



ENGLISH 1A: JSYK—SOCIAL MEDIA AND THE SELF(IE)
FALL 2019, SAN JOSÉ STATE UNIVERSITY

COURSE: ENGL 1A, FIRST-YEAR WRITING
INSTRUCTOR: DANIEL HENDEL DE LA O
GE CATEGORY: A2
UNITS: 3

OFFICE HOURS: MON/WED 9:00 – 10:00 A.M., FOB 111
PHONE: 408.924.5019
EMAIL: DHDELAO@GMAIL.COM
WEB: EAUZONE.BLOGSPOT.COM

SECTIONS:

- 6 (42348) MON/WED 7:30 – 8:45 A.M., CL 316
- 16 (42360) MON/WED 12:00– 1:15 A.M., CL 316

COURSE THEME

Like it or not, social media is ubiquitous in 21st century America. From emojis to hashtags to memes, it has changed nearly everything about the ways we communicate and connect today. Still, all of these technological innovations have brought with them new challenges. Social media raises a number of serious issues, ranging from eroding privacy and safety to adverse mental and physical health effects. This semester's ENGL 1A will focus exclusively on all thing social media. drawing from a diverse assemblage of texts, we will read and write about this most unique of social phenomena.

REQUIRED MATERIALS

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

Books:

- *American Girls: Social Media and the Secret Lives of Teenagers* by Nancy Jo Sales (ISBN: 0385353928)
- *So You've Been Publicly Shamed* by Jon Ronson (ISBN: 1594487138)
- *Ten Arguments for Deleting Your Social Media Accounts Right Now* by Jaron Lanier (ISBN: 1250239087)

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 via Canvas.

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.

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.

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

*GELO 1 will be the focus of your English Department Assessment this December.

SJSU WRITING CENTERS

The SJSU Writing Center now has two locations:

- Clark Hall, Suite 126—for drop-in tutoring sessions
- Second floor of MLK Library—for regularly scheduled tutoring sessions

As always, 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 at sjsu.edu/writingcenter.

DEPARTMENT 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 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 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.

STANDARDS FOR PRESENTATION OF WORK

All typed work must be in MLA Style. Samples are located in both *The Everyday Writer* (pg. 457).

Please follow this sample heading for all typed work:

Full Name
ENGL 1A: Section number
Assignment

At the end of each typed assignment, include the word count. Example:

| Word Count: 741

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. Use this site, not Canvas, for course information.

On the homepage, click on "ENGL 1A: JSYK—Social Media and the Self(ie)?" under "Fall 2019 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.

COURSE POLICIES

General:

- I'm happy to call you by whatever name you like, but consistency in and out of class is helpful. For example, if your name is John Wilson, but you go by Jack, then you'd use "John (Jack) Wilson" on all assignments.
- As soon as possible, please upload a clear photo to your Canvas and email accounts for easier reference.

Etiquette:

- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- It is highly disrespectful to sleep in class. If you fall asleep in class, you may be asked to leave.
- 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.

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 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—and likely modest. Please stay up-to-date on your assignments.
- There is a participation component to your grade. It sometimes means 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.
- See Canvas for your most up-to-date grades.
- PLEASE NOTE: A minimum of a C- must be earned in order to pass ENGL 1A.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Email late assignments no later than the following class after the due date. They will be lowered one letter grade. No assignments will be accepted beyond this point.
- Assignments submitted via email, will be graded per usual, but no 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.
- Unstapled assignments will not be accepted.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.
- 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, further lengthening the process.

- 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 are absent, please do not message me to ask what you missed in class. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.

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.

SYMBOL	MEANING	SYMBOL	MEANING	SYMBOL	MEANING
^	Insert	⓪	Delete	SP	Spelling
↑	Text is likely not properly double-spaced	2x	Double-space	SV	Subject-verb agreement
→	Indent 1x	AWK	Awkward phrasing; reword	T	Tone
→ →	Indent 2x	CS	Comma splice	TC	Title case
+	Good point	FRAG	Fragment	TNR	Times New Roman font
?	Meaning unclear	ITL	Either add or remove italics	TRANS	Transition
#	Add space	HEAD	Issue with page header	UL	Underline
" "	Add quotation marks	PASS	Passive voice	WC	Word choice
//	Faulty parallelism	RO	Run-on sentence		
¶	Start new paragraph	SLANG	Slang		

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
- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on assignment*
- Be in MLA Style
- Include a works cited page—unless otherwise noted

*Handwritten pages are approximately 200 words per page.

Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	In-Class	Revised/ Workshopped	Point Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	500			N/A
Autobiographical	After fasting from all social media for a full seven days—and keeping a journal of the experience—you will reflect upon your withdrawal in an autobiographical essay.	2-4	400	✓		20
Short Answer Responses	You will write a series of short answer responses using Lanier's <i>Ten Arguments for Deleting Your Social Media Accounts Right Now</i> as a basis.	1-5	400	✓		20
Expository	Using Sales' <i>American Girls</i> as a basis, this essay will explore the pitfalls of social media for teenage girls. Additionally, this essay will be submitted with annotations.	1-5	750			20
Infographic	In a graphic illustration, you will compare one of the online shaming incidents from Ronson's <i>So You've Been Publicly Shamed</i> with one of your own choosing.	1-5	500		✓	20

Assignment	Description	GELO	Word Count	In-Class	Revised/Workshopped	Point Value
Meme	You will create an Internet meme to understand the power of this popular 21st century form of communication. Additionally, you will briefly summarize your process.	1-4	250		✓	20
Reflections	You will write five 1.5-page reflections based upon a variety of social media-related prompts.	2-4	1,875			50
English Department Assessment	This department-wide assessment will ask you reflect on your growth as a writer in ENGL 1A.	2-5	500	✓		20
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a social media-related topic.	1-5	500			20
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.					10
Word Count: 5,675			Point Total: 200			

*You must provide your own laptop. Macs will require an Apple-specific adaptor to connect to the university's projection system. Some newer PC models, those with HDMI-only connections, will also require special adaptors.

