

First Year Writing Section 15

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 02/05/2025

Contact Information

Instructor:	Elizabeth (Liz) Asbornio
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Office Hours:	TTh 9:15-10:15am and via Zoom (or other video platform) by appointment
Class Days/Time:	TTh 10:30-11:45am
Classroom:	Boccardo Business Center 221

Course Description and Requisites

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

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. Students will participate in integrated reading and writing assignments to enhance thinking and writing about complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will prepare students 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 students to write a minimum of 8,000 words, at least 4,000 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.

Culminating Experience: In lieu of a final exam, students will compile a digital Reflection Portfolio. You will gather samples of your writing that demonstrate your learning; and 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/writing experiences.

Time Commitment

Success in ENGL 1A 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, and course-related activities.

Attendance and Participation

I will take roll at the beginning of every class. Although your attendance cannot be graded, your being present, participating in group work, and contributing to your group's essays will affect your (and your group's) grades.

If you know you are going to be late or miss class for any reason, please send me an email ahead of time to let me know.

Regardless of absences (excused or otherwise), all students are expected to keep up with homework and in-class reading and writing assignments, as found in this syllabus under "Course Schedule." Group members have a particular responsibility to stay in touch with their groups while collaborating on group essays.

In-Class Discussions

We will discuss a number of topics related to reading and writing. I encourage lively participation, but do allow your classmates to finish speaking before you begin to share your ideas. If many people are wanting to talk at once, I'll ask people to raise their hands and wait to be called on.

Safe Space

This classroom will be a safe space for students of all ethnicities, genders, orientations, political affiliations, faith beliefs, ages, abilities, and favorite sports teams. No disrespect of class members will be tolerated. If we are discussing an edgy topic, choose your words and speak with care. When your classmates read aloud or present their writing in class, allow them to build their verbal confidence by demonstrating courteous patience.

Cell Phones and Other Devices

I prefer that you put your phones away, but if you must have eyes on your device, you may keep it flat on your desk, and all sounds must be disabled. Please do not respond to text messages, emails, and other communications; do not play video games; and do not browse the internet unless you are conducting online research for one of our writing projects during group activity time.

If you receive an emergency call or text, you may take your phone into the hallway to respond.

Faculty Web Page and MYSJSU Messaging

Course materials are on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas, see Canvas Student Resources page.

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>)

Program Information

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)

General Education Learning Outcomes (GELOs):

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

Required Textbooks

We will use three textbooks extensively to study the art and skill of reading and writing.

The following two textbooks are available at Spartan Bookstore. (If you choose to purchase these texts through another vendor, be sure to get the right edition!)

- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 11th ed., W.W. Norton & Company, Inc, 2024. ISBN 978-1-324-04681-3.
- Hacker, Diana, and Nancy I. Sommers. *A Writer's Reference*. 10th ed., Bedford/St. Martin's, 2021. ISBN 9781319169404.

The following textbook is available for sale (new or used) from Abe Books at <https://tinyurl.com/5j5cza6k>.

- Adler, Mortimer J., and Charles Van Doren. *How to Read a Book*. Simon & Schuster, 2014. ISBN 978-0-671-21209-4.

Other Technology Requirements and Supplies

Students must come to class with the following:

- Laptop computer or other device with the Canvas app. Laptops can be rented from King Library 1st Floor Circulation Desk.
- A paper notebook or journal of any dimensions, with enough pages to accommodate up to 16 weeks of in-class writing.
- A pen or pencil with which to complete in-class writing assignments.

Course Requirements and Assignments

All of the assignments for this course are on the Assignments page:

<https://sjsu.instructure.com/courses/1598117/assignments>.

The assignments focus on introducing students to the concepts of reading and writing at an academic level; the goal is to become skilled at these activities so that students feel confident about completing reading and writing assignments in their other classes.

In addition to individual reading and writing work, students will collaborate on group projects and pair up for peer review. Working together on projects will prepare students for future academic and career-related experiences. Students are expected to take seriously their responsibility to contribute their fair share to group work.

Grammar Boot Camp

Students will be exposed to the mechanics of writing through weekly readings and quizzes on grammar topics in *A Writer's Reference*.

In-Class Composition Practice

Among other exercises, in-class composition opportunities include five-minute free writes in response to given prompts and "graffiti" activities, wherein each student writes on the board a passage from our assigned reading that resonates with them.

