

# First Year Writing Section 36

## ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 10/01/2024

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**Class time:** TTH, 3:00-4:15PM

**Class location:** Boccardo Business Center (BBC), 122

The need to compose arises from composers' desire to insert their voices into the differences of opinion that occur within the discourse of a community. ~ **Sharon Crowley & Debra Hawhee**, *Ancient Rhetorics for Contemporary Students*

"Here's a bit of writing advice I often share with students: engineers don't look at a bridge the same way pedestrians or drivers do. The former understand the bridge as a language of angles and load bearing structures. Writers should read books in that same way." ~ **Jelani Cobb**

## Contact Information

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It can sometimes take me a day or two to answer emails, and I rarely check, much less answer, at night or over the weekend. It's not a "you" thing; it's a "me" thing. I'm always trying to juggle work, family, and personal responsibilities, and one of the tools I have at my disposal is boundaries. If you need a speedy reply, you can try to call my office (I'm often there M-F, 8:00am-5:00pm), stop by office hours, or let me know in your subject line that you need a timely response.

### Professor: Dr. Ryan Skinnell

**Email:** [ryan.skinnell@sjsu.edu](mailto:ryan.skinnell@sjsu.edu)

**Office:** Faculty Office Building 111

**Phone:** 408-924-4207

**Website:** <http://www.RyanSkinnell.com> (<http://www.RyanSkinnell.com>)

### Office Hours

Tuesday, 4:30-5:30pm; Thursday, 2:00-3:00pm; and by appointment  
FOB 111 or on Zoom

I plan to be in my office during our office hours, so please feel free to drop by. In general, it is preferable if you let me know you're coming so I don't step out for a walk or to make copies when I know you're coming. It also helps me make time/space for all my students. But if you just want to pop in, do it! If you'd prefer a Zoom meeting, just let me know so I can set it up.

I'm also available **BY APPOINTMENT**. Unless I have another specific commitment, I'm usually pretty flexible about meeting. Send me a message, and we can set up a time. You can do this even if all you want to do is shoot the breeze!

## Course Information

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### ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

### Final Examination or Evaluation

In ENGL 1A, your learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, you will gather samples of your writing that demonstrate your learning; you will write a reflection essay that explains what you have learned, how you learned it, and how you will use it in future learning; and you will submit your portfolio for consideration to other people in the first-year writing program. This is your chance to identify and articulate what you've learned and what you'll take forward with you into future learning/writing experiences.

### Program Policies

First-Year Writing policies are listed at the following website:  
<https://www.sjsu.edu/english/frosh/program-policies.php>  
(<https://www.sjsu.edu/english/frosh/program-policies.php>)

## Course Description and Requisites

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English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

## \* Classroom Protocols

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### Attendance and Participation

Being present is an important part of this class. We'll be doing things in class every day that are designed to support your growth and development as a writer. Moreover, your classmates and I count on you to be present because so much of what we will do requires interaction, feedback, and engagement. Seriously, just showing up makes a huge difference for everyone!

That said, COVID times continue to be what COVID times are, so we're going to need manage our expectations appropriately. We're going to try to be like wolves (*Canis lupus*)—we'll work together as a pack, leave no one behind, occasionally fight a Kodiak bear (*Ursus arctos middendorffi*). Try to be upfront with me, I'll try to be upfront with you. Let's make this a class where you feel like you're prepared to learn.

I strongly encourage you to visit me in my office hours to discuss course materials and/or assignments throughout the semester—especially in the event that course expectations are overwhelming or confusing. But even if all you have to say is hi, that's great, too. Drop by. Send a check-in email. Send me a telegram. Don't hesitate!

### Time Commitment

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

It's a writing course, I know, but let's do some math. ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 6½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

## Please note:

Sometimes projects and discussions include material that can be contentious and even potentially upsetting. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative will not be tolerated.

## Please also note:

If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled. But even if you're not "entitled" to accommodations, talk to me anyway so we can make this an environment in which you can learn.

## Other Available SJSU Resources

The University provides all students several resources to help us successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support.

- [Accessible Education Center](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Other Campus Resources](#)

## Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Learning Outcomes (CLOs)

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### GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

### GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

### Writing Practice

Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

## Course Materials

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### Course Format

*Technology Intensive, Hybrid, and Online Courses*

It will be useful to have internet access in class for research purposes, but it will not be required without advance warning. Some software applications we might use include: Canvas, Zoom, Adobe Creative Cloud, SJSU Google Suite, etc. If you need to borrow laptops, iPads, and more, please contact

[Student Computing Services](#). If you need software training, let me know and/or contact [Student Technology Training Center](#).

