



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



English 1A: Eat Your Words
Fall 2018, San José State University

Instructor: Daniel Hendel De La O

Course: ENGL 1A, First-Year Writing

GE Category: A2

Units: 3

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“If you’re afraid of butter, use cream.”

—Julia Child

Course Theme

“Food, glorious food,” extols the classic number from the musical *Oliver!*. Indeed, humans have long sung the virtues of food, endowing it with qualities ranging from religious to artistic to sexual. Clearly, we are a species that lives to eat. But while eating is something we need, and want, to do, it can also be a source of great anxiety. As food has become increasingly abundant and more readily available, many Americans have developed a love/hate relationship with it, resulting in epidemics of everything from obesity to eating disorders. With constant concerns about what and how much to eat—even “what should we have for dinner?” perplexes many on a daily basis—food is so complicated today that some now strive to simplify it once again. Still, one thing has not changed: food plays a vital part in how we function, and even define ourselves. This fall’s ENGL 1A course will focus on all things food-related. We will explore the roles food plays in our society and attempt to decipher why, for better or for worse, we are such a food-obsessed culture.

Required Texts

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

Books:

- *Kitchen Confidential* by Anthony Bourdain (ISBN: 0060899220)



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Writing guide:

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

*A free electronic version *The Everyday Writer* is available to all SJSU students via Canvas.

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.

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.

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

SJSU Writing Centers

The SJSU Writing Center now has two locations:

- Clark Hall, Suite 126—for drop-in tutoring sessions
- Second floor of MLK Library—for regularly scheduled tutoring sessions



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As always, 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 at sjsu.edu/writingcenter.

Department 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 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.

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 "ENGL 1A: Eat Your Words" under "Fall 2018 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.

Standards for Presentation of Work

All typed work must be in MLA Style. Samples are located in both *The Everyday Writer* (pg. 457).

Please follow this sample heading for all typed work:

Full Name

ENGL 1A: Section number

Assignment



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

| Word Count: 741

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. 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.
- Look on Canvas for your most updated grades.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Email late assignments no later than the following class after the due date. They will be lowered one letter grade. No assignments will be accepted beyond this point.
- Assignments submitted via email, will be graded per usual, but no 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.
- Unstapled assignments will not be accepted.

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, lengthening the process.
- 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 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.



- It is also highly recommended you upload a clear photo to your Canvas and email accounts for easier reference.

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	pg. 38
↑	Text is likely not properly double-spaced	-	ITL	Either add or remove italics	pg. 425, 448
→	Indent 1x	-	HEAD	Issue with page header	-
→ →	Indent 2x	-	PASS	Passive voice	pg. 28c, 32g
+	Good point	-	RO	Run-on sentence	pg. 9, 385
?	Meaning unclear	-	SLANG	Slang	pg. 23a
#	Add space	-	SP	Spelling	
" "	Add quotation marks	pg. 43	SV	Subject-verb agreement	pg. 355
//	Faulty parallelism	pg. 8e, 27	T	Tone	pg. 10d, 17c, 23a, 23d
¶	Start new paragraph	pg. 8	TC	Title case	-
@	Delete	-	TNR	Times New Roman font	-
2x	Double-space	-	TRANS	Transition	pg. 8e, 30b
ABB	Abbreviation	pg. 46a	UL	Underline	pg. 47
AWK	Awkward phrasing; reword	-	WC	Word choice	pg. 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
- Range from 250 words (approx. 1 page) to 750 words (approx. 3 pages), depending on assignment*
- Be in MLA Style
- Include a works cited page—unless otherwise noted

*Handwritten pages are approximately 200 words per page



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Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	In-class	Revised/ Workshopped	Point Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	400	✓		0
Autobiographical	This in-class essay will explore one aspect of your personal relationship with food.	2-4	400	✓		20
Literary Analysis/ Short Answer Responses	You will write in-class short answer responses to a story by TC Boyle, Roald Dahl, and others.	1-5	400	✓		20
Expository	Your expository essay will explore food issues raised in Anthony Bourdain's <i>Kitchen Confidential</i> .	1-5	750			20
Letter to the Editor	You will write a letter to the editor about a "torn from the headlines" food issue currently consuming Americans.	1-5	500			20
Reflections	You will write eight 1-page reflections on a variety of food-related prompts.	2-4	800			80 (8x10)
English Department Assessment	This department-wide assessment will ask you reflect on your growth as a writer in ENGL 1A.	2-5	500		✓	10



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Assignment	Description	GELO	Word Count	In-class	Revised/Workshopped	Point Value
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a food-related topic.	1-5	500	✓		20
Participation	Attendance alone does not earn participation points, but active and consistent participation in class.					10
Word Count: 4,250			Point Total: 200			

*You must provide your own laptop. Macs will require an Apple-specific adaptor to connect to the university's projection system; some newer PC models, those with HDMI-only connections, will also require special adaptors.

