



ENGL 1A: iykyk: Social Media and the Selfie
Instructor: Daniel Hendel De La O
Term: Spring 2023

Course: ENGL 1A, First-Year Writing
GE Category: A2, Written Communication I
Units: 3
Prerequisite: Completion of "Reflection on College Writing"
Modality: Online/Synchronous

Office Hours: Tue/Thu 10:30 – 11:30 a.m. (by appointment and Via Zoom only)
Email: daniel.hendeldelao@sjsu.edu
Web: eazone.blogspot.com

Sections: 81 (27926): Tue/Thu from 9:00 – 10:15 a.m. (Meeting ID: 829 5608 7558/Passcode: 636914)

Course Theme

Like it or not, social media is ubiquitous in 21st century life. From emojis to hashtags to memes, it has changed nearly everything about the ways we communicate and connect today. Still, all of these technological innovations have brought with them many new challenges. Social media raises a number of serious issues, ranging from eroding privacy and safety to adverse mental and physical health effects.

This semester's ENGL 1A will focus exclusively on all things social media. Drawing from a diverse assemblage of texts, we will read and write about this most unique technological phenomenon.

Reading Materials

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

Required:

- *So, You've Been Publicly Shamed* by Jon Ronson (ISBN: 1594487138)
- *Ten Arguments for Deleting Your Social Media Accounts Right Now* by Jaron Lanier (ISBN: 1250239087)

Recommended:

- *The Everyday Writer with 2020 APA Update* by Andrea A. Lunsford (ISBN: 1319361153)*

Social media accounts:

A social media account of some sort (e.g. Instagram, Twitter), while not required, may be helpful for some aspects of this course.

**Any equivalent writing guide, so long as it's current, 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 (GELOs)

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

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.

On Academic Integrity and Artificial Intelligence (AI) Tools Usage

Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT, to complete essays or other assignments constitutes a violation of the University's Academic Integrity Policy (sjsu.edu/senate/docs/F15-7.pdf). AI-generated submissions are not permitted and will be treated as plagiarism.

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. Please follow this sample heading for all typed work:

Full Name

ENGL 1A: Section #

Date

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

Example:

| Word Count: 758

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 the menu icon, then "ENGL 1A: IYKYK" under "Spring 2023 Courses" to be routed to our course's page.

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, your preferred name can be set in Canvas using these instructions: sjsu.edu/registrar/docs/Preferred_name_setting.pdf.
- The University offers you the opportunity to record the correct pronunciation of your name on Canvas via NameCoach: <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/namecoach/>.
- 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. Additionally, you can set your preferred pronouns in Canvas here: sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php.

Grades and grading:

- Because sentence-level corrections in Canvas are cumbersome, instead, expect (often lengthy) end-notes in the comments section of your submissions.
- There is a participation component to your grade. It CAN 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 with the "submission windows" indicated on EauZone, which contains the most up-to-date schedule and information.
- Because submission windows provide ample time to submit work, no late assignments will be accepted.
- 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:

- You are highly encouraged to turn your cameras on during class. Being on camera helps you not only feel more engaged with the class, it also helps me and your classmates get to know you better. If you have no reason to have it off, please turn it on.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom account—instructions can be found here: school.sjsu.edu/account-set. Please do this in the first week of school. This is especially important given our online-only setting.
- Whenever you are on camera, please dress appropriately.
- All classes may be recorded. 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.
- Class recordings can be found on Zoom.
- 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:

- My university email address is daniel.hendeldelao@sjsu.edu.
- In emails to me, please 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 (or as close as possible to it given the limitations of Canvas)
- 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 start on a separate page.

Your semester’s course work is comprised of:

Assignment	Description	GELO	Word Count	Revised or Workshopped	Point Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	1-4	750		100

Personal	After fasting from all social media for a full seven days—and keeping a journal of the experience—you will reflect upon it in a personal essay.	2-4	750		100
Expository	You will write an expository response to Lanier’s <i>Ten Arguments for Deleting Your Social Media Accounts Right Now</i> .	1-5	750		100

Infographic	In a graphic illustration, you will compare one of the online shaming incidents from Ronson’s <i>So, You’ve Been Publicly Shamed</i> with one of your own choosing.	1-5	750	✓	100
Short Answer Responses	You will write short answer responses to stories involving social media from contemporary authors, such as Robin Sloan and Mary South.		750		100
Meme	You will create an Internet meme to understand the power of this popular 21st century form of communication. Additionally, you will briefly summarize your process.	3-5	750	✓	100
Reflections	You will write five 1.5-page reflections based upon a variety of social media-related prompts.	2-5	2,500		250 [5x50]
Multimedia Presentation	You and a classmate will create a 10-minute	1-5	500		50

	multimedia presentation (e.g. PowerPoint, Keynote) based upon a social media-related topic.				
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Self-Reflection Essay and ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1.	2-4	750		75
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.				25
				Word Count: 8,250	Total: 1000

Final Grade Calculations:

A+	970-1000	B+	870-899	C+	770-799
A	930-969	B	830-869	C	730-769
A-	900-929	B-	800-839	C-	700-729*
				F	0 – 699

**You must earn at least 700 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 underlined below.
- Assignments will be due during “Submission Windows”—short periods of time during which you may submit work. Please note: No assignments are accepted after those windows close.
- All lecture presentations are also located in the “Files” section of our Canvas.
- Unless otherwise noted:
 - All assignments are due on Thursdays by 8 p.m. via Canvas—again, please do not submit assignments via email.
 - Most presentations will take place on Thursdays.

