



The Department of English & Comparative Literature @ San José State University



English 1A: Mind the Gap—Gender, Then and Now
The Department of English and Comparative Literature
@ San José State University,
Spring 2015

Instructor: DH De La O

Course: English 1A—Composition 1 (Ge A2), 3 Units

Office: FOB 111

Office Hours: Mo/We 10:30 – 11:30 AM (or by appointment)

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Sec. 2 (26974): Mo/We 7:30 – 8:45 AM, BBC 122

Sec. 8 (21974): Mo/We 9:00 – 10:15 AM, BBC 123

COURSE THEME

We live in an era in which the concepts of gender are being radically challenged. Whether this is a good or bad thing depends on who you ask. Still, no one is arguing that gender roles today are the same as they were even a generation ago. Factors, such as the gay rights movement, higher divorce rates, and women's increased economic independence, have fundamentally altered traditional gender roles. In fact, today's gender roles would be largely unrecognizable to men and women of the early 20th century. This semester's English 1A course will focus exclusively on the dynamic issues of gender. Specifically, we will examine the social and political landscape of gender roles in the 21st century. We will do this through reading from and writing about a variety of texts about the politics and science of gender.

REQUIRED MATERIALS

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

Books:

- *Delusions of Gender: How Our Minds, Society, and Neosexism Create Difference* by Cordelia Fine, ISBN: 0393340242
- *Guyland: The Perilous World Where Boys Become Men* by Michael Kimmel, ISBN: 0060831356
- *One Perfect Day: The Selling of the American Wedding* by Rebecca Mead, ISBN: 0143113844

Writing guide:

- *The Everyday Writer with Exercises (5th Edition)—Special Edition: San Jose State University* by Andrea A. Lunsford, ISBN: 9781457667121

COURSE DESCRIPTION

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Students will be introduced to citing sources.



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Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

COURSE GOALS

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

STUDENT LEARNING OBJECTIVES (SLOs)

Students shall:

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.

SJSU ACADEMIC POLICIES

You are responsible for reading SJSU's academic policies online @ www.sjsu.edu/english/comp/policy/index.html. They contain relevant information, including:

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of per-unit student workload
- Recording policies
- Adding and dropping classes

THE WRITING CENTER

The SJSU Writing Center is located in Clark Hall, Suite 126. 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 @ <http://www.sjsu.edu/writingcenter>.



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MLA STYLE

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* (p. 457) and online at EauZone. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work:

Name

1A: Section number

Assignment

Date

Note to 7:30 AM sections: The AS Print Shop opens at daily 8 AM, 30 minutes after class starts. Please plan accordingly.

CLASS PROTOCOLS

Grades and grading:

- In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.
- In order to assist you in keeping track of your grade, I have provided you with a blank grading log. It can be found inside the chart under the "Course Work" section of this syllabus.
- *If* extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.
- There is a participation component to your grade. Though only 15 points, 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 asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—*I will not accept an assignment beyond this point.*
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points on your final draft for coming to class on a writers workshop day without anything to share.
- I will not accept *any* assignments that are unstapled.

Etiquette:

- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—*absolutely no social media during class time.*
- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class.



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- Please do not pack up before our class time is over—I'll be sure to get you out of class on time.

Email:

- Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email more quickly.
- If you email me a document via Google Docs, remember to grant me permission to edit it before you send. Otherwise, I have to request permission and the entire process is lengthened.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you were absent, please do not message me to ask what you missed. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information. If you still have a question, feel free to contact me.

EAUZONE

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. 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 are required to complete some assignments. On the homepage, click on "English 1A: Mind the Gap—Gender, Then and Now" under "Spring 2015 Courses" to be routed to our page. Feel free to use the "Comments" function in each posting; it is often a helpful way to communicate with classmates.

EDITING MARKS GUIDE

Here is a guide to some of the editing symbols (some standard, some my own) that you'll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* for many of the marks.

Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
^	Insert	-	FRAG	Fragment	p. 38
↑	Text is likely not properly double-spaced	-	ITL	Either add or remove italics	p. 425, 448
→	Indent 1x	-	HEAD	Issue with page header	-
→ →	Indent 2x	-	PASS	Passive voice	p. 28c, 32g
+	Good point	-	RO	Run-on sentence	p. 9, 385
?	Meaning unclear	-	SLANG	Slang	p. 23a
#	Add space	-	SP	Spelling	
" "	Add quotation marks	p. 43	SV	Subject-verb agreement	p. 355
//	Faulty parallelism	p. 8e, 27	T	Tone	p. 10d, 17c, 23a, 23d
¶	Start new paragraph	p. 8	TC	Title case	-



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@	Delete	-	TNR	Times New Roman font	-
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Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
2x	Double-space	-	TRANS	Transition	p. 8e, 30b
ABB	Abbreviation	p. 46a	UL	Underline	p. 47
AWK	Awkward phrasing; reword	-	WC	Word choice	p. 261
CS	Comma splice	p. 37			

GRADING CRITERIA

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1A.

Essays will be graded by the following criteria:

- 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 significant 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.

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 typed essays are approximately three pages (750 words) and must be in MLA Style. Also, unless otherwise noted, all typed essays must always include a works cited page.

Your semester’s course work is comprised of:

Item	Description	SLOs	Word Count*	Workshop	In-class	Revised	Point Value	Grade Log
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	1-4	400		✓		N/A	



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								N/A
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Item	Description	SLOs	Word Count*	Workshop	In-class	Revised	Point Value	Grade Log
Autobiographical	You will write a personal in-class essay based upon how you define your own gender.	4-5	400		✓		20	
Process	This essay requires that you to participate in an activity traditionally associated with the opposite sex, then write about that experience.	2-4	400		✓		20	
Editorial	Using Michael Kimmel's <i>Guyland</i> as a basis, you will explore current concepts of American masculinity for this essay.	2-4	750	✓			20	
Close Read	For this assignment, you will do a close reading of a photo from Lorenzo Triburgo's series, <i>Transportraits</i> .	2-4	400		✓		20	
Expository	You will write an expository essay about contemporary views of sexuality based upon Cordelia Fine's <i>Delusions of Gender</i> .	2-4	750				20	
Short Answer Responses	You will write short answer responses to a story about the complexities of gender dynamics.	2-4	400		✓		20	
Persuasive	Utilizing Rebecca Mead's <i>One Perfect Day</i> , you will argue against the commercialization of contemporary American weddings.	1-4	750		✓	✓	20	
Quickwrites Journal	Every week, you will write an in-class and informal quickwrite. The topics—each about some aspect of gender—will come from your weekly agendas. Responses will be compiled at the send of the semester.	2-4	1,700		✓		15	
Reflections	You will write 7 two-page reflections based upon a variety of topics related to gender.	1-5	4,000				70 [7x 10]	1. 2. 3. 4.



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Item	Description	SLOs	Word Count*	Workshop	In-class	Revised	Point Value	5.
								6.
								7.
Multimedia Presentation**	You and a classmate will create a 10-minute multimedia presentation based upon a gender-related topic.	1-5	400				15	
Participation	Note that points are garnered by active participation in class, not attendance.						10	
Approximate word count: 10150				Point total: /250				

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

**You must provide your own laptop. Macs will require an Apple-specific adaptor to connect to the university's projection system. Some newer model PCs, with HDMI-only connections, may also require special adaptors.

Final grade calculations:

A+	244-250	B+	219-223	C+	194-198
A	232-243	B	208-218	C	182-193*
A-	224-231	B-	207-217	Non-passing	0-181

*At least 182 points must be earned to receive course credit

COURSE SCHEDULE

Note that this schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Key:

DB (Dropbox)

eR (eReader)

GUY (*Guyland*)

DELUSION (*Delusions of Gender*)

PERFECT (*One Perfect Day*)

Note: All assignments, including in-class essays, are due or take place on Wednesdays.

