



ENGL 1A: The One About Peak TV

Instructor: Daniel Hendel De La O

Term: Fall 2022

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. and by appointment (Via Zoom only)

Email: daniel.hendeldeo@sjsu.edu

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Sections: 57 (49769) Tue/Thu 7:30 – 8:45 a.m. (Meeting ID: 886 5807 5299/Passcode: 246488)
83 (49808) Tue/Thu 9:00 – 10:15 a.m. (Meeting ID: 853 0403 1207/Passcode: 273940)

Course Theme

In 2015, FX Networks president John Landgraf coined the term "Peak TV." Peak TV—sometimes called "Prestige Television"—refers to the proliferation of high-quality, cinema-level television programs produced since 2000. In fact, this century has seen some of the most critically-acclaimed programs ever produced, including *The Sopranos*, *Mad Men*, *Breaking Bad*, and *The Handmaid's Tale*. All this on a technology that was supposed to die with the mainstreaming of the Internet in the '90s. This semester we will be studying not only the Peak TV era, but the historical and social influence of television, in general. From the cultural impacts of *Sesame Street* and MTV to the evolution of sex and gender representation, we will examine many of the prevalent issues concerning television today.

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 2020 APA Update* by Andrea A. Lunsford (ISBN: 1319361153)*

*Any edition of *The Everyday Writer*—or an equivalent writing guide—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 focus of your ePortfolio this semester will be GELO #4*

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 can be found online and in *The Everyday Writer*. 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: 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 the menu icon, then "ENGL 1A: The One About Peak TV" under "Fall 2022 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, remember that preferred names can be set in Canvas using these instructions: sjsu.edu/registrar/docs/Preferred_name_setting.pdf.
- SJSU 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 on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Because you have substantial "submission windows" to turn in assignments, no late work 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:

- 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.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom account—instructions can be found here: ischool.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.
- 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 often be turned off.

- Please do not private message me during class as it can be very distracting. Instead, message me afterwards.
- All classes will be recorded and routinely be posted on Zoom, not 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 message 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 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		20
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	750		20

Expository	Using Tannenbaum and Marks' <i>I Want My MTV</i> as a basis, this expository essay will examine the cultural impact of MTV.	1-5	750		20
Infographic	For this in-class assignment, you will create an original infographic chronicling the history of LGBTQ representation on American television.	1-5	500	✓	20
Short Answer Responses	You will answer a series of short answer responses on the cultural impact of <i>Sesame Street</i> based upon Michael Davis' <i>Street Gang</i> .	3-5	750		20
Reflections	You will write five 2-page reflections on a variety of television-related prompts.	2-5	2,500		100
Multimedia Presentation	You will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a television-related topic.	1-5	500		20
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		20
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.				10
			Word Count: 7,250	Total: 250	

Final Grade Calculations:

A+	242 – 250	B+	217 – 223	C+	192 – 198
A	234 – 241	B	209 – 216	C	184 – 191
A-	224 – 233	B-	199 – 208	C-	174 – 183*
				F	0 – 173

**You must earn at least 174 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, do not email any assignments.
 - All presentations 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. Additionally, each week, we will briefly examine a television show that’s come to exemplify the “Peak TV” era.

Key:

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

Schedule:

Week 1: *Curb Your Enthusiasm*

Class: No class

Week 2: *Ugly Betty*

Date: Tue 8.23/Thu 8.25

Read: eR—“Gen Z Ranks Watching TV, Movies as Fifth Among Top Five Entertainment Activities” (Variety), “How Gen Z Streams TV Around the World” (MorningConsult)

Class: Syllabus review; Introductions

Due: DIAGNOSTIC

Week 3: *Community*

Date: Tue 8.30/Thu 9.1

Class: Lecture—“Crafting the Essay: Writing as a Process,” “MLA Style 101”

Due: REFLECTION 1

Week 4: *Glee*

Date: Tue 9.6/Thu 9.8

Read: MTV—“Part 1: Pictures Came and Broke Your Heart”-“7. A Hail Mary Pass”

Class: Reading discussion; Presentation topic assignments; Lecture—“Building a Better Multimedia Presentation: An Annotated Look,” “American Television: A Brief History”

Week 5: *Modern Family*

Date: Tue 9.13/Thu 9.15

Read: MTV—“8. Midgets, Models, and Trannies”-“14. I’m Not Like Other Boys”

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

Due: AUTOBIOGRAPHICAL

Week 6: *The Great British Bake Off*

Date: Tue 9.20/Thu 9.22

Read: MTV—“Part 2: I Play My Part and You Play Your Game”-“20. Don’t Be a Wanker All Your Life”

Class: Reading discussion; Lecture—“On Wordiness: Exercises”

Due: REFLECTION 2

- Week 7: *Schitt's Creek*
Date: Tue 9.27/Thu 9.29
Read: MTV—"21. A Whopping, Steaming Turd"- "41. I Want to Have a Nickname"
Class: Reading discussion; Multimedia presentations
- Week 8: *Fleabag*
Date: Tue 10.4/Thu 10.6
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
- Week 9: *Stranger Things*
Date: Tue 10.11/Thu 10.13
Read: eR—"Forty of the Best Infographics to Inspire You" (Canva), "The Ultimate Infographic Design Guide: Thirteen Tricks for Better Designs" (Venngage), "101 Best Infographic Examples for Beginners (2022 List)" (Visme)
Class: Multimedia presentations; Lecture—"Infographics 101"
- Week 10: *The Good Place*
Date: Tue 10.18/Thu 10.20
Class: Multimedia presentations; Writer's workshop; Watch—Excerpts from *Visible: Out on Television* (Apple TV+)
Due: INFOGRAPHIC (DRAFT 1)
- Week 11: *Will & Grace*
Date: Tue 10.25/Thu 10.27
Read: STREET—Ch. 1-6
Class: Reading discussion; Multimedia presentations
Due: INFOGRAPHIC (FINAL DRAFT)
- Week 12: *On My Block*
Date: Tue 11.1/Thu 11.3
Read: STREET—Ch. 8-12
Class: Multimedia presentations
- Week 13: *Pose*
Date: Tue 11.8/Thu 11.10
Read: STREET—Ch. 13-15
Class: Multimedia presentations; Watch—Excerpts from *Street Gang: How We Got to Sesame Street* (HBO)
Due: REFLECTION 3

Week 14: *The Mandalorian*
Date: Tue 11.15/Thu 11.17
Read: STREET—Ch. 16-18
Class: Reading discussion; Multimedia presentations; Lecture—“Anatomy of a Short Answer Response”
Due: SHORT ANSWER RESPONSES

Week 15: *Ted Lasso*
Date: Tue 11.22/Thu 11.24 (No Class—Thanksgiving)
Class: Multimedia presentations
Due: REFLECTION 4

Week 16: *Bridgerton*
Date: 11.29/Thu 12.1
Class: Multimedia presentations; Lecture—“The Self-Reflection Essay and ePortfolio: A How-To”
Due: REFLECTION 5

Week 17: *Only Murders in the Building*
Date: Tue 12.6*
Class: Class wrap-up

**Last regular class meeting of the semester*

Final Exams:

Sec. 57: Mon 12.12 from 8:00 – 9:30 a.m. (Details TBD)
Due: SELF-REFLECTION ESSAY AND EPORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)

Sec. 83: Wed 12.14 from 8:00 – 9:30 a.m. (Details TBD)
Due: SELF-REFLECTION ESSAY AND EPORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)