



The Department of English & Comparative Literature @ San José State University

ENGL 1A: The Eighties Strike Back
San José State University, Fall 2016



INSTRUCTOR: Daniel Hendel De La O
COURSE: ENGL 1A, First-Year Writing
GE CATEGORY: Area A2
UNITS: 3
PREREQUISITES: English Placement Test (EPT)

OFFICE: Faculty Offices Building 111
OFFICE HOURS: Mo/We 10:30 – 11:30 AM (or by appointment)
PHONE: 408.924.5019
EMAIL: dhdelao@gmail.com
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Sec. 54 (48914): Tu/Th 7:30-8:45 AM, Sweeney Hall 413
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COURSE THEME



The Eighties, it was the era of Rubik's Cubes and Reaganomics, of Molly Ringwald and mixtapes. Reeling from a punishing Seventies, it was a time when America wanted to feel good about itself again, so it reveled in unbridled excess and unparalleled militarism. Today, the Eighties are often dismissed as a frivolous and frothy period. But, in reality, the decade that embraced fancy cars and big jets, also laid the foundation for many of today's most important political and cultural movements. Though a variety of reading and writing, this semester's English 1A will explore all things Eighties.

REQUIRED MATERIALS

All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions.

Books:

- *Back to Our Future: How the 1980s Explains the World We Live in Now—Our Culture, Our Politics, Our Everything* by David Sirota (ISBN: 0345518780)
- *You Couldn't Ignore Me If You Tried: The Brat Pack, John Hughes, and Their Impact on a Generation* by Susannah Gora (ISBN: 0307716600)



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Writing guide:

- *The Everyday Writer with Exercises (5th Edition)–Special Edition: San Jose State University* by Andrea A. Lunsford (ISBN: 9781457667121)

**A free electronic version The Everyday Writer is available to all SJSU students through Canvas.*

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:

- Read actively and rhetorically
- Perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
- Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
- Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
- 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



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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 at sjsu.edu/senate/docs/S12-3.pdf.

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.

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.



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- 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.

UNIVERSITY POLICIES

Visit sjsu.edu/gup/syllabusinfo/ for university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

THE WRITING CENTER

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website @ www.sjsu.edu/writingcenter.

MLA STYLE

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* (p. 457) and online at EauZone. Unstapled work will never be accepted.

Please follow this sample heading for all typed work*:

Name

1A: Section number

Assignment

Date

**Note to 7:30 AM section: The AS Print Shop opens at 8 AM—30 minutes after class starts. Please plan accordingly.*

COURSE POLICIES

Grades and grading:

- I will sometimes make sentence-level corrections to only one page or paragraph of your essay. This is done in an effort to make you a better



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editor of your own work. You should assume that the corrections I've made are applicable to your entire essay.

- If extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.
- There is a participation component to your grade. Though only 10 points, it could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- At least twice a month, I will share my most up-to-date grades with the class.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—I will not accept an assignment beyond this point.
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points on your final draft for coming to class on a writer's workshop day without anything to share.
- I will not accept any assignments that are unstapled.

Etiquette:

- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class.
- Please do not pack up before our class time is over—I'll be sure to get you out of class on time.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email more efficiently.



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- Google Docs users: Please remember to grant me permission to edit it BEFORE you share. Otherwise, I have to request permission to edit your document and the entire process is further lengthened.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you were absent, please do not message me to ask what you missed. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.

EAUZONE

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on "English 1A: The Eighties Strike Back" under "Fall 2016 Courses" to be routed to our page. Feel free to use the "Comments" function in each posting; it is often a helpful way to communicate with classmates.

GRADING CRITERIA

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 are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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

- An "A" 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" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will



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respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

- A “C” 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” 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.

EDITING MARKS GUIDE

Here is a guide to some of the editing symbols (some standard, some my own) you’ll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* for many of the marks.

Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
^	Insert	-	FRAG	Fragment	p. 38
↑	Text is likely not properly double-spaced	-	ITL	Either add or remove italics	p. 425, 448
→	Indent 1x	-	HEAD	Issue with page header	-
→ →	Indent 2x	-	PASS	Passive voice	p. 28c, 32g
+	Good point	-	RO	Run-on sentence	p. 9, 385
?	Meaning unclear	-	SLANG	Slang	p. 23a



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#	Add space	-	SP	Spelling	
" "	Add quotation marks	p. 43	SV	Subject-verb agreement	p. 355
//	Faulty parallelism	p. 8e, 27	T	Tone	p. 10d, 17c, 23a, 23d
¶	Start new paragraph	p. 8	TC	Title case	-
@	Delete	-	TNR	Times New Roman font	-
2x	Double-space	-	TRANS	Transition	p. 8e, 30b
ABB	Abbreviation	p. 46a	UL	Underline	p. 47
AWK	Awkward phrasing; reword	-	WC	Word choice	p. 261
CS	Comma splice	p. 37			

COURSE WORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All out-of-class essays should:

- Be typed
- Be approximately three pages in length (750 words)
- Be in MLA Style
- Include a works cited page—unless otherwise noted

Your semester’s course work is comprised of:

Item	Description	GELO	Word Count*	In-class	Workshop	Revised	Point Value	Grade Log
Diagnostic Essay	This in-class essay will be my first opportunity to evaluate your	1,3	400	✓				N/A



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	writing.						
Autobiographical Essay	You will write an autobiographical essay contrasting your own Millennial childhood with those that grew up in the Eighties.	1,3	400	✓			20
Expository Essay	Applying Sirota's <i>Back to Our Future</i> , this essay will examine those things that the Eighties can teach us about our own times.	1-3	750				20 20
Editorial Essay	Utilizing Gora's <i>You Couldn't Ignore Me If You Tried</i> , you will examine the impact of John Hughes' teen comedies on American culture in the Eighties.	1,3	750				20
Infographic	For this assignment, you will visually represent an iconic Eighties person, place, or thing. This assignment will also be workshopped in class.	1-3	500		✓	✓	20
Narrative Essay	You will conduct an out-of-class interview with a person who had a significant coming-of-age experience	1-3	750				20



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	in the Eighties, and then recount their story in a third-person narrative.					
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Item	Description	GELO	Word Count*	In-class	Workshop	Revised	Point Value	Grade Log
Reflections	You will write six 2-page reflections based upon a variety of topics related to the Eighties.	1-3	3,500				70 (7x10)	1.
								2.
								3.
								4.
								5.
								6.
								7.
Multimedia Presentation**	You and a classmate will create a 10-minute multimedia presentation based upon an Eighties-related topic.	1-3	500	✓			20	
Participation	Note that points are garnered by active participation in class, not attendance.						10	
Approximate word count: 7,550		Point total: ___/200						

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

**You must provide your own laptop. Macs will require an Apple-specific adaptor to connect to the university's projection system.

Final grade calculations:

A+	193-200	B+	173-178	C+	153-158
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A	187-192	B	167-172	C	147-152
A-	179-186	B-	159-166	C-	139-146
				Non-passing	0-138

**At least 138 points must be earned to receive course credit*

COURSE SCHEDULE

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Key:

- BRAT (*You Couldn't Ignore Me If You Tried*)
- DB (Dropox)
- eR (eReader)
- FUTURE (*Back to Our Future*)

Note: All assignments, including in-class essays, are due or take place on Thursdays.

Week 1: <i>The Goonies</i>	Th 8.25 Class: Syllabus review
Week 2: Diana, Princess of Wales	Tu 8.30/Th 9.1 Class: Introductions; Presentation assignments; Lecture—"Building a Better Multimedia Presentation"
Week 3: <i>E.T the Extra-Terrestrial</i>	Tu 9.6/Th 9.8 Read: eR—"Redditors Born in the 1970s and 1980s, What Was Life Like Growing Up?" (Reddit), "Ten Reasons Why Being a Kid in the 80s was the Best (Guy Edition)" (Huffington Post) Class: DIAGNOSTIC ESSAY; Reading discussion; Lecture—"Crafting the Essay: Writing as a Process" and "MLA Style 101" Due: REFLECTION 1
Week 4: Premier Mikhail Gorbachev	Tu 9.13/Th 9.15 Read: eR—"Ten Reasons Why I Wish My Kids Grew Up in the 80s" (Babble), "21 Things '80s Kids' Did that Would Horrify Us Now" (TheStir), "Growing Up in the 80s was Tough: 17 Things Kids Today Couldn't Handle" (<i>Metro UK</i>); FUTURE—Part I: Liking Ike, Hating Woodstock- Die, Hippie, Die! Class: AUTOBIOGRAPHICAL ESSAY; Reading discussion; Lecture—"Better Reading101" and "Citing Sources in MLA: The Basics" Due: REFLECTION 2
Week 5: Mary Lou	Tu 9.20/Th 9.22 Read: FUTURE—Part III: Why We (Continue to) Fight- Kicking the



