

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 14, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Sarah Prasad
<b>Office Location:</b>	Faculty Offices 212
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<b>Office Hours:</b>	Monday 12-1pm, Tuesday 10:45-11:45am, and by appointment
<b>Class Days/Time:</b>	TR 12-1:15pm
<b>Classroom:</b>	SH444
<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			1/31	500	0%	1,3,4,5
in class Essay 1	n/a	n/a	2/9	750	11%	1,3,4,5
Essay 2	2/28	3/2	3/7	1200	16%	1-5
in class Essay 3	n/a	n/a	3/14	750	11%	1,3,4,5
Essay 4	4/11 & 4/20	4/13	4/25	1200	22%	1-5
Multimodal Final	5/16	n/a	5/24 9:45am	500	10%	2-5
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 post in "Announcements" on Canvas.

Weekly Blogposts	Every Monday, a blogpost on blogger.com is required to do activities pertaining to the book, Just Mercy.
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	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 2	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. Source needs an Annotated Bibliography and needs approval. (“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. What about ex-cons? (“Starting Over” by Malcolm Gladwell)
Essay 4	Just Mercy: Propose an essay that addresses and expands on a topic that links the book to the topics explored in class. Topic requires approval and one source minimum requires approval and needs an Annotated Bibliography. All sources must be from the databases.
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 the Benchmark Essay. Incorporate influential and key assignments from the semester. After the presentation, a self-assessment is the culminating experience for this class.

## 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: Speigel & Grau, 2016. Print. ISBN: 978-0-8129-8496-5

### 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.

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 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/> 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, Spring 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

JM = Just Mercy

PR = Prasad Reader

Week		
1	1/26	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	1/31	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 p69-74, PR p.6-7
2	2/2	Quick quiz: What do profs want? Thesis statement quiz Preview and Intro Just Mercy (JM) and Bryan Stevenson (TED Talks) with Just Mercy weekly Blogger prompt HW: read JM Intro and Ch1 with a summary on blogger AWN 153-157 in class HW: AWN 157-162
3	2/7	Preview “N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann Read and annotate Mann article Introduction to PIE paragraphing, PR p.3-5 Workshop and discussion of Mann article
3	2/9	Essay 1 in class Discussion of JM with Tweet HW: JM Ch 2-3
4	2/14	Class opening writing: What part of the process worked best for you? Do your other classes incorporate this step? If not what can you do? In class: AWN p176 Preview “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay

		HW: Read and annotate Barclay article
4	2/16	Annotated bibliographies AWN p118-122 Discussion of JM with Bibliographic info HW: JM Ch 4-5 Preview “Building a Prison-to-School Pipeline” by Larissa MacFarquhar HW: Read and annotate MacFarquhar article
5	2/21	Discuss Barclay and MacFarquhar articles Essay 2 prompt Preview Ch5 with iPads
5	2/23	Concession, p.37-40 in PR NPAs p61-64 in PR Discussion of JM HW: JM Ch 6-7 FEB 24—Bryan Stevenson at the Hammer Theater
6	2/28	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 Peer Review Essay 2
6	3/2	Fact/Opinion/Inference, PR p.27-28, finding it in JM Draft of Essay 2 due to MsP Discussion of JM HW: JM Ch 8-9
7	3/7	Essay 2 due Introductions AWN p103 (12 groups) Look at the introductions of all previous readings plus “Starting Over” Preview “Starting Over” HW: read and annotated “Starting Over”
7	3/9	In-text documentation: Quote Sandwich, p.13 in PR, AWN p122-127 with “Starting Over Discussion of “Starting Over” Discussion of JM HW: JM Ch 10-11
8	3/14	Essay 3 in class
8	3/16	Conjunctions, p.49-53 in PR Discussion of JM HW: JM Ch 12-13
9	3/21	Essay 4 prompt Works Cited pages and in-text citation Time permitting, using Writer’s Help and writing the Works Cited Page Works Cited Page worksheet
9	3/23	Using the Databases to find sources Annotated Bibliographies
Spring Break March 27-31		
10	4/4	Due: Annotated Bibliography #1 Conclusions Appendix I, intro and conclusion that work together

		HW: Preview, read, and annotate Appendix I, AWN p191
10	4/6	Due: Annotated Bibliography #2 Going over Appendix I, AWN p191—what category are our past readings in? What about your Essay 4?
11	4/11	Essay 4 Peer Review #1 Transitions PR p59 and AWN p118
11	4/13	Essay 4 Draft to MsP due Works Cited Page—Fixing them
12	4/18	Adjective Clauses, p.69-75 in PR Misplaced modifiers
12	4/20	Editing AWN p164-168 Works Cited, in text and WCP (p26 in PR) Essay 4 Peer Review #2
13	4/25	Due: Essay 4 Final Draft Final Essay prompt Looking at TED Talks as models (Malcolm Gladwell: Choice, happiness and spaghetti sauce)
13	4/27	Workshop on presentations How to analyze a presentation
14	5/2	Presentations—Final Essay
14	5/4	Presentations—Final Essay
15	5/9	Presentations—Final Essay
15	5/11	Final Essay workshop—focus on analysis
16	5/16	Last Day of Class Peer review on Final Essay
Final	5/24 9:45am- 12pm	Final Essay due Final conferences