

P A R E N T A L
ADVISORY
EXPLICIT CONTENT

By signing this document, I _____ (Print name) agree to the terms of this syllabus and approach the material in a respectful way as well as respect my fellow classmates during the course of this class.

San José State University
School/Department
Course Code: 45777, English 1A, Section 11, Spring 2018

Course and Contact Information

Instructor:	Steven Domingo
Office Location:	Faculty Office Building 107
Telephone:	(408) 338-8578
Email:	steven.domingo@sjsu.edu
Office Hours:	T/R 11:00AM - 1PM @ The Steinbeck Center, 5th Floor MLK Library
Class Days/Time:	T/R 9:00AM-10:15AM
Classroom:	Sweeney 411
Prerequisites:	Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

Course Format

This is a Technology Intensive Course

For this class you will need internet access by means of desktop, laptop, tablet, smartphone, etc. I highly recommend bringing a laptop to class as many of the activities will rely on the internet. If you need to a laptop, you may borrow one from the library. Martin Luther King Jr. Public Library has access to computers on the 3rd and 4th floors. There are also computers available for student use in Clark Hall.

Course Description

The origins of current rhetorical traditions trace its roots back to hip-hop music. Adam Banks explains this position in his book *Digital Griots*, stating that “we live in and write in a ‘remix culture’...DJ Kool Herc, Afrika Bambaataa, and legions and lineages of other DJs... are responsible for the conceptual framework that forms our response to the challenges of digital, multimedia writing... For all of our academic affection for citing major theorists... in the Hip Hop tradition... lived theory and created writing practices... helped make postmodern conceptions of writing possible.”

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations. This course will cover writing on several different platforms including both in academic and new media settings. Specifically, we will be examining different forms of writing and how one must adapt to the platform in terms of formality, professionalism, and creativity. Our overarching goal is to write with authority and claim ownership over all of the projects in this class. This semester we will write, edit, revise, and reflect on our writing with the support of your teacher and peers. The course will be demanding and a portion of the readings will be dense. The texts we will be covering will be multimodal, ranging from hip-hop albums, to graphic novels, to formal academic papers. Multimodal, New Media, and Socio-cultural pedagogies challenge the way we think about the world and what it means to read. By studying different types of media through Multimodal practices, we will explore the different ways writing affects change in the world. In addition, through studying New Media, we will learn how to represent ourselves professionally and intellectually on online platforms in order to communicate through 21st century platforms. Finally, through Socio-cultural pedagogical practices, we will interpret these texts through our own personal lenses. The texts chosen speak authoritatively on several different subjects. We will be analyzing these texts and learning to write authoritatively through our own lived experiences.

Course Goals

1. To analyze and evaluate a variety of different kinds of writing
2. To learn how to write within word and content restraints
3. To understand the differences between a variety of audiences and platforms
4. To engage in productive discussions respectfully
5. To practice modes of academic inquiry
6. To gain a personal understanding of one's own beliefs and identity in relation to the texts

GE Learning Outcomes (GELO)

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

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. use college-level language with clarity and grammatical proficiency.

Prerequisite: Completion of *Reflection on College Writing*

Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a full letter grade for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class. Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Participation

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

Please note: sometimes projects and class discussions will include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with the instructor.

Please ALSO note: If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in your forfeiture of the accommodations you may deserve. Feel free to talk to be about any concerns.

Required Texts/Readings

Textbook

They Say I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Berkenstein

Course Requirements and Assignments

Participation - 30%, 450 points

- Presentations - 100 points each
 - GELOS - 1, 3, 4
 - Group Presentation (100 points) - Groups of 4 will present a female hip-hop artists and their contributions to the genre through their narrative techniques
 - Final Presentation (100 points) - Students will present the artist they chose for their final paper
- Blog Posts - 5 points each
 - GELOs - 1, 3, 4

- Responses are informal and should reflect the students' engagement with the texts in 250 words each
- Rough Draft Workshops - 50 points each
 - GELOs - 1, 2, 3, 4, 5
 - Give and receive criticism for your creative works.
 - Learn your strengths and weaknesses as both a reader and writer.

