



ENGL 1A: This Realm, This England
San José State University, Spring 2021

Instructor: Daniel Hendel De La O
Course: ENGL 1A, First-Year Writing
GE Category: A2, Written Communication I
Units: 3
Prerequisite: Completion of "Reflection on College Writing"

Office Hours: Tue/Thu 9:00 – 10:00 a.m. (or by appointment)
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Section: 11 (22931) - Tue/Thu 7:30 – 8:45 a.m. (meeting bi-weekly online via Zoom)
Meeting ID- 846 0742 8957/*Passcode-* 265890
Canvas- sjsu.instructure.com/courses/1418126

"This blessed plot, this earth, this realm, this England."

—William Shakespeare, *Richard II*

Course Theme

They were once the most powerful nation on the planet. For over a thousand years, England's dominion was both unparalleled and unquestionable. And by its height in the early 20th century, it was often said that "the sun never set on the British Empire."

But that was then.

A hundred years later, the United Kingdom—the union of England, Wales, Scotland, and Northern Ireland—must reckon with a new world order. Having successfully excised itself from the European Union (via the so-called Brexit), the UK not only faces its diminishing global influence, but an existential crisis. Now, Britons must ask themselves: *What does it mean to be British in the 21st century?*

This semester's ENGL 1A will delve into all things Britain.

A Note About Spring 2021

The health and safety of our university community continues to be of paramount concern. As such, our course this semester will again be conducted entirely online. While this format sometimes presents challenges, please be patient and respectful of me and your classmates. I am looking forward to an exciting and engaging class.

Required Materials

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

Books:

- *Straight Outta Crawley: Memoirs of a Distinctly Average Human Being* by Romesh Ranganathan (ISBN: 0552173703)
- *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.

Technology Requirements

Students are required to have an electronic device (e.g. laptop, desktop, or tablet) with a camera and built-in microphone, as well as a reliable Wi-Fi connection. The University has a free equipment loan program (sjsu.edu/learnanywhere/equipment/index.php) available for students.

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.

General Education Learning Objectives (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

For the spring 2021 semester, the SJSU Writing Center will be operating entirely online. They have significantly expanded their online tutoring and live chat offerings. Appointments can be made online at sjsu.mywconline.com, and no appointment is needed to use their live chat service, which can be accessed through their website. 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.

The 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: This Realm, This England" under "Spring 2021 Courses" to be routed to our course's page.

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

Course Policies

General:

- 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 go by Jack, then use "John (Jack) Wilson" on all assignments. Also, remember that 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.
- As soon as possible, upload a clear profile photo to your Canvas and email accounts. This is especially important given our online-only setting.

Grades and grading:

- Ordinarily, you could expect sentence-level corrections for each of the hard copy essays you submitted. However, such corrections in Canvas are cumbersome. Instead, expect (often lengthy) end-notes in the comments section of your essays.
- 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.
- There will be no extra-credit opportunities this semester.
- 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.
- Submit late assignments (via Canvas) no later than the following class after the due date. They will be lowered one letter grade. Canvas submissions will be closed one week after due date.
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, make prior arrangements with me.
- All assignments will be uploaded via The Eauzone and Canvas.

Zoom Practices and Etiquette:

- Though you are not required to appear on camera for this or any other class, you are highly encouraged to do so. Being on camera helps you not only feel more engaged with the class environment, it also helps me and your classmates get to know you better.
- For those times your camera is off, you must have a clear profile photo uploaded into your Zoom account—instruction can be found here: ischool.sjsu.edu/account-set.
- If on camera, please dress appropriately.
- Always keep yourself on "mute" when not speaking.
- To comment or ask a question, please speak aloud or use the "raise a hand" feature—the "chat" feature will typically be turned off.
- Do not send me a private chat message during class. Instead, message me afterwards.
- All Zoom classes will be recorded and will be posted to Canvas.
- University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the "anonymous option," but please notify me beforehand.
- Please obtain permission from me before recording any class session. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of 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.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects your 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.