### *Faculty Web Page and MYSJSU Messaging*

Course materials such as syllabus, handouts, assignment instructions, etc. can be found on [Canvas](#). You're responsible for regularly checking messages through MySJSU to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

### *Library Liaison*

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students [a library resource page for the Department of English and Comparative literature](#). The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera's contact page by clicking on [this link](#).

## Can I Use I? Because I Hate, Hate, Hate College Writing

**Author:** Catherine Prendergast

**Publisher:** Out of Pocket Press

(You can purchase this text through the campus bookstore or elsewhere online. It does not matter if you get the physical or digital version.)

## Writing Spaces: Readings on Writing

**Author:** Various Authors

**Publisher:** Parlor Press

These books are open-source textbooks, which means they can be downloaded in whole or in part for free at <https://writingspaces.org/node/1706>. They can also be purchased in hard copy, if you want ([www.parlorpress.com](http://www.parlorpress.com)).

## Other Readings

Additional readings will be posted on Canvas and/or located by members of the class.

## Course Requirements and Assignments

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These are the instruments we will use to structure our time together.

| <i>Assignment</i>   | <i>Points</i>           | <i>Course learning outcomes</i> |
|---|-------------------------|---------------------------------|
| Participation   | 150                     | 2, 4                            |
| Weekly reflections (x12)  | 10 pts/each (120 total) | 2-4                             |
| What the Public Discourse Are You Talking About? (incl. process work) | 150                     | 1-2, 4                          |
| Write to Vote (incl. process work)                                    | 200                     | 1-3, 5                          |
| Re/mediation (incl. process work)                                     | 200                     | 1-4                             |
| Presentation  | 80                      | 4                               |
| Final reflection (incl. process work)                                 | 100                     | 1-3, 5                          |
| <b>Total</b>  | <b>1000</b>             |                                 |

## Community Engagement: Class Participation

For a class like this one, much of the learning happens in class because the most useful learning happens in community--supporting and learning from one another. Therefore, it is imperative you be in class and participate as best you can. Think of it as a responsibility to our community. In general, class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, (3) completing in-class activities and assignments, and (4) supporting all your community members.

## Reflective Practice (on-going): Weekly Reflections

Your weekly reflections are, as you can probably guess from the title, primarily reflective writing. The prompt is simple: Either, "What value did you get from this week's activities, readings, or assignments that you can carry with you to other writing situations?" OR "What did the readings, homework, or class discussions echo for you?"

Addressing the question could take an infinite number of forms, but the goal is to think with writers, scholars, and/or class community members in order for you to put yourself and your experiences in relation to the course materials, including those you might feel little to no interest in. In other words, the goal is to find ways to connect even to things that may not initially seem connected.

Please post your responses on Canvas by **11:59pm on Wednesday evening**. You will earn full credit for a good faith effort submitted by the deadline. By “good-faith effort,” I mean the submission responds appropriately to the assignment and does not violate the academic integrity policy. A post that I judge to not be a “good-faith effort” may receive partial credit.

## Understanding the Question: Public Discourse

Fortunately for you, you're taking first-year writing during a presidential election season! Hopefully most of you are paying attention so you'll be prepared to vote in November! That's where this assignment comes in—sort of.

Writing begins in reading and listening to what other people have said about issues you're engaged with. In this project, we're going to try to read/listen to some arguments about free speech in order to understand them better. This is particularly important in tense historical moments, like the one we find ourselves in at the moment, where questions about who gets to speak, about what, when, and where are up for debate.

We'll engage in a series of reading, writing, and listening activities designed to help up map out an argument about free speech—to try and determine what people are arguing about, why, what they want to happen, and how someone who wants to contribute to the discussion might do so.

For part of this project, we'll be attending at least part of an on-campus free speech symposium on Sept. 19 during class: "Free Speech at the Crossroads: A Silicon Valley Dialogue."

We'll talk about this more in class.

## Situating Yourself: Write to Vote

The major assignments in this class ask us to think about writing as a tool to help us understand, respond to, and/or engage with situations that we encounter in the world. For this assignment, I'm providing the situation: we live in an ostensible democracy, but the United States has been imperfect (to say the least) since its founding as a democratic republic in 1776. For the last 250 years or so, up to and including until today, U.S. Americans have been arguing over voting rights—who gets them, how we should exercise them, and so on—in an incredible array of genres, outlets, and media.

