

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 86, FALL 2020

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
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Email PREFERRED:	sarah.prasad@sjsu.edu –this IS the best way to contact me.
Office Hours:	Tuesdays 9:30-10:30 am, MW 11 am-12 noon, and by appointment Zoom: https://sjsu.zoom.us/j/3641950606?pwd=YnpuZmYwNzNjcjNMQUs1a04rM2tVUT09 Password: Prasad
Class Days/Time:	Mondays 12 noon-1pm from August 24-December 7 except Monday September 7 for the Labor Day holiday.
Classroom:	https://sjsu.zoom.us/j/94201449266
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I
Satisfying EO 665	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.

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	Due Date	Word Count	Portion of grade	GELO
Benchmark	n/a	8/26	500	0%	1,2,4,5
Discussions about “The Other Wes Moore”	n/a	various	300 each, 1500 total	15%	1-5
Breaking Down a TED Talk	9/30	10/5	1000	10%	2-5
Call to Action			1000	10%	1, 2, 4, 5
Midterm	n/a	10/21	750	10%	1-5
“The Age of Shopping”	10/28	11/2	500	5%	1-5

Annotated Bib					
Ann Bib #1	n/a	11/4	500	5%	1-5
Ann Bib #2	n/a	11/9	500	5%	1-5
Election Issue	11/18	11/23	1250	15%	1-5
Portfolio Final	n/a	12/9	500	10%	1-5
HW	n/a	various	various	10%	1-5
Quizzes	n/a	various	various	5%	1

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.

Academic Writing Now = AWN

The Other Wes Moore = Moore

Prasad Reader = PR

Benchmark	<p>Personal response: Respond to Anne Lamott's reading and this quote: "We often feel like we are pulling teeth, even those writers whose prose ends up being the most natural and fluid. The right words and sentences just do not come pouring out like ticker tape most of the time." Do you relate to this idea? Is reading and writing easy or difficult for you now as you are leaving High School and entering college? Especially when learning online, 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, Academic Writing Now (AWN) p.15-20, and "Shitty First Drafts" by Anne Lamott)</p>
Discussions about "The Other Wes Moore"	<p>Respond to a quote from the assigned section and write about it. Why does this quote stand out to you and how does it relate to the rest of what you have read? Also note if there are any personal connections that you can make. Post your work in Canvas Discussions and respond to one classmate's quote with a) your own point of view or with b) agreement and additional thoughts that build on your classmate's ideas.</p>
Breaking Down a TED Talk	<p>Watch Wes Moore's TED Talk and do two things: summarize and analyze. He includes some of the content that is covered in the book but then moves on to another topic. What do you see as his main message in his TED? How did he get that message across and how well did he do with getting that message across (thesis)? What components of his talk contributed to his success or lack thereof (support, body paras)? Overall, is his talk a success?</p>
Call to Action: Role Models	<p>Wes Moore is a great role model but he also talks about other role models such as Taylor Urruela and Tammy Duckworth. Choose one of the following to write about the topic of role models.</p> <ol style="list-style-type: none"> Who is your role model? Explain why. Why is this person important? Incorporate Moore where possible. Which of the programs in the "Resource Guide" on page 187 is interesting to you, or there is another program you would like to focus on? Summarize it and explain why you are focused on it. How could you be a role model for others? Describe in specific what you could do and why you could be a role model. Incorporate Moore where possible. <p>Find at least one reliable source for this assignment to incorporate in the text and list in MLA format at the end of the essay.</p>

Midterm	Considering the GELOs, what have you achieved this semester thus far? What has contributed to your success and what is hindering you?
Annotated Bibliography	Write an annotated bibliography for the chapter, the Age of Shopping, in <i>Sapiens</i> , by Yuval Harari.
Election Issue	As we are in the midst of an election, what issue do you see as important (choose one)? Find two current and reliable articles about that topic. Write an annotated bibliography for each and then an essay compiling the information. Summarize and then analyze the issue. What is it and why is it important to pay attention to?
Portfolio Final	Write a Self-Reflection essay that helps your audience (writing program faculty) appreciate your progress in understanding and developing strategies to address ENGL 1A learning objectives, focusing especially on: GELO #1: Students shall demonstrate the ability to read actively and rhetorically.

Required Texts

Textbooks

Moore, Wes, *The Other Wes Moore : One Name, Two Fates*. New York :Spiegel & Grau Trade Paperbacks, 2011.

Starkley, David. *Academic Writing Now, A Brief Guide for Busy Students. Now with MLA 2016 Updates*. Toronto, Canada: Broadview Press, 2017. Print. ISBN: 978-1-55481-380-3

Other Readings

All the following reading will be posted on Canvas:

[Harari, Yuval. "The Age of Shopping."](#) *Sapiens: The Brief History of Humankind*. New York: Harper, 2011.

[Lamott, Anne. "Shitty First Drafts."](#) *Bird by Bird: Some Instructions on Writing and Life*. 1st ed. New York: Pantheon, 1994.

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.

