>4. Please call or visit your resource center to make an appointment for your group to visit on</li> </ol>
4	2.12.19	<p><b>In Class:</b>  Discussion Group Presentations. Develop criteria.  <b>Please complete the homework, which is due the following class meeting:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ol style="list-style-type: none"> <li>1. In the course reader, please read and annotate Exploring Your World: A Group Presentation of a Student Service or Resource at SJSU (Canvas)</li> <li>2. Please work with your groupmates to research the student service or resource you chose and bring your work to class.</li> </ol>
4	2.14.19	<p><b>In Class:</b> Research Day. Visit resource Centers.</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please with your group, complete the remaining steps to prepare your group presentation and PowerPoint, and arrange a time to practice as a group so you are ready to present in class on Tuesday.</li> </ol>
5	2.19.19	<p><b>In Class:</b> Group Presentations</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Choose two Ted Talks of interest to you from the list under Resources (they range from 5 to 15 minutes each)</li> <li>2. Watch the Ted Talks, and in your online journal, for each one that you watched, please answer the following questions <ul style="list-style-type: none"> <li>▪ In a paragraph or two, <i>summarize</i> the Ted Talks</li> <li>▪ In a paragraph or two, <i>discuss</i> in what ways does the Ted Talks and the other readings and research you have completed for this class relate to one another.</li> <li>▪ In a paragraph or two, reflect on how would this information benefit students? In what ways would knowing this information help them overcome obstacle/s they may encounter while at SJSU?</li> </ul> </li> </ol>
5	2.21.19	<p><b>In Class:</b> Discussion of Ted Talks and Building Essay 1</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Review Essay One Assignment and all of your notes, articles, and presentations regarding student obstacles. Using all this and your knowledge, please write for at least 30 minutes without stopping to address the essay task. Please do not worry about anything other than getting your thoughts on paper. After you are done, please read what you have written, and write down any observations and/or questions that come to mind.</li> <li>2. Please complete your first draft of Essay One. Submit to Canvas</li> </ol>
6	2.26.19	<p><b>In Class:</b> Discussion of Essay One Draft. Discussion of two homework assignments.</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please complete the How to Choose Your College Degree Assignment.</li> <li>2. <i>Please correct the assigned sentences. See Canvas for details.</i></li> </ol> <p>Please bring a laptop to class.</p>
6	2.28.19	<p><b>In Class:</b> Discussion Scavenger Hunt! Make an appointment with your major department for 2:15 next Tuesday.</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. The Scavenger Hunt! Your Major: Please complete Parts One and Two. Submit to Canvas and print and bring your research to class in hard copy.</li> </ol>
7	3.5.19	<p><b>In Class:</b> Discuss Part Four: Reflection; Excuse Class early for Part Three (Canvas)</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Please complete The Scavenger Hunt! Finish Part Three: Department Visit and Part Four: Reflection (Canvas)</li> <li>2. <i>Submit Part Four: Reflection to Canvas before class meets</i></li> <li>3. Read and annotate Essay Two Assignment (Canvas), and determine which prompt you would like to address for your essay.</li> <li>4. Please read my brief notes on Essay One Draft on Canvas.</li> <li>5. Read MLA papers in Writer's Help. Read and annotate Thesis Statements, Topic Sentences, and Paragraph Development and Organization in your course reader.</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
7	3.7.19	<p><b>In Class:</b> Essay Two Assignment and Audience. Hotspotting.</p> <p><b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Read and Annotate Essay Two Assignment in course reader. Draft of Essay Two will be due <b>to Canvas by the next class</b>. This means you need to dedicate a good deal of time to producing a strong draft of Essay two this weekend. Please read and follow the prompt carefully)</li> <li>2. Please read my comments on Essay 1 (submitted online on assignment). You all have planted the seeds of a beginning or more. Consider how you might revise this assignment.</li> <li>3. Print, read, and annotate the second half of “Revision Strategies of Student Writers and Experienced Adult Writers,” on Canvas. Excerpt by Nancy Sommers on Canvas; in your online journal, summarize her main points, and share what you learned about the ways experienced writers revise, and discuss how you might adopt any of these specific strategies into your own writing process; Submit to Canvas. Bring response to class in hard copy.</li> <li>4. In course reader, read and annotate “Hotspotting,” a revision technique that we will discuss with Essay One or Two Draft to prepare for class. Those in writer’s chair need to try hotspotting on their essay one or two. Submit essay to Canvas. <b>Time permitting, we will work on this in class, so everyone please bring laptops.</b></li> <li>5. Read and annotate Essay One or Two Expanded and Revised (course reader).</li> </ol>