Grading Information

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

Writing Evaluation

Writing is both an art and a science. The creative process is the art; the mechanics of putting your ideas on paper is the science. This course aims to give you permission to explore your ideas from all angles, think about how best to express them, and then translate those thoughts into sentences, paragraphs, and a cohesive whole. Your major essays will undergo rounds of peer review for suggested improvements before you submit your final work.

Your work will earn grades based on rubrics for each project, which reflect these criteria:

- **A range (90 to 100%):** Task is completed according to the prompt. Thesis/focus is clear. Meets all technical specifications. Writing is organized in a logical manner, with an introduction, body paragraphs that follow the order indicated by the thesis statement and use good transitions, and a conclusion. Thesis is supported in body paragraphs that make distinct, well-reasoned, and well-presented arguments. (*Areas of improvement will be noted in comments.*)
- **B range (80 to 89%):** Task is completed according to the prompt. Thesis/focus is clear. *One or more of these criteria need improvement: technical specifications, organization and transitions, supporting evidence.* (*Areas of improvement will be noted in comments.*)
- **C range (70 to 79%):** Task is completed according to the prompt. *One or more of these criteria need improvement: thesis statement, technical specifications, organization and transitions, supporting evidence.* (*Areas of improvement will be noted in comments.*)
- **D range (60 to 69%):** Work is incomplete; some aspect(s) of the prompt are not addressed. *One or more of these criteria need improvement: thesis statement, technical specifications, organization and transitions, supporting evidence.* (*Areas of improvement will be noted in comments.*)
- **F (<60%):** Work is missing.

For specific percentage breakdowns, see "Undergraduate Classes Grading Scale" on SJSU's "Grading Policies" website: https://ischool.sjsu.edu/grading-policies#under_grading_scale (https://ischool.sjsu.edu/grading-policies#under_grading_scale).

Assignment Values

The four essay-writing assignments constitute 60% of your grade:

1. Group essay #1 (argument; 1,500 words):	20%
2. Individual essay (narration; 2,000 words):	20%
3. Group essay #2 (exposition; 900 words):	15%
4. Portfolio Assessment (argument; 500 words)	5%

Four more areas of assignments and classwork constitute the other 40% of your grade:

Eight Reader Responses (250 words each)	15%
Three Essay-Writing Reflections (200 words each)	10%
Sixteen Grammar Boot Camp Quizzes	10%
In-Class Composition Practice	5%

	100%
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Late Policy

- Any work turned in late may have points deducted.
- If you need to request an extension on an individual assignment deadline, please send me an email. There are no extensions for group projects.

Participation Policy

Instructors cannot grade students' attendance. We can, however, grade their participation. Extra credit (amounts TBD) will be awarded to students showing leadership in group work and engagement in classroom activities throughout the semester.

Academic Integrity Policy

I assume that students approach their college careers with the intention of earning their grades honestly. I will treat your work as your own unless there is some obvious reason for me to think otherwise. For example, I know of a student who accidentally left their AI prompt in their submitted work and did not cite their work as AI generated. I will address a student's clear violation of SJSU's Academic Integrity policy as appropriate, which in extreme or unresolved situations can affect grades. For SJSU's policies on plagiarism, including the use of AI-generated text, see "Academic Integrity" at [https://ischool.sjsu.edu/faculty-handbook-academic-integrity_\(https://ischool.sjsu.edu/faculty-handbook-academic-integrity\)](https://ischool.sjsu.edu/faculty-handbook-academic-integrity_(https://ischool.sjsu.edu/faculty-handbook-academic-integrity)).

University Policies

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

This schedule is subject to change with fair notice; students will receive an email notifying them of any changes.

Date	Class	Assignments
Th 1/23	Class Meeting 1	<p>IN CLASS: Welcome and Introduction</p> <p>Present: Syllabus</p> <p>Group Activity: Divide into two large groups (Arts and Sciences), then into five subgroups of 5 people. This is your semester cohort. Because you'll be writing two group essays together and will need to collaborate outside of class, take time now to share contact information.</p> <p>Write: Student bio</p>
T 1/28	Class Meeting 2	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Group Activity Test Run: Meet in person or on Zoom or other platform to decide how you will work together remotely on group assignments. You must be able to communicate and collaborate outside the classroom.</p> <p>Reading Assignment 1: <i>How to Read a Book</i>, chapter 1, "The Activity and Art of Reading"; chapter 2, "The Levels of Reading"; chapter 3, "The First Level of Reading: Elementary Reading"</p> <p>Reader Response 1: 250-word minimum</p> <p>Grammar Boot Camp: Quizzes 1 and 2</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: HTRB chapters 1–3; different types of writing</p> <p>Pairs Activity: Interview a partner about the best essay they wrote in high school; be prepared to report verbally to class.</p>

