

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, First Year Writing, Section 82, Fall 2022**

**Course and Contact Information:**

**Instructor:** Andrew McClure

**Email:** Andrew.mcclure@sjsu.edu

**Class Days/Time:** Tuesday, Thursday 09:00am – 10:15am

**Classroom:** Clark 225A

**Office Hours:** Tuesday, Thursday 10:30am – 11:30 pm and by appointment

**Office Location:** FOB 116

**Prerequisites:** Reflection on College Writing

**GE/SJSU Studies Category:** GE Area A2 Written Communication

**Course Description:**

This course is intended to help you, the student, gain both confidence and proficiency in writing. The two genres of writing this class will focus include personal narratives and academic/research papers. Class time will be spent doing writing exercises— such as reflections or freewriting on a particular prompt. We will also discuss weekly readings, revision strategies, rhetorical moves, and reaching intended readers.

**Course Goals/ Learning Outcomes**

My goal is that you leave the class comfortable enough to use your writing skills in a variety of arenas, both personal and academic.

Upon successful completion of this course, students should be able to:

1. Understand the processes that go into outlining, drafting, and editing a piece of writing
2. Understand the distinction between primary and secondary sources, and how they are used in the social sciences
3. Understand the reasoning behind the rhetorical choices made by writers when constructing a personal or academic paper

4. Search through databases for sources by using key-terms
5. Utilize sources as evidence for your paper's thesis (and properly cite them in your paper)
6. Practice helpful peer review
7. Reflect on peer feedback and changes to be made in second drafts

### **GE Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of this course, students will be able to:

1. Demonstrate the ability to read actively and rhetorically;
2. Perform the essential steps in the writing process (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;
3. Articulate an awareness of and write according to the rhetorical feature of texts, such as purpose, audience, context and rhetorical appeals;
4. Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

### **Course Format:**

We will meet biweekly for discussions of readings and homework, as well as writing activities and other explorations of genre.

Assignments, readings, and instructional material are accessed on the Canvas page. All work will be submitted on Canvas. This requires that students have access to the internet and a computer. Word processing software is also required; I accept papers submitted in pdf or doc file types. If you require assistance accessing the aforementioned tools, please contact the Student Technology Service Desk.

### **Required Texts/Readings**

No textbooks will be required for this post. The readings will be posted as PDFs online in Modules on Canvas. Some of the readings also have links to them in the syllabus.

### **Course Requirements and Assignments**

The primary assignments are a Personal Narrative and an Academic Paper. The Personal Narrative has three components— the Outline, the First Draft, and the Second Draft— that are assigned and turned in in stages. The Academic Paper includes a Research Proposal/Annotated Bibliography, a First Draft, and a Second Draft. The Participation grade is made up of In-class Writing on the Discussion Boards, Peer Review assignments for the Personal Narrative and Academic Paper, and a Presentation on an Academic Article's use of sources. Your final will be your Portfolio— which includes the first and second drafts of either the Academic Paper or the

Personal Narrative (your choice), your Annotated Bibliography, and a 500-600 word reflection on the class.

### **Final Examination or Evaluation**

Your final exam will be your Portfolio.

### **Grading Information:**

Personal Narrative: 300 Points

Outline: 50 Points

First Draft: 100 Points

Second Draft: 150 Points

Academic Paper: 300 Points

Research Proposal and Annotated Bibliography: 50 Points

First Draft: 100 Points

Second Draft: 150 Points

Participation: 200 Points

In-class Free Writing: 50 Points

Peer Review of Personal Narrative: 50 Points

Peer Review of Academic Paper: 50 Points

Presentation on Academic Article: 50 Points

Portfolio: 200 Points

First and Second (or Final) Draft of One Paper: 100 Points

Annotated Bibliography: 50 Points

Final Reflection: 50 Points

Total points possible: 1000 Points

### **Determination of Grades**

The following are the criteria by which revised and edited essays are evaluated in first-year writing courses:

The “A” writing assignment is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment’s requirements, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

The “B” writing assignment demonstrates competence in the same categories as an “A” essay, but it may not be fully developed in one or more of the previously stated areas. It will respond to the topic suitably and may contain some grammatical, mechanical, or usage errors.

The “C” writing assignment will complete the minimum requirements of the assignment, but it may not be fully developed in fundamentals. It may show weakness in mastery of grammar, mechanics, usage, or voice.

