

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 7, Fall 2016**

**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>	Tuesday 10am-12pm
<b>Class Days/Time:</b>	MW 12-1:15pm
<b>Classroom:</b>	BBC 121
<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

Assignment	Peer Review	Draft (600+ words) due to MsP	Due Date	Word Count	Portion of grade	GELO
Benchmark			8/24 M	500	0%	1,2,4,5
Multimodal Blog Essay 1	9/7 W	9/12 M	9/19 M	900	10%	1,2,4,5
in class Essay 2	n/a	n/a	9/21 W	500	5%	1,2,4,5
Essay 3	10/3 W	10/5 W	10/12 W	1000	13%	1,2,4,5
in class Essay 4	n/a	n/a	10/17 M	500	5%	1-5
Essay 5	10/31 M	11/2 W	11/9 M	1000	16%	1,2,4,5
Essay 6	11/21 M & 12/7 W	11/28 M	12/12 M	1100	21%	1-5
Multimodal Final	11/16 M	11/30	12/7 M & 12/16 F	500	10%	1-5
HW	n/a	n/a	n/a	n/a	20%	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 email and 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)
Essay 1	Blog that incorporates your scavenger hunt and incorporates pictures, links, and/or clips.

	What creative ways do you recommend to other students to help us succeed with the writing process while at SJSU?
in class Essay 2	In a different kind of classroom, are prisons a good place for us to have college courses? Why or why not? Are these courses likely to help prisoners find success? (“N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann)
Essay 3	What prison programs should we support? Explain why the two you chose are good models for what prison programs be like and do in order to help this part of our society succeed and to keep prisons a sustainable part of our justice system. Incorporate why we should be concerned about the success of this group. (“The Right Choices” from The Economist, “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay)
in class Essay 4	Define the predominant perception of the United States from an economic perspective and explain how it compares to what the Economist reports is the reality of the situation. (“United States: As jobs fade away; The middle-class task- force” from the Economist and excerpts from the Convention Speeches)
Essay 5	If the world is getting smaller we are moving to more of a global village in which we depend more and more on our neighbors, what changes will we see in the United States, which has thus far been independent and self-sufficient? How will the West Coast deal with the earthquake that is predicted sooner than later? Explain how our dominant position in the world affects our ability to get help from our global community. (“The Really Big One” by Kathryn Schulz, “Administrative Failure and the International NGO Response to Hurricane Katrina” by Eikenberry, Arroyave, and Cooper, “Starting Over” by Malcolm Gladwell)
Essay 6	Just Mercy: Propose an essay (approval required) that addresses and expands on a topic that links the book to one (or more) of the topics explored in class
Final	Multimodal Presentation of the Portfolio of your Semester: Show us the learning process that you experienced this semester, including excerpts from your writing and connecting to Essay 1, and Academic Writing Now. Incorporate influential and key assignments from the semester. No instructor feedback. 500 words in PPT or outline as well as a reflection after the presentation.

## Required Texts

### Textbooks

Prasad Reader, only available through the SJSU Bookstore.

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

Stevenson, Bryan. Just Mercy, A Story of Justice and Redemption. New York: Spiegel & Grau, 2016. Print. ISBN: 978-0-8129-8496-5

### Other Readings

All the following reading will be posted on Canvas:

- “Administrative Failure and the International NGO Response to Hurricane Katrina” by Eikenberry, Arroyave, and Cooper
- “Full text: Donald Trump 2016 RNC draft speech transcript” by Politico staff
- “How to Stay Safe When the Big One Comes” by Kathryn Schulz
- “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

- “Remarks by the First Lady at the Democratic National Convention” by The Office of The First Lady
- “Shitty First Drafts” by Anne Lamott
- “The Really Big One” by Kathryn Schulz
- “The Right Choices” from The Economist
- “United States: As jobs fade away; The middle-class task- force” from the Economist
- “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.

Essays	70%
Homework	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+	69-67	D	66-65	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/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)>

