



THE DEPARTMENT OF ENGLISH & COMPARATIVE LITERATURE @ SAN JOSÉ STATE UNIVERSITY



ENGLISH 1A: SOCIAL MEDIA AND THE SELF(IE)
SAN JOSÉ STATE UNIVERSITY, SPRING 2017



INSTRUCTOR: DANIEL HENDEL DE LA O
COURSE: ENGL 1A, FIRST-YEAR WRITING
GE CATEGORY: AREA A2



UNITS: 3
PREREQUISITES: ENGLISH PLACEMENT TEST (EPT)



OFFICE: FACULTY OFFICES BUILDING 111
OFFICE HOURS: Mo/We 10:30 – 11:30 AM (OR BY APPOINTMENT)



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SEC. 1 (24598): TU/TH 7:30-8:45 AM, CLARK HALL 316

SEC. 2 (24599): TU/TH 9:00-10:15 AM, CLARK HALL 316

COURSE THEME

LIKE IT OR NOT, SOCIAL MEDIA IS UBIQUITOUS IN 21ST CENTURY AMERICA. FROM EMOJIS TO HASHTAGS TO MEMES, IT HAS CHANGED NEARLY EVERYTHING ABOUT THE WAYS WE COMMUNICATE AND CONNECT TODAY. STILL, ALL OF THESE TECHNOLOGICAL INNOVATIONS HAVE BROUGHT WITH THEM NEW CHALLENGES. SOCIAL MEDIA RAISES A NUMBER OF SERIOUS ISSUES, RANGING FROM ERODING PRIVACY AND SAFETY TO ADVERSE MENTAL AND PHYSICAL HEALTH EFFECTS. THIS SEMESTER'S ENGL 1A WILL FOCUS EXCLUSIVELY ON ALL THING SOCIAL MEDIA. DRAWING FROM A DIVERSE ASSEMBLAGE OF TEXTS, WE WILL READ AND WRITE ABOUT THIS MOST UNIQUE OF SOCIAL PHENOMENA.

REQUIRED MATERIALS

ALL BOOKS ARE AVAILABLE IN AN ELECTRONIC EDITION (E.G. KINDLE, NOOK), THOUGH PAGINATION MAY VARY FROM PRINT EDITIONS.

BOOKS:

- *AMERICAN GIRLS: SOCIAL MEDIA AND THE SECRET LIVES OF TEENAGERS* BY NANCY JO SALES (ISBN: 0385353928)
- *SO YOU'VE BEEN PUBLICLY SHAMED* BY JON RONSON (ISBN: 1594487138)

WRITING GUIDE:

- *THE EVERYDAY WRITER WITH EXERCISES (5TH EDITION)—SPECIAL EDITION: SAN JOSE STATE UNIVERSITY* BY ANDREA A. LUNSFORD (ISBN: 9781457667121)

SOCIAL MEDIA ACCOUNTS:

A SOCIAL MEDIA ACCOUNT OF SOME SORT (E.G. INSTAGRAM, SNAPCHAT), WHILE NOT STRICTLY REQUIRED, MIGHT BE HELPFUL FOR SOME ASPECTS OF THIS COURSE.

*A FREE ELECTRONIC VERSION *THE EVERYDAY WRITER* IS AVAILABLE TO ALL SJSU STUDENTS VIA CANVAS.



ENGL 1A COURSE DESCRIPTION

ENGL 1A IS AN INTRODUCTORY WRITING COURSE THAT WILL HELP YOU UNDERSTAND THE WRITING PROCESS AND THE GOALS, DYNAMICS, AND GENRES OF WRITTEN COMMUNICATION. THROUGH INTERPRETATION AND ANALYSIS OF TEXTS, YOU WILL LEARN TO THINK CLEARLY AND WRITE EFFECTIVELY AS YOU GIVE FORM AND COHERENCE TO COMPLEX IDEAS. YOU WILL EXPLORE WRITING FOR VARIOUS AUDIENCES AND RHETORICAL SITUATIONS.

ENGL 1A LEARNING OUTCOMES (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.

ENGL 1A 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.

