SAN JOSÉ STATE UNIVERSITY
Department of English and Comparative Literature
ENED 109–01: Writing and the Young Writer

CONTACT INFORMATION

Instructor: Dr. Josh Coleman

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Office Hours: R, 1-3 PM via Calendly

Class Times: R, 5:45PM – 8:30PM; Zoom Link HERE

COURSE COMMUNICATION

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu. to learn of any updates.

COURSE DESCRIPTION

This course is designed to strengthen participants' writing skills in both creative and expository genres and to develop participants' knowledge and skills as future teachers of writing.

COURSE FORMAT

This course is virtual, synchronous in format. You will need internet connection with capacity to connect to Zoom. We will meet synchronous on Thursdays from 5:45PM – 8:30PM weekly. Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement

LEARNING OBJECTIVES

Students will have the opportunity to do the following:
   • Reflect on and describe their own writing process
   • Demonstrate collaborative communication skills through participation in the writing workshop process
   • Demonstrate facility in creative composition in a variety of genres
   • Investigate and apply a variety of methods of prewriting, drafting, responding, revising, editing and evaluating
   • Employ a variety of software applications to produce both print documents and multimedia presentations

• Recognize and use a variety of writing applications (short story, biographical, autobiographical, expository, persuasive)
       • Demonstrate awareness of audience, purpose and context
       • Recognize and use a variety of narrative and non-narrative organizational patterns
       • Demonstrate and evaluate oral performance in a variety of forms

REQUIRED READINGS

N/A

STUDENTS' RIGHTS, RESOURCES, AND REQUIREMENTS

Rights to Language:

Additionally, this course takes up the groundbreaking **NCTE Resolution, "Students' Rights to Their Own Language"** as a fundamental stance. In 1972, the National Council of Teachers of English (NCTE) adopted this resolution on language and students' dialects.

We affirm the students' right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity.
The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the rights of students to their own language.

Rights to Name & Pronoun:

Students have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have an opportunity to indicate your preferred name and pronouns, though neither is compulsory. Instructor will address and refer to all students accordingly and will support classmates in doing the same.

Rights to Disagree:

James Baldwin famous stated, "We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist." This course is situated in a critical genealogy that centers lives and experiences that have often be keep at the margins of society. While we will likely read texts and engage in discussions that will cause discomfort and even disagreement, the line of appropriateness for any comment will be drawn, by the instructor, at the "oppression and denial" of humanity. Accordingly, throughout the course, please act with general respect and openness, feel free to disagree; however, embrace the limits of your own knowledge and ask honest questions, instead of demanding predetermined answers. And feel free to do so of your instructor as well. I promise to treat all student's experiences of the course with sincerity and respect, while I also want to emphasize that discomfort is a prime locus for learning. Never hesitate to reach out via e-mail with any concerns you might have. Your right to disagree is extended to me as equally as to your fellow classmates.

Resources for Learning

- **Accessible Education Center** is online at http://www.sjsu.edu/aec/ and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at aec-info@sjsu.edu. AEC is the office that handles requests for accommodations (http://www.sjsu.edu/aec/current-students/accommodation-information/index.html). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:
- **Accessible Software and Training** (http://www.sjsu.edu/aec/current-students/center-foraccessible-technology/accessible-software-and-training/index.html)
- **Deaf and Hard of Hearing Services** (http://www.sjsu.edu/aec/current-students/deaf-and-hardof-hearing-services/index.html)
  - **Gender Equity Center** is online at http://www.sjsu.edu/genec/ and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at sjsugenec@gmail.com
  - **MOSAIC Cross Cultural Center** is online at http://www.sjsu.edu/mosaic/ and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1st floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at mosaic@sjsu.edu
  - **Pride Center** is online at http://www.sjsu.edu/pride/ and provides support on campus to LGBTIQQA students. Their library has a variety of resources and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1st Level.
- **Student Counseling and Psychological Services** is online at http://www.sjsu.edu/counseling/ and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at counseling.services@sjsu.edu. You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.
  - **SCPS** has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which you can find at: http://www.sjsu.edu/counseling/students/OffCampus_Assistance/Community_Resources/index.html - alcohol
- **The Office of Student and Faculty Success** is online at http://www.sjsu.edu/sfs/ and they have a wide range of services to provide support for the campus community, including:
  - **#FinishIn4** (http://www.sjsu.edu/californiapromise/)
  - **Project Succeed** (http://www.sjsu.edu/projectsucceed/) Gorman-DaRif, 123 D Spring, 2020
  - **Academic Advising and Retention Services** (http://www.sjsu.edu/aars/)

