First Year Writing

ENGL 1A

Spring 2026   Section 14   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/21/2026

👤 Contact Information

Instructor:	Sarah Prasad
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Office Hours:	Monday and Wednesday 9:15-10:15am in FOB 212 or via Zoom, Thursdays 11:30am-12:30pm via Zoom only To book office hour appointments: https://calendar.app.google/sdwr9uJM1jRV5ebX7 (https://calendar.app.google/sdwr9uJM1jRV5ebX7) Or By Appointment via Zoom or Canvas Chat: please email (mailto:sarah.prasad@sjsu.edu) for an appointment Zoom*: https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09 (https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09)* Password*: PRASAD*
Class Day/Time:	English 1A Section 14: MW 1:30-2:45 pm in BBC 120 English 1A Section 16: MW 12 noon-1:15 pm in BBC 128

🕐 Course Information

This syllabus covers English 1A Sections 14 and 16.

🖥 Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): Completion of Reflection on College Writing
Grading: Letter Graded

✱ Classroom Protocols

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 and looking at the Modules at least three times per week** to complete your work. Most important is to follow the daily schedule to know what tasks are ahead.

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/student-computing-services (https://library.sjsu.edu/student-computing-services)](https://library.sjsu.edu/student-computing-services). 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: This class is set up to meet in-person twice a week. You are expected to attend. Almost all of the work for this class will be done during class time. While your grades and some parts of the course are on Canvas, nothing can replace the in-class activities and lessons.

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 be present for a particular class, check Canvas and/or the daily schedule for what you missed. Perhaps contact a dependable classmate to get updated on what you missed. Also, I can meet with you on Zoom for an hour session, which would be about the time it would take to re-teach everything. You are responsible for all homework whether you are in class or not. Note: some in-class work will be assigned points which cannot be made up outside of class.

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 50% of the total word count for the assignment and shows careful thought and planning even though it may be unfinished.

Late Work: All assignments will receive a minimum grade of approximately 30-50% even if nothing is turned in. If the work is completed late, it will receive a 90% maximum grade.

All assignments will be open for 24 hours after the due date, during which time you can turn in work with no penalty.

Late work is allowed, but you must send me an email 24 hours prior to the deadline. Of course, there is always flexibility for extreme situations.

Classroom Etiquette: Please remove and 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. Thank you!

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

Textbook (REQUIRED)

[Prendergast, Catherine. Can I Use I?: Because I Hate, Hate, Hate College Writing. Out of Pocket Press. March 2015. (https://www.google.com/search?sca_esv=676bb434d06719f6&rlz=1C1CHBF_enUS908US908&q=can+i+use+i+because+i+hate+hate+hate+college+writing+purchase&si=AL3DRZHWsnD_Mu2MAvCSpY4jc1Xu6RxSDycXxCTnapu0i_R8wUU91OaeP8F5uOT3ah5zqqooi9qHG4PLuZzcd2tSztfYmNwsCwm7xJQvexCETBo2wUu72khuLUxb9DQvEXT3NQwc5qTVrJNXpZFTR43ZATk3GUSQlKdvTbIaHDCJWDRp_NRIeWXIlNgcDpB0a7NfwHwnnLSzCwkBIcX-wjLs4P4xSrlVmg%3D%3D&sa=X&ved=2ahUKEwi1hM6hxomSAxVbQjQIHeUrBWcQyNoBKAB6BAgcEAA&ictx=1&biw=1403&bih=784&dpr=1&aic=0)](https://www.google.com/search?sca_esv=676bb434d06719f6&rlz=1C1CHBF_enUS908US908&q=can+i+use+i+because+i+hate+hate+hate+college+writing+purchase)

Reader (REQUIRED)

NEW English 1A Prasad Reader, available at [Maple Press (maplepress.net)](maplepress.net), 330 S 10th St #200, San Jose, CA 95112 (across from the dorms). Link to order online [here. (https://maplepress.net/readers/product/english-1a-prasad/)](https://maplepress.net/readers/product/english-1a-prasad/)

We will also be using Adobe, so please log in [here (https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php)](https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php).

📋 Course Requirements and Assignments

Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: This class is also a reading class, some of which will be in the reader although some of the readings may be online. You will also have a textbook.

Quizzes: In-class quizzes will be random and focused, based on the in-class learning.

Time Commitment: Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation: In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging: Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies: First-Year Writing policies are listed at the following website: LINK (https://www.sjsu.edu/english/frosh/program-policies.php) (https://www.sjsu.edu/english/frosh/program-policies.php)

✔ Grading Information

This course must be passed with a C- or better as a CSU graduation requirement.

