



ENGLISH 1A: WHAT'S GOOD ON TV?—TELEVISION AND ME  
FALL 2019, SAN JOSÉ STATE UNIVERSITY

COURSE: ENGL 1A, FIRST-YEAR WRITING  
INSTRUCTOR: DANIEL HENDEL DE LA O  
GE CATEGORY: A2  
UNITS: 3

OFFICE HOURS: MON/WED 9:00 – 10:00 A.M., FOB 111  
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SECTIONS:

- 1 (42342) MON/WED 7:30 – 8:45 A.M., CL 316
- 35 (43147) MON/WED 12:00– 1:15 A.M., CL 316

COURSE THEME

For a technology that was supposed to die with the advent of the Internet, television is as ubiquitous today as it has ever been. In fact, since the first American transmission in 1941, television has remained a transformative force in our culture. This semester we will be studying the historical and social influence of television. From the cultural impacts of *Sesame Street* and MTV to the ways in which class and sexuality are commonly portrayed, we will examine many of the prevalent issues concerning contemporary television.

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)
- *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)\*

\*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

\*GELO 1 will be the focus of your English Department Assessment this December.

### 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

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](http://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.

#### 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

#### EAUZONE

I maintain the EauZone ([eauzone.blogspot.com](http://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. Use this site, not Canvas, for course information.

On the homepage, click on "ENGL 1A: What's Good on TV—Television and Me" under "Fall 2019 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.

## COURSE POLICIES

### General:

- I'm happy to call you by whatever name you like, but consistency in and out of class is helpful. For example, if your name is John Wilson, but you go by Jack, then you'd use "John (Jack) Wilson" on all assignments.
- As soon as possible, please upload a clear photo to your Canvas and email accounts for easier reference.

### Etiquette:

- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- It is highly disrespectful to sleep in class. If you fall asleep in class, you may be 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.

### 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 sometimes means 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.
- See Canvas for your most up-to-date grades.
- PLEASE NOTE: A minimum of a C- must be earned in order to pass ENGL 1A.

### 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.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier 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, further 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 in class. 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.

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.

Symbol	Meaning	Symbol	Meaning	Symbol	Meaning
^	Insert	@	Delete	SP	Spelling
↑	Text is likely not properly double-spaced	2x	Double-space	SV	Subject-verb agreement
→	Indent 1x	AWK	Awkward phrasing; reword	T	Tone
→ →	Indent 2x	CS	Comma splice	TC	Title case
+	Good point	FRAG	Fragment	TNR	Times New Roman font
?	Meaning unclear	ITL	Either add or remove italics	TRANS	Transition
#	Add space	HEAD	Issue with page header	UL	Underline
" "	Add quotation marks	PASS	Passive voice	WC	Word choice
//	Faulty parallelism	RO	Run-on sentence		
¶	Start new paragraph	SLANG	Slang		

**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. 2 ½ pages), depending on assignment\*
- Be in MLA Style
- Include a works cited page—unless otherwise noted

\*Handwritten pages are approximately 200 words per page.

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	500			N/A
Autobiographical	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.	2-4	400	✓		20
Short Answer Responses	You will write a series of short answer responses based upon various clips illustrating the ways mainstream American television portrays wealth and social class, particularly poverty.	1-5	400	✓		20

Assignment	Description	GELO	Word Count	In-class	Revised/ Workshopped	Point Value
Expository	Using Tannenbaum and Marks' <i>I Want My MTV</i> as a basis, this expository essay will examine the cultural impact of Music Television. (Additionally, this essay will be submitted with annotations.)	1-5	750			20
Infographic	For this in-class assignment, you will create an original infographic chronicling the history of gay representation on American television.	1-5	500		✓	20
Cause and Effect	The cultural impact of Sesame Street and Michael Davis' <i>Street Gang</i> are the focus of this cause and effect essay.	1-4	400	✓		20
Reflections	You will write six 1.5-page reflections based upon a variety of TV-related prompts.	2-4	2,250			60

Assignment	Description	GELO	Word Count	In-class	Revised/ Workshopped	Point Value
English Department Assessment	This department-wide assessment will ask you reflect on your growth as a writer in ENGL 1A.	2-5	500	✓		20
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a TV-related topic.	1-5	500			20
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.					10
Word Count: 6,200			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
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 a hard copy of this syllabus to be only a rough guide and immediately out-of-date.

### Key:

- eR (eReader)
- MTV (I Want My MTV)
- STREET (Street Gang)

### Note:

- All assignments, including in-class essays, are due or take place on Wednesdays.
- Look for any assignments worth points (in or out of class) to be to be CAPITALIZED and underlined below.