- **CommUniverCity** (http://cucsj.org/)
- **E-Campus** (http://www.sjsu.edu/ecampus/)
- **Peer Connections** http://peerconnections.sjsu.edu/) offers peer mentoring and tutoring services
- **Student-Athlete Success Services** (https://sjsuspartans.com/sports/2018/8/3/ot-sjsu-academicservices-html.aspx) offers academic and study skills services for student athletes
- **Office of Supported Instruction** (http://www.sjsu.edu/supportedinstruction/index.html) offers courses in Math and Writing to first year students for college success.
- **TRIO ASPIRE Program** http://www.sjsu.edu/aspire/index.html) offers support services to students from underrepresented groups.
- **Student Health Center** is online at http://www.sjsu.edu/studenthealth/. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.
- **YWCA Silicon Valley** (https://ywca-sv.org/) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782

San José State Writing Center is online at http://www.sjsu.edu/writingcenter/ and offers free consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process. You can schedule an appointment online, or contact them at 408-924-2308. They are located on the second floor of the MLK library, as well as offering drop-in tutoring in Clark Hall 126.

Requirements for Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Requirements for Late Work: *When in doubt, reach out!*

In order for everyone to get timely feedback, it is imperative that all work be turned in on time—this being true for students as much as for the professor. However, life happens. Late work will not be taken without communication. So, **when in doubt, reach out!** Communication is key to earning the grade you deserve when life gets in the way. Be in contact, even if you think you will be late. Otherwise, for uncommunicated late work, students will take a **10% penalty per day for up to 5 days, at which point the student will received a 0 for the assignment**.

Requirements for Online Learning:

This semester we will be learning in a digital classroom space; this means we will work synchronously online. Key to fostering a dynamic learning environment, in which we can delve deeply into issues of equity and justice, is the need to see one another, our interactions, and

reactions. For this reason, the default for the course will be for videos to remain on, while we are learning synchronously. This is not a lecture course, which means we will engage in many learning activities that requires active engagement. So please come prepared to have your camera on, if at all possible. That being said, you are adults; if you need to go do something, don't worry about it; go ahead and mute your camera and return as soon as you can! Just don't forget to mute audio too!

COURSE COMPONENTS AND GRADING AT A GLANCE

Over the course of the semester, you will engage in a number of "processes" for creating "products" directly aligned to teaching writing in k-12 environments. Your final grade will be calculated based on the following scale:

Grading Components	Grade Percentage
Participation	50%
- Writing Notebook	20%
- Composing Communities	30%
Mini-Lesson	15%
Writing Inquiry Portfolio	35%

A plus	A	A minus	B plus	B	B minus	C plus	C	C minus
100-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70

D plus	D	D minus	F
69-67	66-63	62-60	59-0

GRADING COMPONENTS

Writing Guidelines: All writing should be in *Times New Roman, 12 pt. font, and double spaced with 1 in margins* all around.

Participation (50%)

To teach writing, one must have practice drafting, sharing, and celebrating writing. Accordingly, a large portion of your grade will be established through two vital participatory components of our class: 1) maintaining a *Writing Notebook* and 2) participating in a *Composing Community*.

Writing Notebook (20%)	Over the course of the semester, we will engage in a number of writing, reading, and discussion tasks, all of which address pedagogies of writing. Your Writing Notebook will serve as a repository for all things writing, from "writing into the day" to "quick jots" to open space for you to reflect and even share your feelings about a video, class reading, or discussion. This space is intended to illuminate your writing process across the semester as well as to provide space for you to explore you emerging inquiries in relation to writing, composing, and the

	pedagogies of teaching the young writer today. Feel free to organize your writing notebook in any way that you like, digitally or in print. Your writing notebook will not be submitted for grading; however, you will include excerpts from it as part of your "Writing Inquiry Reflection" (Described below)
Composing Communities (30%)	In an updated form of "writing workshops," you will spend time each class writing in community, and while focused on process, you will share two products. These are 1) a **Writer's Autobiography and** 2) **Collaborative Digital Story (CDS)**. The vast majority of this work will take place during class time, though your group will be responsible for completing each piece by the "celebration day" corresponding with each assignment.

