



ENGL 1B: In a Golden State: Our California, Real and Imagined  
Instructor: Daniel Hendel De La O  
Term: Spring 2023

Course: ENGL 1B, Argument and Analysis  
GE Category: C2, Letters  
Units: 3  
Prerequisite: ENGL 1A or Stretch ENGL (with a grade of C- or better)  
Modality: Online/Synchronous

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

Sections: 83 (27463): Fri from 9:15 a.m. – 12:15 p.m. (Meeting ID: 823 7973 6800/Passcode: 514241)

*And I can see a little house  
On top of the hill  
And I can smell the ocean  
The salt in the air  
And I can see you  
You're standing there  
And you're washing your car  
And I can see California sun in your hair*

-Bonnie Somerville, “Winding Road”

#### Course Theme

From the Sequoia forests of Yosemite to the labs of Silicon Valley to the movie sets of Hollywood, California has earned its reputation as a place where dreams can come true. For over a century, everyone from hungry entrepreneurs to would-be movie stars have flocked here hoping to stake their claim. In many respects, we are the envy of not just the country, but the world. But when, if ever, does the California of fantasy meet the California of reality? How do we, as Californians, reconcile the California we want with the California we have? This spring, we will examine California’s almost mythical status and how that perception has shaped the place in which we live.

#### Reading Materials

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

#### Required:

- *Afterparties: Stories* by Anthony Veasna So (ISBN: 0063049899)
- *Inter State: Essays from California* by Jose Vadi (ISBN: 1593766955)

Recommended:

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

*\*Any equivalent writing guide, so long as it's relatively recent, 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](https://sjsu.edu/learnanywhere/equipment/index.php)) available for students.

### Course Description

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

This course is not open to students who have successfully completed ENGL 2.

### 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 ENGL 1B, students should be able to:

1. Demonstrate the ability to read actively and rhetorically
2. Demonstrate the ability to 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. Demonstrate the ability to integrate their 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](https://sjsu.edu/gup/syllabusinfo/index.html).

### On Academic Integrity and Artificial Intelligence 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 (AI) 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](https://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 1B: 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](http://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 1B: In a Golden State" 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](https://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](https://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](https://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 be 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
Short Answer Responses	You will write short answer responses to the Californian stories in Anthony Veasna So’s <i>Afterparties</i> .	2-4	750		100
Expository	You will write an expository response to the essays found in Jose Vadi’s <i>Inter State</i> .	1-5	750		100
Close Reading	For this assignment, you will do a close reading of a photo of a uniquely Californian scene.	1-5	750		100

Research Paper	You will create a profile of a California “place.” Be it Hollywood Boulevard in Los Angeles, Keyes View in Joshua Tree National Park, or the Googleplex in Mountain View you will synthesize a place’s history, culture, and future into an informative profile. This will take the form of a research and interview-based 15-slide multimedia presentation.		2,000	✓	250
Reflections	You will write five 1.5-page reflections based upon a variety of California-related prompts.	2-5	2,500		250
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a California-related topic.	1-5	500		50
Self-Reflection Essay and ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1B.	2-4	750		25
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.				25
			Word Count: 8,750		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 70 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 Fridays by 8 p.m. via Canvas—again, please do not submit any assignments via email.

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:

- AFTER: *Afterparties*
- eR: eReader
- INTER: *Inter-State*

Schedule:

- Week 1: San Diego  
Date: Fri 1.27  
Class: Syllabus review; Quiz—The Great Golden State Trivia Quiz; Introductions
- Week 2: South Lake Tahoe  
Date: Fri 2.2  
Read: eR—“The California Dream is Dying” (The Atlantic)  
Class: Lecture—“Crafting the Essay: Writing as a Process,” “MLA Style 101”  
Due: DIAGNOSTIC
- Week 3: Oakland  
Date: Fri 2.10  
Read: AFTER—“Three Women of Chuck’s Donuts” – “Malu, Maly, Maly”  
Class: Reading discussion; Presentation topic assignments; Lecture—“Building a Better Multimedia Presentation: An Annotated Look”  
Due: REFLECTION 1
- Week 4: Pasadena  
Date: Fri 2.17  
Read: AFTER—“The Shop” – “We Would’ve Been Princes”  
Class: Reading discussion; Presentation topic assignments
- Week 5: Avalon  
Date: Fri 2.24  
Read: AFTER—“Human Development” – “Generational Differences”  
Class: Reading discussion; Lecture—“You’re in College Now: The New Rules of University Writing” and “Citing Sources in MLA: The Basics”  
Due: SHORTANSWER RESPONSES
- Week 6: Santa Cruz  
Date: Fri 3.3  
Read: INTER—“Inter State” – “Standing in the Shadows of Brands: San Francisco at Dawn”  
Class: Reading discussion; Lecture—“On Wordiness: Exercises”  
Due: REFLECTION 2

- Week 7: Mount Shasta  
Date: Fri 3.10  
Read: INTER—“A California Inquiry (or California in Flames)” – “Spot Check”  
Class: Reading discussion; Multimedia presentations  
Due: REFLECTION 3
- Week 8: Napa  
Date: Thu 3.17  
Read: INTER—“14th and Jackson” – “Post: An Afterward”  
Class: Reading discussion; Multimedia presentations  
Due: EXPOSITORY
- Week 9: Sacramento  
Date: 3.24  
Class: Multimedia presentations; Lecture—“Close Readings 101”
- Week 10: Monterey  
Date: Fri 3.31—No Class: Spring Break
- Week 11: San Jose  
Date: Thu 4.7  
Read: Reading discussion; Multimedia presentations  
Class: Multimedia presentations; Library research session  
Due: CLOSE READING
- Week 12: Los Angeles  
Date: Fri 4.14  
Class: Multimedia presentations; Writer’s workshop  
Due: DRAFT RESEARCH PROJECT (UP TO SLIDE 3)
- Week 13: Santa Barbara  
Date: Fri 4.21  
Class: Multimedia presentations; Writer’s workshop  
Due: REFLECTION 4; DRAFT RESEARCH PROJECT (UP TO SLIDE 6)
- Week 14: San Francisco  
Date: Fri 4.28  
Class: Multimedia presentations; Writer’s workshop  
Due: DRAFT RESEARCH PROJECT (UP TO SLIDE 9)
- Week 15: Eureka  
Date: Tue 5.2/Thu 5.4  
Class: Multimedia presentations; Writer’s workshop; Lecture—“The Self-Reflection Essay and ePortfolio: A How-To”  
Due: REFLECTION 5; DRAFT RESEARCH PROJECT (UP TO SLIDE 12)
- Week 16: Santa Monica  
Date: Thu 5.12  
Class: Multimedia presentations; Class wrap-up  
Due: RESEARCH PROJECT (FINAL DRAFT)

*\*Last regular class meeting of the semester*

Final Exam:

Week 17: Modesto  
Date: Thu 5.18 (Zoom Meeting ID: 842 6905 5905/Passcode: 294596)  
Time: 8:00 – 9:30 a.m.  
Due: SELF-REFLECTION ESSAY AND EPORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)