Date	Class	Assignments
Th 1/30	Class Meeting 3	<p>***BEFORE CLASS</p> <p>Reading Assignment 2: <i>How to Read a Book</i>, chapter 4, "The Second Level of Reading: Inspectional Reading"</p> <p>Reader Response 2: 250-word minimum</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: HTRB chapter 4</p> <p>Discuss: Different types of essays</p> <p>Introduce Group Essay 1: 1,500-word argumentative essay. Nature of argument; purpose of reading sample essays. How group essay writing will work (responsibilities of individuals to group).</p>
T 2/4	Class Meeting 4	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 3: <i>How to Read a Book</i>, chapter 5, "How to Be a Demanding Reader"</p> <p>Reader Response 3: 250-word minimum</p> <p>Grammar Boot Camp: Quizzes 3 and 4</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: HTRB chapter 5</p> <p>Read Aloud and Discuss: <i>Norton Sampler</i> chapter 13, pages 533 ("Living Online: Are Our Devices Connecting Us or Keeping Us Apart?") and 534–537, Roxane Gay, "Why People Are So Awful Online"</p> <p>Group Activity: Discuss this essay using the four basic questions of active reading (HTRB pp. 46–47; substitute "essay" for "book"). Be prepared to report to the class.</p>

Date	Class	Assignments
Th 2/6	Class Meeting 5	<p>***BEFORE CLASS</p> <p>Reading Assignment 4: <i>Norton Sampler</i>, page 558, "Banning Books and Canceling People: Censorship or Citizenship?" and pages 559–565, Viet Than Nguyen, "My Young Mind Was Disturbed by a Book"</p> <p>Reader Response 4: 250-word minimum</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Read Aloud and Discuss: <i>Norton Sampler</i> chapter 13, pages 538–544, Sherry Turkle, "Stop Googling. Let's Talk."</p> <p>Group Activity: Discuss this essay using the four basic questions of active reading (HTRB pp. 46–47; substitute "essay" for "book"). Be prepared to report to the class.</p>

Date	Class	Assignments
T 2/11	Class Meeting 6	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 5: <i>How to Read a Book</i>, chapter 9, "Determining an Author's Message"</p> <p>Reader Response 5: 250-word minimum</p> <p>Grammar Boot Camp: Quizzes 5 and 6</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: HRB chapter 9</p> <p>Read Aloud and Discuss: <i>Norton Sampler</i> chapter 13, pages 545–550, Jonathan Haidt and Jean M. Twenge, "Pulling Teenagers Away from Cell Phones"</p> <p>Group Activity: Discuss this essay using the four basic questions of active reading (HTRB pp. 46–47; substitute "essay" for "book"). Be prepared to report to the class.</p> <p>Group Activity/Prewrite: For each of the argumentative essays we've read in class, determine the authors' messages (theses) and discuss how the writers support their claims. Choose the essay that the majority of your group <i>disagrees</i> with, and brainstorm a list of possible rebuttals to one or more points the writer makes. You will use this list of rebuttals to formulate your essay's thesis before the next class meeting.</p>

Date	Class	Assignments
Th 2/13	Class Meeting 7	<p>***BEFORE CLASS</p> <p>Reading Assignment 6:</p> <ul style="list-style-type: none"> • <i>Norton Sampler</i>, chapter 1, "Reading as a Writer, Writing as a Reader," pp. 1–18; chapter 13, "Argument," pp. 493–496 • AWR C1-a "Assess your writing situation"; AWR C1-b "Explore your subject"; AWR C1-c "Draft and revise a working thesis statement" <p>Group Activity/Prewrite: Meet in person or on Zoom or other platform to review your list of rebuttals. Decide which one you as a group would like to argue for. Draft one or two possible thesis statements, and discuss ideas for supporting each of them. Refer to AWR C1-d, "When to use an informal outline," to draft an informal outline (thesis statement and three to five possible supporting arguments). Be prepared to present your draft thesis statements and informal outline in class for input.</p> <p>***IN CLASS</p> <p>Guest Speaker on Digital Literacy: Nathan Amico, public health data science major, Adobe Student Ambassador</p> <p>Class Activity: Each group presents its draft thesis statement and informal outline for class input.</p>

