



**ENGLISH 1A: THE ONE ABOUT TV
THE DEPARTMENT OF ENGLISH AND COMPARATIVE
LITERATURE @ SAN JOSÉ STATE UNIVERSITY, FALL 2014**

**INSTRUCTOR: DH DE LA O
COURSE: ENGLISH 1A—COMPOSITION 1 (GE A2), 3 UNITS
OFFICE: FOB 111
OFFICE HOURS: TU/TH 12:00 – 1:00 PM (OR BY
APPOINTMENT)
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BLOG: EAUZONE.BLOGSPOT.COM**

SEC. 54 (44430)—TU/TH 9:00 – 10:15 AM, BBC 123

COURSE THEME

Since the first American transmissions in 1941, television has been a transformative force in our culture. Even today, despite the ever-changing nature of the technology, it remains a powerful influence in our society. This semester we will be studying the historical and social impact of television on America. From reality TV to DVRs, we will examine the prevalent issues that contemporary television has brought to the forefront, and discuss the role this medium may or may not play as new technologies shape its future.

REQUIRED MATERIALS

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

Books:

- *I Want My MTV: The Uncensored Story of the Music Video Revolution* by Rob Tannenbaum and Craig Marks (ISBN: 0452298563)
- *Reality Bites Back: The Troubling Truth About Guilty Pleasure TV* by Jennifer L. Pozner (ISBN: 1580052657)
- *Street Gang: The Complete History of Sesame Street* by Michael Davis (ISBN: 0143116630)

Writing guide:

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

Note: Access to an on-demand streaming service (e.g. Netflix, Hulu, Amazon Prime, iTunes) is not required, but may be helpful for the purposes of this course.

*See section below entitled: *The Everyday Writer and Writer's Help 2.0* for Lunsford Handbooks (WHLH)

COURSE DESCRIPTION

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Students will be introduced to citing sources.



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Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

COURSE GOALS

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

STUDENT LEARNING OBJECTIVES (SLOS)

Students shall:

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

SJSU ACADEMIC POLICIES

You are responsible for reading SJSU's academic policies online @ www.sjsu.edu/english/comp/policy/index.html. They contain relevant information, including:

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of per-unit student workload
- Recording policies
- Adding and dropping classes

THE EVERYDAY WRITER AND WRITER'S HELP 2.0 FOR LUNSFORD HANDBOOKS (WHLH)

This year, we will utilize the new fifth edition of Andrea A. Lunsford's *The Everyday Writer with Exercises*.

Additionally, San José State University has paid for your four-year access to *Writer's Help 2.0 for Lunsford*

Handbooks (WHLH). This book will prove an invaluable reference in every other course that assigns writing or research. Log-in instructions were emailed to you just before the start of the semester.



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. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work:

Name

1B: Section number

Assignment

Date

When writing about television programs, per standard MLA form, titles are always italicized (e.g. *Friends*, *American Idol*). Additionally, the first time you mention a program, cite the network(s) on which it aired (e.g. NBC, A&E) and its years on the air (e.g. 1974 – 1978, 1983, 2009 –). Example: *Deadwood* (HBO, 2004 – 2006)

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 @ <http://www.sjsu.edu/writingcenter>.

CLASS PROTOCOLS

- In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.
- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- In order to assist you in keeping track of your grade, I have provided you with a blank grading log. It can be found inside the chart under the “Course Work” section of this syllabus.
- I will not accept *any* assignments that are unstapled.
- 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 off your final draft grade for coming to class on a writers workshop day without an essay.
- There is a participation component to your grade. Though only 20 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.
- *If extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.*
- The use of laptops during class is restricted to note taking only—*absolutely no social media during class time.*



- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you will be awoken and 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. Likewise, please do not pack up before our class time is over—*I'll be sure to get you out of class on time.*
- I am always happy to correspond via email. However, please:
 - Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email more quickly.
 - Email me individually rather than as a reply to a group message because I can easily miss these responses.
 - Note that due to the high volume of email I receive daily, it may take me a day (or more) to respond.
 - Do not message me to ask what happened in class on the day you were absent. 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.
 - Do not contact me if you miss class unless it affects an in-class essay or presentation.

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 One About TV under "Fall 2014 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

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Essays will be graded by the following criteria:

- 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 significant 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>Everyday Writer</i>	Symbol	Meaning	<i>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
#	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	-
⓪	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 typed essays are approximately three pages (750 words) and must be in MLA Style. Also, unless otherwise noted, all typed essays must always include a works cited page.

Your semester's course work is comprised of:

Item	Description	SLOs	Word Count*	Writers Workshop	In-class Essay	Point Value	Grade Log
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.		400		✓	0	N/A



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Item	Description	SLOs	Word Count*	Writers Workshop	In-class Essay	Point Value	Grade Log
Auto-biographical	For this in-class essay, you will write about your own TV viewing habits in the era of mobile devices, binge-watching, and streaming video.		400		✓	20	
Expository	Using Tannenbaum and Marks' <i>I Want My MTV</i> as a basis, this expository essay will examine the cultural impact of MTV.		750	✓		20	
Infographic	For this in-class assignment, you will create an original infographic chronicling the history of gay characters on television.		400	✓		20	
Cause and Effect	The cultural impact of <i>Sesame Street</i> and Michael Davis' <i>Street Gang</i> are the focus of this cause and effect essay.		400		✓	20	
Editorial	You will write an editorial, based upon Pozner's <i>Reality Bites Back</i> , about the cultural effects of reality TV.		750	✓		20	

