

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing, 81, Fall 2018

Course and Contact Information

Instructor:	Scott Bradfield
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Office Hours:	T/Th 4:15 - 5:15
Class Days/Time:	T/Th 3:00 - 4:15
Classroom:	SH 411
Prerequisites:	Reflections on College Writing
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.

The topic for this class is: “Totalitarianism or Democracy – What Do You Choose?” It’s not meant to be a facetious question. We will examine the ways issues of democracy, oppression, freedom and control operate in both the social and political world and use these topics as opportunities for exploring how to write narrative and argumentative essays at the university level. Over the course of the term, we will look at how to express ourselves at the level of sentences, organize our thoughts in paragraphs, and structure our narratives and/or arguments in complete papers.

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)

- 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.

REQUIRED TEXTS:

A Collection of Essays, George Orwell (New York: Mariner Books) ISBN-13: 978-0156186001
Excelsior Online Writing Lab available on <https://owl.excelsior.edu>

RECOMMENDED TEXTS:

Revising Prose, any edition, by Richard Lanham
The Elements of Style, any edition, Strunk and White.

A good non-virtual paperback dictionary, any cheap second-hand copy is fine. I recommend any Webster's paperback that will fit into a pocket or a purse.

Other Readings

These will be provided by me as handouts, and as links on Canvas that you can print out at home.

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. You are encouraged to develop ideas and topics in your first paper that can be carried forward into both your second and third papers, and into your visual presentation.

You will produce three essays in this course and at least one rewrite. The three essays should add up to a minimum of 4000 words, which must be in revised form.

Essay # 1: Personal Essay—containing a narrative event from your life that is then developed into an analysis or exploration of how that event might be involved in larger concerns in the world around you

Essay # 2: analysis of a text, and an image, and their assumptions about human nature and/or political order

Essay # 3: analyze a current problem in the world around you, and then develop a convincing argument about how to resolve that problem (includes outside research)

Visual Essay: crafting a thesis through visual images related to Essay #3. This might be a short film, a photographic essay, a story-board for a motion picture, etc. It must be understandable WITHOUT requiring any additional explanation by the presenter.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Essay # 1	1,000-1,250	1-5
Essay #2	1,250 - 1,500	1-5
Essay # 3	1,750-2,000	1-5
VISUAL PRESENTATION	10 minutes	N/A

Final Examination or Evaluation

FINAL WRITING PORTFOLIO

Grading Policy

There is no extra credit in this class. The grading of your assignments will be weighted as follows:

- Essay # 1 15%
- Essay # 2 25 %
- Essay # 3 30%
- Visual Essay 10 %
- Participation & Quizzes 10 %
- Final Portfolio %10

Participation includes your contributions to class discussion, and your work with fellow-students during workshops.

The revision process is central to this class, so you will be responsible for writing a minimum of two complete drafts for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

Late papers will receive fewer marginal comments than papers that are delivered on-time.

Students must receive a C- or higher to pass the course.

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. Here's a link to the grading policy for our program:

http://www.sjsu.edu/english/frosh/program_policies/index.html

Plagiarism: Plagiarism will result in an F on the assignment. Don't do it. Seriously, it isn't worth it.

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should have a physical copy of the reading assignment available on your desk; you will not be permitted to use electronic devices during class. No cell phones should be out on the table, and you should not be wearing ear plugs – unless you have explained the need for such devices satisfactorily to the instructor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources.

Inclusion Statement:

I ask that all participants be respectful of the diverse life circumstances, views, and beliefs represented in this classroom. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you need specific and confidential accommodations related to disability (including learning disabilities, mental health issues, health conditions, etc.), please let me know and we can discuss the best options.