Date	Class	Assignments
T 2/18	Class Meeting 8	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 7: <i>How to Read a Book</i>, chapter 10, "Criticizing a Book Fairly," and chapter 11, "Agreeing or Disagreeing with an Author"</p> <p>Reader Response 6: 250-word minimum</p> <p>Group Activity/Prewrite: Meet in person or on Zoom or other platform to decide whether and how you will use the class's feedback to revise your argumentative essay's thesis statement and informal outline. Revise and upload to Canvas.</p> <p>Grammar Boot Camp: Quizzes 7 and 8</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: HTRB chapters 10 and 11; NS chapters 1 and 13</p> <p>Read Aloud and Discuss: C1-d, "Draft a plan"; AWR C2-a, "Draft an introduction"</p> <p>Group Activity/Prewrite: Referring to your thesis statement, informal outline, and AWR C1-d, "When to use a formal outline," create a formal outline for your persuasive essay, and upload it to Canvas. Discuss ideas for writing the introductory paragraph.</p>

Date	Class	Assignments
Th 2/20	Class Meeting 9	<p>***BEFORE CLASS</p> <p>Reading Assignment 8: <i>Norton Sampler</i>, chapter 2, "Elements of the Essay"; chapter 3, "The Writing Process"; chapter 4, "Writing Paragraphs"</p> <p>Write: Based on the ideas your group discussed in class, draft an introductory paragraph to your persuasive essay. Review AWR C2-a for guidance. Upload to Canvas.</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: NS chapters 2–4</p> <p>Pairs Activity: Divide into pairs or trios and share your draft introductory paragraphs with each other. Decide which points or approaches you want to present to the group for adoption.</p> <p>Group Activity/Prewrite: Each pair and trio shares its strongest ideas with the group. Group discusses which points and approaches are best adopted for its introductory paragraph. Choose one group member to consolidate the ideas into a draft introduction for presentation at the next class.</p>

Date	Class	Assignments
T 2/25	Class Meeting 10	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 9: AWR C2-b, "Draft the body," C3, "Writing paragraphs"; C4-a through C4-c on peer reviewing</p> <p>Write: If you are writing your group's introduction, have it ready to present to your group.</p> <p>Grammar Boot Camp: Quizzes 9 and 10</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: AWR C2-b, "Draft the body," C3, "Writing paragraphs"; C4a–C4c on peer review</p> <p>Group Activity: Introductory paragraph writer presents introduction to their group; group suggests edits as needed.</p> <p>Whole-Class Activity: Each group presents its thesis statement, formal outline, and introductory paragraph to the whole class for peer review. (Does the introductory paragraph clearly state the thesis, and does it clearly explain how it will support that thesis with evidence?)</p> <p>Group Activity: Group decides which points of feedback to incorporate into its introduction and formal outline. Discuss how you will flesh out your three supporting arguments. What evidence will you present to support your claims? What are the tone and style of these persuasive paragraphs? Remember to let your audience and purpose guide your decision-making.</p>

Date	Class	Assignments
Th 2/27	Class Meeting 11	<p>***BEFORE CLASS</p> <p>Revise: The introduction writer revises their text according to the agreed-upon feedback from the peer review.</p> <p>Write: Begin to draft your argumentative essay's three body paragraphs.</p> <p>Reading Assignment 10: Skim part 3 of the Table of Contents of <i>How to Read a Book</i>. Decide which chapter from part 3 you will read in full, on the basis of your major or interests. Submit your choice to me via Canvas, writing a short note such as "I will read HTRB chapter 17, "How to Read Science and Mathematics."</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Whole-Class Activity: Concise Writing parts 1 and 2, from SJSU Writing Center's Homegrown Handouts</p> <p>Write: Continue working on your three body paragraphs, keeping in mind the guidelines for concise writing we just studied. You will present your three body paragraphs to your group at the next class meeting.</p>

Date	Class	Assignments
T 3/4	Class Meeting 12	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 11: Your chosen chapter from part 3 of <i>How to Read a Book</i></p> <p>Reader Response 7: Create a formal outline of your chosen chapter.</p> <p>Write: Finish writing the three body paragraphs supporting your thesis. Upload to Canvas.</p> <p>Grammar Boot Camp: Quizzes 11 and 12</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Pairs/Trios Activity: Divide into pairs or trios and share your draft body paragraphs with each other. Decide which points and/or approaches to present to the group for adoption.</p> <p>Group Activity:</p> <ul style="list-style-type: none"> • Each pair shares its strongest ideas with the group. Group discusses which points and approaches are best adopted for the body of their essay. • Choose three people (not the person who wrote the introduction) to consolidate the group's decisions and write your essay's first, second, and third paragraphs (that is, one person takes one paragraph) for presentation at the next class.

