



The Department of English & Comparative Literature @ San José State University



English 1B: Gender Cards—Identities Then and Now
San José State University, Fall 2016

Instructor: Daniel Hendel De La O

Course: ENGL 1B, Argument and Analysis

GE/SJSU Studies Category: GE C2 Humanities—
Letters

Prerequisites: GE Areas A1 (Oral Communication)
and A2 (Written Communication I) with

grades of C- or better

Units: 3

Office: FOB 111

Office Hours: Mo/We 10:30 – 11:30 AM (or by
appointment)

Phone: 408.924.5019

Email: dhdelao@gmail.com

Blog: eauzone.blogspot.com

Sec. 1 (44967): Mo/We 7:30 – 8:45 AM, BBC 124

Sec. 3 (44970): Mo/We 9:00 – 10:15 AM, BBC 124

Course Theme

We live in an era in which the traditional concepts of gender are being radically challenged. Whether this is a good or bad thing depends on who you ask. Still, no one is arguing that gender roles today are the same as they were even a generation ago. Factors, such as the gay rights movement, higher divorce rates, and women's increased economic independence, have fundamentally altered traditional expectations of what it means to be a man or a woman today.

From the fight for transgender rights to an America potentially on the cusp of its first female president, this semester's ENGL 1B course will focus exclusively on issues of gender, present and past. We will achieve this by exploring a variety of texts about the social, scientific, and political dynamics of gender in the 21st century.

Required Materials

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

Books:

- *Guyland: The Perilous World Where Boys Become Men* by Michael Kimmel, ISBN: 0060831356
- *One Perfect Day: The Selling of the American Wedding* by Rebecca Mead, ISBN: 0143113844

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 through Canvas.

General Course Description

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



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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.

ENGL 1B Learning Outcomes (GELO)

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

1. Recognize how significant works illuminate enduring human concerns
2. Respond to such works by writing both research-based critical analyses and personal responses
3. Write clearly and effectively

ENGL 1B 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 (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.

University Policies

Visit sjsu.edu/gup/syllabusinfo/ for university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

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



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appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website @ <http://www.sjsu.edu/writingcenter>.

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. Unstapled work will never be accepted.

Please follow this sample heading for all typed work:

Name

1B: Section number

Assignment

Date

Note to 7:30 AM section: The AS Print Shop opens at 8 AM—30 minutes after class starts. Please plan accordingly.

Course Policies

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, so please stay up-to-date on your assignments.
- There is a participation component to your grade. Though only 10 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.
- At least twice a month, I will share my most up-to-date grades with the class.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- 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 on your final draft for coming to class on a writer's workshop day without anything to share.
- I will not accept any assignments that are unstapled.

Etiquette:

- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you may be asked to leave.



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- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- 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.
- Please do not pack up before our class time is over—I'll be sure to get you out of class on time.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email more efficiently.
- 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 and the entire process is further lengthened.
- 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 were absent, please do not message me to ask what you missed. 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. If you still have a question, then feel free to contact me.

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 sources will be required to complete some assignments.

On the homepage, click on “English 1B: Gender Cards” under “Fall 2016 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.



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- 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>The Everyday Writer</i>	Symbol	Meaning	<i>The 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	-
@	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 out-of-class essays should:

- Be typed
- Be approximately three pages in length (750 words)
- Be in MLA Style
- Have a works cited page—unless otherwise noted



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Your semester's course work is comprised of:

Item	Description	GELO	Word Count*	In-class	Workshop	Revised	Point Value	Grade Log
Diagnostic Essay	This in-class essay will be my first opportunity to evaluate your writing.	1,3	400	✓				
Editorial Essay	You will write an editorial about the challenges facing young American boys based upon Michael Kimmel's <i>Guyland</i> .	1-3	750				20	
Short Answer Responses	You will write short answer responses to a story about the complexities of gender dynamics.	1,3	400				20	
Persuasive	Using Rebecca Mead's <i>One Perfect Day</i> , you will make the case for the de-commercialization of the typical American wedding.	1-3	400	✓			20	
Research Paper	You will write a 10-page research paper about some aspect related to contemporary gender issues.	1-3	2,500		✓	✓	60	
Quick Write Journal	Every week, you will write an informal quick write in-class. The topics—each about some aspect of gender. Responses will be compiled at the end of the semester.	1,3	1,000	✓			20	
Reflections	You will write eight 2-page reflections based upon a variety of topics related to gender.	1-3	4,000				80 (8x10)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.



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Item	Description	GELO	Word Count*	In-class	Workshop	Revised	Point Value	Grade Log
Multimedia Presentation**	You and a classmate will create a 10-minute multimedia presentation based upon a gender-related topic.	1-3	500	✓			20	
Participation	Note that points are garnered by active participation in class, not attendance.						10	
Approximate word count total: 9,950				Point total: ____/250				

*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. Some newer model PCs, those with HDMI-only connections, may also require special adaptors.