Mini-Lesson (15%)

Based upon your emerging inquiries into writing pedagogy, you will, with an assigned partner, create a 15-minute mini-lesson to start off one of our "composing community" sessions. You may choose any topic that you believe would be useful for the class and should have a general lesson plan upload to our Canvas site prior to the class period. Following the mini-lesson, you will received formal feedback from the instructor based on timing, preparedness, and applicability.

EXTENSION HOUR: Writing Inquiry Portfolio (WIP) (35%)

Writing Guidelines: All writing should be in *Times New Roman, 12 pt. font, and double spaced with 1 in margins* all around. You will upload all components of the WIP to Canvas by the assigned date.

This semester you will need to observe a total of 5 – 10 hours of writing teaching in alignment with the 45 hours of "Early Field Experience" needed prior to admission to the credential program. You might accomplish through one of two ways: 1) you might secure your own virtual site and join that digital classroom this semester. (This course should be connected in some way to writing and/or ELA). 2) you might do your "observations" via ATLAS, an online repository of excellent teaching to which you have been granted access through SJSU. You will then compile the three components of your *Writing Inquiry Portfolio*, which are 1) an Annotated Lessons Log, 2) Major Project Presentation, and 3) Writing Inquiry Reflection

WIP Components	Grade Percentage
Annotated Lessons Log	10%
WIP Presentation	15%
WIP Reflection	10%

Annotated Lessons Log (10%)

Using the graphic organizer provided, please provide the date you observed the lesson, the lesson topic, grade level, the schooling context (if possible), and your reflections on the lesson (this should be approximately 1 succinct paragraph):
- What stood out to you about this lesson?
- What pedagogical strategies would you want to mirror in your own teaching? And why?

- What pedagogical strategies might you want to avoid in your own teaching? And why?
- In what ways did this lessen propel your growing inquiries into the pedagogies of teaching writing?

WIP Presentation (15%)

Taking place on the final day of class, this WIP presentation is provided in lieu of an additional research project. Tying together course content with your 4th hour enhancement observations, you will provide us an insight into your inquiries into writing pedagogy over the course of the semester. You should draw from personal experience, scholarly research (3-5 citations), and course content to provide a 3 - minute presentation with approximately 2 minutes for questions/responses. Your presentation might take any format you desire (e.g., powerpoint, canva post, google slides, etc.) but should have a visual component to it. This project is intended, not to profess the perfect strategy for teaching writing, but to take us on a journey—your journey—over the course of the semester as you critically reflected on what it means to be a writing, to teach writing, and to learn to write alongside young writers today.

You might answer the following questions:
- What does writing mean to you now?
  o Has it changed over the course of the semester? If so, how?
  o What counts as writing? (e.g., writing online, writing multimodally, collaborative writing)
- What are some writing strategies you view as vital to teaching writing in secondary contexts?
- How can writing be tied into teaching for social justice and to questions of identity?
- What did you learn from writing throughout the semester, from course readings and/or discussion, from watching teaching videos online, etc.?

WIP Reflection (10%)

To complete your Writing Inquiry Portfolio, you will write a 3-4 (750-1000) reflection, summarizing your journey through the course. You should choose at least 3 moments captured in your writing notebook and use those as a catalyst to do a meta-reflection of your journey throughout the entire course. These should be included in your WIP Reflection. You might respond to any or none of the following questions:
- What questions drove your inquiry throughout the course?
- What questions are you leaving with?
- What texts, assignments, and discussions stand out to you and why?

You will upload this assignment to Canvas as a part of your Writing Inquiry Portfolio by 11:59 day due.