The “D” writing assignment will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

Unless an arrangement has been determined in advance, **late work will not receive full credit.** Such assignments will incur a 10% total point reduction for every two days they are late. Assignments will not be accepted for credit two weeks following the deadline.

A Final Revision of one of your second drafts, of either the Academic Paper or Personal Narrative, will be considered for 150 points of extra credit.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

This Area A2 course must be passed with a C- or better as a CSU graduation requirement.

### **Classroom Protocol**

Students are required to treat each other and each other’s ideas with respect and courtesy. If you feel you or your ideas have been dealt with discourteously by another student, please contact me so that I can mediate. Insults, slurs, and aggression are not tolerated. If you find any of the written material that I have assigned uniquely challenging or difficult, please let me know via email.

### **University Policies**

Per [University Policy S16-9](#), 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 [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

# English 1A, First Year Writing, Section 08, Fall 2022

## Course Schedule

Week/Lesson/ Module	Topics, Readings, Assignments, Deadlines
1	<p>Tuesday 8/23: Welcome and Introductions</p> <p>Homework: Read Mike Bunn, "How to Read Like a Writer" <a href="https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf">https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf</a></p> <p>Thursday 8/25: Personal Narratives</p> <p>Homework: Read Sherman Alexie, "Superman and Me." <a href="https://www.umsl.edu/~alexanderjm/SupermanandMebyAlexie.pdf">https://www.umsl.edu/~alexanderjm/SupermanandMebyAlexie.pdf</a></p>
2	<p>Tuesday 8/30: Literacy Narratives/Discussion of Alexie</p> <p>Homework: Outline Worksheet</p> <p>Read Kurt Vonnegut, "How to Write With Style" <a href="https://kmh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf">https://kmh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf</a></p> <p>Thursday 9/1: Outlining and Organizing Ideas</p> <p>Homework: Outline Worksheet</p> <p>Read Geraldine DeRuiter, "We Eat at The Worst Michelin Starred Restaurant, Ever" <a href="https://www.everywhereist.com/2021/12/bros-restaurant-lecce-we-eat-at-the-worst-michelin-starred-restaurant-ever/">https://www.everywhereist.com/2021/12/bros-restaurant-lecce-we-eat-at-the-worst-michelin-starred-restaurant-ever/</a></p>
3	<p>Tuesday 9/6: Finding Your Voice</p> <p>Due: Outline Worksheet</p> <p>Homework: Read: Anne Lamott, "Shitty First Drafts" <a href="https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf">https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf</a></p> <p>Thursday 9/8: Write Something Bad: Your First Draft</p> <p>Homework: Work on your First Draft.</p>

Week/Lesson/ Module	Topics, Readings, Assignments, Deadlines
4	<p>Tuesday 9/13: Revision Strategies</p> <p>Due: First Draft of Personal Narrative</p> <p>Activity: Groups of Three: Read and Respond to each other’s drafts</p> <p>Homework: Exchange papers for Peer Review. Revision Worksheet</p> <p>Thursday 9/15: Revision Strategies</p> <p>Activity: Write down suggestions you made, and suggestions made about your own work. How will you implement the suggestions?</p> <p>Homework: Revision Worksheet.</p>
5	<p>Tuesday 9/20: Discussion of Peer Feedback &amp; Revision</p> <p>Due: Peer Revision worksheet</p> <p>Read: Robert Atkinson, “Life Stories and Personal Mythmaking” (on Canvas)</p> <p>Thursday 9/22: Self-Discovery in Writing</p> <p>Homework: Read Zadie Smith. “You Are In Paradise”</p> <p><a href="https://www.newyorker.com/magazine/2004/06/14/you-are-in-paradise">https://www.newyorker.com/magazine/2004/06/14/you-are-in-paradise</a></p>
6	<p>Tuesday 9/27: Playing with the Formula</p> <p>Homework: Finish Second Draft of Personal Narrative</p> <p>Thursday 0/29: Second Draft</p> <p>Due: Second Draft of Personal Narrative</p> <p>Read: Kyle Stedman, “Annoying Ways People Use Sources”</p> <p><a href="https://wac.colostate.edu/docs/books/writingspaces2/stedman--annoying-ways.pdf">https://wac.colostate.edu/docs/books/writingspaces2/stedman--annoying-ways.pdf</a></p>
7	<p>Tuesday 10/4: Academic Writing: How to Find Good Sources</p> <p>Read: Read: Jeff Guo, “Grains vs Tubers” <a href="https://www.ajc.com/lifestyles/food--cooking/grains-tubers-and-the-fate-civilizations/HRS1ANbB6Hm4RZc3mIQgoK/">https://www.ajc.com/lifestyles/food--cooking/grains-tubers-and-the-fate-civilizations/HRS1ANbB6Hm4RZc3mIQgoK/</a></p>

