



CHOOSE YOUR OWN ADVENTURE: WHY WE TRAVEL
SPRING 2020, SAN JOSÉ STATE UNIVERSITY

COURSE: ENGL 1A, FIRST-YEAR WRITING
GE CATEGORY: A2, WRITTEN COMMUNICATION I
UNITS: 3
PREREQUISITE: COMPLETION OF *REFLECTION ON COLLEGE WRITING*

INSTRUCTOR: DANIEL HENDEL DE LA O
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SECTIONS: 2 (22431) TUE/THU 7:30 – 8:45 A.M., BBC 124
5 (22434) TUE/THU 9:00 – 10:15 A.M., BBC 124

“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the Earth all one's lifetime.”

—Mark Twain, *Innocents Abroad* (1869)

COURSE THEME

Humans have always had an instinct to travel to new places. Despite the many challenges—planning, costs, transportation, unfamiliar surroundings—we are continually drawn to visit new places. Perhaps this is because by engaging with different people, experiencing unique cultures, and exploring natural wonders, traveling helps us better understand our planet and each other. Ironically, the more you broaden your world, the smaller it becomes. Drawing from a diverse assemblage of texts, this semester's ENGL 1A will focus exclusively on all things travel.

REQUIRED MATERIALS

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

Books:

- *The Art of Travel* by Alain De Botton (ISBN: 0375725342)
- *Destination Truth: Memoirs of a Monster Hunter* by Josh Gates (ISBN: 0743491726)

Writing guide:

- *The Everyday Writer with Exercises with 2016 MLA Update (Sixth Edition)* by Andrea A. Lunsford (ISBN: 1319083447)*

**Any edition of The Everyday Writer will suffice.*

COURSE DESCRIPTION

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.

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

THE SJSU WRITING CENTER

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.

UNIVERSITY, COLLEGE, OR DEPARTMENT POLICY INFORMATION

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be found at sjsu.edu/gup/syllabusinfo/index.html.

DEPARTMENT GRADING POLICY

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 online and in *The Everyday Writer*.

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) as a centralized location for general class information, including assignments. 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 may be required to complete some assignments. You will utilize this site, not Canvas, for most course information.

On the homepage, click on "ENGL 1A: Choose Your Own Adventure: Why We Travel" under "Spring 2020 Courses" to be routed to our course's page.

COURSE POLICIES

General:

- Please fill the front seats of the classroom first, leaving the back rows open.
- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you by Jack, then you'd use "John (Jack) Wilson" on all assignments. Additionally, preferred names can be set in Canvas using these instructions: sjsu.edu/registrar/docs/Preferred_name_setting.pdf.
- I am also happy to use your preferred pronouns. Simply notify me as early in the semester as possible—and *I apologize in advance if I occasionally slip up*.
- Please upload a clear photo to your Canvas and email accounts for easier reference.

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. In fact, you may even be asked to correct your own paper based upon the section I revised.
- 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 ask questions and/or comment). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Check Canvas for your most up-to-date grades.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Assignment rubrics can be found on your class blog. Please attach the corresponding rubric to each assignment. They should be stapled to the back of all hard copy assignments.
- 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 fall asleep, 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 arrive after the first 10 minutes, please wait for an appropriate moment to enter so as not to disturb the class.

Email:

- In order to streamline communications, email me at daniel.hendeldelao@sjsu.edu ONLY. Please do not contact me via Canvas.
- In your 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, 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.

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.

<i>Symbol</i>	<i>Meaning</i>	<i>Symbol</i>	<i>Meaning</i>	<i>Symbol</i>	<i>Meaning</i>
^	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
- Unless otherwise noted, always include a works cited**

*Handwritten pages are approximately 200 words per page.

** To save paper, a works cited may come directly after the end of your essay—it does not need to be on a separate page.

Your semester’s course work is comprised of:

<i>Assignment</i>	<i>Description</i>	<i>GELO</i>	<i>Word Count</i>	<i>In-Class</i>	<i>Revised/ Workshopped</i>	<i>Point Value</i>
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	500	✓		20
Autobiographical	In this essay, you will reflect upon a particular travel experience.	2-4	400			20
Short Answer Responses	You will write a series of short answer responses to questions based upon Gates’ <i>Destination Truth</i> .	1-5	500			20
Expository	Using De Botton’s <i>The Art of Travel</i> as a basis, this essay will explore the ways we can reframe our views on traveling. Additionally, this essay will be submitted with annotations.	1-5	750			20
Infographic	In a graphic illustration, you will highlight the ways in which social media, particularly Instagram, has changed contemporary travel.	1-5	500		✓	20
Reflections	You will write five 1.5-page reflections based upon a variety of travel-related prompts.	2-4	1,875			50
English Department Assessment	For this department-wide assessment you will reflect on your growth as a writer in ENGL 1A. We will be assessing GELO 1.	2-5	750			20

<i>Assignment</i>	<i>Description</i>	<i>GELO</i>	<i>Word Count</i>	<i>In-Class</i>	<i>Revised/Workshopped</i>	<i>Point Value</i>
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a travel-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: 5,775		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.

