



**IT'S JUST THE WAY I AM: ON AMERICAN IDENTITIES  
SPRING 2020, SAN JOSÉ STATE UNIVERSITY**

**COURSE: ENGL 1B, ARGUMENT AND ANALYSIS**

**GE CATEGORY: C2, LETTERS**

**UNITS: 3**

**PREREQUISITE: ENGL 1A OR STRETCH ENGL (WITH A GRADE OF C- OR BETTER)**

**INSTRUCTOR: DANIEL HENDEL DE LA O**

**OFFICE HOURS: MON/THU 10:30 – 11:30 A.M., FOB 111**

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**SECTION: 4 (22445) FRI 9:30 A.M. – 12:15 P.M., BBC 128**

“The American ideal, after all, is that everyone should be as much alike as possible.”

-James Baldwin, *Notes of a Native Son*

### **Course Theme**

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Immigrant. Feminist. Vegan. Conservative. Environmentalist. Veteran. Cis. Pro-life. Atheist.

These are just a few of the labels that we utilize to define ourselves every day. Sometimes, people's identities are singular and overriding—“First and foremost, I'm a Christian.” Other times, we might layer one identity over another—“I'm a gay Asian Republican.” Some identities are organic to who we are, while others can feel foisted upon us.

Sometimes, these identities can seem to be in conflict with the vision of one America, such as in “E pluribus unum” (“Out of many, one”). How are we supposed to be, as Baldwin put it, “as much alike as possible,” when the ways in which we identify ourselves are so seemingly at odds with one another? And in a country as diverse as ours, how do we accommodate those identities not broadly embraced?

This semester's ENGL 1B will explore the myriad ways in which Americans identify themselves.

## Required Materials

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

Books:

- *Eat the Apple* by Matt Young (ISBN: 1632869519)
- *There There* by Tommy Orange (ISBN: 0525436146)

Writing guide:

- *The Everyday Writer with Exercises with 2016 MLA Update (Sixth Edition)* by Andrea A. Lunsford (ISBN: 1319083447)\*

\*Any edition of *The Everyday Writer* will suffice.

## Course Description

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ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

This course is not open to students who have successfully completed ENGL 2.

## Course Content

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- **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 (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.
- **Writing:** You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.
- **Reading:** In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences.
- **Critical Thinking:** In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.
- **Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

- Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.
- Oral Communication: Students must complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

### **Learning Outcomes (GELO)**

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Upon successful completion of the course, students should be able to:

1. Demonstrate the ability to read actively and rhetorically
2. Demonstrate the ability to 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. Demonstrate the ability to integrate their 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

### **The SJSU Writing Center**

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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](http://sjsu.edu/writingcenter).

### **University, College, or Department Policy Information**

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University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be found at [sjsu.edu/gup/syllabusinfo/index.html](http://sjsu.edu/gup/syllabusinfo/index.html).

### **Department Grading Policy**

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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

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All typed work must be in MLA Style. Samples are located online and in *The Everyday Writer*.

Please follow this sample heading for all typed work:

Full Name

ENGL 1B: Section number

Assignment

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

| Word Count: 741

### EauZone

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I maintain the EauZone ([eauzone.blogspot.com](http://eauzone.blogspot.com)) as a centralized location for general class information, including assignments. 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 may be required to complete some assignments. You will utilize this site, not Canvas, for most course information.

On the homepage, click on “ENGL 1B: It’s Just the Way I Am: On American Identities” under “Spring 2020 Courses” to be routed to our course’s page.

### Course Policies

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General:

- Please fill the front seats of the classroom first, leaving the back rows open.
- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you by Jack, then you’d use “John (Jack) Wilson” on all assignments.

Additionally, preferred names can be set in Canvas using these instructions: [sjsu.edu/registrar/docs/Preferred\\_name\\_setting.pdf](https://sjsu.edu/registrar/docs/Preferred_name_setting.pdf).