Date	Class	Assignments
Th 3/6	Class Meeting 13	<p>***BEFORE CLASS</p> <p>Write: If you are writing one of your group's body paragraphs, have it ready to present to the group.</p> <p>Reading Assignment 12: AWR C2-c, "Draft a conclusion"</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Group Activity: Writers present their supporting paragraphs to their group; group suggests edits as needed.</p> <p>Whole-Class Activity: Intro writer prints thesis statement on the board. Writers from each group present their respective paragraphs, in proposed order, to the whole class for peer review. (Can we follow the argument? Does each paragraph support the thesis statement?)</p> <p>Group Activity: Decide which feedback from peer review the body-paragraph writers should incorporate into your essay.</p> <p>Discuss: AWR C2-c.</p> <p>Group Activity: Discuss and decide what elements to incorporate into your argumentative essay's conclusion.</p>

Date	Class	Assignments
T 3/11	Class Meeting 14	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Write: The body-paragraph writers revise their texts according to the agreed-upon feedback from the peer review.</p> <p>Write: Using the ideas your group discussed, draft a conclusion to your persuasive essay to present to your group. Review AWR C2-c for guidance. Upload to Canvas.</p> <p>Reading Assignment 13: AWR MLA "MLA Style"</p> <p>Grammar Boot Camp: Quizzes 13 and 14</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: Highlights from AWR MLA: formatting the paper, in-text citations, Works Cited (see the sample Works Cited page in AWR MLA-5a, "MLA format")</p> <p>Pairs/Trios Activity: Divide into pairs or trios and share your draft conclusions with each other. Decide which points or approaches you want to present to the group for adoption.</p> <p>Group Activity: Each pair/trio shares its strongest ideas with the group. Group discusses which points and approaches to adopt for its concluding paragraph. The group member who hasn't taken previous paragraphs will consolidate the group's ideas into a conclusion for presentation at the next class.</p>

Date	Class	Assignments
Th 3/13	Class Meeting 15	<p>***BEFORE CLASS</p> <p>Conclusion Writers: Using the ideas your group discussed, draft a conclusion to your persuasive essay to present to your group. Review AWR C2-c for guidance. Upload the conclusion to Canvas.</p> <p>Reading Assignment 14: <i>Norton Sampler</i>, chapter 5, "Narration," pages 78–84. Your second major assignment will be to write a 2,000-word essay about a challenge you have overcome.</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Group Activity: Concluding-paragraph writer presents conclusion to their group; group suggests edits as needed.</p> <p>Whole-Class Activity: Each group prints their thesis statement on the board. Conclusion writers present their concluding paragraphs to the whole class for peer review. (Is the thesis reiterated and the overall argument summarized? Does the argument lead to a recommendation for readers or new questions for further study?)</p> <p>Group Activity: Decide which points of feedback to incorporate in your conclusion.</p> <p>Discuss: Your persuasive essays are nearly complete! Your next steps are to combine all the paragraphs into one document; format your essay according to AWR MLA-5a; read the essay as a whole for coherence and smooth transitions; draw attention to any further work that might be needed.</p> <p>Introduce individual essay/personal narrative: 2,000 words; "statement of purpose" versus thesis statement; purpose of reading sample essays from NS chapter 5; nature of personal narrative (self-care during exploration of events).</p>

Date	Class	Assignments
		<p>Introduce: New in-class activity, Graffiti, to replace Five-Minute Free Write</p>
T 3/18	Class Meeting 16	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Conclusion writer:</p> <ul style="list-style-type: none"> ◦ Revise conclusion according to the agreed-upon feedback from the peer review. ◦ Set up the Works Cited page. <p>Write: All group members add their sources to the Works Cited page. Review AWR MLA-4b for how to cite different kinds of sources.</p> <p>Group Activity: Meet in person or on Zoom or other platform to decide which group members will do the following tasks: combine all the paragraphs into one document and add the Works Cited page; format all parts of your essay according to AWR MLA-5a; read the essay as a whole for coherence, smooth transitions, and good mechanics. If you have not already given your group essay a title, brainstorm and choose one now. Decide how you as a group will present your essay to the class. Practice at least once beforehand.</p> <p>Brainstorm ideas for narrative essay / Prewrite: Reviewing <i>Norton</i> pages 81–83, jot down possible subjects for your narrative essay. Start thinking about how you will tell your story of overcoming a personal challenge. What tone will you use? What style? What rhetorical strategies or moves will you use? If you want more help with generating ideas, review <i>Norton</i> chapter 3.</p> <p>Grammar Boot Camp: Quizzes 15 and 16</p> <p>***IN CLASS</p> <p>Whole-Class Activity: Each group presents its complete essay to the class for peer review. Reviewers are encouraged to ask questions based on <i>Norton</i> pages 56–57.</p>