Week 2	Mo 1.26/We 1.28
	Class: Syllabus review; Introductions, Quickwrite; Lecture—"What Do We Know About Gender?"
Week 3	Mo 2.2/We 2.4
	Class: DIAGNOSTIC ESSAY; Quickwrite; Presentation assignments; Lecture—"Building a Better Multimedia Presentation"



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	Due: REFLECTION 1
Week 4	Mo 2.9/We 2.011 Read: GUY—"Welcome to Guyland" – "What's the Rush?": Guyland as a New Stage of Development" Class: Quickwrite; Reading discussion; Lecture—"Crafting the Essay: Writing as a Process" Due: REFLECTION 2
	Mo 2.16/We 2.18 Read: GUY—"Bros Before Hos': The Guy Code" – "Sports Crazy" Class: AUTOBIOGRAPHICAL; Quickwrite; Reading discussion; Lecture—"Better Reading101"
Week 6	Mo 2.23/We 2.25 Read: GUY—"Predatory Sex and Party Rape" – "Just Guys" Class: Quickwrite; Reading discussion; Presentations Due: REFLECTION 3
	Mo 3.02/We 3.04 Read: DELUSION—"We Think, Therefore You Are" – "XX-clusion and XXX-clusion" Class: Quickwrite; Reading discussion; Writing workshop; Presentations Due: EDITORIAL ESSAY (DRAFT 1; BRING 2 COPIES)
Week 8	Mo 3.9/We 3.11 Read: DELUSION—"Gender Equality Begins (or Ends) at Home" – "The 'Fetal Fork'" Class: PROCESS; Quickwrite; Reading discussion; presentations Due: EDITORIAL ESSAY (FINAL DRAFT; ATTACH DRAFT 1 TO BACK)
	Mo 3.16/We 3.18 Read: DELUSION—"In 'the Darkness of the Womb' (and the First Few Hours in the Light)" – "Brain Scams" Class: Quickwrite; Reading discussion; Presentations Due: REFLECTION 4
Week 10	Mo 3.23/We 3.25 NO CLASS: SPRING BREAK
	Mo 3.30/We 4.1 Read: eR— <i>Transportraits</i> by Lorenzo Triburgo; "DELUSION—"The 'Seductive' Allure of Neuroscience" – "Epilogue: And S-t-r-e-t-c-h!" Class: CLOSE READ; Quickwrite; Reading discussion; Presentations Due: REFLECTION 5
Week 12	Mo 4.6/We 4.8 Read: DB—Short Story Pack: "Hills Like White Elephants" by Ernest Hemingway, "The Way Up to Heaven" by Roald Dahl Class: Quickwrite; Reading discussion; Presentations Due: EXPOSITORY
	Mo 4.13/We 4.15 Read: DB—Short Story Pack: "A Jury of Her Peers" by Susan Glaspell, "Brokeback Mountain" by Annie Proux Class: Quickwrite; Reading discussion; Presentations Due: REFLECTION 6



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Week 14	Mo 4.20/We 4.22
	READ: DB—Short Story Pack: “What We Talk about When We Talk about Love” by Raymond Carver, “This Blessed House” by Jhumpa Lahiri; PERFECT—“One: Weddings 101” – “Three: Inventing the Traditionalesque” Class: SHORT ANSWER RESPONSES; Quickwrite; Reading discussion; Presentations
Week 15	Mo 4.27/We 4.29
	Read: PERFECT—“Four: The ‘Oh, Mommy’ Moment” – “Six: God and the Details” Class: Quickwrite; Reading discussion; Presentations Due: REFLECTION 7
Week 16	Mo 5.4/We 5.6
	READ: PERFECT—“Seven: Love Me Tender” – Epilogue Class: PERSUASIVE; Quickwrite; Reading discussion; Presentations
Week 17	Mo 5.11/We 5.13
	Class: Quickwrite; Reading discussion; Presentations Due: PERSUASIVE (FINAL DRAFT: ATTACH IN-CLASS DRAFT TO BACK)
Week 18	Mo 5.18/We 5.13 (Finals Week)
	Sec 2: Meets Mo 5/18 from 7:15 – 9:30 AM Sec 8: Meets We 5/20 from 7:15 – 9:30 AM Class: Class review Due: QUICKWRITE JOURNAL



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