Item	Description	SLOs	Word	Writers	In-	Point	Grade
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			Count*	Workshop	class Essay	Value	Log
Multimedia Presentation **	You and a classmate will create a 10-minute multimedia presentation based upon a TV-related topic.	1-5	400			10	
Reflections	You will write 8 two-page reflections based upon a variety of topics related to television.	2-5	4,000			80 (8x10)	1. 2. 3. 4. 5. 6. 7. 8.
Participation	Note that points are garnered by active participation in class, not attendance.					10	
Approximate word count: 7,500				Total points: 200		/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+	195-200	B+	175-178	C+	155-158
A	185-194	B	167-174	C	145-154*
A-	179-184	B-	159-166	Non-passing	0-181

*At least 145 points must be earned to receive course credit

COURSE SCHEDULE

Note that 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:

eR(eReader)

MTV (*I Want My MTV*)

REALITY (*Reality Bites Back*)

STREET (*Street Gang*)

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

	Tu 08.26/Th 08.28
Week 01: <i>Game of Thrones</i>	Class: Syllabus review; Introductions
Week 02: <i>Laverne & Shirley</i>	Tu 09.02/Th 09.04



	Class: Multimedia presentation assignments; Lecture— “Building a Better Multimedia Presentation” Due: REFLECTION 1
Week 03: <i>Downton Abbey</i>	Tu 09.09/Th 09.11
	Readings: MTV—“Part 1: Pictures Came and Broke Your Heart”- “7. A Hail Mary Pass” Class: DIAGNOSTIC; Reading discussion
Week 04: <i>Wonder Woman</i>	Tu 09.16/Th 09.18
	Readings: MTV—“8. Midgets, Models, and Trannies”-“14. I’m Not Like Other Boys” Class: Reading discussion; Multimedia presentations; Lecture—“Reading Techniques: Best Practices” Due: REFLECTION 2
Week 05: <i>The Twilight Zone</i>	Tu 09.23/Th 09.25
	Readings: MTV—“Part 2: I Play My Part and You Play Your Game”-“20. Don’t Be a Wanker All Your Life” Class: AUTOBIOGRAPHICAL; Reading discussion; Multimedia presentations; Lecture—“Twelve Essential Grammar Rules to Know” Due: REFLECTION 3
Week 06: <i>NYPD Blue</i>	Tu 09.30/Th 10.02
	Readings: eR— MTV—“21. A Whopping, Steaming Turd”-“41. I Want to Have a Nickname” Class: Reading discussion; Multimedia presentations; Lecture—“On Wordiness” Due: REFLECTION 4
Week 07: <i>Doctor Who</i>	Tu 10.07/Th 10.09
	Readings: MTV—“Part 4: Nothing Lasts Forever, and We Both Know Hearts Can Change”-“53. You have No Idea How I Miss It” Class: Writers workshop; Reading presentation; Multimedia presentations; Lecture—“An Introduction to Infographics” Due: EXPOSITORY (DRAFT 1; BRING 2 COPIES)
Week 08: <i>Scandal</i>	Tu 10.14/Th 10.16
	Readings: eR—“You Suck at Infographics” (Wired), “80 Best Infographics on the Web” (Creative Bloq), “What Makes a Great Infographic?” (DashBurst), “Infographics: Separating the Great from the Mediocre” (The Next Web) Class: Reading discussion; Multimedia presentations; Lecture—“Five Reading Habits to Break” Due: EXPOSITORY (FINAL DRAFT; ATTACH DRAFT 1 TO BACK)
Week 09: <i>Mad Men</i>	Tu 10.21/Th 10.23
	Readings: STREET—Ch. 1-12 Class: Reading discussion; Multimedia presentations; Lecture—“A Brief History of Gays on Television” Due: INFOGRAPHIC (DRAFT 1; BRING 2 COPIES)



Week 10: <i>American Horror Story</i>	Tu 10.28/Th 10.30
	Readings: STREET—Ch. 13-15 Class: Reading discussion; Multimedia presentations Due: INFOGRAPHIC (FINAL DRAFT; ATTACH DRAFT 1 TO BACK)
Week 11: <i>Star Trek: The Next Generation</i>	Tu 11.04/Th 11.06
	Readings: STREET—Ch. 16-18 Class: Reading discussion; Multimedia presentations Due: REFLECTION 05
Week 12: <i>Cheers</i>	Tu 11.11— <i>No Class: Veteran's Day</i> /Th 11.13
	Class: CAUSE AND EFFECT; Multimedia presentations
Week 13: <i>I Love Lucy</i>	Tu 11.18/Th 11.20
	Class: Multimedia presentations Due: REFLECTION 6
Week 14: <i>The X-Files</i>	Tu 11.25/Th 11.27— <i>NO CLASS: Thanksgiving</i>
	Readings: REALITY—Chapters 1-2 Class: Reading discussion; Multimedia presentations Due: REFLECTION 7
Week 15: <i>Leave It to Beaver</i>	Tu 12.02/Th 12.04
	Readings: REALITY—Chapters 3-6 Class: Writers workshop; Multimedia presentations Due: REFLECTION 08
Week 16: <i>Sex and the City</i>	Tu 12.09/Th 12.11— <i>NO CLASS</i>
	Readings: REALITY—Chapters 7-9 Class: Writers workshop; Multimedia presentations Due: EDITORIAL (DRAFT 1; BRING 2 COPIES)
Week 17: <i>The Sopranos</i>	Meet on We 12.17 from 7:15-9:30 AM
	Class: Class review Due: EDITORIAL (FINAL DRAFT; ATTACH DRAFT 1 TO BACK)



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