Note:

- Unless otherwise noted, 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 below.
- Please attach the corresponding rubric (available on EauZone) to each hard copy assignment.

Key:

- Art (*The Art of Travel*)
- Destination (*Destination Truth*)
- eR (eReader)

Week 1: Canada

Thu 1.23

Class: Syllabus Review

Week 2: Thailand

Tue 1.28/Thu 1.30

Class: Introductions; Lecture—"Crafting the Essay: Writing as a Process," "MLA Style 101"

Due: REFLECTION 1

Week 3: New Zealand

Tue 2.4/Thu 2.6

Read: Destination—Ch. 1: "We Must Go Back" – Ch. 5: "We Found Something!"

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

Week 4: India

Tue 2.11/Thu 2.13

Read: Destination—Ch. 6: Post – Ch. 10: The Delicate Art of Not Getting Killed

Class: Reading discussion; Lecture—"You're in College Now: The New Rules of University Writing" and "Citing Sources in MLA: The Basics," and "On Wordiness: Exercises"

Due: REFLECTION 2

Week 5: South Korea

Tue 2.18/Thu 2.20

Read: Destination—Ch. 11: Worst. Vacation. Ever. – Ch 16: On the Subject of Ghosts

Class: Reading discussion; Multimedia presentations

Due: AUTOBIOGRAPHICAL

Week 6: Kenya

Tue 2.25/Thu 2.27

Read: Destination—Ch. 17: Tourists and Pharaohs – Ch. 22: Home

Class: Reading discussion; Multimedia presentations

Week 7: Iran

Tue 3.3/Thu 3.5

Read: ART—"Destination"

Class: Reading discussion; Multimedia presentations

Due: SHORT ANSWER REPOSSES

Week 8: China

Tue 3.10/Thu 3.12

Read: Art—"Motives" and "Landscapes"

Class: Reading discussion; Multimedia presentations

Due: REFLECTION 3

Week 9: Mexico

Tue 3.17/Thu 3.19

Read: Art—"Motives" and "Landscapes"

Class: Reading discussion; Multimedia presentations

Week 10: The United Kingdom

Tue 3.24/Thu 3.26

Read: Art—"Art" and "Return"

Class: Reading discussion; Multimedia presentations

Due: REFLECTION 4

Week 11: Brazil

Tue 3.31/Thu 4.2 (No class—Spring Break)

Week 12: The United States

Tue 4.7/Thu 4.9

Read: Reading discussion; Multimedia presentations

Due: EXPOSITORY (SEE ASSIGNMENT FOR ANNOTATION INSTRUCTIONS)

Week 13: Italy

Tue 4.14 (No class)/Thu 4.16

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

Class: Multimedia presentations; Lecture—"Infographics 101"

Week 14: Egypt

Tue 4.21/Thu 4.23

Read: eR—"How Instagram Has Transformed How People Choose Their Next Vacation Destination" (Global News), "Have Instagram Influencers Ruined Travel for an Entire Generation?" (Forbes), "Instagram Has Ruined the Joy of Travelling" (Refinery29), "Is Instagram Ruining Travel? The Short Answer is It's a Bit Hysterical" (Guardian), "Instagram Influencers Ruined Travel. Can These Influencers Fix It?" (Mashable)

Class: Reading discussion; Multimedia presentations; Writers workshop

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

Week 15: Chile

Tue 4.28/Thu 4.30

Class: Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

Due: INFOGRAPHIC (FINAL DRAFT; EMAIL TO DANIEL.HENDELDELAO@SJSU.EDU by 5 P.M.)

Week 16: France

Tue 5.5/Thu 5/7*

Class: Multimedia presentations; Course wrap-up

Due: REFLECTION 5

**Last class meeting for the semester*

Final Exam Meeting Times:

- Sec. 2-
Week 17: Chile
Fri 5.15
Meeting: 7:15 – 9:30 a.m., LOCATION: TBA
Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)
- Sec. 5-
Week 18: The United Arab Emirates
Tue 5.19
Meeting: 7:15 – 9:30 a.m., LOCATION: TBA
Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)