In this situation, we're writing in defense of traditions and institutions. Your job is to participate in the argument (at least in a hypothetical way) for protecting and/or advancing voting rights. We'll talk about this more in class.

## Creating Knowledge: Re/mediation

For this assignment you will:

- Choose a text that makes an argument or takes a position on a social justice issue.
- Re-mediate that text into a new kind of text, keeping in mind concepts of genre, audience, context, purpose, commonplaces, multimodality, and so on, that we've been learning in this class.
- Write a short, explanatory analysis about what you did and why.

The goal here is practicing rhetorical dexterity, developing an awareness of your decision making, and articulating the relationship of texts to culture. You don't necessarily have to choose a text or an issue to which you're passionately committed (though you're also more than welcome to do so).

As part of this project, I will ask you to [request access to the Adobe Creative Cloud \(https://www.sjsu.edu/adobe/creative-cloud/access/\)](https://www.sjsu.edu/adobe/creative-cloud/access/) (which is free to you).

We'll talk more about this in class!

## Sharing Knowledge: Presentation

You'll essentially report on your re/mediation project. You'll have 5-7 minutes to help us understand what you've been working on.

## Metacognitive Practice: Final Reflection

For scholars and students, the purpose of reflection is to revisit our own work and capture learning that may carry forward from one learning event/task to the next. Reflection is a crucial part of a student's and scholar's career, and it is especially important when what you're doing doesn't *obviously* align with your next classes, research projects, or career goals. Your final assignment in this course is a reflection.

In this course, I've told you that you will have learned some things (refer to the Learning Outcomes on the syllabus). Drawing on the assignments you completed in this course, you will write a reflection (**no more than 500-600 words**) in which you make an argument that you have achieved the outcomes in this class. This isn't a chance to tell me how great I am or how great the class was, but to talk about your learning.

We will talk more about this assignment in class.

## ✓ Grading Information

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If you spent your free time reading the First-Year Writing Program policies, you'd learn that this is a process-based class, rather than a product-based class. Translation, the whole point of this class is to learn processes for producing, evaluation, assessing, and revising writing that appropriate to specific audiences and purposes. We are not aiming at "good writing" in general because there is no such thing as "good writing in general."

In order to emphasize and prioritize process over product, we'll be using a form of "contract grading," which is based on labor, engagement, and to a much smaller degree "quality." We'll talk more about that last one in class. In any case, what this form of grading means for you is that the majority of your final grade will be based on whether you do the work and whether you do it conscientiously. If you show up, do the work, fulfill your responsibilities to your classroom community, you'll do pretty good even if your writing still needs work. On the other hand, if you produce beautiful writing, but you don't engage in the process and fulfill your responsibilities to the community, you probably won't do so well.

Below, I've written some preliminary grading guidelines. These are not set in stone! We can revise them, and we will. We'll also come up with additional guidelines for other grade levels that work for us. And if at some point in the semester things need to be reconsidered, we can do that, too. This class is about learning, so we're going to try to develop conditions that will help us prioritize learning over other things.

## Breakdown

### You are guaranteed a B if you:

1. attend class typically—generally arriving on time and not missing more than two weeks' worth of classes (exceptions may be made in extenuating circumstance \*if\* students communicate with the professor);
2. meet criteria and due dates for all major assignments (i.e., What the Public Discourse Are You Talking About?; Write to Vote; Re/mediation; Final Reflection) at a baseline level of quality;
3. complete most discussion board assignments—not missing more than two—at least a baseline level of engagement;
4. participate in exercises and activities when you are in class;
5. give thoughtful peer feedback during workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, group activities, etc.);
6. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
7. submit your final portfolio.

In this system, you can earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your work with the exception that your work must meet my expectations for the quality of “baseline” engagement. We'll talk about what this means in class.

Grades higher than B, however, do rest on my judgment of quality. To earn higher grades you must complete the assignments at both a higher level of (1) effort and participation and (2) quality.

### You are guaranteed an A if you:

1. attend class reliably—consistently arriving on time and not missing more than one week's worth of classes (exceptions may be made in extenuating circumstance \*if\* students communicate with the professor);
2. meet criteria and due dates for all major assignments (i.e., What the Public Discourse Are You Talking About?; Write to Vote; Re/mediation; Final Reflection) at a high level of quality;
3. complete all discussion board assignments at a high level of engagement;
4. participate in exercises and activities when you are in class;
5. give thoughtful peer feedback during workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, group activities, etc.);

6. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
7. submit your final portfolio at a high level of quality.