Week/Lesson/ Module	Topics, Readings, Assignments, Deadlines
	<p>Skim: "The Origin of the State: Land Productivity or Appropriability?"  <a href="https://warwick.ac.uk/fac/soc/economics/staff/omoav/mmp_10_aug_2021.pdf">https://warwick.ac.uk/fac/soc/economics/staff/omoav/mmp_10_aug_2021.pdf</a></p> <p>Thursday 10/6: Primary Sources vs Secondary Sources  <a href="https://www.academia.edu/7788897/Where_the_Spirits_Dwell_Possession_Christianization_and_Saint_Shines_in_Late_Antiquity_2010">https://www.academia.edu/7788897/Where_the_Spirits_Dwell_Possession_Christianization_and_Saint_Shines_in_Late_Antiquity_2010</a></p>
8	<p>Tuesday 10/11: How to Cite a Source and Use it in Your Paper</p> <p>Homework: Read: Kimberly Stratton, "Male Magicians..."  <a href="https://www.academia.edu/904728/Male_Magicians_and_Female_Victims_Understanding_a_Pattern_of_Magic_Representation_in_Early_Christian_Literature">https://www.academia.edu/904728/Male_Magicians_and_Female_Victims_Understanding_a_Pattern_of_Magic_Representation_in_Early_Christian_Literature</a></p> <p>Thursday 10/13: Annotated Bibliography and Research Proposal</p> <p>Homework: Choose an Academic Article on Academia.edu or another site to speak on next class</p>
9	<p>Tuesday 10/18: Discuss your article and how the author explicated and interpreted information from their sources</p> <p>Homework: Choose a topic for your Annotated Bibliography</p> <p>Thursday 10/20: Revision Strategies</p> <p>Homework: Work on Annotated Bibliography</p>
10	<p>Tuesday 10/25: Building a Paper from Your Source Material</p> <p>Due: Annotated Bibliography Due</p> <p>Homework: Work on First Draft of Academic Paper</p> <p>Thursday 10/27: Types of Research Papers</p> <p>Homework: Work on First Draft of Academic Paper</p>
11	<p>Tuesday 11/1: Revision Strategies</p> <p>Due: First Draft of Academic Paper</p>

Week/Lesson/ Module	Topics, Readings, Assignments, Deadlines
	<p>Activity: Groups of Three: Read and Respond to each other's drafts</p> <p>Homework: Exchange papers for Peer Review. Revision Worksheet</p> <p>Thursday 11/3: Revision Strategies</p> <p>Activity: Write down suggestions you made, and suggestions made about your own work. How will you implement the suggestions?</p> <p>Homework: Revision Worksheet.</p>
12	<p>Tuesday 11/8: Discussion of Peer Feedback &amp; Revision</p> <p>Due: Peer Revision worksheet</p> <p>Thursday 11/10: Strategies for Second Draft</p> <p>Homework: Work on Second Draft of Academic Paper</p>
13	<p>Tuesday 11/15: Revision</p> <p>Homework: Finish Second Draft of Academic Paper</p> <p>Thursday 11/17: Revision</p> <p>Due: Second Draft of Academic Paper</p> <p>Homework: Read excerpt- Naphtali Lewis, <i>Life in Egypt Under Roman Rule</i> on Canvas</p>
14	<p>Tuesday 11/22: Inter &amp; multi-disciplinary academic writing</p> <p>Activity: Discuss Reading, identify disciplines referenced (History, Anthropology, Archaeology, Religious Studies, Linguistics)</p> <p>Thursday 11/24: No Class! Think about which paper you want to revise for your Portfolio</p>
15	<p>Tuesday 11/29: Reflective Essay</p> <p>Homework: Work on Reflective Essay. Optional: Work on a Final Draft of one of your pieces of Writing</p>

<b>Week/Lesson/ Module</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	Thursday 12/1: Writing Activities
16	Tuesday 12/6: Reflective Essay  Thursday 12/8: Writing Activities
17	Final Portfolio:  1 <sup>st</sup> and 2 <sup>nd</sup> drafts for each essay  A reflective essay explaining the ways in which you made use of terms from the course to identify issues and improve your writing