



BEYOND THE BINARY: SEX, GENDER, AND IDENTITY IN THE 21<sup>ST</sup> CENTURY  
FALL 2021, SAN JOSÉ STATE UNIVERSITY

COURSE: ENGL 1A, FIRST-YEAR WRITING

GE CATEGORY: A2, WRITTEN COMMUNICATION I

UNITS: 3

PREREQUISITE: COMPLETION OF "REFLECTION ON COLLEGE WRITING"

OFFICE HOURS: MON/WED 9:00 – 10:00 A.M. (ALSO BY APPOINTMENT; VIA ZOOM ONLY)

EMAIL: DANIEL.HENDELDELAO@SJSU.EDU

WEB: EAUZONE.BLOGSPOT.COM

#### SECTIONS:

- 27 (41820) TUE/THU 12:30 – 1:45 P.M. (SYNCHRONOUS: MEETING TWICE A WEEK ONLINE VIA ZOOM; MEETING ID: 873 9243 9551/PASSCODE: 335368)
- 9 (48277) TUE/THU 4:00 – 5:15 P.M. (SYNCHRONOUS: MEETING TWICE A WEEK ONLINE VIA ZOOM; MEETING ID: 898 7636 1955/PASSCODE: 077345)

#### COURSE THEME

Gender fluid. Ally. Heteronormative. Poly. Incel. Bi-curious. Toxic masculinity. Asexual. Cis.

These terms represent only a few points on the 21st century's vast landscape of sex (which is biological) and gender (which is cultural). In fact, we live in an era in which traditional (and largely) binary concepts of sexual identity have been radically challenged and altered. Yesterday's "first comes love, then comes marriage, then comes baby in a baby carriage," has given way to today's Tinder, FWBs, and throuples. Meanwhile, titanic societal shifts, including the rise of LGBTQ rights and women's increased political and economic clout, have fundamentally altered Americans' expectations of what it means to be a man, a woman, or a mix of both. For some, these shifts represent progress. To others, these changes feel disruptive—even unnatural. Nonetheless, young Americans today (including Gen Z), have the freedom to define their gender and sexual identities like never before. This semester's ENGL 1A will explore all things sex and gender in the 21<sup>st</sup> century.

#### A NOTE ABOUT FALL 2021

As we transition back to in-person learning, the health and safety of SJSU's community continues to be of paramount concern. As such, our course this semester will be conducted entirely online. While this format sometimes presents challenges, please continue to be patient and respectful of me and your classmates. I am looking forward to an exciting and engaging class.

## REQUIRED MATERIALS

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

### Books:

- *American Girls: Social Media and the Secret Lives of Teenagers* by Nancy Jo Sales (ISBN: 0385353928)
- *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity* by Peggy Orenstein (ISBN: 0062666975)

### Writing guide:

- *The Everyday Writer with 2020 APA Update* by Andrea A. Lunsford (ISBN: 1319361153)\*

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

## TECHNOLOGY REQUIREMENTS

Students are required to have an electronic device (e.g. laptop, desktop, or tablet) with a camera and built-in microphone, as well as a reliable Wi-Fi connection. The University has a free equipment loan program ([sjsu.edu/learnanywhere/equipment/index.php](https://sjsu.edu/learnanywhere/equipment/index.php)) available for students.

## COURSE DESCRIPTION

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by 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.

### GENERAL EDUCATION LEARNING OBJECTIVES (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

### UNIVERSITY, COLLEGE, OR DEPARTMENT POLICY INFORMATION

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

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 can be found online and in *The Everyday Writer*.

Please follow this sample heading for all typed work:

Full Name

ENGL 1A: Section number

Date

Assignment

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

| Word Count: 741

### EAUZONE

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 1A: Beyond the Binary" under "Fall 2021 Courses" to be routed to our course's page.

