

First Year Writing Section 83

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/22/2024

Contact Information

Instructor:	Elizabeth (Liz) Asbornio
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Office Hours:	MW 11am-12pm and via Zoom (or other video platform) by appointment
Class Days/Time:	MW 09:00-10:15am
Classroom:	Boccardo Business Center 130

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

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 Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

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, 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.

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, please send me an email ahead of time with an explanation.

Group Discussions

I encourage lively participation in large-group discussions. Allow your classmates to finish speaking before you begin to share your ideas. If many people are wanting to talk at once, you may have to raise your hand 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.

Cell Phones and Other Devices

I prefer that you put your phones and other devices in your bags, but if you must have eyes on your device at all times, 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 projects during group activity time.

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

Final Examination or Evaluation

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

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found 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)

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

Any format (e-book, printed) of the following textbooks is acceptable. These are available through Spartan Bookstore, or you may search for and purchase them online from the outlet of your choice. Just be sure you have the right ISBN, which ensures you get the right edition.

- Adler, Mortimer J., and Charles Van Doren. *How to Read a Book*. Simon & Schuster, 2014. ISBN 978-0-671-21209-4.
- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 10th ed., W.W. Norton & Company, Inc, 2021. ISBN 978-0-393-42763-9.
- Hacker, Diana, and Nancy I. Sommers. *A Writer's Reference*. 10th ed., Bedford/St. Martin's, 2021. ISBN 9781319169404.

Other Technology Requirements and Supplies

Students must come to class with the following:

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

Course Requirements and Assignments

You can find all of the assignments and quizzes for this course on Canvas.

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 reading and writing assignments, students will work in groups and pairs to become accustomed to a collaborative atmosphere. 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.

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.

—University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

For syllabus information with university policies relevant to all courses at SJSU, see Office of Graduate and Undergraduate Programs' Syllabus Information web page at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>.

Culminating Activity

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states:

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

All students completing ENGL 1A will submit a final portfolio, which allows each student to demonstrate progress they have made toward accomplishing course learning objectives.

The portfolio will be the culminating activity; there will be no final exam. Your ongoing writing and revision projects will reflect what you learn in class.

✓ Grading Information

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

Late Policy

- Any work turned in late will have ten (10) points deducted for each day of the week that it is late, rounded down to the half day. For example, if an essay is turned in 3.75 days late, I will round down to 3.5, for a deduction of 35 points.
- If you need to request an extension on an individual assignment deadline, please send me an email. There are no extensions for group projects.

Extra Credit

Extra credit *may* be available to students earning less than a C minus. The student will work with me to determine the most beneficial type of extra work and when it will be due.

Criteria

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. Happily, you get the chance to revise two of your major projects before a final grade is assigned.

Grading the creative process is not really possible. How would one grade a sculptor or painter or musical composer's process? You can't—and why would you want to, anyway? All anybody can evaluate is the finished product. So, in grading your work, I'll be assigning points based on these criteria:

- **A range (90 to 100%):** Thoroughly completed work; responded to all parts of the prompt; met word count. Thesis/focus is clear. Writing is organized in a logical manner, with a beginning, middle, and end. Introduction, supporting paragraphs, and conclusion make sense, transition well, and form a cohesive whole. (*A-minus if any of these criteria could be just slightly improved, as will be indicated in comments.*)
- **B range (80 to 89%):** Thoroughly completed work; responded to all parts of the prompt; met word count. Thesis/focus is clear. Writing is organized in a logical manner, with a beginning, middle, and end. Introduction, supporting paragraphs, and/or conclusion form a cohesive whole *but wander off-topic and/or are missing transitions. Thesis could be better supported. (Plus or minus depending on which criteria could be improved, as will be indicated in comments.)*
- **C range (70 to 79%):** Thoroughly completed work; responded to all parts of the prompt; met word count. *Thesis/focus is not clear.* Writing is organized in a logical manner, with a beginning, middle, and end. Introduction, supporting paragraphs, and/or conclusion form a cohesive whole but

wander off-topic and/or are missing transitions. Thesis could be better supported. (*Plus or minus depending on which criteria need improvement, as will be indicated in comments.*)

- **D range (60 to 69%):** Work is incomplete; some aspect(s) of the prompt are not addressed; and/or word count is not met. Thesis/focus is not clear. Writing is not organized in a logical manner, with a beginning, middle, and end. Introduction, supporting paragraphs, and/or conclusion do not form a cohesive whole, wander off-topic, and/or are missing transitions. Thesis is not well-supported. (*Plus or minus depending on which criteria need improvement, as will be indicated in comments.*)
- **F (<60%):** Work is missing.