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.

Key:

- eR: eReader
- GDOCS: Google Docs
- SHAMED: *So, You Been Publicly Shamed*
- TEN: *Ten Arguments for Deleting Your Social Media Accounts Right Now*

Schedule:

Week 1: Thu 1.26

Class: Syllabus review

Week 2: Tue 1.31/Thu 2.2

Read: eR—"The Psychology of the Selfie" (Psychology Today), "What Makes Internet Trolls Tick?" (Psychology Today)

Class: Introductions; Lecture—"Crafting the Essay: Writing as a Process"

Due: DIAGNOSTIC

Week 3: Tue 2.7/Thu 2.9

Class: Lecture—"Building a Better Multimedia Presentation: An Annotated Look," "MLA Style 101"

Due: REFLECTION 1

Week 4: Tue 2.14/Thu 2.16*

Read: eR—"I'm a Psychologist, and These are the Benefits of Taking a Social Media Fast" (Well+Good), "Nine Reasons Why a Social Media Detox is Good for You" (Lifehack), "Here's How to Do a Social Media Detox the Right Way" (Good Housekeeping)

Class: Reading discussion; Presentation topic assignments

* 1. Start your social media fast no later than Wed 9.4—it should run for one full week. 2. Abstain from all non-essential social media platforms (e.g. Twitter, Instagram) for seven full days 3. Summarize each day in a brief paragraph (to be included with next week's assignment).

Week 5: Tue 2.21/Thu 2.23

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

Due: PERSONAL

Week 6: Tue 2.28/Thu 3.2

Class: Reading discussion; Lecture—"On Wordiness: Exercises"

Due: REFLECTION 2

Week 7: Tue 3.7/Thu 3.9

Read: TEN—Choose any three chapters from Arguments 1-5

Class: Reading discussion; Multimedia presentations; Watch—"Why Social Media is Toxic for Teen Mental Health" (Al Jazeera)

Week 8: Tue 3.14/Thu 3.16
 Read: TEN—Choose any three chapters from Arguments 6-10
 Class: Reading discussion; Multimedia presentations; Watch—“Meet the
 Teens Lobbying to Regulate Social Media” (CBS News)
 Due: EXPOSITORY

Week 9: Tue 3.21/Thu 3.23
 Read: SHAMED—1. Braveheart – 3. The Wilderness; eR—“Forty of the Best
 Infographics to Inspire You” (Canva), “The Ultimate Infographic Design
 Thirteen Tricks for Better Designs” (Venngage), “101 Best
 Examples for Beginners (2022 List)” (Visme)
 Class: Multimedia presentations; Lecture—“Infographics 101
 Due: REFLECTION 3

Guide:
 Infographic

Week 10: Tue 3.28/Thu 3.30—No Class: Spring Break

Week 11: Tue 4.4/Thu 4.6
 Read: SHAMED—4. God That was Awesome – 6. Doing Something Good
 Class: Multimedia presentations
 Due: INFOGRAPHIC (DRAFT 1)

Week 12: Tue 4.11/Thu 4.13
 Read: SHAMED—7. Journey to a Shame-Free Paradise – 15. Your Speed
 Class: Multimedia presentations
 Due: INFOGRAPHIC (FINAL DRAFT)

Week 13: Tue 4.18/Thu 4.20
 Read: GDOCS—Lit Pack 1: “Coming of the Light” by Chen Qiufan, “The
 Influencers” by Joe Flood, “You Will Never Be Forgotten” by Mary South,
 Rubicon” by Robin Sloan
 Class: Reading discussion; Multimedia presentations
 Due: REFLECTION 4

“Julie

Week 14: Tue 4.25/Thu 4.27
 Class: Multimedia presentations
 Due: SHORT ANSWER RESPONSES

Week 15: Tue 5.2/Thu 5.4
 Class: Multimedia presentations; Lecture—“The Self-Reflection Essay and
 ePortfolio: A How-To” and “Memes Rule the Internet: Share If You
 Agree”
 Due: REFLECTION 5

Week 16: Tue 5.9/Thu 5.11*
 Class: Class wrap-up
 Due: MEME

**Last regular class meeting of the semester*

Final Exam:

Week 17: Wed 5.17

Time: 8:00 – 9:30 a.m.

Zoom: Meeting ID: 884 0259 8642 / Passcode: 884 0259 8642

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