ENGL 1A COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU CLASSES ARE DESIGNED SUCH THAT IN ORDER TO BE SUCCESSFUL, YOU ARE EXPECTED TO SPEND A MINIMUM OF FORTY-FIVE HOURS FOR EACH UNIT OF CREDIT (NORMALLY THREE HOURS PER UNIT PER WEEK), INCLUDING PREPARING FOR CLASS, PARTICIPATING IN COURSE ACTIVITIES, COMPLETING ASSIGNMENTS, AND SO ON. MORE DETAILS ABOUT STUDENT WORKLOAD CAN BE FOUND IN UNIVERSITY POLICY S12-3 AT SJSU.EDU/SENATE/DOCS/S12-3.PDF.



GRADING POLICY

THE DEPARTMENT'S STANDARD GRADING SCHEME CONSISTS OF THE FOLLOWING: REQUIREMENTS FOR PARTICULAR ASSIGNMENTS WILL VARY, BUT IN ALL CASES ESSAY GRADES WILL REFLECT THE PAPER'S EFFECTIVENESS, WHICH IS BROKEN DOWN INTO THREE MAJOR AREAS: CONTENT (THIS INCLUDES MATURITY AND SOPHISTICATION OF THOUGHT), ORGANIZATION, AND EXPRESSION.

THE FOLLOWING ARE THE CRITERIA BY WHICH ESSAYS ARE TYPICALLY EVALUATED IN FIRST-YEAR WRITING COURSES:

- AN "A" RANGE 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" RANGE 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" RANGE 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" RANGE 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

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 APPOINTMENT OR TO REFER TO THE NUMEROUS ONLINE RESOURCES OFFERED THROUGH THE WRITING CENTER, VISIT THE WRITING CENTER WEBSITE @ WWW.SJSU.EDU/WRITINGCENTER.

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: SOCIAL MEDIA AND THE SELF(IE)" UNDER "SPRING 2017 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.



MLA STYLE AND STANDARDS FOR PRESENTATION OF WORK

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

1A: SECTION NUMBER

ASSIGNMENT

AT THE END OF EACH TYPED ASSIGNMENT, INCLUDE THE WORD COUNT. EXAMPLE:

WORD COUNT: 741

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—AND LIKELY MODEST; 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.



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- I WILL NOT ACCEPT ANY ASSIGNMENTS THAT ARE UNSTAPLED.

ETIQUETTE:

- IT IS HIGHLY DISRESPECTFUL TO SLEEP IN CLASS. IF YOU SLEEP IN CLASS, 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 COME TO CLASS AFTER THE FIRST 15 MINUTES, PLEASE WAIT FOR AN APPROPRIATE MOMENT TO ENTER SO AS NOT TO DISTURB THE CLASS.

EMAIL:

- INDICATE YOUR SECTION NUMBER IN THE SUBJECT LINE, OR SOMEWHERE IN THE BODY. THIS HELPS ME REPLY TO YOUR EMAIL IN A TIMELY 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 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.

GRADING CRITERIA

THE DEPARTMENT'S STANDARD GRADING SCHEME CONSISTS OF THE FOLLOWING: 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.



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 750 WORDS*
- BE IN MLA STYLE



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- INCLUDE A WORKS CITED PAGE—UNLESS OTHERWISE NOTED

*ONE TYPED PAGE IN MLA STYLE IS APPROXIMATELY 250 WORDS; ONE HANDWRITTEN PAGE IS APPROXIMATELY 200 WORDS.

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	✓			20	20
AUTOBIOGRAPHICAL ESSAY	AFTER FASTING FROM ALL SOCIAL MEDIA FOR 72 HOURS— AND KEEPING A DIARY OF THE EXPERIENCE—YOU WILL REFLECT UPON YOUR WITHDRAWAL IN AN AUTOBIOGRAPHICAL ESSAY.	1,3	500	✓			20	
EXPOSITORY ESSAY	USING SALES’ <i>AMERICAN GIRLS</i> , THIS ESSAY WILL EXPLORE THE PITFALLS OF SOCIAL MEDIA FOR TEENAGE GIRLS.	1-3	750				20	
EDITORIAL ESSAY	YOU WILL EDITORIALIZE ABOUT THE CULTURE OF ONLINE SHAMING BASED UPON RONSON’S <i>SO YOU’VE BEEN PUBLICLY SHAMED</i> .	1,3	750				20	
INFOGRAPHIC	YOU WILL GRAPHICALLY ILLUSTRATE ONE OF THE ONLINE SHAMING INCIDENTS FROM RONSON’S <i>SO YOU’VE BEEN PUBLICLY SHAMED</i> .	1-3	500		✓	✓	20	
MEME	YOU WILL CREATE A TIMELY INTERNET MEME TO UNDERSTAND THE POWER OF THIS POPULAR 21 ST CENTURY FORM OF COMMUNICATION. ADDITIONALLY, YOU WILL BRIEFLY SUMMARIZE YOUR CREATION.	1-4	500		✓	✓	20	



