English 1: Basic Writing

Course Description:
English 1 prepares students for the challenging thinking, reading, and writing required in academic discourse. It uses writing as a means for discovery and reflection as well as reading as a source for ideas, discussion, and writing. The course concentrates on developing expository essays that communicate clearly, provide adequate levels of detail, maintain overall coherence and focus, and demonstrate awareness of audience and purpose.

Required Texts and Materials:
Handouts/readings located on our SacCT website or emailed to you
Notebook/paper to be used for various in-class writing activities
Binder to collect class materials

Learning Goals:
By the end of the course, students should be able to:
• demonstrate and use critical reading strategies to fully engage with texts
• understand and use various writing processes when composing texts
• understand and use rhetorical sensitivity to better understand and produce effective texts
• metacognitively assess and alter their reading and writing processes
• understand and practice reading and writing as collaborative acts

Assignments:
Collaboration: Several of the course learning goals touch on the notion that thinking, reading, and writing do not happen in a vacuum—they are all processes which connect us with others. Toward that end, this class is designed to tap into the important power of collaboration. Almost every task that we undertake will involve some communal interaction (discussions, brainstorming, peer review, etc.). Expect to work with your peers—giving and receiving engaged input—constantly. We will discuss and set class expectations for this work—guidelines to assure your active and purposeful participation.

Substantial Revision: As a writer and writing teacher, I have found that the willingness to really REVISE one’s work, not merely tidy up what is already there, is key to generating really successful texts. Because this is often difficult to do, it is sometimes avoided because of the work involved. This part of your grade is your added incentive to do this revision work. We will discuss revision, many strategies for revising, and some evaluative criteria for assessing these changes throughout our time together.

Work-in-Progress: While the majority of the class grade will be derived from your final portfolio, this is only a sampling of the work we will do in class. Most of our time together will focus on the many smaller components that go into the creation of more polished final texts. Everything that we do in class will count toward your work-in-progress grade. Some of the coursework that makes up this portion of your grade will include: reading activities, discussion quickwrites, process drafts, response papers, in class exercises, etc. You will collect and save this work in your binder so that you can see all of the various steps that go into a
successful academic portfolio. It is important that you maintain this working binder so that you will have materials to choose from as you draft and assemble your final portfolio.

A regular part of this work-in-progress will relate to your critical reading. Any time we have a reading due for class, you will be responsible for demonstrating that you have engaged thoroughly with the text. On some occasions these activities will be specified and assigned in class. If a particular critical reading strategy is not assigned, you are responsible for selecting a strategy on your own to demonstrate your engagement (annotation, summary, etc.).

**Paper Drafts:** While I will not score individual drafts, clearly the completion of these working documents is critical to your success in a process-based course. Thus, drafts of major texts must be turned in on the dates noted in the syllabus. Incomplete or late drafts will deduct from your course points. Ideally these draft dates are designed to help us work through the drafting, feedback and revising process, so it is critical that we meet these deadlines regularly.

**Final Portfolio:** You will create a final portfolio which will ultimately decide whether you earn “credit” or “no credit” for this course. We will discuss this in great detail throughout the semester, but the contents are as follows:

- **Cover letter**—you will compose a 4-5 page reflective text which discusses your work and progress in terms of the course goals.
- **Two polished texts**—you will select two major assignments to include within the portfolio which illustrate your strongest, polished writing.
- **Additional course work**—you may select any additional class materials that illustrate your meeting of the course goals.

**Grading:**
Although your final grade will be “credit” or “no credit,” this does not mean that the work you do for class is superfluous. You must earn a minimum of 70% on all your work to be eligible to pass the course. If you do not earn a minimum score of 70%, your portfolio will not be scored, and you will receive a grade of “no credit.” I will determine your score by averaging the following points:

- **Attendance (daily):**
  - 10 points for being in class on time for the whole period
  - 0 points for being tardy, leaving early, being absent, or using electronics

- **Collaboration:**
  - 15 points if you actively participate for the entire class
  - 0 points for tardiness, leaving early, and/or not actively participating

- **Substantial revision:**
  - 15 points if you make significant changes to your writing based on feedback
  - 0 points for limited, editing, and/or superficial changes

- **Work-in-progress:**
  - 1-10 points depending on engagement and thoroughness
  - 0 points if incomplete or not engaged

- **Paper drafts:**
  - 15 points for a full-length typed draft when class begins
  - 0 points if you have no draft, a partial draft, a handwritten draft

**Portfolio Evaluation:**
If you have earned a minimum score of 70% (determined by averaging the points you earned out of the possible points available), you are eligible for the portfolio evaluation. If the materials in your portfolio are of sufficient quality (determined by the grading rubric we will discuss in class) and
demonstrate your meeting of the course learning goals, you will earn a grade of “credit” for the semester. Thus, it is important that you keep up with your work so that your portfolio represents the quality of writing that you are capable of producing.

Attendance:
Remember, this is a skills course, not a “lecture” course. Your active participation as both a critical reader and developing writer is the key to the success of a group situation. Therefore, attendance is a strict requirement for passing this course. You will be allowed three class period absences (excused or unexcused). In addition, three tardies will be counted as an absence, and tardies in excess of 15 minutes will be counted as an absence. If you miss four or more classes, you will earn a grade of “no credit” in this class. You will be responsible for making up any work missed during an absence.

Plagiarism:
The University Policy Manual states that “Plagiarism is the use of distinctive ideas or work belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporating another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.”