Date	Class	Assignments
Th 3/20	Class Meeting 17	<p>***BEFORE CLASS</p> <p>Revise, proofread, upload: Groups meet in person or via Zoom or other platform to review and agree on any final changes to incorporate into their essays. Decide how your group will input those revisions. Using AWR C4-h as a guide, each group member should read the finished persuasive essay for typos, continuity, and overall adherence to the assignment. Check the rubric for this essay's grading criteria. One person uploads the polished persuasive essay; all group members should check to make sure the assignment status reflects a completed/submitted file.</p> <p>Reflect: Compose a 200-word reflection on this writing experience. Describe your group's process, and evaluate the collaborative experience. What did you learn about your personal creative process? What value, if any, did you find in the group creative process?</p> <p>Continue brainstorming ideas for narrative essay / Prewrite: Continue to sketch ideas for telling your story. Have you decided what tone will you use? Style? Rhetorical strategies or moves? Reread the "Stating Your Point" paragraph on <i>Norton</i> page 84, and draft two or three possible statements of purpose. Be prepared to discuss your ideas with a partner in class.</p> <p>***IN CLASS</p> <p>Discuss: Modes of writing from NS TOC and pages 51–52; how each serves a particular purpose; your narrative essays may incorporate one or more of these rhetorical strategies/moves.</p> <p>Pairs Activity: In pairs or trios, share the ideas you have been considering for your narrative essay. Together review <i>Norton</i> pages 84–85. Each person should discuss their essay's subject, purpose, and audience. Then review</p>

Date	Class	Assignments
		the modes of writing on Norton pages 51–52, and consider which rhetorical strategies might work well in your essay.
T 3/25	Class Meeting 18	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 15: <i>Norton Sampler</i> chapter 5 (Barry).</p> <p>Prewrite: Using your notes from last class and reviewing AWR C1-d, "Draft a plan," finalize your narrative's statement of purpose and create an informal outline of ideas to tell your story. Upload this progress to Canvas.</p> <p>***IN CLASS</p> <p>Graffiti: Significant lines from Barry essay.</p> <p>Review/Discuss: <i>Norton Sampler</i> chapter 2 on "Tone and Style" and chapter 5 on plot, consistent verb tense and point of view, and dialogue</p> <p>Pairs/Trios Activity: Share your narrative essay's statement of purpose and informal outline with a partner for peer review.</p> <p>Write: Revise your statement of purpose and outline based on any helpful peer review input. Begin to draft your opening paragraphs.</p>

Date	Class	Assignments
Th 3/27	Class Meeting 19	<p>***BEFORE CLASS</p> <p>Reading Assignment 16: <i>Norton Sampler</i> chapter 5 (Mebane)</p> <p>Write: Referring to your statement of purpose and outline, draft the first third or so of your narrative essay (600 to 700 words). If you're stuck on getting started, review <i>Norton</i> chapter 5, pages 81–83. Upload this segment to Canvas.</p> <p>***IN CLASS</p> <p>Graffiti: Significant lines from Mebane essay.</p> <p>Review/Discuss: AWR C4, "Reviewing, revising, and editing"</p> <p>Pairs Activity: Share the first third of your narrative with a partner for peer review. Use the questions for revising on <i>Norton</i> pages 55–56.</p> <p>Write: Decide which points of feedback you will incorporate into the first third of your essay, and revise accordingly.</p>
Week of 3/31 to 4/4		<p>Spring Recess: No class!</p> <p><i>Keep up with (or catch up on) your quizzes and reading.</i></p> <p><i>Note that the balance of your personal narrative is due next week, so use your time wisely.</i></p>