Final grade calculations:

A+	244-250	B+	219-223	C+	194-198
A	232-243	B	208-218	C	182-193
A-	224-231	B-	207-217	C-	176-181*
				Non-passing	0-175

*At least 176 points must be earned 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 any hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Key:

DB (Dropbox)

eR (eReader)

GUY (*Guyland*)

PERFECT (*One Perfect Day*)

Note: All assignments, including in-class essays, are due or take place on Wednesdays.

Week 1	We 8.24
Class: Syllabus review	



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Week 2	Mo 8.29/We 8.31
	Class: Quickwrite; Introductions; Presentation assignments; Lecture—"Building a Better Multimedia Presentation" Due: REFLECTION 1
Week 3	Mo 9.5/We 9.7
	Read: GUY—"Welcome to Guyland" – "What's the Rush?": Guyland as a New Stage of Development" Class: DIAGNOSTIC ESSAY; Quickwrite; Reading discussion; Lecture—"Crafting the Essay: Writing as a Process" and "MLA Style 101"
Week 4	Mo 9.12/We 9.14
	Read: GUY—"Bros Before Hos': The Guy Code" – "Sports Crazy" Class: Quickwrite; Reading discussion; Lecture—"Better Reading101" and "Citing Sources in MLA: The Basics" Due: REFLECTION 2
Week 5	Mo 9.19*/We 9.21**
	Read: GUY—"Predatory Sex and Party Rape" – "Just Guys" Class: Quickwrite; Reading discussion; Presentations <i>*Mo 9/19: Women only—w/guest lecturer TBA; **We 9/21: Men only</i>
Week 6	Mo 9.26/We 9.28
	Class: Quickwrite; Reading discussion; Writing workshop; Presentations Due: EDITORIAL ESSAY
Week 7	Mo 10.3/We 10.5
	Read: DB—Short Story Pack: "Hills Like White Elephants" by Ernest Hemingway, "The Way Up to Heaven" by Roald Dahl, "What We Talk about When We Talk about Love" by Raymond Carver Class: Quickwrite; Reading discussion; Presentation Due: REFLECTION 3
Week 8	Mo 10.10/We 10.12
	Read: DB—Short Story Pack: "A Jury of Her Peers" by Susan Glaspell, "Brokeback Mountain" by Annie Proux, "This Blessed House" by Jhumpa Lahiri Class: SHORT ANSWER RESPONSES; Quickwrite; Reading discussion; Presentations Due: REFLECTION 4
Week 9	Mo 10.17/We 10.19
	Read: eR—"The Ultimate Guide to Buying the Perfect Engagement Ring" (The Art of Manliness), "The Hottest New Wedding Trends for 2016" (<i>Bridal Guide</i>), "Watch 100 Years of Wedding Cake Trends in Less than Three Minutes" (Buzzfeed), "Ultimate Wedding Planning Checklist" (<i>Real Simple</i>); PERFECT—"One: Weddings 101" – "Three: Inventing the Traditionalesque" Class: Quickwrite; Reading discussion; Presentations
Week 10	Mo 10.24/We 10.26
	Read: PERFECT—"Four: The 'Oh, Mommy' Moment" – "Six: God and the Details" Class: Quickwrite; Reading discussion; Presentations
Week 11	Mo 10.31[NO CLASS]/We 11.2
	Read: PERFECT—"Seven: Love Me Tender" – Epilogue Class: PERSUASIVE ESSAY; Quickwrite; Reading discussion; Presentations Due: REFLECTION 5
Week 12	Mo 11.7/We 11.9
	Class: Quickwrite; Writer's workshop; Presentations Due: REFLECTION 6; RESEARCH PAPER THESIS (BRING 2 COPIES)



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Week 13	Mo 11.14/We 11.16
	Class: Quickwrite; Writer's workshop; Presentations Due: REFLECTION 7; RESEARCH PAPER OUTLINE (BRING 2 COPIES)
Week 14	Mo 11.21*/We 11.23 [NO CLASS]
	Class: Quickwrite; Writer's workshop; Presentations DUE: REFLECTION 8; RESEARCH PAPER (UP TO PG. 3; BRING 2 COPIES)
	<i>*Note Monday due date</i>
Week 15	Mo 11.28/We 11.30
	Class: ENGLISH DEPARTMENT ASSESSMENT; Quickwrite; Writer's workshop; English Department Assessment Due: RESEARCH PAPER (UP TO PG. 6; BRING 1 COPY)
Week 16	Mo 12.5/We 12.7
	Class: Quickwrite; Writer's workshop; Presentations DUE: RESEARCH PAPER (UP TO PG. 9; BRING 1 COPY)
Week 17	Mo 12.12 [LAST CLASS MEETING]/Th 12.15 [SEC. 3 FINAL EXAM TIME]
	Class: Quickwrite; Presentations
	SEC. 3 ONLY: Meet from 7:15 – 9:30 AM Due: RESEARCH PAPER (FINAL DRAFT); QUICKWRITE JOURNAL
Week 18	Tu 12.20 [SEC. 1 FINAL EXAM TIME]
	SEC. 1 ONLY: Meet from 7:15 – 9:30 AM Due: RESEARCH PAPER (FINAL DRAFT); QUICKWRITE JOURNAL