- I am also happy to use your preferred pronouns. Simply notify me as early in the semester as possible—and I apologize in advance if I occasionally slip up.
- Please upload a clear photo to your Canvas and email accounts for easier reference.

#### 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. In fact, you may even be asked to correct your own paper based upon the section I revised.
- 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 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 ask questions and/or comment). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Check Canvas for your most up-to-date grades.

#### Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Assignment rubrics can be found on your class blog. Please attach the corresponding rubric to each assignment. They should be stapled to the back of all hard copy assignments.
- 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.

#### Etiquette:

- It is highly disrespectful to sleep in class. If you fall asleep, 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 arrive after the first 10 minutes, please wait for an appropriate moment to enter so as not to disturb the class.

#### Email:

- In order to streamline communications, email me at [daniel.hendeldelao@sjsu.edu](mailto:daniel.hendeldelao@sjsu.edu) ONLY. Please do not contact me via Canvas.
- In your 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, 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. 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	@	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

- Unless otherwise noted, always include a works cited\*\*

\*Handwritten pages are approximately 200 words per page.

\*\*To save paper, a works cited may come directly after the end of your essay—it does not need to be on a separate 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.	2-5	500	✓		0
Synthesis Essay	A number of readings and media clips, as well as Orange's <i>There There</i> , will intersect in this essay about American Indian identity.	1-5	750			20
Explication	For this assignment, you will do a close reading of a photo of a contemporary US subculture.	1-5	750		✓	20
Critical Essay	Using Young's <i>Eat the Apple</i> as a basis, you will examine the interplay between the memoir's thematic use of identity and its structure.	1-5	750			20
Research Project	For your final research project, you will not only investigate a unique American subculture (e.g. surfers, bikers, gamers, etc.), but you will embed yourself in it, as well. Your experience will be summarized in a 12-slide multimedia presentation.	1-5	600		✓	40
Reflections	You will write five 1.5-page reflections based upon a variety of American identity-related prompts.	2-4	1,875			50

Assignment	Description	GELO	Word Count	In-Class	Revised/Workshopped	Point Value
English Department Assessment	For this department-wide assessment you will reflect on your growth as a writer in ENGL 1B. We will be assessing diversity.	2-5	750			20
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon American identities.	1-5	500			20
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.					10
Word Count: 6.475			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:**

- Look for any assignments worth points (in or out of class) to be CAPITALIZED below.
- Please attach the corresponding rubric (available on EauZone) to each hard copy assignment.

Key:

- Apple (*Eat the Apple*)
- eR (eReader)
- There (*There*)

Week 1: Fri 1.24 - WASPs

Class: Syllabus Review; Introductions; Watch—"WASP Lessons" from People Like Us; Lecture—"Crafting the Essay: Writing as a Process," "MLA Style 101"

Week 2: Fri 1.31 - Millennials

Read: There—Part 1: Remain

Class: DIAGNOSTIC; Presentation partner and topic assignments; Watch—"Adulthood School: Growing Number of Programs Teach Life Skills to Millennials" from CBS News

Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

Due: REFLECTION 1

Week 3: Fri 2.7\* - American Indians

Read: There—Part II: Reclaim; eR—"My mother is Native American, but I look white. My identity is more than my DNA." (Washington Post), "Who Decides Who Counts as Native American?" (New York Times), "Native American is Not My Race—It's Who I Am" (Vice), "OpDocs: A Conversation with Native Americans on Race" (New York Times), "Indigenous Voices: Life as a Young and Native American" (Vice)

Class: Reading discussion; Watch—"On Reservations, At-Risk Native American Youths Find Few Places to Turn" from Washington Post; Lecture—"You're in College Now: The New Rules of University Writing" and "Citing Sources in MLA: The Basics"

Due: REFLECTION 2

\*Fri 2.6: *"Tommy Orange, Reading and Conversation with Nick Taylor" at The Hammer Theatre at 7 p.m. (Free admission)*