You may earn a B+ if you meet all the criteria for a B at a level of quality that I judge in sum to be high, but you do not meet the criteria for an A. You may earn an A- if you meet all the criteria for an A but do so at a level of quality that I judge in sum to be not high.

## You are guaranteed an C if you:

1. attend class most of the time—consistently arriving on time and not missing more than three weeks' worth of classes (exceptions may be made in extenuating circumstance \*if\* students communicate with the professor);
2. meet criteria for and submit all major assignments (i.e., What the Public Discourse Are You Talking About?; Write to Vote; Re/mediation; Final Reflection) at a baseline level of quality;
3. complete most discussion board assignments—not missing more than four—at least a baseline level of engagement;
4. participate in exercises and activities when you are in class;
5. participate in peer feedback during workshops and support your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, group activities, etc.);
6. make at least some substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
7. submit your final portfolio.

You may earn a C+ if you meet all the criteria for a C at a level of quality that I judge in sum to be high, but you do not meet the criteria for an B. You may earn a B- if you meet all the criteria for a B but do so at a level of quality that I judge in sum to be not baseline.

## You are guaranteed an C- if you:

You may earn an C- if you meet all the criteria for a C but do so at a level of quality that I judge in sum to be not baseline on some of them. You cannot earn a passing grade in the class, however, if the majority of your major assignments does not meet even the baseline level of quality. (Keep in mind that a C- is the minimum passing grade to earn GE credit in the class.)

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Calendar subject to change with fair warning

Readings listed should be read BEFORE class

Readings marked with an asterisk (\*) are on Canvas

| Week | Date | Topics, Readings, Assignments, Deadlines   |
|------|------|--|
| 1    | 8/22 | <p>Due: realia</p> <p>During Class: Introductions, syllabus, our intellectual task</p>   |
| 2    | 8/27 | <p>Before Class: nothing</p> <p>Due: nix, nada, nathan</p> <p>During Class: grading contracts, introducing weekly reflections, introducing our public discourse cycle</p>  |
| 2    | 8/29 | <p>Before Class: Read Prendergast, <i>Can I Use It?</i>, "Intro" through "What Sources Are Allowed in a Research Paper?"</p> <p>Due: Weekly reflection #1 (Wednesday, 8/28, 11:59pm)</p> <p>During Class: introducing the "Public Discourse" cycle; listening; what are they doing, why are they doing it? [<a href="https://sjsu.instructure.com/courses/1588943/pages/texts-for-in-class-work">texts for in-class</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/texts-for-in-class-work">https://sjsu.instructure.com/courses/1588943/pages/texts-for-in-class-work</a>)]</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines   |
|------|------|--|
| 3    | 9/3  | <p>CLASS ACTIVITIES WILL BE ONLINE (ASYNCHRONOUS) TODAY BECAUSE SKINNELL IS GIVING A KEYNOTE SPEECH IN MASSACHUSETTS.</p> <p>During Class: asynchronous activities [<a href="https://sjsu.instructure.com/courses/1588943/assignments/7125187">ACTIVITY #1</a> (<a href="https://sjsu.instructure.com/courses/1588943/assignments/7125187">https://sjsu.instructure.com/courses/1588943/assignments/7125187</a>)] [<a href="https://sjsu.instructure.com/courses/1588943/discussion_topics/5325009">ACTIVITY #2</a> (<a href="https://sjsu.instructure.com/courses/1588943/discussion_topics/5325009">https://sjsu.instructure.com/courses/1588943/discussion_topics/5325009</a>)]</p>   |
| 3    | 9/5  | <p><b>Before Class:</b> Read Prendergast, <i>Can I Use I?</i>; "Why Do We Read Each Other's Drafts?" and "What Do I Say about Someone Else's Drafts?"; Eli Review, "Describe-Evaluate-Suggest (<a href="https://elireview.com/2016/08/03/describe-evaluate-suggest/">https://elireview.com/2016/08/03/describe-evaluate-suggest/</a>)." [<a href="https://youtu.be/KzdBRRQhYv4?feature=shared">watch the video, too (https://youtu.be/KzdBRRQhYv4?feature=shared)</a>!]; Harris, "When Responding to Student Writing, More Is Better" [<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">in Class Readings</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">https://sjsu.instructure.com/courses/1588943/pages/class-readings</a>)]</p> <p><b>Due:</b> Weekly reflection #2 (Wednesday, 9/4, 11:59pm)</p> <p><b>During Class:</b> a visitor!; working with our analyses; peer response; revising</p> |
| 4    | 9/10 | <p><b>Due:</b> Revised analysis of "Skinnell's Public Text"</p> <p><b>During Class:</b> reflection; genre; peer response AGAIN!; notes to a future self</p>  |