8	3.12.19	<p><b>In Class:</b> <b>Revision Exercise:</b> Writer’s Chair Hotspotting with Essay One or Two Draft <b>Please complete the homework, which is due the following class meeting:</b> <b>Bring laptops to class.</b></p> <ol style="list-style-type: none"> <li>1. Complete Hotspotting with Essay One or Two Draft based on Essay One or Two Expanded and Revised Assignment (Canvas)</li> <li>2. Read Finding Appropriate Sources through Evaluating Sources.</li> <li>3. Please take a moment to consider and write a paragraph in your online journal addressing what research you will need to conduct to learn more about your topic to make your argument stronger (what kind of support is needed?). Also think about this question: How can you build your credibility based on your thesis statement?</li> </ol>
8	3.14.19	<p><b>In Class:</b> Essay One or Two Expanded and Research, Author’s notes <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Once again, read and annotate Essay One or Two Expanded and Revised. Continue to conduct research and implement into Essay One or Two as you expand your argument.</li> <li>2. Everyone will revise with the author’s notes exercise, submit to Canvas by Sunday at noon with author’s notes. As a class and/or in groups, we will go over the drafts of some of those signed up for Writer’s Chair. Everyone should prepare to contribute to our Writer’s Chair discussion of Essay One or Two. <b>Please bring laptops to class.</b></li> </ol>
9	3.19.19	<p><b>In Class:</b> <b>Revision Exercise:</b> Writer’s Chair Author’s Notes with Essay One or Two <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Do another revision of essay one or two based on our discussion on author’s notes.</li> <li>2. Print and bring two hard copies of essay one or two to class with updated author’s note. Print and bring two copies of the blank peer review sheet to class.</li> </ol>
9	3.21.19	<p><b>In Class:</b> Peer review of essay one or two. <b>Please complete the homework, which is due the following class meeting:</b></p> <ol style="list-style-type: none"> <li>1. Revise Essay One or Two based on feedback from your peers and what we have learned from class discussions and Writer’s Chair.</li> <li>2. Review MLA Documentation Style.</li> <li>3. Complete Cover Letter</li> <li>4. Complete and submit Cover Letter with Expanded and Revised Essay One or Two in one document before the next class. Submit hard copy to me, including Cover Letter, Revised Essay One or Two, Completed Peer-Review Sheets from all group members, and Marked up drafts from all group members--in that order. Note that hard copies must be clipped together, as I cannot accept loose submissions.</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		5. Read Unit Three Assignment (bring a copy to class). Read and annotate "Hidden Intellectualism. In your writing journal, summarize Graff's main points. What examples/information does he use to support his argument? Submit journal to Canvas. Print and bring entry and annotated copy in the packet that you bring to class for our exercise.
10	3.26.19	<b>In Class:</b> Discuss "Hidden Intellectualism" and Essay Three (Canvas). Discuss researching your hidden gem. <b>Please complete the homework, which is due the following class meeting:</b> 1. Read and annotate "Superman and Me" by Sherman Alexie 2. Based on what you read from Alexie's "Superman and Me" make a list of your hobbies and interests. Choose two that you think you or others may develop academic, career, and/or life skills from and in the style of Alexie, and write two paragraphs in your writing journal for each one discussing what the skills are and explain how they relate to academics, career, and/or life. 3. Research your hidden gem; make a list of sources with links.
10	3.28.19	<b>In Class:</b> Discuss Essay Three Outlining and Drafting Essay Three. Peer review sheet. <b>Please complete the homework, which is due the following class meeting:</b> 1. Outline Essay Three Submit to Canvas. 2. Draft Essay Three. Submit to Canvas. Bring two hard copies to class. Bring a peer review sheet to class. 3. Sign up for an in-class or office-hour conference with me. <b>Bring laptops to class upon your return on 4.9.19</b>
11	4.2.19	<b>Spring Break. Yay!</b>
11	4.4.19	<b>Still Yay!</b>
12	4.9.19	<b>In Class:</b> Peer Response Workshop for Essay Three. <b>Please complete the homework, which is due the following class meeting:</b> 1. Read pages on counterarguments. Highlight any part(s) of your essay three draft that includes your counterargument. 2. Everyone revises your counterarguments based on what you learned. This may mean revising or restricting other parts of your essay, so the revised counterargument flows well with the rest. Submit to Canvas.