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Retton	Vietnam Syndrome, Operation Red Dawn Class: Reading discussion; Presentations; Lecture—“The Reading Habits of Active Readers”
Week 6: USA for Africa	Mo 9.26/We 9.28
	Read: FUTURE—Part IV: The Huxtable Effect- Movin’ On Up?, The End of History Class: Reading discussion; Presentations, Watch—“Tear Down This Wall” from <i>The Eighties</i> (CNN) Due: REFLECTION 3
Week 7: Ryan White	Tu 10.4/Th 10.6
	Read: BRAT—1- Nothing Compares to Hughes: Teen Cinema and the Man Who Would Change it Forever Class: Reading discussion; Presentation, Lecture—“John Hughes and the 80s Teen Comedy: A Brief Overview” Due: EXPOSITORY ESSAY
Week 8: <i>The Cosby Show</i>	Tu 10.11/Th 10.13
	Read: BRAT—2- Eternal Flame: <i>Sixteen Candles</i> Lights Up the Screen Class: Reading discussion; Presentations Due: REFLECTION 4
Week 9: Cabbage Patch Kids	Tu 10.18/Th 10.20
	Read: BRAT—3- Breakfast of Champions: <i>The Breakfast Club</i> “Breaks the Rules, Bares Their Souls,” and Revolutionizes the Teen Film Genre Class: Reading discussion; Presentations

Week 10: First Lady Nancy Reagan	Tu 10.25/Th 10.27
	Read: BRAT—7- We Got the Beat: Behind the Music of the Brat Pack Films Class: Reading discussion; Presentations Due: REFLECTION 5
Week 11: <i>Thriller</i>	Tu 11.1/Th 11.4
	Read: BRAT—8- I Love <i>Ferris</i> in the Springtime: Ferris Bueller Crafts the Perfect Day Off Before Graduating from High School— and John Hughes Graduates from Directing Teen Films, 14- Don’t You Forget About Me: How the Brat Pack and Their Films Changed a Generation Class: Reading discussion; Presentations Due: REFLECTION 6
Week 12:	Tu 11.8/Th 11.10



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The Tiananmen Square Massacre	Read: eR–“The 100 Best Infographics” (Creative Bloq), “10 Tips for Designing Better Infographics” (DotDash), “12 Warning Signs that Your Infographic Sucks” (Visme) Class: Reading discussion; Presentations; Lecture–“Infographics 101” Due: EDITORIAL ESSAY
Week 13: <i>The Golden Girls</i>	Tu 11.15/Th 11.17 Class: Presentations; Writer’s workshop Due: REFLECTION 7; INFOGRAPHIC (DRAFT 1; BRING 2 COPIES)
Week 14: RUN-DMC	Tu 11.22/Th 11.24 [NO CLASS–HAPPY THANKSGIVING] Class: ENGLISH DEPARTMENT ASSESSMENT
Week 15: The World Wrestling Federation	Tu 11.29/Th 12.1 Class: Presentations Due: ENGLISH DEPARTMENT ASSESSMENT
Week 16: <i>Batman</i>	Tu 12.6/Th 12.8 (FINAL CLASS MEETING) Class: Presentations Due: INFOGRAPHIC (Final draft; Email by 5 PM)
Week 17: MTV	SEC. 54 FINAL EXAM: WE 12.14/SEC. 43 FINAL EXAM: FR 12.16 Meet from 7:15 – 9:30 AM Due: NARRATIVE ESSAY



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