| Week | Date | Topics, Readings, Assignments, Deadlines   |
|------|------|--|
| 4    | 9/12 | <p><b>Before Class:</b> Read Wardle, "You Can Learn to Write in General" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings (https://sjsu.instructure.com/courses/1588943/pages/class-readings)</a>]; Lessner &amp; Craig, "Inquiry-Based Learning" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings (https://sjsu.instructure.com/courses/1588943/pages/class-readings)</a>]</p> <p><b>Due:</b> Weekly reflection #3 (Wednesday, 9/11, 11:59pm)</p> <p><b>During Class:</b> re-seeing our "Partner Texts"; inquiry-based writing; peer response; notes to a future self</p> |
| 5    | 9/17 | <p><b>Due:</b> Revised analysis of "Partner Texts"</p> <p><b>During Class:</b> preparing for the Free Speech Project; inquiring; maybe some reflecting, too, while we're at it</p>   |
| 5    | 9/19 | <p><b>FREE SPEECH PROJECT (STUDENT UNION THEATER)</b></p> <p><b>Due:</b> Weekly reflection #4 (Wednesday, 9/8, 11:59pm)</p> <p><b>During Class:</b> Free Speech Project [TAKE NOTES / ANALYZE]</p>   |
| 6    | 9/24 | <p><b>Before Class:</b> Read Prendergast, <i>Can I Use It?</i>, "When Should I Quote and When Should I Paraphrase?" through "How Can I Make My Paper Flow?"</p> <p><b>Due:</b> upload FSP NOTES and FSP ANALYSIS</p> <p><b>During Class:</b> drafting FSP analysis; peer response; notes to a future self; stakes; WHO CARES?</p>  |

| Week | Date | Topics, Readings, Assignments, Deadlines  |
|------|------|---|
| 6    | 9/26 | <p><b>Before Class:</b> Read Prendergast, <i>Can I Use I?</i>, "'How Do I Make My Paper Stand Out from the Stack?" through "'How Do I Answer the 'So What' Question?"</p> <p><b>Due:</b> Weekly reflection #5 (Wednesday, 9/25, 11:59pm)</p> <p><b>During Class:</b> WE WILL NOT BE MEETING TODAY! It's a writing day--use this time to work on your "Free Speech Project Analysis" so that you're ready to turn it in before class next Tuesday.</p> |
| 7    | 10/1 | <p><b>Due:</b> Revised Analysis of "FSP Analysis"</p> <p><b>During Class:</b> reflection; putting our analysis in conversation(s); verbal atom cracking; saying something of consequence</p>  |
| 7    | 10/3 | <p><b>Before Class:</b> Read Prendergast, <i>Can I Use I?</i>, "How Do I Edit My Paper?" through "Don't Forget to Thank..."</p> <p><b>Due:</b> Weekly reflection #6 (Wednesday, 10/2, 11:59pm)</p> <p><b>During Class:</b> don't forget to thank...; constructing discourse about public discourse [i.e., putting our analyses together]; framing; finding the stakes in an argument</p>  |
| 8    | 10/8 | <p><b>During Class:</b> revising; introduce "Write 2 Vote" cycle; genre</p>   |

| Week | Date  | Topics, Readings, Assignments, Deadlines  |
|------|-------|---|
| 8    | 10/10 | <p><b>Before Class:</b> Read Grauman, "What's That Supposed to Mean? Using Feedback on Your Writing" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">https://sjsu.instructure.com/courses/1588943/pages/class-readings</a>)] and any TWO of the op-eds published by the <a href="https://writetovoteproject.com/student-writing/">Write to Vote Project</a> (<a href="https://writetovoteproject.com/student-writing/">https://writetovoteproject.com/student-writing/</a>).</p> <p><b>Due:</b> Weekly reflection #7 (Wednesday, 10/9, 11:59pm)</p> <p><b>During Class:</b> revision; more genre; maybe a little drafty-drafty; peer response; notes to a future self</p> |
| 9    | 10/15 | <p><b>Due:</b> Revised version of "Public Discourse"</p> <p><b>During Class:</b> closing the Public Discourse cycle; reflection; genre; evidence; planning a piece; feedback</p>  |
| 9    | 10/17 | <p><b>Before Class:</b> Read Boyd, "Murder! (Rhetorically Speaking)" and Ryan, "Constructing Scholarly Ethos in the Writing Classroom" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">https://sjsu.instructure.com/courses/1588943/pages/class-readings</a>)] and</p> <p><b>Due:</b> Weekly reflection #8 (Wednesday, 10/16, 11:59pm)</p> <p><b>During Class:</b> rhetoric; shiny baubles; tell me who you are!; peer response; notes to a future self</p>   |
| 10   | 10/22 | <p><b>During Class:</b> so what? who cares?; evidence</p>   |