Breakdown

The three major writing assignments are worth the following points; combined they total 70% of your grade:

1. Group essay #1 (persuasive; 2,000 words): 25% 250 points
2. Individual essay (narrative; 2,500 words): 30% 300 points
3. Group essay #2 (expository; 1,500 words): 15% 150 points

The other two graded areas of classwork are worth the following points; combined they total the remaining 30% of your grade:

4. Reader responses (250 words each) 20% 200 points
5. Grammar quizzes (self-paced) 10% 100 points

100% 1,000 points

Letter Grade	Total Points
A	940 to 1000
A minus	900 to 939
B plus	860 to 899
B	830 to 859
B minus	800 to 829
C plus	760 to 799

Letter Grade	Total Points
C	730 to 759
C minus	700 to 729
D plus	660 to 699
D	630 to 659
D minus	600 to 629
F	<600

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.

When	Topic	Notes
W 8/21	Class Meeting 1	<p>IN CLASS: Introduction to ENGL 1A</p> <p>Discuss: Syllabus; Group Essay (Persuasion/Argument); Individual Essay (Narrative); Group Essay (Informative/Expository)</p> <p>Group Activity: Divide into two large groups (Arts and Sciences), then into five subgroups of 5 people. This is your semester cohort.</p> <p>Write: Student bio</p>

When	Topic	Notes
M 8/26	Class Meeting 2	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <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>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: HRB chaps. 1–3; personal reading experiences; personal writing experiences</p> <p>Discuss: Different types of writing</p> <p>Pairs Activity: Interview a partner about their favorite type of reading; be prepared to report verbally to class</p>
W 8/28	Class Meeting 3	<p>BEFORE CLASS</p> <p>Read: “The History of Pride: How Activists Fought to Create LGBTQ+ Pride” (https://www.loc.gov/ghe/cascade/index.html?appid=90dcc35abb714a24914c68c9654adb67)</p> <p>Reader Response 2: 250-word minimum</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: Pros and cons of website article structure and presentation (multimodal communication)</p> <p>Discuss: What are expository and persuasive essays?</p> <p>Pairs Activity: Interview a partner about the best essay they wrote in high school; be prepared to report verbally to class</p>
M 9/2	Labor Day: No Class!	

When	Topic	Notes
W 9/4	Class Meeting 4	<p>OVER THE HOLIDAY/BEFORE CLASS</p> <p>Read: <i>How to Read a Book</i>, chapter 4, “The Second Level of Reading: Inspectional Reading”; chapter 5, “How to Be a Demanding Reader”</p> <p>Reader Response 3: 250-word minimum</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: HRB chaps. 4–5</p> <p>Discuss: Introduction to the first major writing assignment; what is a persuasive essay?</p> <p>Read Aloud and Discuss: <i>Norton Sampler</i> pages 504–510, “You Are Losing Your Free Will”</p> <p>Group Activity: Discuss this essay using the four basic questions a reader asks (HRB pp. 46–47; substitute “essay” for “book”). Be prepared to report to the class.</p>
	Class Meeting 5	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>How to Read a Book</i>, chapter 9, “Determining an Author’s Message”</p> <p>Reader Response 4: 250-word minimum</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: HRB chap. 9</p> <p>Read Aloud and Discuss: <i>Norton Sampler</i> pages 511–520, “Romance: Where Are You? Who Are You? Wait, What Just Happened?” and “Our Semi-Literate Youth? Not So Fast”</p> <p>Group Activity: Discuss these two essays using the four basic questions a reader asks (HRB pp. 46–47; substitute “essay” for “book”). Be prepared to report to the class.</p>