Week 4: Fri 2.14 - Evangelicals

Read: There—Part III: Return and Part IV: Powwow

Class: Reading discussion; Multimedia presentations, Watch—"What is the Future of Evangelicalism?" from Vice; Lecture—"On Wordiness: Exercises"

Due: SYNTHESIS ESSAY

Week 5: Fri 2.21 - Democrats

Class: Reading discussion; Multimedia presentations; Watch—"From White Supremacy to Barack Obama: The History of the Democratic Party" from Vox; Lecture—"Close Reads: A How-To"

Week 6: Fri 2.28 - African-Americans

Class: Reading discussion; Multimedia presentations; Watch—"Say It Loud: Are You 'African-American' or 'Black'?" from PBS; Writers workshop

Due: EXPLICATION, DRAFT 1 (ELECTRONIC OR HARD COPY VERSIONS OKAY)

Week 7: Fri 3.6 - Trump Supporters

Class: Multimedia presentations; Watch—"Donald Trump: Fifty Supporters Explain Why They Love Him" from BBC News

Due: EXPLICATION, FINAL DRAFT

Week 8: Fri 3.13 - Veterans

Read: Apple—"Choose Your Own Adventure"

Class: Reading discussion; Multimedia presentations; Watch—"America's Veteran Crisis: Abandoned at Home" from Vice

Due: REFLECTION 3

Week 9: Fri 3.20 - Atheists

Read: Apple—"Self-Diagnosis: I Want to Go Home Now" - "Self-Diagnosis: Ouch"

Class: Reading discussion; Multimedia presentations; Watch—"What Happens to Religious Professionals When They Stop Believing in God?" from Vice

Week 10: Fri 3.27 - Latinos

Read: Apple—"Self-Diagnosis: How Did That Happen?" - "Self-Diagnosis: Sick of Running"

Class: Reading discussion; Multimedia presentations; Watch—"Defining Latino: Young People Talk Identity, Belonging" from NBC News

Due: CRITICAL ESSAY

Week 11: Fri 4.3 - Asian-Americans (No class—Spring Break)

Week 12: Fri 4.10 - Southerners

Class: Multimedia presentations; Watch—"Etiquette Tips All Southerners Should Know" from Southern Living

Due: REFLECTION 4

Week 13: Fri 4.17 - Baby Boomers

Class: Multimedia presentations; Watch—"Fast Facts About Baby Boomers" from History Channel; Writers workshop

Due: REFLECTION 5; RESEARCH PROJECT, DRAFT 1—UP TO SLIDE 3 (ELECTRONIC OR HARD COPY VERSIONS OKAY)

Week 14: Fri 4.24 - LGBTQ Americans

Class: Multimedia presentations; Watch—"Gay Men Answer Sexuality Questions You're Afraid to Ask" from BuzzFeed; Writers workshop

Due: RESEARCH PROJECT, DRAFT 2—UP TO SLIDE 6 (ELECTRONIC VERSIONS ONLY)

Week 15: Fri 5.1 - Immigrant Americans

Class: Multimedia presentations; Watch—"Meet One of the 260,000 Legal Immigrants Trump Wants Deported" from Vox; Writers workshop; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

Due: RESEARCH PROJECT, DRAFT 3—UP TO SLIDE 9 (ELECTRONIC VERSIONS ONLY)

Week 16: Fri 5/8\* - Gen Z

Class: Multimedia presentations, Watch—"How Generation Z Will Change the World According to Experts" from Time; Course wrap-up

Due: RESEARCH PROJECT, FINAL DRAFT (EMAIL TO DANIEL.HENDELDELAO@SJSU.EDU BY 5 P.M.)

*\*Last class meeting of the semester*

Week 17: Wed 5.13 - Independents (Final Exam)

Meeting: 7:15 – 9:30 a.m., LOCATION: TBA

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