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ENGLISH DEPARTMENT ASSESSMENT	THIS DEPARTMENT-WIDE ASSESSMENT WILL ASK YOU TO REFLECT ON YOUR GROWTH AS A WRITER IN ENGL 1A.	2-5	500			20	
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ITEM	DESCRIPTION	GELO	WORD COUNT	IN-CLASS	WORKSHOP	REVISED	POINT VALUE	GRADE LOG	
REFLECTIONS	YOU WILL WRITE EIGHT 2-PAGE REFLECTIONS BASED UPON A VARIETY OF TOPICS RELATED TO SOCIAL MEDIA.	1-3	4,000				80 (8x10)	1. 2. 3. 4. 5. 6. 7. 8.	
MULTIMEDIA PRESENTATION*	YOU AND A CLASSMATE WILL CREATE A 10-MINUTE MULTIMEDIA PRESENTATION BASED UPON A SOCIAL MEDIA-RELATED TOPIC.	1-3	500	✓			20		
PARTICIPATION	NOTE THAT POINTS ARE GARNERED BY ACTIVE PARTICIPATION IN CLASS, NOT ATTENDANCE.						10		
APPROXIMATE WORD COUNT: 8,450		POINT TOTAL: ____/250							

*YOU MUST PROVIDE YOUR OWN LAPTOP. MACS MAY REQUIRE AN APPLE-SPECIFIC ADAPTOR TO CONNECT TO THE UNIVERSITY'S PROJECTION SYSTEM.

FINAL GRADE CALCULATIONS:

A+	244 – 250	B+	217 – 223	C+	192 – 198
A	232 – 243	B	209 – 216	C	184 – 191
A-	224 – 231	B-	199 – 208	C-	176 – 183*
				FAILING	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:

- AMERICAN (*AMERICAN GIRLS*)
- DB (DROPOX)
- ER (EREADER)
- SHAMED (*SO YOU'VE BEEN PUBLICLY SHAMED*)

NOTE:

- ALL ASSIGNMENTS, INCLUDING IN-CLASS ESSAYS, ARE DUE OR TAKE PLACE ON THURSDAYS.
- LOOK FOR ANY ASSIGNMENTS WORTH POINTS (IN OR OUT OF CLASS) TO BE CAPITALIZED AND **BOLDED** BELOW.

WEEK 1: TH 1.26
CLASS: SYLLABUS REVIEW

WEEK 2: TU 1.31/TH 2.2
CLASS: INTRODUCTIONS; PRESENTATION ASSIGNMENTS; LECTURE—“BUILDING A BETTER MULTIMEDIA PRESENTATION”

WEEK 3: TU 2.7/TH 2.9
READ: AMERICAN—INTRODUCTION - CHAPTER ONE: 13
CLASS: **DIAGNOSTIC ESSAY**; READING DISCUSSION; LECTURE—“CRAFTING THE ESSAY: WRITING AS A PROCESS” AND “MLA STYLE 101”
DUE: **REFLECTION 1**

WEEK 4: TU 2.14/TH 2.16*
READ: AMERICAN—CHAPTER TWO: 14 - CHAPTER THREE: 15
CLASS: READING DISCUSSION; LECTURE—“BETTER READING101” AND “READING FOR COLLEGE: A HOW-TO”
DUE: **REFLECTION 2**

NOTE: SOCIAL MEDIA FAST DIRECTIONS: 1. START NO LATER THAN TH 2.16 2. ABSTAIN FROM ALL NON-ESSENTIAL SOCIAL MEDIA PLATFORMS (E.G. TWITTER, INSTAGRAM) FOR THREE DAYS 3. SUMMARIZE EACH DAY IN ONE PARAGRAPH (TYPED; ATTACH TO NEXT WEEK'S IN-CLASS ESSAY)