When	Topic	Notes
W 9/11	Class Meeting 6	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>How to Read a Book</i>, chapter 11, "Agreeing or Disagreeing with an Author"</p> <p>Reader Response 5: 250-word minimum</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: HRB chap. 11</p> <p>Read Aloud and Discuss: AWR C1-a "Assess your writing situation"</p> <p>Group Activity: For each of the three essays we read in class, determine the message/argument and how that argument is supported. Choose the essay that the majority of your group <i>disagree</i> with, and brainstorm possible rebuttals to one or more points the writer makes. Keep this list of rebuttals to refer to in the next class meeting.</p>
M 9/16	Class Meeting 7	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 1, "Reading as a Writer, Writing as a Reader," pp. 1–18; chapter 13, "Argument," pp. 469–483</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: NS chaps. 1 and 13</p> <p>Read Aloud and Discuss: AWR C1-b "Explore your subject"; AWR C1-c "Draft and revise a working thesis statement"</p> <p>Group Activity: From last week's list of rebuttals, choose one for your group to develop into a 2,000-word persuasive essay. Draft possible thesis statements, and discuss ideas for supporting each of them. Be prepared to present your possible thesis statements and ideas for supporting them to the class.</p>

When	Topic	Notes
W 9/18	Class Meeting 8	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 2, "Elements of the Essay"</p> <p>Group Activity: Meet in person or via Zoom or other platform to finalize the thesis statement of your group's persuasive essay.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: NS chap. 2</p> <p>Read Aloud and Discuss: AWR C2-a "Draft an introduction"</p> <p>Group Activity: Using your thesis statement, discuss ideas for writing an introductory paragraph to your persuasive essay.</p>
M 9/23	Class Meeting 9	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 4, "Writing Paragraphs"</p> <p>Write: Draft an introductory paragraph to your persuasive essay to present to your group. Review AWR C2-a for guidance.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: NS chap. 4</p> <p>Pairs Activity: Divide into pairs 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: Each pair shares its best 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>

When	Topic	Notes
W 9/25	Class Meeting 10	<p>BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 3, "The Writing Process"</p> <p>Write: If you are writing your group's introduction, have it ready to present to your group.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: NS chap. 3</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 introductory paragraph to the whole class for peer review. (Can we identify the thesis statement?)</p>
M 9/30	Class Meeting 11	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>A Writer's Reference</i> C1-d, "Draft a plan," C2-b, "Draft the body," C3, "Writing paragraphs"</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: AWR C2-b and C3</p> <p>Group Activity: Discuss the possible ideas/supporting arguments you might include in the body of your essay. Choose the three strongest. Create an informal outline for the body of your essay.</p>
W 10/2	Class Meeting 12	<p>BEFORE CLASS</p> <p>Review: <i>A Writer's Reference</i> C2-b and C3</p> <p>Write: Using the outline of ideas you created with your group, write three paragraphs supporting your thesis.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Pairs Activity: Divide into pairs and share your draft body paragraphs with each other. Decide which points or approaches you want to present to the group for adoption.</p> <p>Group Activity: Each pair shares its best 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 ideas into your essay's first, second, and third supporting paragraphs for presentation at the next class.</p>

When	Topic	Notes
M 10/7	Class Meeting 13	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: AWR C4-a, "Use peer review: Give constructive comments," and C4-b, "Learn from peer review: Revise with comments"</p> <p>Write: If you are writing one of your group's body paragraphs, have it ready to present to the group.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: AWR C4-a and C4-b</p> <p>Group Activity: Writers present their supporting paragraphs to their group; group suggests edits as needed.</p> <p>Whole-Class Activity: 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>
W 10/9	Class Meeting 14	<p>BEFORE CLASS</p> <p>Read: AWR C4-C, "Reflect on comments: Develop a revision plan," C4-g, "Revise and edit sentences," C4-h, "Proofread and format your work," MLA, "MLA Style"</p> <p>Skim: Table of Contents, Part 3, of <i>How to Read a Book</i>, page vii. Choose a chapter to read in full, on the basis of your major or interests. Email me your choice.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: AWR sections; individual essay</p> <p>Read Aloud and Discuss: AWR C2-c, "Draft a conclusion"</p> <p>Group Activity: Discuss ideas for writing the conclusion to your persuasive essay.</p>