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		

Essays and Writing	60%
Reading	10%
Quizzes	5%
Homework	10%
Presentations	5%
Final	10%

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Benchmark	n/a	1/26	250	0%	1-3, 5
Annotated Bibliography	2/11	2/16	300	10%	1-5
PIE Paragraph	2/25	3/2	250	10%	1-3, 5

Essay on Our New Experience	3/11	3/16	750	10%	1-5
Presentations	n/a	Various	750	5%	1-5
Proposal	4/8	4/8	300	5%	1-3, 5
Reading	n/a	Various	500	10%	1, 3
Broader Community	4/15	4/22	500	15%	1-5
Experience with Art	5/4	5/4	750	10%	1-5
Final	n/a	Section 14: May 15 Section 16: May 18	500	10%	1-5
Quizzes	n/a	Various		5%	1-3, 5
HW	n/a	Various	2000	10%	1-5

Criteria

The following are the criteria by which essays are typically evaluated in first-year writing courses:

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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

AI Policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. (Otherwise, you should refrain from using such tools.) When using generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. Here is the link for the MLA guide for citing AI: https://style.mla.org/citing-generative-ai/

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

This course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, you will be in violation of SJSU academic integrity policy. Please act with integrity, for the sake of both your personal character and your academic record.

Beware of the limits of AI (ChatGPT and others)

- If you provide the minimum effort prompts, you will get low quality results. You will need to refine prompts to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or a fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of SJSU academic integrity policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or the circumstances.

AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism.

- If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own.
- If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own.
- Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.
- Failure to do so is in violation of the SJSU academic integrity policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.

Questions/concerns about grades

If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.
- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your assignment.

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

This Daily Schedule is subject to change. For the most current version, go to: [LINK (https://docs.google.com/document/d/1b2eo0ESZFYOHrO7KFz0DJv8rtcK9LKBSqyZa1dc9y8I/edit?usp=sharing)](https://docs.google.com/document/d/1b2eo0ESZFYOHrO7KFz0DJv8rtcK9LKBSqyZa1dc9y8I/edit?usp=sharing)

Week #	Monday	Wednesday
1	1/26 Welcome to English 1A Getting to know the class: The Syllabus Daily Schedule and Canvas Commit to attendance on Wednesday 5/6 for the "final experience" Getting to know you (name game) Creating a slide about you including: A. Selfie with you outside FOB 212 my office door, B. Screenshot of Eng 1A in Modules, C. 2+ pictures that are you, represent you, and/or show who you are, ie: interests, etc) Getting to know your writing: the Benchmark assignment (write a para telling me about your name) HW: Finish your slide HW: Buy and bring in your Prendergast textbook and the English 1A Prasad Reader	1/28 Weekly presentation: "I hate my Composition Teacher. Can I switch sections?" (MsP) Last minute additions to your slide Slideshow More about you – what are all the things on your plate this semester? Brainstorming (work, family, social, school, mental and physical health) How do we manage it all? Using Chat to make a schedule. (If you are working, are you working more, same, or less than in HS?) Focus in on our class: how do you feel about this writing class? Prendergast pgs. 1-2 (Instructor reads, then students read individually). Then discuss. Diving into the textbook: Prendergast Pairs will take 1 chapter to cover for us. Review the options and request 4. MsP will create the schedule. Weekly presentations on Mondays. Review the prompt. Intro to Adobe.

2	2/2	2/4
	Weekly presentation: "What if I don't understand my assignment?" (student names)	Check in on the active reading of "Age of Shopping" (points)
	Book check: show your textbook and reader (Maple Press).	Instructor starts the outline
	Your Community – broadening the scope from you to your community.	Groups finish the outline
	Brainstorm: what communities do you belong to?	Outlining: why do we do it?
	Americans are stereotyped as consumers.	Finding a reading that represents your chosen community (choose one community)
	"Age of Shopping" by Harari (Reader)	How do we know that it's a good source?
	What do we do when reading? (In Reader) Active reading.	Lateral Reading
	Practicing in class.	HW: Bring in a printed copy of the article you chose about your chosen community
	HW: Finishing the active reading of "Age of Shopping"	HW: Complete the Lateral Reading on your article and take notes (Lateral Reading handout in Reader)
	Exit ticket: Focus on one thing you noted. Explain its significance and why you chose it.	
3	2/9	2/11
	Weekly presentation: "Why do we read each other's drafts" or "What do I say about someone else's draft" (student names)	Looking at a sample Ann Bib. (Volunteer)
	Check in on a printed copy of the article you chose about your chosen community.	What is the goal of Peer Review?
	Writing an Annotated Bib: MLA info, short summary, longer analysis, quotes. (Analysis Worksheet and Ann Bib Format in Reader)	Peer Review: How to do it.
		Putting it into practice: Peer Review on the Ann Bib.
	Lesson on MLA: what do we know? Plus OWL Purdue. What kinds of situations do we have with our articles (multiple authors, etc).	Questions about Ann Bibs.
		Revising and rewriting.
		Turn in for feedback from MsP.
		HW: go to the Career Center and do a professional photo due Sunday 2/15