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 essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on the assignment
- Be in MLA Style
- Unless otherwise noted, always include a works cited*

* *Your works cited may be inserted directly after the end of your essay—it does not need to be on a separate page.*

Assignment	Description	GELO	Word Count	Revised/ Workshopped	Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	500		0
Personal Essay	How do you engage with British things? Music? Food? Movies? Websites? Books? In this essay, you will explore your relationship with one British thing.	2-4	750		20
Short Answer Responses	You will write short answer responses to a story by a contemporary British writer, including Irenosen Okojie and Jon McGregor.	1-5	500		20
Close Read	For this essay, you will conduct an in-depth analysis of a royal portrait.	1-5	750		20
Infographic	Your infographic will illustrate the contributions of an iconic Briton.	1-5	250		20
Expository	You will write an expository essay based upon Romesh Ranganathan's <i>Straight Outta Crawley</i> .	1-5	750	✓	20
Reflections	You will write five 2-page reflections on a variety of British-related prompts.	2-4	2,500		50
The Self-Reflection Essay and ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1B.	2-5	500		20

Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a UK-related topic.	1-5	250		20
Participation	Online attendance alone does not earn participation points, but active and consistent participation in class.				10
Word Count: 6,750		Point Total: 200			

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 this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- Look for any assignments worth points to be CAPITALIZED and bolded below.
- Unless otherwise noted:
 - All assignments are due on Thursdays by 6 p.m. via Canvas—*do not email any assignments.*
 - All presentations take place on Thursdays.

Key:

- DB (Dropox)
- eR (eReader)
- Outta (*Straight Outta Crawley*)

Week 1: Adele

Thu 1.28

Class: Syllabus review

Week 2: Ian Fleming's James Bond

Tue 2.2/Thu 2.4

Class: Introductions; Presentation partner and topic assignments; Lecture—"Crafting the Essay: Writing as a Process"
Due: REFLECTION 1

Week 3: Sir Andrew Lloyd Webber
Tue 2.9/Thu 2.11
Class: Lecture—"Building a Better Multimedia Presentation: An Annotated Look"
Due: DIAGNOSTIC

Week 4: The Beatles
Tue 2.16/Thu 2.18
Class: Lecture—"Citing Sources in MLA: The Basics" and "MLA Style 101"

Week 5: PL Travers' Mary Poppins
Tue 2.23/Thu 2.25
Class: Reading discussion; Lecture—"You're in College Now: The New Rules of University Writing"
Due: REFLECTION 2

Week 6: David Beckham
Tue 3.2/Thu 3.4
Class: Reading discussion; Multimedia presentations
Due: REFLECTION 3

Week 7: *The Great British Bake Off*
Tue 3.9/Thu 3.11
Class: Reading discussion; Multimedia presentations
Due: MEMOIR

Week 8: Jane Austen
Tue 3.16/Thu 3.18
Class: Multimedia presentations

Week 9: Harry and Meghan, The Duke and Duchess of Sussex
Tue 3.23/Thu 3.25
Read: DB—Lit Pack 1: "Half-mown Lawn" by Dan Powell, "NippleJesus" by Nick Hornby, "We Wave and Call" by Jon McGregor, "Slut's Hair" by John Burnside
Class: Reading discussion; Multimedia presentations
Due: REFLECTION 4

Week 10: Dr. Stephen Hawking
Tue 3.30/Thu 4.1—*No class: Spring Break*

Week 11: William Shakespeare
Tue 4.6/Thu 4.8
DB—Lit Pack 2: "Luckybitch" by Helen Fielding, "Grace Jones" by Irenosen Okojie, "When You Grow into Yourself" by Ross Raisin, "Winter Break" by Hillary Mantel
Class: Reading discussion; Multimedia presentations

Week 12: JK Rowling's Harry Potter
Tue 4.13/Thu 4.15
Class: Reading discussion; Multimedia presentations; Lecture—"Close Reads: A How-To"
Due: SHORT ANSWER RESPONSES

Week 13: Idris Elba
Tue 4.20/Thu 4.22
Read: 1. Mass Appeal – 3. Started from the Bottom Now We're Here
Class: Reading discussion; Multimedia presentations

Due: INFOGRAPHIC

Week 16: *Monty Python**

Tue 5.11/Thu 5.13

Read: Outta—10. Mama Said Knock You Out –
12. This is America

Class: Multimedia presentations

Due: EXPOSITORY

**Final regular class meeting of the semester*

Week 17: London, England

Tue 5.18—*No class this week*

Final Exam period:

Week 18: *Top Gear*

Tue 5.25, 8 – 9:30 a.m. (Details TBD)

Class: Course wrap-up

Due: SELF-REFLECTION AND
ePORTFOLIO (SUBMIT VIA CANVAS BY 6
P.M.)

Week 14: *Doctor Who*

Tue 4.27/Thu 4.29

Read: Outta—4. Poppa Was a Player – 6. I
Need Love

Class: Multimedia presentations;

Lecture—"Infographics 101"

Due: CLOSE READ

Week 15: Diana, Princess of Wales

Tue 5.4/Thu 5.6

Read: Outta—7. It's Bigger than Hip Hop – 9.
Can't Tell Me Nothin'

Class: Multimedia presentations