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

Course and Contact Information

Instructor: Sarah Prasad

Office Location: Faculty Offices 212

Telephone: 408.924.4236—NOT the best way for me to be contacted. See below.

Email PREFERRED: sarah.prasad@sjsu.edu —this IS the best way to contact me.

Office Hours: m, and by appointment

Class Days/Time: TR 12-1:15pm

Classroom: SH411

Prerequisites: Directed Self-Placement

GE/SJSU Studies Category: 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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Assignment Word Count and Learning Goals

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Peer Review</th>
<th>Draft (600+ words) due to MsP</th>
<th>Due Date</th>
<th>Word Count</th>
<th>Portion of grade</th>
<th>GELO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>n/a</td>
<td>n/a</td>
<td>9/5</td>
<td>750</td>
<td>10%</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>in class Essay 1</td>
<td>n/a</td>
<td>n/a</td>
<td>10/3</td>
<td>1200</td>
<td>15%</td>
<td>1-5</td>
</tr>
<tr>
<td>Essay 2</td>
<td>9/26</td>
<td>10/10</td>
<td>1200</td>
<td>25%</td>
<td>1-5</td>
<td>1-5</td>
</tr>
<tr>
<td>in class Essay 3</td>
<td>n/a</td>
<td>n/a</td>
<td>10/10</td>
<td>750</td>
<td>10%</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Essay 4</td>
<td>10/26 &amp; 11/9</td>
<td>11/14</td>
<td>1200</td>
<td>25%</td>
<td>1-5</td>
<td>1-5</td>
</tr>
<tr>
<td>Portfolio Final</td>
<td>12/5</td>
<td>n/a</td>
<td>12/7</td>
<td>500</td>
<td>10%</td>
<td>1-5</td>
</tr>
<tr>
<td>Weekly Blogposts</td>
<td>n/a</td>
<td>n/a</td>
<td>various</td>
<td>2000</td>
<td>20%</td>
<td>1-5</td>
</tr>
<tr>
<td>HW</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>10%</td>
<td>1-5</td>
</tr>
</tbody>
</table>

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
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

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.

<table>
<thead>
<tr>
<th>Essays</th>
<th>60%</th>
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<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Blog</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
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</tbody>
</table>

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 as 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/](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.
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/frosh/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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGEND</td>
</tr>
<tr>
<td>AWN = Academic Writing Now</td>
</tr>
<tr>
<td>PR = Prasad Reader</td>
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<table>
<thead>
<tr>
<th>ENG 1A-57 TR 12 noon SH 411</th>
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<tbody>
<tr>
<td>**Week</td>
</tr>
</tbody>
</table>
| 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) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/9/12</td>
<td>Write a Tweet and a PIE paragraph</td>
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<tr>
<td></td>
<td>Preview “Prison Gardens Help Inmates Grow Their Own Food — And Skills”</td>
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<tr>
<td></td>
<td>by Eliza Barclay</td>
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<tr>
<td></td>
<td>HW: Read and annotate Barclay article for 9/12</td>
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<tr>
<td></td>
<td>HW: Monday Blogger post for Barclay</td>
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<tr>
<td></td>
<td>Preview “Building a Prison-to-School Pipeline” by Larissa MacFarquhar</td>
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<tr>
<td></td>
<td>HW: Read and annotate first half of MacFarquhar article for 9/12</td>
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<tr>
<td>4/9/14</td>
<td>In class: AWN p176</td>
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<td></td>
<td>Warm up discussion of “Prison Gardens” by Barclay with the Mann article</td>
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<td></td>
<td>— compare and contrast, and did your concerns remain or are they alleviated? (GELO 3)</td>
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<td></td>
<td>Deeper discussion of first half of “Building a Prison-to-School Pipeline” by MacFarquhar (GELO 3)</td>
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<td></td>
<td>HW: finish “Building a Prison-to-School Pipeline” by MacFarquhar</td>
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<tr>
<td>5/9/19</td>
<td>Essay 2 prompt</td>
</tr>
<tr>
<td></td>
<td>Preview Ch5 with iPads</td>
</tr>
<tr>
<td></td>
<td>What sources are you using?</td>
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<tr>
<td></td>
<td>Learning about research and reliable sources. (GELO 3)</td>
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<tr>
<td></td>
<td>What prison program are you focusing on and what will you use in the readings to build your argument? Using Concession.</td>
</tr>
<tr>
<td></td>
<td>Prep for Peer Review—Focusing on the top half of the chart.</td>
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<tr>
<td></td>
<td>Peer Review Essay 2</td>
</tr>
<tr>
<td>6/9/26</td>
<td>Draft of Essay 2 due to MsP</td>
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<tr>
<td></td>
<td>Fact/Opinion/Inference, PR p.27-28—AWN CARS</td>
</tr>
<tr>
<td></td>
<td>NPAs p61-64 in PR</td>
</tr>
<tr>
<td></td>
<td>Using MacFarquhar article to find NPAs and Fact/Opinion/Inference</td>
</tr>
<tr>
<td>6/9/28</td>
<td>Feedback returned</td>
</tr>
<tr>
<td></td>
<td>Introductions with AWN p103 (12 groups) and “He Got Game”</td>
</tr>
<tr>
<td>7/10/3</td>
<td>Essay 2 due</td>
</tr>
<tr>
<td></td>
<td>Look at the introductions of all previous readings plus “Starting Over”</td>
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<tr>
<td></td>
<td>Preview “Starting Over”</td>
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<tr>
<td></td>
<td>HW: read and annotated “Starting Over”</td>
</tr>
<tr>
<td>7/10/5</td>
<td>In-text documentation: Quote Sandwich, p.13 in PR, AWN p122-127 with “Starting Over”</td>
</tr>
<tr>
<td></td>
<td>Discussion of “Starting Over”—breaking down all the sections and pulling out main points in the article. (GELO 3)</td>
</tr>
<tr>
<td>8/10/10</td>
<td>Review GELOs</td>
</tr>
<tr>
<td></td>
<td>Essay 3 in class</td>
</tr>
<tr>
<td></td>
<td>Essay 4 prompt</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| 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 |
| 10/17 | **In SH229**  
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 |
| 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 |
| 10/24 | 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 |
| 10/26 | Essay 4 Peer Review #1—with Peer Review sheet for 2 Peer Reviews  
NPAs |
| 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 |
| 11/2  | Misplaced modifiers  
Adjective Clauses, p.69-75 in PR—finding them in Gladwell’s “Starting Over”  
Final Essay prompt with Benchmark Essays |
| 11/7  | Returning Essay 4 feedback  
Quick review of Works Cited, in text and WCP (p26 in PR)  
Essay 4 workshop |
| 11/9  | Due: Works Cited Page  
Editing AWN p164-168  
Essay 4 Peer Review #2 |
| 11/14 | Due: Essay 4 Final Draft  
Looking at TED Talks as models (Malcolm Gladwell: Choice, happiness and spaghetti sauce) |
| 11/16 | Workshop on presentations—in SH229  
Making the Infographic for the presentation |
| 11/21 | Presentations—Portfolio Assessment (9 students)  
Intro the Portfolium |
| 11/28 | Presentations— Portfolio Assessment (8 students)  
Starting the Portfolio |
<p>| 11/30 | Presentations— Portfolio Assessment (8 students) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>12/5 Portfolio Assessment workshop—focus on analysis</td>
</tr>
<tr>
<td>16</td>
<td>12/7 Last Day of Class Portfolio Assessment due</td>
</tr>
<tr>
<td>Final</td>
<td>12/18 Final conferences</td>
</tr>
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