WEEK 1: *I Love Lucy* - WED 8.21

CLASS: Syllabus review

WEEK 2: *The Honeymooners* - MON 8.26/WED 8.28

CLASS: Introductions; Lecture—"Crafting the Essay: Writing as a Process," "MLA Style 101," and "On Wordiness: Exercises"

DUE: REFLECTION 1

WEEK 3: *The Twilight Zone* - MON 9.2 (NO CLASS: LABOR DAY)/WED 9.4

CLASS: Presentation partner and topic assignments; Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

DUE: DIAGNOSTIC

WEEK 4: *It's the Great Pumpkin, Charlie Brown* - MON 9.9/WED 9.11

READ: MTV—"Part 1: Pictures Came and Broke Your Heart"- "7. A Hail Mary Pass"

CLASS: AUTOBIOGRAPHICAL; Reading discussion; Lecture—"You're in College Now: The New Rules of University Writing" and "Citing Sources in MLA: The Basics"

DUE: REFLECTION 2

WEEK 5: *The Brady Bunch* - MON 9.16/WED 9.18

READ: MTV—"8. Midgets, Models, and Trannies"- "14. I'm Not Like Other Boys"

CLASS: Reading discussion; Lecture—"Class on TV: A Brief Overview"

WEEK 6: *The Smothers Brothers Comedy Hour* - MON 9.23/WED 9.25

READ: eR—"Poverty on Television: *Shameless* and the American Dream" (Flood), "From *Good Times* to *Honey Boo Boo*: Who is Poor on TV?" (NPR), "Why Won't TV Show People Who Aren't Rich?" (Politico), "Why TV Hates Poor People" (Kindland); MTV—"Part 2: I Play My Part and You Play Your Game"- "20. Don't Be a Wanker All Your Life"

CLASS: SHORT ANSWER RESPONSES; Reading discussion; Multimedia presentations

DUE: REFLECTION 3

WEEK 7: *Good Times* - MON 9.30/WED 10.3

READ: MTV—"21. A Whopping, Steaming Turd"- "41. I Want to Have a Nickname"

CLASS: Reading discussion; Multimedia presentations

DUE: EXPOSITORY

WEEK 8: *Laverne & Shirley* - MON 10.7/WED 10.9

READ: MTV—"Part 4: Nothing Lasts Forever, and We Both Know Hearts Can Change"- "53. You have No Idea How I Miss It"

CLASS: Reading discussion; Multimedia presentations

DUE: EXPOSITORY (MUST BE SUBMITTED WITH ANNOTATIONS)

WEEK 9: *Cheers* - MON 10.14/WED 10.16

CLASS: Multimedia presentations

Week 10: *Live Aid* - MON 10.21/WED 10.23

CLASS: Multimedia presentations

DUE: REFLECTION 4

WEEK 11: *The Golden Girls* - MON 10.28/WED 10.30

READ: eR—"The 100 Best Infographics" (Creative Bloq), "10 Tips for Designing Better Infographics" (DotDash), "12 Warning Signs that Your Infographic Sucks" (Visme)

CLASS: Reading discussion; Multimedia presentations

WEEK 12: *Twin Peaks* - MON 11.4/WED 11.6

CLASS: Multimedia presentations; Lecture—"Infographics 101" and "LGBT on TV: A Brief History"

DUE: REFLECTION 5

WEEK 13: *Star Trek: Deep Space Nine* - MON 11.11 (NO CLASS: VETERANS DAY)/WED 11.13

READ: STREET—Ch. 1-12

CLASS: Writers workshop

DUE: INFOGRAPHIC (DRAFT 1; BRING 1 HARD COPY OR AN ELECTRONIC VERSION)

WEEK 14: *Will & Grace* – MON 11.18/WED 11.20

READ: STREET—Ch. 13-15

CLASS: Reading discussion; Multimedia presentations

DUE: INFOGRAPHIC (FINAL DRAFT; EMAIL TO DHDELAO@GMAIL.COM by 5 P.M.)

WEEK 15: *The Office* - MON 11.25/WED 11.27 (NO CLASS: THANKSGIVING)

READ: STREET—Ch. 13-15

CLASS: Reading discussion; Multimedia presentations

WEEK 16: *Glee* - MON 12.2/WED 12.4

READ: STREET—Ch. 16-18

CLASS: CAUSE AND EFFECT; Reading discussion; Multimedia presentations

DUE: REFLECTION 6

WEEK 17: *Modern Family* - MON 12.9 (LAST REGULAR CLASS MEETING)

CLASS: Course wrap-up

Final Exam Meeting Times:

- SEC. 1:

WEEK 17: *Modern Family* - WED 12.11

TIME: 7:15 – 9:00 a.m., LOCATION: TBA

DUE: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)

- SEC. 35:

WEEK 18: *Stranger Things* - MON 12.13

TIME: 9:45 a.m. – 12:00 p.m., LOCATION: TBA

DUE: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)