Final Grade Calculations:

A+	194-200	B+	174-179	C+	154-159	F	0-139
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

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 (Dropox)

eR (eReader)

KC (Kitchen Confidential)

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 to be CAPITALIZED and **bolded** below.



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Week 1: Crisp, Chocolate, and Salted Peanut Tart Tue 8.21/Thu 8.23	Class: Syllabus review; Introductions; Lecture—"The Great International Food Quiz"
Week 2: German Chocolate Pie with Toasted Coconut Tue 8.28/Thu 8.30	Class: Presentation partner and topic assignments; Lecture—"Crafting the Essay: Writing as a Process" and "Building a Better Multimedia Presentation: An Annotated Look"
Week 3: Boeuf Bourguignon with Baguette Dumplings Tue 9.4/Thu 9.6	Class: DIAGNOSTIC ; Lecture—"Citing Sources in MLA: The Basics" and "MLA Style 101" Due: REFLECTION 1
Week 4: Rhubarb and Rosewater Eton Mess Tue 9.11/Thu 9.13	Class: Multimedia presentations; Lecture—"You're in College Now: The New Rules of University Writing" Due: REFLECTION 2
Week 5: Seared Scallops with Brown Butter and Lemon Sauce Tue 9.18/Thu 9.20	Class: AUTOBIOGRAPHICAL ; Multimedia presentations Due: REFLECTION 3
Week 6: Chicken and Mushroom Pie Tue 9.25/Thu 9.27	Read: DB—"A Small, Good Thing" by Raymond Carver, "Sorry Fugu" by TC Boyle, "Taste" by Roald Dahl Class: Reading discussion; Multimedia presentations
Week 7: BBQ Fish with Ginger, Coriander, and Chili Tue 10.2/Thu 10.4	Read: DB—"Simple Recipes" by Madeleine Thien, "January: Christmas Rolls" by Laura Esquivel, "A Bunch of Broccoli on the Third Shelf" by Lara Vapnyar Class: Reading discussion; Multimedia presentations
Week 8: Lemon and Pistachio Meringue Roulade Tue 10.9/Thu 10.11	Class: LITERARY ANALYSIS/SHORT ANSWER RESPONSES ; Reading discussion; Multimedia presentations
Week 9: Watermelon and Avocado Salad Tue 10.16/Thu 10.18	Read: KC—pg. 3-74 Class: Reading discussion; Multimedia presentations Due: REFLECTION 4
Week 10: Chiles Rellenos Tue 10.23/Thu 10.25	Read: KC—pg. 75-218 Class: Reading discussion; Multimedia presentations Due: REFLECTION 5
Week 11: Cookies and Cream Fudge Brownies Tue 10.30/Thu 11.1	Read: KC—pg. 219-250 Class: Reading discussion; Multimedia presentations



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<p>Week 12: Lemony Ricotta Pie</p> <p>Tue 11.6/Thu 11.8</p>	<p>Read: KC—pg. 251-295</p> <p>Class: Reading discussion; Multimedia presentations; Watch—<i>Anthony Bourdain: No Reservations</i>, S3E2 (“Los Angeles”)</p> <p>Due: REFLECTION 6</p>
<p>Week 13: Punjabi Chicken with Spinach</p> <p>Tue 11.13/Thu 11.15</p>	<p>Read: TBD</p> <p>Class: Multimedia presentations, Watch—<i>Anthony Bourdain: Parts Unknown</i>, S3E5— (“Mexico”)</p> <p>Due: EXPOSITORY</p>
<p>Week 14: Sardinian Couscous with Clams</p> <p>Tue 11.20/Thu 11.22*</p> <p><i>*No Class: Thanksgiving</i></p>	<p>Read: TBD</p> <p>Class: Multimedia presentations</p> <p>Due: LETTER TO THE EDITOR (EMAIL TO PUBLICATION BY 5 PM—BCC DHDELAO@GMAIL.COM); REFLECTION 7</p>
<p>Week 15: Saltimbocca Alla Romana</p> <p>Tue 11.27/Thu 11.29</p>	<p>Class: Multimedia presentations</p> <p>Due: REFLECTION 8</p>
<p>Week 16: Skillet-Roasted Lemon Chicken</p> <p>Tue 12.4/Thu 12.6*</p> <p><i>*Last full week of classes</i></p>	<p>Class: Multimedia presentations; Writers workshop</p> <p>Due: ENGLISH DEPARTMENT ASSESSMENT (DRAFT 1; BRING 1 COPY)</p>
<p>Week 17: Steak and Guinness Pie</p> <p>Thu 12.13*</p> <p><i>*Sec. 8 Final Exam Period</i></p>	<p>Meet: 7:15 – 9:00 a.m.</p> <p>Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)</p>
<p>Week 18: Bread Pudding with Rum Sauce</p> <p>Tue 12.18*</p> <p><i>* Sec. 2 Final Exam Period</i></p>	<p>Meet: 7:15 – 9:00 a.m.</p> <p>Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)</p>



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