WEEK 5: TU 2.21/TH 2.23
READ: AMERICAN—CHAPTER FOUR: 16 - CHAPTER FIVE: 17; ER—“WHAT HAPPENED WHEN I GAVE UP SOCIAL MEDIA FOR A MONTH (FASTCOMPANY), “HOW 30 DAYS WITHOUT SOCIAL MEDIA CHANGED MY LIFE” (LIFEHACKER), “PLUGGING OUT TO TUNE IN: SEVEN BENEFITS OF A SOCIAL MEDIA FAST” (HUFFINGTON POST), “DOES QUITTING SOCIAL MEDIA MAKE YOU HAPPIER? YES, SAY YOUNG PEOPLE DOING IT” (GUARDIAN)
CLASS: **AUTOBIOGRAPHICAL ESSAY** (ATTACH TYPED DIARY); READING DISCUSSION; PRESENTATIONS; LECTURE—“CITING SOURCES IN MLA: THE BASICS”



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- WEEK 6: TU 2.28/TH 3.2
READ: AMERICAN—CHAPTER SIX: 18 - CONCLUSION
CLASS: READING DISCUSSION; PRESENTATIONS
DUE: **REFLECTION 3**
- WEEK 7: TU 3.7/TH 3.9
READ: SHAMED—1. BRAVEHEART—3. THE WILDERNESS
CLASS: READING DISCUSSION; PRESENTATIONS
DUE: **EXPOSITORY ESSAY**
- WEEK 8: TU 3.14/TH 3.16
READ: SHAMED—4. GOD THAT WAS AWESOME—6. DOING SOMETHING GOOD
CLASS: READING DISCUSSION; PRESENTATIONS
DUE: **REFLECTION 4**
- WEEK 9: TU 3.21/TH 3.23
READ: SHAMED—7. JOURNEY TO A SHAME-FREE PARADISE—15. YOUR SPEED
CLASS: READING DISCUSSION; PRESENTATIONS
DUE: **EDITORIAL ESSAY**
- WEEK 10: TU 3.28/TH 3.30
NO CLASS: SPRING BREAK
- WEEK 11: TU 4.4/TH 4.6
READ: ER—“THE 100 BEST INFOGRAPHICS” (CREATIVE BLOQ), “10 TIPS FOR DESIGNING BETTER INFOGRAPHICS” (DOTDASH), “12 WARNING SIGNS THAT YOUR INFOGRAPHIC SUCKS” (VISME)
CLASS: PRESENTATIONS; WRITER’S WORKSHOP; LECTURE—“INFOGRAPHICS 101”
DUE: **INFOGRAPHIC—DRAFT 1** (BRING 2 COPIES—B&W OKAY)
- WEEK 12: TU 4.11/TH 4.13
READ: PRESENTATIONS
DUE: **INFOGRAPHIC—FINAL DRAFT** (EMAIL TO DHDELAO@GMAIL.COM BY 7 PM)
- WEEK 13: TU 4.18/TH 4.20
READ: ER—“CYBER PSYCHOLOGY, PART I—WHY THE BEST MEMES GO VIRAL” (BRAINBLOGGER), “INTERNET MEMES” (SCIENCE FOCUS), “THE MENACE OF MEMES: HOW PICTURES CAN PAINT A THOUSAND LIES” (THE SPECTATOR), “HOW MEMES SHAPED THE 2016 PRESIDENTIAL ELECTION” (COMPLEX)
CLASS: PRESENTATIONS; LECTURE—“MEMES RULE THE INTERNET: SHARE IF YOU AGREE”
DUE: **REFLECTIONS 5 & 6**
- WEEK 14: TU 4.25/TH 4.27
CLASS: PRESENTATIONS; WRITER’S WORKSHOP
DUE: **MEME—DRAFT 1** (BRING 2 COPIES—B&W OKAY); **REFLECTION 7**
- WEEK 15: TU 5.2/TH 5.4



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CLASS: PRESENTATIONS
DUE: **MEME—FINAL DRAFT** (EMAIL TO DHDELAO@GMAIL.COM BY 7 PM)

WEEK 16: TU 5.9/TH 5.11
CLASS: PRESENTATIONS
DUE: **ENGLISH DEPARTMENT ASSESSMENT**
WEEK 17: TU 5.16 (FINAL CLASS SESSION)/FR 5.19 (SEC. 1 FINAL EXAM PERIOD)
CLASS: PRESENTATIONS; COURSE WRAP-UP

SEC. 1 ONLY: MEET FROM 8:00-9:15 AM—LOCATION TBD
DUE: **REFLECTION 8**

WEEK 18: TU 5.23 (SEC. 2 FINAL EXAM PERIOD)
SEC. 2 ONLY: MEET FROM 8:00-9:15 AM—LOCATION TBD
DUE: **REFLECTION 8**