## English 1A First-Year Writing, Fall 2016, Course Schedule

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

### Course Schedule

<p><b>NOTE:</b> 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.</p> <p><b>LEGEND</b> AWN = Academic Writing Now JM = Just Mercy PR = Prasad Reader</p>		
Week		
1	8/24	HW due 8/24: Print, read, and annotate the syllabus and “Shitty First Drafts” by Anne Lamott Benchmark essay, incorporating above readings as appropriate (45 mins) Preview AWN—start in class (active reading) HW: Ch1 AWN
2	8/29	Name Game Quick quiz: What do profs want? Freewrite: What did you read about SJSU before you got here? Compare what you read to your current experience. What have you discovered on campus? Preview Ch2 AWN—break into groups Thesis Statements, AWN p69-74, PR p.6-7
2	8/31	Prompt Multimodal Essay 1 and blogger intro (w/ipads?) Preview and Intro Just Mercy (JM) and Bryan Stevenson HW: read JM p.1-46 with a summary on blogger Prep for peer review, p.9 in PR and AWN 153-157 in class HW: AWN 157-162
3	9/5	No Class—Labor Day
3	9/7	Peer review on Multimodal Essay 1—in Word (content only) Introduction to PIE paragraphing, PR p.3-5
4	9/12	In class: AWN p176 and add pertinent info to Draft of Mmdl Essay 1 Draft of Multimodal Essay 1 due to MsP Reflection on your preparation and process Due: summary for JM p.1-46 Discuss JM p.1-46 Preview JM p.47-91 HW: JM p.47-91
4	9/14	Multimodal Essay 1 feedback returned Annotated bibliographies AWN p118-122 HW: Annotated bib for JM p. 47-91 NPA PR p61-64
5	9/19	Final Draft of Multimodal Essay 1 due Reading activity: practice for in-class writing on Monday with Japanese vs Chinese Time article? Connect all our work to the next topic. Preview Ch5 HW due 9/21: Preview, read, and annotate “N.Y. Governor Says College For Inmates

		Will Pay Off For Taxpayers” by Brian Mann
5	9/21	Essay 2 in class. Bring annotated “N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann and incorporate as appropriate HW: Preview, read, and annotate “The Right Choices” from The Economist and “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay
6	9/26	Concession, p.37-40 in PR Discuss “The Right Choices” from The Economist and “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay—What prison program are you focusing on and what will you use in the readings to build your argument? Using Concession. Brainstorm on Whiteboard. What program did you choose for Essay 3? What sources are you using? Learning about research Essay 3 prompt, brainstorm options
6	9/28	Fact/Opinion/Inference, PR p.27-28, finding it in JM Due: Annotated bib for JM p. 47-91 Discuss JM p47-91 HW: Preview and read JM p 92-126
7	10/3	Introductions AWN p103 (12 groups) Peer review on Essay 3
7	10/5	Draft of Essay 3 due to MsP Conjunctions, p.49-53 in PR In-text documentation: Quote Sandwich, p.13 in PR, AWN p122-127
8	10/10	Essay 3 feedback returned The Economist article analysis Discuss JM p92-126 HW: Preview and read JM p127-162
8	10/12	Final Draft of Essay 3 due—highlight or circle NPAs, subordinators. Preview and read “United States: As jobs fade away; The middle-class task- force” from the Economist and Convention Speeches excerpts in separate groups HW: Reread, and annotate “United States: As jobs fade away...” and Convention Speeches excerpts Preview “The Really Big One” by Kathryn Schulz HW: Print, read, and annotate “The Really Big One” by Kathryn Schulz
9	10/17	Essay 4 in class. Bring annotated “United States: As jobs fade away...” and Convention Speeches excerpts to incorporate as appropriate Begin discussion of “The Really Big One” by Kathryn Schulz
9	10/19	Finish discussing “The Really Big One” by Kathryn Schulz HW: Preview, read, and annotate “Administrative Failure and the International NGO Response to Hurricane Katrina” by Eikenberry, Arroyave, and Cooper (separate into 4 sections: Headnote, International NGO Response to Hurricane Katrina, Administration Failure I, Administration Failure II, Implications, and Conclusion)
10	10/24	Discuss “Administrative Failure and the International NGO Response to Hurricane Katrina” HW: Preview, read, and annotate “Starting Over” by Malcolm Gladwell HO Essay 5 prompt
10	10/26	Discuss “Starting Over” by Malcolm Gladwell Brainstorm about Essay 5—especially introduction

		Discuss JM p127-162 HW: Preview and read JM p163-202 HW: Preview, read, and annotate Appendix I, AWN p191
11	10/31	Going over Appendix I, AWN p191—what category are our past readings in? What about your Essay 5? Peer review on Essay 5 Adjective Clauses, p.69-75 in PR
11	11/2	Draft of Essay 5 due to MsP Conclusions
12	11/7	Essay 5 feedback returned Discuss JM p163-202 HW: Preview and read JM p203-226
12	11/9	Final Draft of Essay 5 due Editing AWN p164-168 Active vs Passive PR p46 Begin Final Reflection
13	11/14	Discuss JM p203-226 HW: Preview and read JM p227-255 Topics for Starting Essay 6 Transitions PR p59 and AWN p118
13	11/16	Workshopping Proposals—peer feedback Workshopping Final Reflection
14	11/21	Peer review on Essay 6
14	11/23	No Class—Thanksgiving
15	11/28	Draft of Essay 6 due to MsP Misplaced modifiers
15	11/30	Draft of Final Reflection due
16	12/5	Essay 6 feedback returned Peer Review on Multimodal Final (3-4 mins each)
16	12/7	Last Peer Review on Essay 6 6 Multimodal Finals (3-4 mins each)
17	12/12	Last Day of Class Final Draft of Essay 6 due
Finals	12/16 9:45am- 12pm	Remaining 19 Multimodal Finals (3-4 mins each)