4	2/16	2/18
	Weekly presentation"How is College Writing different?" (student names)	Starting the next unit: what have you explored around campus?
	What was it like to do the professional photo? How does the photo benefit us?	What else is there? Brainstorm on campus, near campus.
	Also: What other highlights do we know of around campus? Be on the lookout.	Experiencing something new on or near campus – on campus location (eg: Hammer Theatre), new type of food, visiting a professor during office hours, checking out a new space (Mosaic, etc.)
	Reviewing Ann Bib feedback and revising.	
	Tone and voice: how can we add it?	What will we do while there? Create criteria: take notes, interview someone, get a visual of the place, take pictures, do some research, make an assessment.
	Turn in Final Draft of the Ann Bib	What will we do with this material?
		Reviewing the prompt
5	2/23	2/25
	Weekly presentation: "How do I outline my paper?" (student names)	Coming back to PIE Paragraph
	How can we organize the information about our new experience? Being thoughtful and deliberate.	Peer Review on PIE Paragraph
		Draft of PIE Paragraph for MsP
	Outlining and organizing – and choosing a side.	Reviewing the prompt: "Our New Experience" essay
	Choose one idea for a PIE Paragraph.	
	Writing a PIE Paragraph (Reader)	

6	3/2	3/4
	Weekly presentation "How do I Write a Strong Thesis Statement?" (student names)	Reviewing feedback from MsP re:Thesis statement
	Reviewing feedback from MsP on PIE Paragraph	Writing more PIE paras (body paras) for "Our New Experience" essay
	Revise as needed and turn in Final Draft of PIE Paragraph	
	Age of Shopping thesis	
	How does this thesis compare to the thesis for an essay (same? different?)	
	Drafting a Thesis Statement for "Our New Experience"	
	Turning in the Thesis statement to MsP for feedback	
7	3/9	3/11
	Weekly presentation: "How Do I Write an Introduction?" or "How do I answer the 'So What' question?" (student names)	In class writing: Putting the pieces together.
	Considering Intros and Conclusions	Peer Review on "Our New Experience" essay.
	Getting creative and writing a draft Intro and Conclusion for "Our New Experience" essay.	Turn in the draft for "Our New Experience" essay for feedback from MsP
8	3/16	3/18
	Weekly presentation (student names)	Group workshops and prep for next week presentations for Rhetorical Features:
	Consider feedback and revise	1. Rhetorical appeals (ethos, pathos, logos)
	Turn in final draft	2. Diction (eg: formal/informal)
		3. Tone and Voice
		4. Syntax (eg: short vs long sentence)
		5. Imagery
		6. Structure (eg: problem/solution)
		7. Evidence/examples
		8. Audience
		Create Adobe Newsletter and connect to the recent essay

9	3/23	3/25
	Presentations (see 3/18)	Presentations (see 3/18)
	HW: Review the AI Articles in Module "Module 4: The Broader Community - Weeks 8-12." On Discussion Board, choose one.	Distributing AI articles
		Why is AI something to read, think, and talk about? (Connection to all of us)
	3/30	4/1
	Spring Break	Spring Break
10	4/6	4/8
	Weekly presentation: "What Should I Write About?" (student names)	Choosing a topic about the Broader Community
	Checking in on Active Reading on chosen AI articles	Writing a Proposal: 1. Explain the topic
	Group discussions	2. Explain its connection to you
	Jigsaw discussions	3. Explain why it's important
	What other topics are of interest?	Turning in the Proposal for approval
	Spending time looking at topics that address the Broader Community (BBC, NPR, OneSearch, Academic Search Complete. Something that connects to you.	
11	4/13	4/15
	Weekly presentation (student names)	Create an Adobe Newsletter about your topic to display: the information learned from your article.
	Approvals distributed	Informal Peer Review in groups
	Revisions for those Not Approved Yet	
	Finding one article about your topic	
	Starting the Lateral Reading	
	Plus identifying the items from 3/18	
	HW: Making a video showing the Lateral Reading	

12	4/20 Showing your Adobe Newsletter	4/22 Showing your Adobe Newsletter
13	4/27 Weekly presentation (student names) Analyzing non-text Versions of the Olympic Victory Statue Plus identifying the items from 3/18	4/29 What other art is around? [Downtown doors](#) [Downtown murals](#) [Map of art](#) [Website of art](#) Choose one to interact with: Experience with Art
14	5/4 Writing an Analysis of the Experience with Art	5/6 Reflect: How is it different to interact with text vs. art? Final Experience – getting started on the Final
15	5/11 Last day of Instruction SOTES Final Experience	
Final	Section 14 (MW at 1:30pm): Friday May 15	Section 16 (MW 12 noon): Monday May 18