When	Topic	Notes
M 10/14	Class Meeting 15	<p>OVER THE WEEKEND/BEFORE CLASS</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.</p> <p>Read: Your chosen chapter from part 3 of <i>How to Read a Book</i>.</p> <p>Reader Response 6: 250-word minimum</p> <p>Write: A formal outline of the main points, reviewing AWR C1-d.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Pairs Activity: Divide into pairs 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 shares its best ideas with the group. Group discusses which points and approaches are best adopted for its concluding paragraph. Choose one person (your fifth member or a repeat person in a group of four) to consolidate the ideas into a conclusion for presentation at the next class.</p>
W 10/16	Class Meeting 16	<p>BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," pages 127–137. Your second major assignment will be to write 2,500 words about events and people in your life that influenced you to choose your major and/or minor or (if undeclared) attend university.</p> <p>Write: If you are writing your group's conclusion, have it ready to present.</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>Discuss: The first drafts of your group persuasive essays are complete! Groups can combine all the paragraphs into one document, read it as a whole, suggest any further revisions, and prepare for presentation to the class.</p> <p>Discuss: The narrative essay writing assignment.</p>

When	Topic	Notes
M 10/21	Class Meeting 17	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," first essay (Unbankes).</p> <p>Group Activity: Meet in person or on Zoom or other platform to prepare your group essay for presentation. Decide how you as a group will present your essay to the class. Practice at least once beforehand.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Whole-Class Activity: Each group presents its essay to the class for peer review using the questions from <i>Norton Sampler</i> pp. 55–56.</p>
W 10/23	Class Meeting 18	<p>BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," second essay (Mebane).</p> <p>Write/Revise: Groups review and agree on peer review notes to incorporate into their essays, which are due for submission next week. Decide how your group will input the revisions.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: Types of essays from NS TOC; how each serves a particular purpose</p> <p>Pairs Activity: Share with a partner your ideas for your individual narrative essay.</p> <p>Write: Review AWR C1-a, C1-b, C1-c. Sketch out your essay's subject, purpose, audience, and genre. Draft possible thesis statements.</p>

When	Topic	Notes
M 10/28	Class Meeting 19	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Group Proofread: Each group member should read its finished persuasive essay for typos, continuity, and overall adherence to the assignment.</p> <p>Individual Upload: Upload an individual copy of your group's persuasive essay.</p> <p>Write: Include in the comments an evaluation of your group's collaborative experience.</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," third essay (Barry).</p> <p>Review: AWR C1-d</p> <p>Write: Using your notes from last class, finalize your narrative thesis statement and create an informal outline of ideas to support it.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Review/Discuss: <i>Norton Sampler</i> chaps. 2 and 3</p> <p>Pairs Activity: Share your narrative thesis statement and informal outline with a partner for peer review.</p> <p>Write: Revise your thesis statement as needed; begin to draft a formal outline.</p>
W 10/30	Class Meeting 20	<p>BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," fourth essay (Vuong).</p> <p>Write: Complete your narrative essay's formal outline.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Pairs Activity: Share your formal outline with a partner for peer review.</p> <p>Discussion: Introductions</p> <p>Write: Revise your formal outline as needed. Using your thesis statement, begin to draft your introduction.</p>

When	Topic	Notes
M 11/14	Class Meeting 21	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," fifth essay (Knighton).</p> <p>Write: Complete your narrative essay's introduction.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Pairs Activity: Share your introduction with a partner for peer review.</p> <p>Discussion: Supporting paragraphs</p> <p>Write: Revise your introduction as needed. Begin to draft your supporting paragraphs.</p>
W 11/16	Class Meeting 22	<p>BEFORE CLASS</p> <p>Read: <i>Norton Sampler</i>, chapter 6, "Narrative," sixth essay (Luiselli).</p> <p>Write: Complete your narrative essay's supporting paragraphs.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Pairs Activity: Share your supporting paragraphs with a partner for peer review.</p> <p>Discussion: Conclusions</p> <p>Write: Revise your supporting paragraphs as needed. Begin to draft your conclusion.</p>
M 11/11	Veterans Day: No Class!	

