

First Year Writing Section 98

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/17/2024

Contact Information

OFFICE HOURS: Mon/Wed 12:00 – 1:00 P.M. (Online only; Also, by appointment)

EMAIL: daniel.hendeldelao@sjsu.edu

WEB: eauzone.blogspot.com

Course Information

COURSE THEME

In American culture today, celebrity is the ultimate currency. In fact, many Americans equate fame with accomplishment, importance, success, even happiness. But fame can be both fragile and fickle, and so its pursuit is increasingly high stakes. And in an era of fauxlebrities, trolls, and influencers, technology has made the pursuit of fame and infamy—and the inevitable decline into obscurity—faster, and more perilous, than ever. Through extensive reading and writing, this semester’s ENGL 1A will delve exclusively into the American fixation with celebrity.

Sec. 98 (46691) – Fri. 9:30 A.M. – 12:15 P.M. (Zoom login: Meeting ID- 819 7123 2810/Passcode- 446446)

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

GENERAL EDUCATION COURSE LEARNING OUTCOMES (GELO)

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

1. Demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication.
2. Perform 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 their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. Demonstrate college-level language use, clarity, and grammatical abilities in writing.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform 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 their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

MATERIALS

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

Required:

- *Fame: The Hijacking of Reality* by Justine Bateman (ISBN: 1617756601)
- *So, You've Been Publicly Shamed* by Jon Ronson (ISBN: 1594487138)

Also required to complete some assignments is Adobe Express. Adobe's cloud-based creative suite is free to as an SJSU student. Using your SJSU credentials, you can register at: new.express.adobe.com.

Course Requirements and Assignments

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 an MLA Style works cited.

Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	Point Value
Diagnostic	This essay will be my first opportunity to evaluate your writing.	2	750	75
Comparative Analysis	For this assignment, you will contrast two child stars: one who successfully navigated childhood fame, and one that did not.	1,3	750	100
Short Answer Responses	You will write short answer responses to stories about the pitfalls of fame from authors, including Anton Chekhov and Emma Cline.	2-3	750	100
Close Read	For this essay, you will do a close reading of photograph from the notorious paparazzo, Ron Galella.	1-3	750	100
Expository	You will write an expository essay based upon <i>Fame</i> by Justine Bateman.	1-3	750	100
Infographic	Your infographic will visually illustrate an aspect of Jon Ronson's <i>So, You've Been Publicly Shamed</i> .	1-4	750	100
Slide Presentation	You will create a 10-minute multimedia presentation (e.g. PowerPoint, Canva) based upon a fame-related topic.	1-4	750	100
Reflections	You will write four 2-page reflections on a variety of fame-related prompts.	1-4	2,000	200 [4x50]

English Dept. Self-Reflection & ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1A.	2	750	75
Participation	In addition to consistently attending class, you should always be up-to-date on your reading and be prepared to actively participate in discussions.	N/A	N/A	50
			Word Count Total: 8,000	Point Total: 1,000

✓ Grading Information

CONTRACT GRADING

This course utilizes the “Contract Grading” methodology. Think of this like the old adage, “It’s about the journey, not the destination.” This means that if a student completes a set number of assignments—on time and in good faith—then, that student is guaranteed a minimum grade in the class of a B (85%). Contract Grading deemphasizes the final grade as the student’s ultimate goal. Instead, the focus shifts to bettering a student’s skills through writing as a process.

In the comments section on Canvas, each writing assignment will receive one of three scores:

- P (completed satisfactorily)
- P+ (completed exceptionally well)
- O (missing or unsatisfactory effort)

For students who wish to work toward a grade higher than 85%, additional assignments will be graded in the traditional A-B-C model (see Pathway 2 below).

Your grade can follow one of three potential pathways:

Pathway 1: Earning an 85% (B)	In order to earn an 85% (B), you must complete ALL of the following 13 assignments, on time and in good faith*: <ol style="list-style-type: none">1. Diagnostic (750 words)2. Comparative Analysis (750 words)3. Short Answer Responses (750 words)4. Close Read (750 words)5. Expository (750 words)6. Infographic (250 words)7. Slide Presentation (750 words)8. Reflection 1 (500 words)9. Reflection 2 (500 words)10. Reflection 3 (500 words)11. Reflection 4 (500 words)12. Dept. ePortfolio (750 words)13. Participation**
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<p>Pathway 2:</p> <p>Earning higher than 85% (B+ or higher)</p>	<p>In order to earn HIGHER than 85%, you must:</p> <ol style="list-style-type: none"> 1. Complete all 13 elements listed in Pathway 1 2. Earn a P+ on at least three major assignments (numbers 1-7) 3. Write an additional essay summarizing the subject of your infographic (500 words) 4. Complete a fifth reflection (500 words) <p>At semester's end, these assignments will be compiled into a special packet.</p> <p><i>Note: Pathway 2 does not guarantee an A. It only offers the opportunity to earn higher than 85%. To receive an A, your work must meet A-level criteria, as defined by the Department Grading Policy (see above).</i></p>
<p>Pathway 3:</p> <p>Earning less than 85% (B or lower)</p>	<p>You will earn LOWER than 85% if:</p> <ol style="list-style-type: none"> 1. You do not complete ALL of the elements in Pathway 1 <p>AND/OR</p> <ol style="list-style-type: none"> 2. Little effort, or care, was put forth to complete an assignment – see the “Good faith” description below.