| Week | Date  | Topics, Readings, Assignments, Deadlines   |
|------|-------|--|
| 10   | 10/24 | <p><b>Before Class:</b> Read Vieregge, "Exigency: What Makes My Message Indispensable to My Reader" and Holmes, "Public Writing for Social Change" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">https://sjsu.instructure.com/courses/1588943/pages/class-readings</a>)]</p> <p><b>Due:</b> Weekly reflection #9 (Wednesday, 10/23, 11:59pm)</p> <p><b>During Class:</b> exigency; but seriously, why should I care?; peer response; notes to a future self</p>  |
| 11   | 10/29 | <p><b>During Class:</b> evidence</p>   |
| 11   | 10/31 | <p><b>HALLOWEEN</b></p> <p><b>Before Class:</b> Read Gagich, "An Introduction to and Strategies for Multimodal Composing" and VanKooten, "Thinking across Modes and Media (and Baking Cake): Two Techniques for Writing with Video, Audio, and Images" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">https://sjsu.instructure.com/courses/1588943/pages/class-readings</a>)]</p> <p><b>Due:</b> Weekly reflection #10 (Wednesday, 10/30, 11:59pm)</p> <p><b>During Class:</b> introduce re/mediation cycle; multimodality; multimodal scavenger hunt</p> |
| 12   | 11/5  | <p><b>ELECTION DAY</b></p> <p><b>Before Class:</b> <a href="https://www.sjsu.edu/adobe/creative-cloud/access/">request access to the Adobe Creative Cloud</a> (<a href="https://www.sjsu.edu/adobe/creative-cloud/access/">https://www.sjsu.edu/adobe/creative-cloud/access/</a>).</p> <p><b>Due:</b> Revised version of "Write 2 Vote"</p> <p><b>During Class:</b> closing the Write 2 Vote cycle; reflection; Adobe Express</p>  |

| Week | Date  | Topics, Readings, Assignments, Deadlines   |
|------|-------|--|
| 12   | 11/7  | <p><b>Before Class:</b> Read Pattanayak, "There is One Correct Way of Writing and Speaking" [in <a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">Class Readings</a> (<a href="https://sjsu.instructure.com/courses/1588943/pages/class-readings">https://sjsu.instructure.com/courses/1588943/pages/class-readings</a>)]</p> <p><b>Due:</b> Weekly reflection #11 (Wednesday, 11/6, 11:59pm)</p> <p><b>During Class:</b> plotting and planning; peer response; notes to a future self</p> |
| 13   | 11/12 | <p><b>During Class:</b> drafting multimodal elements; peer response; notes to a future self</p>  |
| 13   | 11/14 | <p><b>Due:</b> Weekly reflection #12 (Wednesday, 11/13, 11:59pm) [<b>NO NEW READINGS</b>]</p> <p><b>During Class:</b> drafting elements multimodally; peer response; notes to a future self</p>  |
| 14   | 11/19 | <p><b>Due:</b> Re/mediation draft plan and/or initial draft</p> <p><b>During Class:</b> introduce Final Portfolio; what we think we may have learned; peer response; notes to a future self</p>  |
| 14   | 11/21 | <p><b>During Class:</b> planning presentations</p>   |
| 15   | 11/26 | <p><b>During Class:</b> peer response to Portfolio Reflection</p>  |
| 15   | 11/28 | <p><b>NO CLASS: FALL BREAK</b></p>   |
| 16   | 12/3  | <p><b>During Class:</b> Presentations</p>  |

| <b>Week</b> | <b>Date</b>   | <b>Topics, Readings, Assignments, Deadlines</b>   |
|-------------|---------------|---|
| 16          | 12/5          | <b>Due:</b> Revised Re/mediation Project<br><br><b>During Class:</b> Presentations; re/mediation cycle closes |
| Final Exam  | WED.<br>12/11 | BBC 122, 2:45-5:00pm<br><b>During Class:</b> Presentations<br><br><b>Due:</b> Final Reflection                |