The work that you submit must be your own, with outside sources properly acknowledged. Academic dishonesty includes neglecting to cite and properly identify source material, copying another’s work, turning in someone else’s work as your own, allowing a tutor or friend to write part or all of your paper, or allowing someone else to use your work in the same manner. If you are unsure about the need to document, see me before you submit your paper. If you are caught practicing one or more of these forms of academic dishonesty, you will receive a grade of “no credit” in the course. Most plagiarism occurs when students simply fail to fully document their sources. Just remember that I am more interested in what you have to say than in what anybody else has to say. If you ever get to the point that you feel you have to borrow someone else’s ideas or papers, please talk to me first and we’ll work something out.

Writing Center:
The CSUS English Department has a Writing Center available for your assistance. Located in CLV 128, the Writing Center has tutors who will help with all stages of the writing process, from initial ideas to final manuscripts, and the service is free of charge. Be aware that Writing Center tutors will not “edit” or “proof” your manuscripts to weed out all errors—they will deal primarily with development, organization, and logic. Their primary purpose is to respond to your essay, to tell you what they think of it, and to make suggestions for improvements. Any advice you receive there and incorporate into your papers becomes your responsibility, not that of the tutor with whom you worked.

Electronic Devices:
Phones, computers, tablets, earbuds, etc. are all very useful in different contexts, but we will not be needing or using them in our class. So that we can all focus on the work of the course, please turn off and put away all electronic devices. Failure to do so will result in the loss of attendance points for that day.

Services to Students with Disabilities:
If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact me as soon as possible. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/27</td>
<td>Introduction to Course</td>
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<tr>
<td>1/29</td>
<td>Background Knowledge and Critical Engagement</td>
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<td></td>
<td>“The Banking Concept of Education” Freire</td>
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### Unit One—Critical Reading

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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>2/2</td>
<td>Active reading strategies</td>
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<tr>
<td></td>
<td><em>Due: Find, print, and bring one published strategy on how to read actively/purposefully</em></td>
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<tr>
<td>2/5</td>
<td>Reading/Writing Connections</td>
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<td></td>
<td>“From Reading to Writing” Brandon</td>
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<td></td>
<td>“Reading Rhetorically” Bean</td>
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<td>2/10</td>
<td>Reading as Conversation</td>
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<td></td>
<td>“A Relationship Between Reading and Writing” Bazerman</td>
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<td></td>
<td>“Reading and Writing as Conversation” Bean</td>
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<td>2/12</td>
<td>Annotated Bibliographies</td>
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<td>2/17</td>
<td>Peer Review</td>
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<td>“Responding—Really Responding” Straub</td>
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<td><em>Due: Draft of annotated bibliography</em></td>
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<td>2/19</td>
<td>Revision and Review</td>
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<td><em>Due: Revision of annotated bibliography</em></td>
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### Unit Two—Process Writing

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<tr>
<td>2/24</td>
<td>Writing Processes</td>
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<tr>
<td></td>
<td>“Write Before Writing” Murray</td>
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<tr>
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<td>“Shitty First Drafts” Lamott</td>
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<tr>
<td>2/26</td>
<td>Writing Processes</td>
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<tr>
<td></td>
<td>“Unteaching the Five Paragraph Essay” Foley</td>
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<td>“The Myth of the Attention-Getting Opener” Hashimoto</td>
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<tr>
<td>3/3</td>
<td>Writing Processes</td>
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<td></td>
<td>“Revision Strategies of Student Writers and Experienced Adult Writers” Sommers</td>
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<tr>
<td>3/5</td>
<td>Writing Processes</td>
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<tr>
<td></td>
<td>“The Maker’s Eye” Murray</td>
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<td></td>
<td>“Repeat to Revise” Murray</td>
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3/10   Peer Review
       *Due: Draft of letter to HS*

3/12   Revision and Review
       *Due: Revision of letter to HS*

3/17   Individual Conferences
       *Due: Bring all of your class work and any questions*

3/19   Individual Conferences
       *Due: Bring all of your class work and any questions*

3/23-3/27   Spring Break

**Unit Three—Rhetorical Understanding**

3/31   Caesar Chavez Holiday—No Class

4/2    Rhetorical Understanding
       “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” Bolin Carroll

4/7    Rhetorical Strategies
       “Propaganda: How Not to Be Bamboozled” Cross
       “Selection, Slanting, and Charged Language” Birk & Birk

4/9    Rhetoric of the academy
       “Teaching the Conventions of Academic Discourse” Thonney

4/14   Rhetoric beyond the academy
       “Identity, Authority, and Learning to Write in New Workplaces” Wardle

4/16   Rhetorical Analysis
       *Due: Bring in two texts on the same topic but from different rhetorical situations*

4/21   Peer Review
       *Due: Draft of rhetorical analysis*

4/23   Revision and Review
       *Due: Revision of rhetorical analysis*

**Unit Four—Portfolios**

4/28   Reflective writing
       *Due: Bring your writing journal*

4/30   Peer Review and Revision
       *Due: Bring one revised paper draft*
5/7 Peer Review and Revision  
   *Due: Bring portfolio cover letter draft*

5/9 Peer Review and Revision  
   *Due: Bring one revised paper draft*

5/12 Peer Review and Revision  
   *Due: Complete portfolio draft*

5/14 Final Portfolios Due by 10:30am—No exceptions  
   *Due: Final Portfolio*

**Proviso** I reserve the right to assign additional readings and minor work-in-progress assignments if it seems necessary from the work we are doing in class.