When	Topic	Notes
W 11/13	Class Meeting 23	<p>OVER THE HOLIDAY/BEFORE CLASS</p> <p>Read: Choose from these two articles: “Columbus Day 2024,” https://www.history.com/topics/holidays/columbus-day “Thanksgiving 2024,” https://www.history.com/topics/thanksgiving/history-of-thanksgiving</p> <p>Reader Response 7: 250-word minimum</p> <p>Write: Complete your narrative essay’s conclusion. Proofread the essay in its entirety in preparation for peer review.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss/Review: Peer reviewing (focus on the big picture: subject, purpose, audience, genre)</p> <p>Pairs Activity: Exchange essays with a partner for peer review. Read and offer constructive comments.</p>
M 11/18	Class Meeting 24	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Read: AWR A2-a, A2-b, A2-c</p> <p>Write/Revise: Assess peer review notes from last class; decide which you will incorporate to make your essay stronger.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: Multimodal texts: Identifying, analyzing</p> <p>Pairs Activity: Revisit one of the three online articles we’ve read this semester (histories of Pride celebrations, Columbus Day, Thanksgiving Day), and analyze them using the questions at the end of AWR A2-c.</p>

When	Topic	Notes
W 11/20	Class Meeting 25	<p>BEFORE CLASS</p> <p>Read: Choose one national or international current event, and read three online news articles on that topic: one from FoxNews, one from CNN, and one from BBC.</p> <p>Write/Revise: Revise and submit your individual essay for second round of peer review.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Class Activity: Second round of peer reviews</p> <p>Discuss: Slant or bias in the news (part 1)</p>
M 11/25	Class Meeting 26	<p>BEFORE CLASS</p> <p>Read: Staying with the same current event from last week, read three more online news articles from these outlets: <i>New York Times</i>, Associated Press, and <i>Wall Street Journal</i></p> <p>Reader Response 8: 250-word minimum</p> <p>Write/Revise: Assess peer review notes from last class; decide which you will incorporate to make your essay stronger. Revise and upload the final draft of your narrative essay.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Discuss: Slant or bias in the news (part 2)</p> <p>Group Activity: Each group will be assigned one of the six outlets we've read news stories from. Members divide up and answer the research questions (see the assignment on Canvas). Based on their research, groups will compose the third major class project, a 1,500-word expository essay. Group will work on project over the next two class meetings while the instructor is absent.</p>
W 11/27	Thanksgiving Holiday: No Class!	
M 12/2	Class Meeting 27	<p>INSTRUCTOR ABSENT</p> <p>Group Activity: In person or on Zoom or other online platform, meet to share findings about your news source. Determine its slant, which will become the basis for your expository essay's thesis.</p> <p>Write: Compose your working thesis; decide what evidence and arguments will support your thesis; draft a formal outline; collaborate on drafting your introduction.</p>

When	Topic	Notes
W 12/4	Class Meeting 28	<p>INSTRUCTOR ABSENT</p> <p>Group Activity: In person or on Zoom or other online platform, continue working on your expository essay. Compose your supporting paragraphs and your conclusion. Decide how you will present your essay as a group at the next class meeting.</p>
M 12/9	Class Meeting 29	<p>OVER THE WEEKEND/BEFORE CLASS</p> <p>Group Proofread: Each group member should read the final essay for typos, continuity, and overall adherence to the assignment.</p> <p>Individual Upload: Upload a copy of your group's expository essay.</p> <p>Write: Include in the comments an evaluation of your group's collaborative experience.</p> <p>IN CLASS</p> <p>Free Write: Five minutes on topic TBD.</p> <p>Group presentation: Present your expository essays to the class.</p> <p>Discuss: Takeaways from this activity; impression about the course generally. SCOTES!</p>
Final Date 12/TBD	Culminating Experience	In lieu of a final exam, you will turn in your culminating experience, which is your portfolio.