



ENGL 1A: Not So Different—Conversations about America and Race

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.hendeldelao@sjsu.edu](mailto:daniel.hendeldelao@sjsu.edu)

Web: [eauzone.blogspot.com](http://eauzone.blogspot.com)

Sections: 96 (49624) Mon/Wed 7:30 – 8:45 a.m. (Meeting ID: 843 4409 5450/Passcode: 128249)

97 (49625) Mon/Wed 9:00 – 10:15 a.m. (Meeting ID: 820 9882 2901/Passcode: 327997)

Course Theme

Critical Race Theory. Black Lives Matter. The Great Replacement. Intersectionality. Anti-racism. White supremacy. Woke.

These terms represent only a few points on 21st century America's vast, and increasingly complex, racial landscape. Our country has never been more diverse. In fact, the United States is projected to be a majority non-white nation as early as the 2040s. Increasingly, however, there are forces in this nation that resist this trajectory. Fueled by fear, a new tribalism is taking hold that threatens to undermine nearly 250 years of progress toward a "more perfect union." Therefore, educating ourselves about race in America is more critical than ever. These conversations can sometimes be tough, even uncomfortable, but they are necessary if we are to ensure an America for all. As historian John Meacham put it, "We cannot guarantee equal outcomes, but we must do all we can to ensure equal opportunity." This semester, our ENGL 1A will explore the racial dynamics of 21<sup>st</sup> century America.

Required Materials

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

Books:

- *So You Want to Talk About Race* by Ijeoma Oluo (ISBN: 15800558825)

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](https://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](https://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: 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 1A: Not So Different" 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](https://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](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 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: [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.
- 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](mailto: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 the path toward your own racial identity.	2-4	750		20
Expository	Using Ijeoma Oluo's <i>So You Want to Talk About Race</i> by as a basis, this expository essay will examine some of the racial issues facing America today.	1-5	750		20
Infographic	For this in-class assignment, you will create an original infographic highlighting the current state of Latino or Asian representation in American film and television.	1-5	500	✓	20
Close Reading	For this assignment, you will do a close reading of a photo illustrating the 19 <sup>th</sup> or 20 <sup>th</sup> century immigrant experience.	3-5	750		20
Reflections	You will write five 2-page reflections on a variety of race-related prompts.	2-5	2,500		100

Multimedia Presentation	You will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a race-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 Wednesdays by 8 p.m. via Canvas—again, do not email any assignments.
  - All presentations take place on Wednesdays.

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)
- RACE (*So You Want to Talk About Race*)

**Schedule:**

Week 1: The United Daughters of the Confederacy  
Class: No class

- Week 2: Representative Shirley Chisholm  
 Date: Mon 8.22/Wed 8.24  
 Read: eR—"Forty-four Photos from the Anti-Civil Rights Movement that United Most of White America in the 1960s" (AllThatsInteresting), "A Summer of Protests, in Photos" (Deseret News)  
 Class: Syllabus review; Introductions  
 Due: DIAGNOSTIC
- Week 3: Desi Arnaz and *I Love Lucy*  
 Date: Mon 8.29/Wed 9.31  
 Class: Lecture—"Crafting the Essay: Writing as a Process," "MLA Style 101"  
 Due: REFLECTION 1
- Week 4: The Hawaiian Sovereignty Movement  
 Date: Mon 9.5/Wed 9.7  
 Class: Reading discussion; Presentation topic assignments; Lecture—"Building a Better Multimedia Presentation: An Annotated Look"
- Week 5: Cesar Chavez, Dolores Huerta, and The United Farm Workers of America  
 Date: Mon 9.12/Wed 9.14  
 Read: RACE—One-Four  
 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: Enrique Tarrio and The Proud Boys  
 Date: Mon 9.19/Wed 9.21  
 Read: RACE—Five-Eight  
 Class: Reading discussion; Lecture—"On Wordiness: Exercises"  
 Due: REFLECTION 2
- Week 7: Tommie Smith, John Carlos, and the 1968 Mexico City Olympic Games  
 Date: Mon 9.26/Wed 9.28  
 Read: RACE—Nine-Thirteen  
 Class: Reading discussion; Multimedia presentations
- Week 8: Vice-President Kamala Harris  
 Date: Mon 10.3/Wed 10.5  
 Read: RACE—Fourteen-Eighteen  
 Class: Reading discussion; Multimedia presentations  
 Due: EXPOSITORY
- Week 9: The Anti-Defamation League  
 Date: Mon 10.10/Wed 10.12  
 Read: eR—"The History of Asian Representation in Film" (Vice), "Why Do Asian-Americans Remain Largely Unseen in Film and Television?" (New York Times), "In 2022, Asian Representation in TV and Film is Better, but Still has Room to Grow" (TheWorkPrint), "The Complex History of Asian Americans in Movies, from the Silent Era to *Crazy Rich Asians*" (Washington Post)  
 Class: Multimedia presentations; Lecture—"Infographics 101"; Watch—Excerpts from *The Bronze Screen: 100 Years of the Latino Image in Hollywood*

- Week 10: Justice Thurgood Marshall  
Date: Mon 10.17/Wed 10.19  
Read: eR—"A Brutally Honest History of Latinos in Hollywood" (Los Angeles Times),  
"Hollywood's Treatment of Latinos is an Open Wound. Healing it Requires a Reckoning"  
(San Diego Union Tribune), "Why is Progress So Slow for Latinos in Hollywood?" (UCLA),  
"2022 Might be the Year the Latino Storyline in Hollywood is Rewritten" (NJ.com)  
Class: Multimedia presentations; Writer's workshop; Watch—Excerpts from *The Slanted Screen*  
Due: INFOGRAPHIC (DRAFT 1)
- Week 11: The Southern Poverty Law Center  
Date: Mon 10.24/Wed 10.26  
Class: Multimedia presentations  
Due: INFOGRAPHIC (FINAL DRAFT)
- Week 12: The American Eugenics Movement  
Date: Mon 10.31/Wed 11.2  
Class: Multimedia presentations; Guest speaker TBA  
Due: REFLECTION 3
- Week 13: Senator Tammy Duckworth  
Date: Mon 11.7/Wed 11.9  
Class: Multimedia presentations; Lecture: "Close Reads: A How-To"
- Week 14: The Occupation of Alcatraz  
Date: Mon 11.7/Wed 11.9  
Class: Multimedia presentations  
Due: CLOSE READING
- Week 15: Sidney Poitier and *Guess Who's Coming to Dinner*  
Date: Mon 11.21/Wed 11.23 (No Class—Thanksgiving)  
Class: Multimedia presentations
- Week 16: The Manzanar War Relocation Center  
Date: Mon 11.28/Wed 11.30  
Class: Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"  
Due: REFLECTION 4 and 5
- Week 17: Alex Haley and *Roots*  
Date: Mon 12.5\*  
Class: Class wrap-up

*\*Last regular class meeting of the semester*

Final Exams:

- Sec. 96: Fri 12.9 from 8:00 – 9:30 a.m. (Details TBD)  
Due: SELF-REFLECTION ESSAY AND EPORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)
- Sec. 97: Tue 12.13 from 8:00 – 9:30 a.m. (Details TBD)  
Due: SELF-REFLECTION ESSAY AND EPORTFOLIO (SUBMIT VIA CANVAS BY 6 P.M.)