Date	Class	Assignments
T 4/8	Class Meeting 20	<p>***OVER THE HOLIDAY/BEFORE CLASS</p> <p>Reading Assignment 17: <i>Norton Sampler</i> chapter 5 (Vuong)</p> <p>Write: Imagine how your story might unfold from here, and write another third or so (600 to 700 words). If you're stuck on where to go with your narrative, review the sample essays we've read so far. Notice the approaches these writers take. Can you implement any of their rhetorical strategies/moves? Upload your first two-thirds to Canvas.</p> <p>***IN CLASS</p> <p>Graffiti: Significant lines from Vuong essay.</p> <p>Discuss: Elements of storytelling: plot, character, suspense, climax, denouement</p> <p>Pairs Activity: Share your first two-thirds with a new partner for peer review, using the questions from <i>Norton</i> pages 55–56.</p>

Date	Class	Assignments
Th 4/10	Class Meeting 21	<p>***BEFORE CLASS</p> <p>Reading Assignment 18: <i>Norton Sampler</i> chapter 5 (Jacob).</p> <p>Write: Decide which points of feedback you will incorporate into the middle part of your essay, and revise accordingly. Decide where your essay will go from there, and write the final segment (600 to 750 words). If you're stuck on how to conclude your narrative, review the sample essays we've read so far. Notice the approaches these writers take. Can you implement any of their rhetorical strategies/moves? Upload your completed draft to Canvas.</p> <p>***IN CLASS</p> <p>Graffiti: Significant lines from Jacob essay.</p> <p>Pairs Activity: Share your essay with a new partner for peer review, using the questions from <i>Norton</i> pages 55–56.</p>

Date	Class	Assignments
T 4/15	Class Meeting 22	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Write: Decide which points of feedback you will incorporate, and revise accordingly. Format your essay according to AWR MLA-5a; read the complete essay for coherence and smooth transitions; proofread for good mechanics according to everything you learned in Grammar Boot Camp. If you have not already given your essay a title, do so now. Upload your polished essay to Canvas.</p> <p>Reflect: Compose a 200-word reflection on this writing experience. Describe the choices you made for composing your narrative essay. How did that differ from the group composition approach? Did you find working with a partner on peer review helpful? Evaluate the writing experience overall. What value, if any, did you find in composing a personal narrative?</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Introduce final two projects: Group essay #2: Expository (900 words); English Department's Reflection Portfolio (500–600 words; students must accept email invitation to Canvas course)</p> <p>Read Aloud and Discuss: AWR A2, "Reading and writing about multimodal texts," and A3, "Reading arguments"</p> <p>Discuss: Slant or bias in the news (part 1)</p> <p>Read Aloud and Discuss: CJR article, Bill Adair, "Op-ed: Bias is good. It just needs a label" (https://www.cjr.org/opinion/bias-journalism.php)</p>

Date	Class	Assignments
Th 4/17	Class Meeting 23	<p>***BEFORE CLASS</p> <p>Reading Assignment 19: Select a national or international current event, and read three online news articles on that topic: one from FoxNews, one from CNN, and one from BBC. Choose a "hard news" article from each source rather than an op-ed piece (which by definition is an opinion, not objective news). Bookmark or download your articles; highlight passages showing potential bias to share in class.</p> <p>***IN CLASS</p> <p>Graffiti: One passage from first set of news articles showing potential bias</p> <p>Discuss: Slant or bias in the news (part 2)</p> <p>Read Aloud and Discuss: AWR R3, "Evaluating sources"</p> <p>Group Activity: Members present one of the three news articles they read, interrogating it with one or two questions from the sidebar at the end of AWR R3, "Tips for evaluating sources."</p>

Date	Class	Assignments
T 4/22	Class Meeting 24	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Reading Assignment 20: Staying with the same current event, read three more online news articles from these outlets: Associated Press (AP), National Public Radio (NPR), and <i>National Review</i>. (<i>Optional:</i> If you subscribe to the <i>New York Times</i>, <i>Washington Post</i>, or <i>Wall Street Journal</i>, you may substitute one of these for <i>National Review</i>.) Bookmark or download your articles; highlight passages showing potential bias to share in class.</p> <p>Reader Response 8: 250-word minimum</p> <p>***IN CLASS</p> <p>Graffiti: One passage from second set of news articles showing potential bias</p> <p>Read Aloud and Discuss: The Trust Project (thetrustproject.org) and its eight Trust Indicators</p> <p>Group Activity: Members present one of the three news articles they read, interrogating it with one or two questions from the Trust Indicators.</p> <p>Group Activity: At the end of class, each group chooses one of the six news sources to research and write an expository essay about. Each member should find out as much as possible about the news company's ownership ("follow the money"). Does the parent company have political, religious, or other affiliations? Where does it spend or donate money? What other activities besides news reporting does it engage in? This is mostly a fact-finding mission, but in your conclusion, you can give your readers your assessment, evaluation, or opinion about the company's biases (if any) based on the facts you've reported. You can also explain how the presence or absence of bias affects (i.e., slants) news reporting.</p>