### COURSE POLICIES

#### General:

- 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 go by Jack, then use "John (Jack) Wilson" on all assignments. Also, remember that preferred names can be set in Canvas using these instructions: [sjsu.edu/registrar/docs/Preferred\\_name\\_setting.pdf](http://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 (because I inevitably will).
- As soon as possible, upload a clear profile photo to your Canvas and email accounts. This is especially important given our online-only setting.

#### Grades and grading:

- Ordinarily, you could expect sentence-level corrections for each of the hard copy essays you submitted. However, such corrections in Canvas are cumbersome. Instead, expect (often lengthy) end-notes in the comments section of your essays.
- 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.
- There will be no extra-credit opportunities this semester.
- 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.
- Submit late assignments (via Canvas) no later than the following class after the due date. They will be lowered one letter grade. Canvas submissions will be closed one week after due date.
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, make prior arrangements with me.
- All assignments will be uploaded via The Eauzone and Canvas.

Zoom practices and etiquette:

- Though you are not required to appear on camera for this or any other class, you are highly encouraged to do so. Being on camera helps you not only feel more engaged with the class environment, it also helps me and your classmates get to know you better.
- For those times your camera is off, you must have a clear profile photo uploaded into your Zoom account—instruction can be found here: [ischool.sjsu.edu/account-set](https://ischool.sjsu.edu/account-set).
- Whenever you are on camera, please dress appropriately.
- Always keep yourself on "mute" when not speaking.
- To comment or ask a question, please speak aloud or use the "raise a hand" feature—the "chat" feature will typically be turned off.
- Please do not private message me during class as it can be very distracting. Instead, message me afterwards.
- All classes will be recorded and will be posted to Canvas.
- University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the "anonymous option," but please notify me beforehand.
- Please obtain permission from me before recording any class session. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of 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.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects your 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.

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 essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on the assignment
- Be in MLA Style
- Unless otherwise noted, always include a works cited\*

\*Your works cited may be inserted directly after the end of your essay—it does not need to start on a separate page.

Assignment	Description	GELO	Word Count	Revised/ Workshopped	Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	500		20
Short Answer Responses	You will write short answer responses to stories about relationships, sexuality, and gender by classic and contemporary authors, such as Ernest Hemingway and Helen Fielding.	1-5	500		20
Process	This essay requires that you to participate in an activity traditionally associated with the opposite sex, then reflect on and write about that experience.	1-5	750		20
Expository	You will write an expository essay based upon <i>American Girls: Social Media and the Secret Lives of Teenagers</i> by Nancy Jo Sales.	1-5	750		20
Infographic	Your infographic will visually illustrate an aspect of Peggy Orenstein's <i>Boys &amp; Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity</i> .	1-5	250	✓	20
Reflections	You will write five 2-page reflections on a variety of gender-related prompts.	2-4	2,500		50
Self-Reflection Essay and ePortfolio	For this department-wide self-assessment you will 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 gender-related topic.	1-5	250		20
Participation	Online attendance alone does not earn participation points, but active and consistent participation in class.				10
Word Count: 6,750		Point Total: 200			

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

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

Notes:

- Look for any assignments worth points to be CAPITALIZED and **bolded** below.
- Unless otherwise noted:
  - All assignments are due on Thursdays by 6 p.m. via Canvas—again, do not email any assignments.
  - All presentations take place on Thursdays.

Key:

- AMERICAN (*American Girls*)
- BOYS (*Boys & Sex*)
- DB (DropBox)
- eR (eReader)

Week 1: Thu 8.19  
Class: Syllabus review

Week 2: Tue 8.24/Thu 8.26  
Read: eR—"When I Stopped Shopping by Gender, I Fell in Love with Fashion Again" (Vogue) or "How TikTok Became a Haven for Queer and Questioning Kids" (Vox)  
Class: Introductions; Lecture—"Crafting the Essay: Writing as a Process"  
Due: DIAGNOSTIC

Week 3: Tue 8.31/Thu 9.2  
Class: Presentation partner and topic assignments; Lecture—"Building a Better Multimedia Presentation: An Annotated Look" and "MLA Style 101"