ENGL 109, Section 1: Course Calendar

Unit 1: Pedagogies of Writing and the Lone Writer		Composing Communities
Session 1 (8/19)	Introductions: What and why do we Write?	**In Class:** Fill out google Form
Session 2 (8/26)	Writing As Reflective Practice: Is Writing Personal? *Reading(s):* Yagelski "Writing as praxis" Murray, "All writing is autobiography"	**In Class:** Drafting: Brainstorming
Session 3 (9/2)	Writing As Process and Purposeful: If writing is a process, how standard is it? For whom do we write (audience) and how (purpose/Genre)? *Reading(s):* Murray, "Teach writing as a process not a product" Flower & Hayes, "A cognitive process theory of writing" Calkins, *Teaching Writing*, "Chapter 3: The Writing Process"	**Bring:** Rough Draft **In Class:** Drafting: Prose
Session 4 (9/9)	Writing As Communal Workshop: When are we writing? *Reading(s):* Calkins, *Teaching Writing. "Chapter 2: What Writer's Need?"* Taylor, "'in the middle' and the ongoing transformation of the writing workshop" https://www.teachthought.com/literacy/6-ways-google-docs-supports-collaboration-in-the-writing-process/	**Bring:** Completed Draft **In Class:** Revision
Session 5 (9/16)	Responding and Celebrating Writing: How do we give writing feedback? *Reading(s):* Ellsworth, "Situated response-ability to student papers" Sieben, "Building hopeful secondary school writers through effective feedback strategies" Wilson, "Why I won't be using rubrics to respond to students' writing"	**Bring:** Completed Second Draft **In Class:** Editing

| | Due: Writer's Autobiography | |
| **Due 9/16:** Writer's Autobiography | | |

Unit 2: Collaborative Composing in Today's Digital World		Composing Communities
Session 6 (9/23)	Composing the Multimodal: What counts as writing? *Reading(s):* - Vasudevan, Schultz & Bateman. "Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling" - Albers, Vasquez, & Harste, "A classroom with a view: Teachers, multimodality, and new literacies"	**In Class:** Drafting: Brainstorming
Session 7 (9/30)	Composing in Participatory Networks: Do we ever compose alone? *Readings(s):* Jenkins, Clinton, Purushotma, Robison, & Weigel, *Confronting the challenge of participatory culture: Media education for the 21st Century (pp. 1-34).* Jocson, *Youth media matters: Participatory cultures and literacies in education.* (CHAPTER ONE)	**Bring:** Storyboard Draft **In Class:** Drafting: Feasibility & Script
Session 8 (10/7)	Composing the Self Online: Does one ever compose objectively? Reading(s): Lam, "L2 literacy and the design of the self: A case study of a teenager writing on the Internet." Ellison & Solomon, "Digital Play as Purposeful Productive Literacies in African American Boys"	**Bring:** Script Draft **In Class:** Drafting: Content Editing: Script
Session 9 (10/14)	Composing Identity: How is composing tied to identity? *Choose 2 Readings:* Haas, "Wampum as hypertext: An American Indian intellectual tradition of multimedia theory and practice" Viera, "Undocumented in a documentary society: Textual borders and transnational religious literacies" Haddix & Sealey-Ruiz, "Cultivating Digital and popular literacies as empowering and emancipatory acts among urban youth"	**Bring:** Storyboard and Script Draft, and CDS Content **In Class:** Drafting: Compose on Program.

Session 10 (10/21)	Composing Celebration Day (Feedback Presentations)	**Bring:** Rough Draft CDS **In Class:** Peer Feedback

Unit 3: Recomposing Social Justice		Composing Communities
Session 11 (10/28)	Recomposing through Fandom: Composing more Just Futures? *Reading(s):* Moore, "Fan" Rogers-Whitehead, "What's Your Fandom" Thomas and Stornaiuolo, "Restorying the Self"	**Bring:** Revision Plan **In Class:** Drafting: Revisions
Session 12 (11/4)	Recomposing English Writing: What role will translanguaging play in the future of writing? *Reading(s):* Rowe. "Say It in Your Language" Zapata & Laman, " 'I write to show how beautiful my languages are'" *Viewing(s):* Mena, "Translanguaging"	**Bring:** Revised Draft **Ind Class:** Editing: Final Touches
(11/11)	**NO CLASS – Veteran's Day**	
Session 13 (11/18)	Composing Celebration Day	**Bring:** Publishing: Final CDS
(11/19)	**NO CLASS - Thanksgiving**	
Session 14 (12/2)	WIP Final Presentations	
Due: Collaborative Digital Stories (11/18)		

EXTENSION HOUR: *Writing Inquiry Portfolio (**WIP**)*
Due: by December XX at 11:59PM via Canvas