Essays and Prewriting - 50%, 600 points

- Empowering The Audience
 - GELOs - 1, 2, 3, 4, 5
 - Defend the power of positive imagery and the way it affects society.
 - Learn to find academically credible sources to support your claim.
 - Form your thesis and organize your thoughts in an annotated bibliography. (50 points)
 - Craft your final draft by incorporating the criticism of your peers and rewriting your essay to better explain your viewpoint. (100 points)
- Playing The Other Side
 - GELOs - 1, 2, 3, 4, 5
 - Defend the power of negative imagery and its purpose in societal change.
 - Learn to take an opposite opinion and understand the value of something you may or may not necessarily agree with.
 - Form your thesis and organize your thoughts in an annotated bibliography. (50 points)
 - Craft your final draft by incorporating the criticism of your peers and rewriting your essay to better explain your viewpoint. (100 points)
- On Your Own
 - GELOs - 1, 2, 3, 4, 5
 - Craft an essay about your favorite artist and the way their work impacts society.
 - Explain the positives and negatives to their approach to their art.
 - Form your thesis and organize your thoughts in an annotated bibliography. (100 points)
 - Craft your final draft by incorporating the criticism of your peers and rewriting your essay to better explain your viewpoint. (200 points)
- Your Favorite Artist -

ePortfolio - 20%, 250 points

- Reflection Essay
 - Re-evaluate your writing practices to understand how you've improved over the semester.
- Bibliography of Assignments
 - Describe the assignments you've turned in over the semester, their purpose, and what you've learned from them.
- Selected Works
 - Choose specific assignments that you are especially proud of to showcase in your portfolio.

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

Please show up on time and ready to participate in class. Attendance is essential to the course as we will be doing many in-class activities. Laptops, tablets, and other smart devices will be encouraged in class, as much of our work will utilize the internet. However, I do not want them to be a distraction. If your devices become a

distraction to other students, I will request that you put them away and look on with a classmate. There will be times in class when devices are necessary and times when they are not. Sensitive language, such as the n-word, or other derogatory language, will be discussed in class. The use of these derogatory terms shall only be used in context while quoting lyrics. Any other use of these words is unacceptable.

University Policies

For information regarding the following policies, please see syllabus information web page at:

<http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and Responsibilities of the Student Course Requirements and Assignments
Attendance and Participation Accommodation to Students' Religious Holidays Dropping and Adding Academic integrity

Consent for Recording of Class and Public Sharing of Instructor Material Campus Policy in Compliance with the American Disabilities Act Student Technology Resources SJSU Peer Connections SJSU Writing Center SJSU Counseling & Psychological Services

ENGL 1A - SPRING 2018 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25/18	DISCUSSION: <ul style="list-style-type: none"> ● Syllabus ● Tisias and Corax: https://prezi.com/nexmsoqmscl2/corax-and-tisias/ ● Compare Public Enemy and NWA READ: Syllabus & <i>They Say I Say</i> “Introduction” (Graff and Birkenstein 1-15)
2	1/30/18	DISCUSSION: <ul style="list-style-type: none"> ● Doll Test Video ● White Privilege Essay ● Listen to Public Enemy and NWA READ: <i>They Say I Say</i> “They Say” (Graff and Birkenstein 19-29)
2	2/1/18	DISCUSSION:

		<ul style="list-style-type: none"> ● Essay #1 and Annotated Bibliography Assigned ● Ta-nehisi Coates Essay ● Kendrick Lamar Video <p>READ: <i>They Say I Say</i> “Her Point Is” (Graff and Birkenstein 30-41)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ● Blog Post: Public Enemy vs NWA
3	2/6/18	<p>DUE: Annotated Bibliography</p> <p>DISCUSSION:</p> <ul style="list-style-type: none"> ● Listen to Nas <p>READ: <i>They Say I Say</i> “As He Himself Puts It” (Graff and Birkenstein 42-54)</p>
3	2/8/18	<p>WRITING CENTER FIELD TRIP:</p> <ul style="list-style-type: none"> ● Meet in class, we’ll walk there together. <p>READ: <i>They Say I Say</i> “Yes / No / Okay, But” (Graff and Birkenstein 55-67)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ● Blog Post: Nas
4	2/13/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> ● Survey Monkey ● Listen to J. Cole <p>READ: <i>They Say I Say</i> “And Yet” (Graff and Birkenstein 68-77)</p>
4	2/15/18	<p>DUE: Essay #1 Rough Draft</p> <p>READ: <i>They Say I Say</i> “Skeptics May Object” (Graff and Birkenstein 78-91)</p>

