

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 57, FALL 2017**

**Course and Contact Information**

<b>Instructor:</b>	Sarah Prasad
<b>Office Location:</b>	Faculty Offices 212
<b>Telephone:</b>	408.924.4236—NOT the best way for me to be contacted. See below.
<b>Email PREFERRED:</b>	sarah.prasad@sjsu.edu —this IS the best way to contact me.
<b>Office Hours:</b>	m, and by appointment
<b>Class Days/Time:</b>	TR 12-1:15pm
<b>Classroom:</b>	SH411
<b>Prerequisites:</b>	Directed Self-Placement
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

**ENGL 1A Course Description**

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

**ENGL 1A Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## ENGL 1A Course Content

**Diversity:** SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

**Writing:** Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

**Reading:** In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

**Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

## ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignment Word Count and Learning Goals

	Peer Review	Draft (600+ words) due to MsP	Due Date	Word Count	Portion of grade	GELO
Benchmark			8/29	500	0%	1,3,4,5
in class Essay 1	n/a	n/a	9/5	750	10%	1,3,4,5
Essay 2	9/21	9/26	10/3	1200	15%	1-5
in class Essay 3	n/a	n/a	10/10	750	10%	1,3,4,5
Essay 4	10/26 & 11/9	10/31	11/14	1200	25%	1-5
Portfolio Final	12/5	n/a	12/7	500	10%	1-5
Weekly Blogposts	n/a	n/a	various	2000	20%	1-5
HW	n/a	n/a	n/a	n/a	10%	1-5
Assignments below will be fleshed out in detailed prompts that will be posted on Canvas and/or distributed in class. Below is a general idea of what the assignments will be. All assignments are subject to change at the instructor's discretion, with notice sent via Canvas email and posted in "Announcements" on Canvas.						
Weekly Blogposts	Every Monday, a blogpost on blogger.com is required. Assignments will be posted on Canvas.					
Benchmark	Personal response: You have read the syllabus, which outlines this course and what's expected of you. Considering all that, who are you as a reader and writer? What works for you and what do you need to work on in order to have success in this course and/or in college in general? (Readings: the syllabus and					

	“Shitty First Drafts” by Anne Lamott)
in class Essay 1	After we watch Shaka Senghor’s TED Talk “Why your worst deeds don’t define you,” choose another TED Talk in the Playlist “Life in and after prison” and take notes while watching. In class, you will summarize the Talk emphasizing the presenter’s main point and you will also incorporate your response to the Talk so it’s clear you understand the Talk and also did some analysis of the Talk, too.
Essay 2	What prison program should we support? Explain why the one you chose is a good model for what prison programs be like and do in order to help this part of our society succeed and incorporate at least one of the articles from class. Source needs to be approved with an Annotated Bibliography. (“N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann, “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay, “Building a Prison-to-School Pipeline” by Larissa MacFarquhar, “Why Aren’t There More Higher Ed Programs Behind Bars?” by Eric Westervelt)
in class Essay 3	Victims of major disasters move because they have to and immigrants move because they want to, but the results are often positive. Should ex-cons move to improve their chance of success? (“Starting Over” by Malcolm Gladwell)
Essay 4	Propose a research essay topic that links to some component of the topics explored this semester. Topic must be approved and two sources minimum must also be approved via Annotated Bibliography. All sources must be from the databases.
Final	Presentation and Portfolio of your Semester: For this assignment, you will be producing self-reflection essay to demonstrate that your work in English 1A has helped you to understand and achieve the GELOs. This means you should reflect on and refer to the work you’ve produced in the class—especially the main assignments, but you may use other evidence as well—to show your progress. You may even refer back to your previous writing classes to help demonstrate your progress. Your goal is to convince your readers (SJSU writing instructors) that you have gained insight into what makes writing effective and you’ve begun to develop strategies for producing effective written and multimodal texts. In other words, your reflection should answer the question: How does the work you have produced in your class reflect the qualities of effective writing as outlined in ENGL 2 learning outcomes?