Week 4: Tue 9.7/Thu 9.9  
Read: DB—Lit Pack 1 ("Luckybitch" by Helen Fielding, "A Jury of Her Peers" by Susan Glaspell, "The Way Up to Heaven" by Roald Dahl, "Cooking Lesson" by Rosario Castellanos, "Human Development" by Anthony Veasna So)  
Class: Reading discussion; Lecture—"Citing Sources in MLA: The Basics" and "You're in College Now: The New Rules of University Writing"  
Due: **REFLECTION 1**

- Week 5: Tue 9.14/Thu 9.16  
Read: DB—Lit Pack 2 (“What We Talk about When We Talk about Love” by Raymond Carver, “Hills Like White Elephants” by Ernest Hemingway, “Brokeback Mountain” by Annie Proulx, “This Blessed House” by Jhumpa Lahiri, “When You Grow Into Yourself” by Ross Raisin)  
Class: Reading discussion; Multimedia presentations  
Due: **SHORT ANSWER RESPONSES**
- Week 6: Tue 9.21/Thu 9.23  
Class: Reading discussion; Multimedia presentations  
Due: **REFLECTION 2**
- Week 7: Tue 9.28/Thu 9.30  
Class: Reading discussion; Multimedia presentations
- Week 8: Tue 10.5\*/Thu 10.7\*\*  
Read: AMERICAN—Introduction - Chapter One: 13  
Class: All-male or all-female class discussion (see below)  
Due: **PROCESS ESSAY**
- \*Women-only class with special guest lecturers (TBA)—male students should not attend*  
*\*\*Men-only class—female students should not attend*
- Week 9: Tue 10.12/Thu 10.14  
Read: AMERICAN—Chapter Two: 14 - Chapter Three: 15  
Class: Reading discussion; Multimedia presentations  
Due: **REFLECTION 3**
- Week 10: Tue 10.19/Thu 10.21  
Read: AMERICAN—Chapter Four: 16 - Conclusion  
Class: Reading discussion; Multimedia presentations  
Due: **EXPOSITORY**
- Week 11: Tue 10.26/Thu 10.28  
Class: Multimedia presentations  
Due: **REFLECTION 4**
- Week 12: Tue 11.2/Thu 11.4  
Class: Multimedia presentations
- Week 13: Tue 11.9/Thu 11.11 (No class—Veterans Day)  
Read: BOYS—Chapter 1: Welcome to Dick School – Chapter 3: Are You Experienced? Life and Love in Hookup Culture  
Class: Reading discussion; Multimedia presentations; Lecture—“Close Reads: An Introduction”  
Due: **REFLECTION 5**

- Week 14: Tue 11.16/Thu 11.18  
Read: BOYS—Chapter 4: Get Used to It: Gay, Trans, and Queer Guys – Chapter 6: I Know I’m a Good Guy, but ...  
Class: Writers workshop; Multimedia presentations; Lecture—“The Self-Reflection Essay and ePortfolio: A How-To”  
Due: **INFOGRAPHIC (HAVE DRAFT 1 READY TO SHARE)**
- Week 15: Tue 11.23/Thu 11.25 (No class—Thanksgiving)  
Read: BOYS—Chapter 7: All Guys Want It, Don’t They? – Chapter 9: Deep Breath: Talking to Boys  
Class: Multimedia presentations
- Week 16: Tue 11.30/Thu 12.2\*  
Class: Multimedia presentations  
Due: **INFOGRAPHIC (FINAL DRAFT)**

*\*Last regular class meeting of the semester*

Final Exams:

Week 17-

- Sec. 27 Final Exam: Wed 12.8 from 8:00 – 9:30 a.m. (Details TBD)  
Due: **SELF-REFLECTION ESSAY AND ePORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)**
- Sec. 9 Final Exam: Fri 12.10 from 8:00 – 9:30 a.m. (Details TBD)  
Due: **SELF-REFLECTION ESSAY AND ePORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)**