ENGL 1A / First-Year Writing/ Fall 2018

All reading is due by the first day of that week's class. This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Course Schedule

	Date	Topics, Readings, Assignments, Deadlines
1	Aug 21	<i>The easy way and the hard way: improving our prose</i> Reading: "Why I Write" in Orwell. And Lurie, "The Sweater Curse" (handout)
2	Aug 28	<i>Narrating ourselves</i> Reading: "Shooting an Elephant," Orwell; "I Don't Know Why I Pray but I Keep Trying," Akbar (handout) Excelsior, "The Writing Process" (review this site over the next few weeks) 400-500 personal "event" narrative due in preparation of Essay #1 DUE on THURSDAY 30 August for in-class peer-review
3	Sept 4	<i>Why we don't write as well as we can, part 1</i> Reading: "Politics and the English Language," Orwell; and "The Paramedic Method," by Richard Lanham (handout) Excelsior, "The Writing Process," cont. Rough draft of completed Essay #1 due on Thursday for peer-review.

4	Sept 11	<p><i>Why we don't always write as well as we can, part 2</i> Reading: "Sotomayoralities," by William Safire (handout); other samples (handouts) Excelsior, "Rhetorical Styles" On Tuesday 11 September: The bad writing challenge - an initiative test! Bring good walking shoes! ESSAY # 1 DUE on Thursday 13 Sep</p>
5	Sept 18	<p><i>Analyzing texts for meaning, message, rhetoric, style and purpose</i> Excelsior, "Rhetorical Styles", cont'd. Reading: excerpts from Xiaoda Xiao's "The Visiting Suit" (handout); Orwell's "Boys' Weeklies"; Bradfield, "On Reading Irresponsibly" (handout) On Thursday 20 Sept. bring a text you want to analyze ESSAY #1 THESIS DUE on Thursday 20 Sept.</p>
6	Sept 25	<p><i>Analyzing images and how to use a style guide</i> Orwell's "The Art of Donald McGill"; image handouts to accompany Xiao, Orwell and me Reading: Excelsior, "Grammar essentials" and "Avoiding Plagiarism" On Tuesday bring in chosen objects of visual analysis: photo, film clip, artwork, cartoon, etc. ESSAY # 2 OUTLINE DUE on Thursday 27 Sept - peer workshop</p>
7	Oct 2	<p><i>Grammar and style</i> Peer Workshops on Tuesday ESSAY # 2 FIRST DRAFT DUE TO TEACHER</p>
8	Oct 9	<p><i>Finding the problem: Essay #3</i> On Tuesday 2 Oct. bring in essay that describes the problem, or can be used to illustrate the problem - discuss in peer group Reading: Orwell, Marcia Angell, "The benefits of Bernie Sanders' 'Medicare for All' plan," <i>The Boston Globe</i>, 21 September 2017 (handout) and a handout to be named later.</p>
9	Oct 16	<p><i>Research: Essay #3</i> Reading: Excelsior on "Research" and "Writing Refresher" On Tuesday 16 Oct bring an essay that suggests possible solution to the problems you've begun to investigate On Thursday 18 Oct–Initiative Test #2! Bring your walking shoes! ESSAY # 1 OPTIONAL FINAL DRAFT DUE</p>
10	Oct 23	<p><i>Proposing a solution: Essay #3</i> On Tuesday 23 Oct bring an essay that suggests possible solution to the problems you've begun to investigate Reading: Orwell, "Chapter 10 <i>Road to Wigan Pier</i>," (handout)</p>
11	Oct 30	<p><i>Ask the NEXT question</i> Reading: Theodore Sturgeon, "Ask the Next Question," (handout) Conferences and peer review Rough draft of Essay #3 is due on Tuesday 30 October for peer review</p>
12	Nov 6	<p><i>Conferences and peer review</i></p>

		FIRST DRAFT of Essay #3 due on Thursday 8 Nov.
13	Nov 13	<i>Introduction to Visual Presentation</i>
14	Nov 20	Visual Presentations; Thanksgiving Day off on November 22

Week	Date	Topics, Readings, Assignments, Deadlines
15	Nov 27	Presentations begin in-class, and workshops on Final Portfolio/Revision of essay #3.
16	Dec 4	Presentations begin in-class, and workshops on Final Portfolio/Revision of essay #3.
FINAL EXAM	Dec. 17 MON	ePortfolio due to Canvas by 5:00 pm