Final Grade Calculations:

A+	194-200	B+	174-179	C+	154-159
A	188-193	B	168-173	C	148-153
A-	180-187	B-	160-167	C-	140-147*

*You must earn at least 140 points 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 a hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Note:

- All assignments, including in-class essays, are due or take place on Thursdays.
- Look for any assignments worth points (in or out of class) to be to be CAPITALIZED and underlined below.

Key:

- eR (eReader)
- GIRLS (American Girls)
- SHAMED (So You've Been Publicly Shamed)
- TEN (Ten Arguments for Deleting Your Social Media Accounts Right Now)

WEEK 1: THU 8.22

CLASS: Syllabus review

WEEK 2: TUE 8.27/THU 8.29*

CLASS: Introductions; Lecture—"Crafting the Essay: Writing as a Process," "MLA Style 101," and "On Wordiness: Exercises"

DUE: REFLECTION 1

* Start your social media fast no later than Wed 9.4—it should run for one full week.

WEEK 3: TUE 9.3/THU 9.5**

READ: "A Four-Week Social Media Fast (and Four Lessons from It)" (Art of Manliness), "Thirteen Things That Could Happen When You Quit Social Media" (Reader's Digest), "Nine Positive Benefits of a Social Media Detox" (Lifehacker) "Action Plan for a Social Media Detox" (Medium)

CLASS: Presentation partner and topic assignments; Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

DUE: DIAGNOSTIC

**Social Media Fast directions: 1. Start no later than Wed 9.4 (do it for a full seven days) 2. Abstain from all non-essential social media platforms (e.g. Twitter, Instagram) for seven days 3. Summarize each day in a brief paragraph (typed; attach to next week's in-class essay).

WEEK 4: TUE 9.10/THU 9.12

CLASS: AUTOBIOGRAPHICAL (INCLUDED TYPED SOCIAL MEDIA FAST JOURNAL); Lecture—"You're in College Now: The New Rules of University Writing" and "Citing Sources in MLA: The Basics"

WEEK 5: TUE 9.17/THU 9.19

READ: TEN—Choose any three chapters from Arguments 1-5

CLASS: Reading discussion; Multimedia presentations

DUE: REFLECTION 2

WEEK 6: TUE 9.24/THU 9.26

READ: TEN—Choose any three chapters from Arguments 6-10

CLASS: SHORT ANSWER RESPONSES; Reading discussion; Multimedia presentations

WEEK 7: TUE 10.1/THU 10.3

READ: AMERICAN—Introduction - Chapter One: 13

CLASS: Reading discussion; Multimedia presentations

DUE: REFLECTION 3

WEEK 8: TUE 10.8/THU 10.10

READ: AMERICAN—Chapter Two: 14 - Chapter Three: 15

CLASS: Reading discussion; Multimedia presentations

WEEK 9: TUE 10.15/THU 10.17

READ: AMERICAN—Chapter Four: 16 - Conclusion

CLASS: Reading discussion; Multimedia presentations

DUE: EXPOSITORY (MUST BE SUBMITTED WITH ANNOTATIONS)

Week 10: TUE 10.22/THU 10.24

READ: SHAMED—1. Braveheart – 3. The Wilderness

CLASS: Reading discussion; Multimedia presentations

DUE: REFLECTION 4

WEEK 11: TUE 10.29/THU 10.31

READ: SHAMED—4. God That was Awesome – 6. Doing Something Good; 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; Multimedia presentations; Writers workshop

DUE: INFOGRAPHIC (DRAFT 1; BRING 1 HARD COPY OR AN ELECTRONIC VERSION)

WEEK 12: TUE 11.5/THU 11.7

READ: SHAMED—7. Journey to a Shame-Free Paradise – 15. Your Speed

CLASS: Reading discussion; Multimedia presentations

DUE: INFOGRAPHIC (FINAL DRAFT; EMAIL TO DHDELAO@GMAIL.COM by 5 P.M.)

WEEK 13: TUE 11.12/THU 11.14

CLASS: Multimedia presentations

DUE: REFLECTION 5

WEEK 14: TUE 11.19/THU 11.21

CLASS: Multimedia presentations

WEEK 15: TUE 11.26/THU 11.28 (NO CLASS: THANKSGIVING)

CLASS: Multimedia presentations; Lecture—"Memes Rule the Internet: Share If You Agree"

WEEK 16: TUE 12.3/THU 12.5 (LAST REGULAR CLASS MEETING)

CLASS: Course wrap-up

DUE: MEME

Final Exam Meeting Times:

- SEC. 6-

WEEK 17: THU 12.12

TIME: 7:15 – 9:00 a.m., LOCATION: TBA

DUE: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)

- SEC. 16-

WEEK 18: MON 12.16

TIME: 7:15 – 9:00 a.m., LOCATION: TBA

DUE: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)