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		

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	50%
Midterm	10%
Homework	10%
Quizzes	5%
Ann Bibs	15%
Final	10%

Additionally:

- Assignments can be turned in on time in class or they can be turned in early. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- 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

Classroom Protocol

Success in this Course: *I want you to be successful in this course.* Throughout the course, you will have readings, discussion prompts, preparation assignments, drafts, and final papers to complete and submit. **To be successful, follow the weekly schedule and watch for reminders from Canvas.** I recommend **logging in at least three times per week** to complete your work.

Access to Computers and the Internet: It is your responsibility to get to a computer to complete your work on time. Go to school, your local library, or a friend's house if your computer crashes or your Internet goes down. Additionally, the library loans devices if you need one: <https://library.sjsu.edu/scs> (Links to an external site.). If you have concerns about completing any of the assignments in this course, please contact me well in advance of the due date.

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 or Zoom session 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.

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 2020, Course Schedule

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

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	ZOOM Intro to Course, Canvas, and Texts Intro to Benchmark Intro to "The Other Wes Moore"
1	8/26	Due: Benchmark Read: Moore Section 1 (Intro-Chapter 1, pgs xi-25) Reflect: Moore Section 1 Discussion, due Sunday 8/30 Read: AWN pgs. 23-26, 31-34, and 37-42 Quiz: AWN pgs. 23-26, 31-34, and 37-42
2	8/31	ZOOM Read: Moore Section 2 (Chs. 2-4, pgs. 26-84) Reflect: Moore Section 2 Discussion, due Sunday 9/6
2	9/2	Watch "Starting Your Portfolium". Start your Portfolium.
3	9/7	Labor Day Holiday—No Zoom
3	9/9	Read: Moore Section 3 (Chs 5-7, pgs. 85-128) Reflect: Moore Section 3 Discussion, due Sunday 9/13
4	9/14	ZOOM Read: Moore Section 4(Chs. 8-A Call to Action, pgs. 129-186) Reflect: Moore Section 4 Discussion, due Sunday 9/20
4	9/16	Watch and Take Notes: Wes Moore TED: https://www.ted.com/talks/wes_moore_how_to_talk_to_veterans_about_war Read AWN pgs. 44-47 Paraphrase and Quotation
5	9/21	ZOOM Preview and Discussion: "Breaking Down a TED" Prompt Preview and Discussion: Analysis Worksheet, then adding your notes to the Worksheet Watch: Help with Understanding the Analysis Worksheet Read: The Three Appeals AWN pgs. 59-61
5	9/23	Quiz: Three Appeals Read: Thesis Statement AWN pgs. 69-75 Watch: Video on Thesis Statements: https://youtu.be/SmnJ2CGCXhU
6	9/28	ZOOM Read: AWN pgs. 153-155 Revision and pgs. 161-164 Peer Review and Revision Review: Thesis Statements Prep: Peer Review Discussion: Post a Thesis Statement
6	9/30	Peer Review: "Breaking Down a TED" Quiz: Thesis Statements
7	10/5	ZOOM Due: "Breaking Down a TED" Preview and Discussion of "Call to Action" Prompt
7	10/7	Read: AWN Ch. 5 View: Reliable sources

		Video: Incorporating sources Research/Outline/Draft: "Call to Action" essay
8	10/12	ZOOM Due: Post your Thesis for "Call to Action"
8	10/14	Peer Review: "Call to Action"
9	10/19	ZOOM Due: Final Draft of "Call to Action" Preview: Midterm prompt
9	10/21	Due: Midterm: Spend 2-3 hours writing the Midterm today Watch: Annotated Bibliographies Read: Annotated Bibliography and MLA Information (AWN pgs. 218-224) Read: Adjective Clauses Discussion: Adjective Clauses in our Reading
10	10/26	ZOOM Discuss: Annotated Bibliographies Review: Prompt for Annotated Bibliography Preview: Yuval Harari HW Read: "The Age of Shopping" HW Read: "Sample Annotated Bibs" HW Practice: Write and Adjective Clause
10	10/28	Peer Review: Annotated Bibliography for "The Age of Shopping" Read: PR pg. 68-69 Adjective Clauses Watch: MLA Citation Watch: Adjective clauses
11	11/2	ZOOM Due: Annotated Bibliography for "The Age of Shopping" Review: Prompt for Election Issue HW: Adjective Clause Quiz
11	11/4	Due: Annotated Bib #1 for Election Issue HW Read: AWN pgs. 78-79 Topic Sentences and 115-116 Paragraph Structure
12	11/9	ZOOM Watch: Introductions and Conclusions Due: Annotated Bib #2 for Election Issue
12	11/11	Read: AWN pgs. 103-109 Introductions Write: A paragraph that 1) includes Analysis and Commentary from AWN pg. 116 #3 and 2) includes a paraphrase or quotation from one of your sources, cited in MLA format.
13	11/16	ZOOM Discuss: Introductions and Conclusions Read: AWN Appendix I, pgs. 191-212 Genres of Academic Writing
13	11/18	Peer Review: Election Issue Discussion: Which Genre is Your Essay?
14	11/23	ZOOM Due: Final Draft of Election Issue
14	11/25	Thanksgiving Holiday
15	11/30	ZOOM Preview and Discussion of Portfolio Final Prompt
15	12/2	Discussion: Working through Portfolio Final
16	12/7	Last Day of ZOOM Discuss: Portfolio Final

Final Exam	Wednesday, December 9, 2020
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