## Required Texts

### Textbooks

Prasad Reader, which is posted on Canvas

Starkley, David. *Academic Writing Now, A Brief Guide for Busy Students*. Toronto, Canada: Broadview Press, 2015. Print. ISBN: 978-1-55481-249-3

### Other Readings

All the following reading will be posted on Canvas:

- “Building a Prison-to-School Pipeline” by Larissa MacFarquhar
- “N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann
- “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay

- “Shitty First Drafts” by Anne Lamott
- “Starting Over” by Malcolm Gladwell
- “Why Aren’t There More Higher Ed Programs Behind Bars?’ by Eric Westervelt

## Grading Policy

The department’s standard grading scheme consists of the following: Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

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

A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

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

An “F” essay does not fulfill the requirements of the assignment.

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Essays	60%
Homework	10%
Weekly Blog	20%
Final	10%

Additionally:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren’t.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Students must receive a C- or higher to pass the course

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D	69-65	F	64-0		

## Classroom Protocol

**Participation and Active Learning:** Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

**Peer review:** Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an essay). A "good faith" draft is typed and shows careful thought and planning even though it may be unfinished.

**Classroom Etiquette:** Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

**Email:** When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

**Twitter:** Please create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to try this new technology if you can.

**University Policies:** The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

<[http://www.sjsu.edu/english/frash/program\\_policies/index.html](http://www.sjsu.edu/english/frash/program_policies/index.html)>

## English 1A First-Year Writing, Fall 2017, Course Schedule

*This schedule is subject to change with fair notice and notice will be made available via email and on Canvas.*

### Course Schedule

**NOTE:** Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas. Any pages that are noted for activities are pages that you are responsible for previewing and reading before that class session.

#### LEGEND

AWN = Academic Writing Now

PR = Prasad Reader

#### **ENG 1A-57 TR 12 noon SH 411**

Week		
1	8/24	Due: Read and annotate the syllabus Go over the GELOs Questions about the class and/or syllabus Name Game Preview AWN—start in class (active reading) HW: Ch1 AWN Preview “Shitty First Drafts” by Anne Lamott HW: read and annotate “Shitty First Drafts” by Anne Lamott HW: Student Questionnaire
2	8/29	Due: Student Questionnaire Due: “Shitty First Drafts” annotations Benchmark essay, incorporating above “Shitty First Drafts” by Anne Lamott as appropriate (45 mins) Preview Ch2 AWN—break into groups Thesis Statements, AWN p69-75, PR p.6-7
2	8/31	Review Ch 1 and 2 in AWN Quick quiz: What do profs want? Ch 2 groups reassemble Ch 2 reports Thesis statement quiz Preview and Intro TED Talks—watch Shaka Senghor’s TED Talk “Why your worst deeds don’t define you” and discuss Intro Blogger.com and weekly Blogger prompt HW: Watch TED Talk of your choice and post a reaction on Blogger AWN 153-157 in class HW: AWN 157-162
3	9/5	Quick brainstorm about strategies in an in-class writing situation Review GELOs Essay 1 in class Preview “N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann HW: Read and annotate Mann article
3	9/7	Introduction to PIE paragraphing, PR p.3-5 “E” in PIE paragraph about Hunting Workshop and discussion of Mann article (GELO 3)