Date	Class	Assignments
Th 4/24	Class Meeting 25	<p>***BEFORE CLASS</p> <p>Group Activity/Prewrite: In person or on Zoom or other online platform, meet to share findings about your news source. Determine its slant, if any. Discuss your statement of purpose, how you will incorporate that into your introduction, and which facts from your research best demonstrate the outlet's bias/slant or apparent neutrality. Work together to draft a statement of purpose and a formal outline for presenting the facts you've discovered. Decide which group members will draft the introduction, three supporting paragraphs, and the conclusion.</p> <p>Write: The introduction writer drafts their paragraph and uploads it with the formal outline to Canvas.</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Group Activity: Introduction writers present their introductions to the group, who offer edits as needed.</p> <p>Whole-Class Activity: Each group presents its introduction and formal outline to the class for peer review. Reviewers are encouraged to ask questions based on <i>Norton</i> pages 56–57. (Can we identify the statement of purpose and the main points of research that will be discussed?)</p> <p>Group Activity: Groups decide what input from peer review to incorporate into their introduction. Then review and confirm the information that will go into the body paragraphs. Discuss your conclusion: How you will summarize your research? What is your assessment of the news outlet's bias/slant or apparent neutrality?</p>

Date	Class	Assignments
T 4/29	Class Meeting 26	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Revise: Introduction writer inputs any necessary revisions.</p> <p>Write: Members who are writing the body paragraphs and conclusion draft their segments and upload to Canvas.</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: Reflection Portfolio, with focus on the persuasive self-reflection essay</p> <p>Prewrite: Referring to "Portfolio: Assignment Description," begin to jot your ideas for how you will argue that this class has (or has not) helped you achieve General Education Learning Outcome (GELO) #1: "Students shall demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication." Think about which of your works this semester provides evidence of your knowledge and understanding. Draft an informal outline of your ideas.</p>

Date	Class	Assignments
Th 5/1	Class Meeting 27	<p>***BEFORE CLASS</p> <p>Group Activity: In person or on Zoom or other online platform, continue to collaborate with your group members on the expository essay. Peer review each other's draft body paragraphs and conclusion, and offer suggestions for improvement. Proofread the whole essay for cohesiveness, good transitions, and mechanics.</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Draft: Referring to "Portfolio: Assignment Description" and GELO #1 ("Students shall demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication"), draft your introduction and supporting body paragraphs.</p>
T 5/6	Class Meeting 28	<p>***OVER THE WEEKEND/BEFORE CLASS</p> <p>Group Activity: In person or on Zoom or other online platform, discuss any outstanding work to be done on the expository essay. If you have not already given your group essay a title, brainstorm and choose one now. Proofread for typos, continuity, MLA formatting, and overall adherence to the assignment.</p> <p>***IN CLASS</p> <p>Free Write: Five minutes on topic TBD</p> <p>Discuss: Reflection Portfolio progress or questions; expository essay progress or questions.</p> <p>Draft: Referring to "Portfolio: Assignment Description" and GELO #1 ("Students shall demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication"), draft your body paragraphs and conclusion. Submit your completed draft on Canvas.</p>

Date	Class	Assignments
Th 5/8	Class Meeting 29	<p>***BEFORE CLASS</p> <p>Group Activity: Your expository essay should be proofread and polished by now. In person or on Zoom or other online platform, decide how you as a group will present your essay to the class. Practice at least once beforehand.</p> <p>Upload: Upload your group's expository essay to Canvas.</p> <p>Reflect: Compose a 200-word reflection on this writing experience. Describe your group's collaborative process this time around. Was there anything different about developing this expository essay compared to the argumentative one? Did you learn anything new about your personal creative process? If so, what? What value, if any, did you find in writing on this particular topic?</p> <p>IN CLASS</p> <p>Breakfast: Hot chocolate and goodies for our last class meeting.</p> <p>Group presentation: Present your expository essays to the class.</p> <p>Reminders: Complete Reflection Portfolios and SOTES.</p>
	Culminating Experience	<p>In lieu of a final exam, your culminating experience will be your Reflection Portfolio. Time will be given in class to draft the essay portion of this English Department project.</p>

Course calendar and related activities