**“Good faith” means thoughtful consideration was put into the crafting of an assignment. Error-ridden assignments, such as those with persistent spelling and grammatical errors, or those that are off-topic, do not meet this threshold.*

***Simply attending class will not earn full participation credit. Instead, active and consistent participation in class should be the goal. Additionally, you must have profile photos set up in both Zoom and Canvas to earn full participation credit.*

Criteria

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.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

COURSE SCHEDULE

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:

- All assignments will be due Saturday. *Please note: No late assignments will be accepted.*
- Below, look for any assignments worth points to be CAPITALIZED.
- All lecture presentations will be housed in the Files section of Canvas.
- Aim to have the week's readings finished by class.
- Be ready to present by your assigned week.
- Unless otherwise noted, all assignments should be submitted on Canvas. *Please do not submit any assignments via email unless I first give you the okay.*

Agenda Key:

- eR (eReader)
- FAME (*Fame*)
- GDocs (Google Docs)
- SHAMED (*So, You've Been Publicly Shamed*)

Weekly Agendas:

Agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide.

Week 1: Fri. 8.23

Class: Syllabus review

Week 2: Fri. 8.30

Read: eR—"Whatever Happened to *Sixteen Candles*' Michael Schoeffling?" (TikTok),
"Sixteen Candles Actor Michael Schoeffling is Turning 60 This Year" (Distractify)

Class: Introductions; Lecture—"Crafting the Essay: Writing as a Process," "The Great Fame Quiz"

Due: DIAGNOSTIC

Week 3: Fri. 9.6

Class: Lecture—Presentation topic assignments; Lecture—“Building a Better Multimedia Presentation: An Annotated Look”

Week 4: Fri. 9.13

Class: Lecture—“MLA Style 101,” “You’re in College Now: The New Rules of University Writing”

Due: REFLECTION 1

Week 5: Fri. 9.20

Class: Lecture—“Citing Sources in MLA: The Basics;” Watch—*Are the Kids All Right?: Chasing Fame* (CBS News, 2022)

Week 6: Fri. 9.27

Class: Lecture—“Reading for College: Seven Tips;” Watch—Excerpts from *Pretty Baby: Brook Shields* (Hulu, 2023)

Due: COMPARATIVE ANALYSIS

Week 7: Fri. 10.4

Read: GDocs—Lit Pack 1

Class: Reading discussion; Slide presentations; Lecture—“Anatomy of a Short Answer Response,” “AI + College Writing, Pt. 1: What to Know”

Week 8: Fri. 10.11

Read: GDocs—Lit Pack 2

Class: Reading discussion; Slide presentations; Lecture—“On Wordiness: Exercises,” “Close Reads 101;” Watch—Excerpts from *Smash His Camera* (HBO, 2010)

Due: SHORT ANSWER RESPONSES

Week 9: Fri. 10.18
Read: FAME—Tornado – Love
Class: Reading discussion; Slide presentations presentation—“AI + College Writing, Pt. 2: The Best Uses”
Due: CLOSE READ

Week 10: Fri. 10.25
Read: FAME—Anything – Glove
Class: Reading discussion; Slide presentations
Due: REFLECTION 2

Week 11: Fri. 11.1
Read: FAME—Crush – Vein
Class: Reading discussion; Slide presentations
Due: REFLECTION 3

Week 12: Fri. 11.8
Read: FAME—Acid – Phone
Class: Reading discussion; Slide presentations

Week 13: Fri. 11.15
Read: FAME—Lobster – Now
Class: Slide presentations

Due: EXPOSITORY

Week 14: Fri. 11.22

Reading: SHAMED—Read two chapters from chapters 1-5

Class: Reading discussion; Slide presentations

Due: REFLECTION 4

Week 15: Fri. 11.29 (No Class—Happy Thanksgiving)

Reading: SHAMED—Read two chapters from chapters 6-10

Class: Reading discussion; Slide presentations

Week 16: Fri. 12.6*

Reading: SHAMED—Read two chapters from chapters 11-15

Class: Class wrap-up; Slide presentations; Writers Workshop; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

Due: INFOGRAPHIC; REFLECTION 5 [PATHWAY 2 ONLY]

**Last regular class meeting of the semester*

Final Exam Period:

Date: Tue. 12.17, 8:00-9:30 A.M.

Zoom: Meeting ID- 840 4375 9920/Passcode- 805448

Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)