		<p>Write a Tweet and a PIE paragraph</p> <p>Preview “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay</p> <p>HW: Read and annotate Barclay article for 9/12</p> <p>HW: Monday Blogger post for Barclay</p> <p>Preview “Building a Prison-to-School Pipeline” by Larissa MacFarquhar</p> <p>HW: Read and annotate first half of MacFarquhar article for 9/12</p>
4	9/12	<p>In class: AWN p176</p> <p>Warm up discussion of “Prison Gardens” by Barclay with the Mann article—compare and contrast, and did your concerns remain or are they alleviated? (GELO 3)</p> <p>Deeper discussion of first half of “Building a Prison-to-School Pipeline” by MacFarquhar (GELO 3)</p> <p>HW: finish “Building a Prison-to-School Pipeline” by MacFarquhar</p>
4	9/14	<p>Finish discussing “Building a Prison-to-School Pipeline” by MacFarquhar</p> <p>Read and annotate in class “Why Aren’t There More Higher Ed Programs Behind Bars?” by Eric Westervelt. What is the most compelling part of the article? (GELO 3)</p> <p>Blogger HW: Annotated bibliographies AWN p118-122—start one for Westervelt article</p>
5	9/19	<p>Essay 2 prompt</p> <p>Preview Ch5 with iPads</p> <p>What sources are you using?</p> <p>Learning about research and reliable sources. (GELO 3)</p>
5	9/21	<p>Concession, p.37-40 in PR—consider how you would use Concession in your Annotated Bibliography. Finding Concession in “Building a Prison-to-School Pipeline” by MacFarquhar</p> <p>What prison program are you focusing on and what will you use in the readings to build your argument? Using Concession.</p> <p>Prep for Peer Review—Focusing on the top half of the chart.</p> <p>Peer Review Essay 2</p>
6	9/26	<p>Draft of Essay 2 due to MsP</p> <p>Fact/Opinion/Inference, PR p.27-28—AWN CARS</p> <p>NPA’s p61-64 in PR</p> <p>Using MacFarquhar article to find NPA’s and Fact/Opinion/Inference</p>
6	9/28	<p>Feedback returned</p> <p>Introductions with AWN p103 (12 groups) and “He Got Game”</p>
7	10/3	<p>Essay 2 due</p> <p>Look at the introductions of all previous readings plus “Starting Over”</p> <p>Preview “Starting Over”</p> <p>HW: read and annotated “Starting Over”</p>
7	10/5	<p>In-text documentation: Quote Sandwich, p.13 in PR, AWN p122-127 with “Starting Over”</p> <p>Discussion of “Starting Over”—breaking down all the sections and pulling out main points in the article. (GELO 3)</p>
8	10/10	<p>Review GELOs</p> <p>Essay 3 in class</p> <p>Essay 4 prompt</p>

8	10/12	Discussion of Essay 4 topics Works Cited pages and in-text citation Using Writer's Help and writing the Works Cited Page Works Cited Page worksheet Post topic on Canvas Discussion Board by 10/15 8am
9	10/17	<b>In SH229</b> Feedback on Essay 4 topics on Canvas Discuss reliable sources and how to analyze them Students find an unreliable source and explain why Then intro the databases Then search on the individual topics and find one source Annotated Bibliographies—Writer's Help HW: Preview, read, and annotate Appendix I, AWN p191
9	10/19	Due: Annotated Bibliography #1 on Blogger Going over Appendix I, AWN p191—what category are our past readings in? What about your Essay 4? Conclusions
10	10/24	Due: Annotated Bibliography #2 on Blogger Working on an outline/framework for Essay 4 Essay 4 Workshop—looking at the prompt, pulling from the source, and framing it in the format from Appendix I
10	10/26	Essay 4 Peer Review #1—with Peer Review sheet for 2 Peer Reviews NPAs
11	10/31	Essay 4 Draft to MsP due Finish NPAs—finding them in “Starting Over” Review GELOs Works Cited Page—Fixing them Transitions PR p59 and AWN p118
11	11/2	Misplaced modifiers Adjective Clauses, p.69-75 in PR—finding them in Gladwell's “Starting Over” Final Essay prompt with Benchmark Essays
12	11/7	Returning Essay 4 feedback Quick review of Works Cited, in text and WCP (p26 in PR) Essay 4 workshop
12	11/9	Due: Works Cited Page Editing AWN p164-168 Essay 4 Peer Review #2
13	11/14	Due: Essay 4 Final Draft Looking at TED Talks as models (Malcolm Gladwell: Choice, happiness and spaghetti sauce)
13	11/16	Workshop on presentations— <b>in SH229</b> Making the Infographic for the presentation
14	11/21	Presentations—Portfolio Assessment (9 students) Intro the Portfolium
15	11/28	Presentations—Portfolio Assessment (8 students) Starting the Portfolio
15	11/30	Presentations—Portfolio Assessment (8 students)

16	12/5	Portfolio Assessment workshop—focus on analysis
16	12/7	Last Day of Class Portfolio Assessment due
Final	12/18	Final conferences