12	4.11.19	<b>In Class:</b> Introduce speech assignment. Writer's chair counterarguments. <b>Homework</b> 1. Write and practice speech. Prepare a supporting PowerPoint. Be ready to present on Tuesday.
13	4.16.19	<b>In Class:</b> Speech Day! <b>Please complete the homework, which is due the following class meeting.</b> Review citation rainbow to complete exercise in class on Thursday. Bring a hard copy of your latest revision of essay three.
13	4.18.19	<b>In Class:</b> Complete Citation Rainbow Exercise in class. Citation-at-a-Glance. ▪ Revise your citations based on the Citation Rainbow and sources for citation. <b>Please complete the homework, which is due the following class meeting:</b> 1. Send recently revised Essay Three Draft to group members for Peer Response by Saturday at noon. Comment on each group member's essay online. Print and complete a peer review sheet for each of your group members. Bring laptops to class.
14	4.23.19	<b>In Class:</b> <b>Peer Review Workshop Essay 3</b> <b>Please complete the homework, which is due the following class meeting</b> ▪ Reread HOC's and LOC's and revise your essay three accordingly.

Week	Date	Topics, Readings, Assignments, Deadlines
		Revise Essay Three according the order for HOCs and LOCs and submit to Canvas. Everyone needs to do this.
. 14	4.25.19	<b>In Class:</b> <b>Revision Exercise:</b> Writer's Chair Discuss HOCs to LOCs for Essay Three <b>Please complete the homework, which is due the following class meeting:</b> 1. Incorporate into your Essay anything you learned using HOCs and LOCs based on our discussion in class. 2. Read Essay Design and Sentence Design. Writer's Chair submit Essay Three for Essay Design and Sentence Design. 3. Reread Essay Portfolio Assignment.
15	4.30.19	<b>In Class:</b> <b>Revision Exercise:</b> Writer's Chair Essay Design and Sentence Design with Essay Three <b>Please complete the homework, which is due the following class meeting:</b> 1. Revise Essay Three based on our discussion in class. Submit to latest draft to Canvas, to group members. Print and bring a hard copy to me with an author's note. I will comment and assign a tentative grade on essay three. 2. Review grammar as assigned implementing necessary changes to your sentences, grammar and mechanics in Essay One or Two.
15	5.2.19	<b>In Class:</b> <b>Discuss punctuation, parallelism, and Mechanics. Discuss Portfolio. Answer any questions about anything.</b> <b>Please complete the homework, which is due the following class meeting:</b> 1. Revise and Essay One or Two using any of the revision techniques you have not yet used. 2. Draft Self-Reflection Essay. Submit to Canvas. 3. Bring Laptops to class.
16	5.7.19	<b>In Class:</b> In class work on Reflections essays. <b>Please complete the homework, which is due the following class meeting:</b> 1. Complete Last-minute editing and proofreading of Self-reflection essay, Essay One or Two, and Essay Three. 2. Portfolio: Upload Revised Essays One or Two and Three, Introductions to each essay, and Letter to Incoming First-Year Students;
16	5.9.19	<b>In Class:</b> Portfolio Peer Response in Class <b>Please complete the homework, which is due the following class meeting:</b> 1. Revise your Portfolio based on your peers' feedback Essay Portfolio due to Portfolio (Canvas) May 17 Final Day.
Final Exam	5.17.19 12:15-2:30	<b>Portfolio Final</b> <b>Have fun this summer! Stay Safe. And please be in touch.</b>

### Fall 2018 Semester Schedule

Thursday .....January 24.....First Day of Instruction – Classes Begin  
 Tuesday .....February 5.....Last Day to Drop Courses  
 Tuesday .....February 12.....Last Day to Add Courses & Register Late (A)  
 Wednesday .....February 20.....Enrollment Census Date (CD)  
 Monday .....April 1.....Cesar Chavez Day (Observed) - Campus Closed (V)  
 Monday-Friday .....April 1-5.....Spring Recess  
 Monday .....May 13.....Last Day of Instruction - Last Day of Classes  
 Tuesday .....May 14.....Study/Conference Day (no classes or exams) (SC)  
 Wednesday-Friday....May 15-17 .....Final Examinations (exams)  
 Monday-Tuesday.....May 21-22.....Final Examinations (exams)

**Yay! You did it!**