		<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ● Blog Post: J. Cole
5	2/20/18	<p>DUE: Essay #1 Final Draft</p> <p>DISCUSSION:</p> <ul style="list-style-type: none"> ● Gendered: <ul style="list-style-type: none"> ○ Shampoo ○ Body wash ○ Razors ○ Pens ○ Deodorant ○ Halloween costume ● Christopher Metzler Essay ● Joan Morgan Essay ● Aziz Ansari Allegations <p>READ: <i>They Say I Say</i> “So What? Who Cares?”(Graff and Birkenstein 92-104)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ● Group Presentation
5	2/22/18	<p>Group Presentation Work Day</p> <p>READ: <i>They Say I Say</i> “As A Result” (Graff and Birkenstein 105-120)</p>
6	2/27/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> ● Privilege activity ● Listen to Jay-Z ● Discuss Nas/Jay-Z beef <p>READ: <i>They Say I Say</i> “Ain’t So / Is Not”(Graff and Birkenstein 121-129)</p>
6	3/1/18	<p>Group Presentation Work Day</p>

		<p>READ: <i>They Say I Say</i> “But Don’t Get Me Wrong” (Graff and Birkenstein 130-138)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ● Blog Post: Jay-Z
7	3/6/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> ● Listen to Kendrick Lamar ● Kendrick buys his sister a Camry. Discuss the differences in branding for: <ul style="list-style-type: none"> ○ Toyota ○ Mazda ○ Mercedes Benz ○ BMW ○ Dodge ○ Chevrolet <p>READ: <i>They Say I Say</i> “He Says Contends”(Graff and Birkenstein 139-162)</p>
7	3/8/18	<p>DUE: Group Presentations</p> <p>READ: <i>They Say I Say</i> “I Take Your Point” (Graff and Birkenstein 163-166)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> ● Blog Post: Kendrick Lamar ● Essay #2 and Annotated Bibliography
8	3/13/18	<p>DUE: Annotated Bibliography</p> <ul style="list-style-type: none"> ● Roland Barthes Essay ● Listen to Eminem <p>READ: <i>They Say I Say</i> “IMHO” (Graff and Birkenstein 167-172)</p>
8	3/15/18	<p>DUE: Essay #2 Rough Draft</p> <p>READ: <i>They Say I Say</i> “What’s Motivating This Writer?” (Graff and Birkenstein</p>

		173-183) ASSIGNMENTS: <ul style="list-style-type: none"> ● Blog Post: Eminem
9	3/20/18	DISCUSSION: <ul style="list-style-type: none"> ● Listen to Kid Cudi ● Play: https://robingame.itch.io/robin READ: <i>They Say I Say</i> “On Closer Examination” (Graff and Birkenstein 184-201)
9	3/22/18	DUE: Essay # 2 Final Draft DISCUSSION: <ul style="list-style-type: none"> ● Listen to Tyler, The Creator READ: <i>They Say I Say</i> “The Data Suggest” (Graff and Birkenstein 202-220) ASSIGNMENTS: <ul style="list-style-type: none"> ● Blog Post: Kid Cudi or Tyler the Creator ● Final Paper, Annotated Bibliography and Presentations
10	3/27/18	SPRING BREAK
10	3/29/18	SPRING BREAK
11	4/3/18	DISCUSSION: <ul style="list-style-type: none"> ● Michel Foucault Essay ● Listen to Tupac READ: <i>They Say I Say</i> “Analyze This” (Graff and Birkenstein 221-238)
11	4/5/18	DUE: Annotated Bibliography

		<p>DISCUSSION:</p> <ul style="list-style-type: none"> • Listen to Tupac <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Blog Post: Tupac
12	4/10/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> • Listen to Makaveli
12	4/12/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> • Listen to Kanye West • Discuss Kanye West/50 Cent beef <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Blog Post: Kanye West
13	4/17/18	DUE: Final Paper Rough Draft
13	4/19/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> • Listen to Frank Ocean <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Blog Post: Frank Ocean
14	4/24/18	<p>DISCUSSION:</p> <ul style="list-style-type: none"> • Listen to: Joey Bada\$\$, Logic, Chance the Rapper <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • ePortfolio
14	4/26/18	DUE: Final Paper & Presentations

15	5/1/18	DUE: Presentations
15	5/3/18	DUE: Presentations
16	5/8/18	DUE: Presentations
16	5/10/18	DUE: ePortfolio
FINAL	5/16/18	I will be available for any questions you have.