



I Am What I Am: On American Identities
Spring 2021, San José State University

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)

Instructor: Daniel Hendel De La O

Office Hours: Tue/Thu 9:00 – 10:00 a.m. (or by appointment)

Email: daniel.hendeldelao@sjsu.edu

Web: eauzone.blogspot.com

Sections:

7 (22134) Mon/Wed 9:00 – 10:15 a.m. (bi-weekly online via Zoom)

Zoom Login: Meeting ID- 832 6915 8642/Passcode- 645622

Canvas: sjsu.instructure.com/courses/1415480

9 (22939) Mon/Wed 10:30 – 11:45 a.m. (bi-weekly online via Zoom)

Zoom Login: Meeting ID- 861 4358 8828/Passcode- 131931

Canvas: sjsu.instructure.com/courses/1418142

"The American ideal, after all, is that everyone should be as much alike as possible."

-James Baldwin, *Notes of a Native*

Son

Course Theme

Queer. Immigrant. Feminist. Gun owner. Environmentalist. Veteran. Cis. Pro-life. Progressive.

These are just a few of the labels that we Americans utilize to define ourselves every day. Sometimes, people's identities are singular and overriding—"First and foremost, I'm a Christian." Other times, we might layer one identity over another—"I'm a gay, Asian Republican." Some identities are organic to who we are, while others can feel foisted upon us. Sometimes, these identities can seem to be in conflict with the vision of one America, such as in "E pluribus unum" ("Out of many, one"). How are we supposed to be, as Baldwin put it, "as much alike as possible," when the ways in which we identify ourselves are so seemingly at odds with one another? And in a country as diverse as ours, how do we accommodate those identities not broadly embraced? This semester's ENGL 1B will explore the myriad ways in which Americans identify themselves.

A Note About Spring 2021

The health and safety of our university community continues to be of paramount concern. As such, our course this semester will be conducted entirely online. While this format sometimes presents challenges, please be patient and respectful of me and your classmates. I am looking forward to an exciting and engaging class.

Required Materials

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

Books:

- *Eat the Apple* by Matt Young (ISBN: 1632869519)
- *There There* by Tommy Orange (ISBN: 0525436146)

Writing guide:

- *The Everyday Writer with Exercises with 2016 MLA Update (Sixth Edition)* by Andrea A. Lunsford (ISBN: 1319083447)*

*Any edition of *The Everyday Writer* 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

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 (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.
- **Writing:** You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.
- **Reading:** In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences.
- **Critical Thinking:** In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.
- **Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.
- **Research:** ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.
- **Oral Communication:** Students must complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Learning Outcomes (GELO)

Upon successful completion of the course, 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

The SJSU Writing Center

For spring 2021, the SJSU Writing Center will again be operating entirely online. They have significantly expanded their online tutoring and live chat offerings. Appointments can be made online at sjsu.mywconline.com, and no appointment is needed to use their live chat service, which can be accessed through their website. As always, 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 at sjsu.edu/writingcenter.

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 1B: Section number

Assignment

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 "ENGL 1B: I Am What I Am: On American Identities" under "Spring 2021 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.
- 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.
- As soon as possible, upload a clear profile photo to your Canvas and email accounts. This is especially important given our online-only setting.

Grades and grading:

- Ordinarily, you could expect sentence-level corrections for each of the hard copy essays you submitted. However, such corrections in Canvas are cumbersome. Instead, expect (often lengthy) end-notes in the comments section of your essays.
- There is a participation component to your grade. 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 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.
- Submit late assignments (via Canvas) no later than the following class after the due date. They will be lowered one letter grade. Canvas submissions will be closed one week after due date.
- 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.
- For those times your camera is off, you must have a clear profile photo uploaded into your Zoom account—instruction can be found here: ischool.sjsu.edu/account-set.
- If 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 typically be turned off.
- Do not send me a private chat message during class. Instead, message me afterwards.
- All Zoom classes will be recorded and will be posted to 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 contact 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 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 be on a separate page.*

Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	Revised/ Workshopped	Point Value
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Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-5	500		0
Synthesis Essay	A number of readings and media clips, as well as Orange's <i>There There</i> , will intersect in this essay about American Indian identity.	1-5	750		20
Explication	For this assignment, you will do a close reading of a photo of a contemporary US subculture.	1-5	750	✓	20
Critical Essay	Using Young's <i>Eat the Apple</i> as a basis, you will examine the interplay between the memoir's thematic use of identity and its structure.	1-5	750		20
Research Project	For your final research project, you will investigate and analyze a specific American identity (e.g. Trump supporters), summarized in a 12-slide multimedia presentation.	1-5	600	✓	40
Reflections	You will write five 1.5-page reflections based upon a variety of American identity-related prompts.	2-4	1,875		50

Assignment	Description	GELO	Word Count	Revised/Workshopped	Point Value
The Self-Reflection Essay and ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 1B.	2-5	750		20
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint,	1-5	500		20

	Keynote) about a specific American identity.				
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.				10
Word Count: 6.475		Point Total: 200			

Final Grade Calculations:

A+	194-200	B+	174-179	C+	154-159
A	188-193	B	168-173	C	148-153
A-	180-187	B-	160-167	C-	140-147*

*You must earn at least 140 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 bolded below.
- Unless otherwise noted:
 - All assignments are due on Wednesdays by 6 p.m. via Canvas—*do not email any assignments.*
 - All presentations take place on Wednesdays.

Key:

- Apple (*Eat the Apple*)
- DB (DropBox)
- eR (eReader)
- There (*There There*)

Schedule:

Week 1: WASPs

Wed 1.27

Class: Syllabus Review; Introductions; Watch—"WASP Lessons" from *People Like Us*;
Lecture—"Crafting the Essay: Writing as a Process," "MLA Style 101"

Week 2: Millennials

Mon 2.1/Wed 2.3

Read: There—Part 1: Remain

Class: Presentation partner and topic assignments; Watch—"Adulting School: Growing Number of Programs Teach Life Skills to Millennials" from CBS News; Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

Due: REFLECTION 1

Week 3: American Indians

Mon 2.8/Wed 2.10

Read: There—Part II: Reclaim; eR—"My Mother is Native American, but I Look White. My Identity is More than My DNA." (*Washington Post*), "Who Decides Who Counts as Native American?" (*New York Times*), "Native American is Not My Race—It's Who I Am" (*Vice*), "OpDocs: A Conversation with Native Americans on Race" (*New York Times*), "Indigenous Voices: Life as a Young and Native American" (*Vice*)

Class: Reading discussion; Watch—"On Reservations, At-Risk Native American Youths Find Few Places to Turn" from *Washington Post*; Lecture—"You're in College Now: The New Rules of University Writing" and "Citing Sources in MLA: The Basics"

Due: DIAGNOSTIC

Week 4: Evangelicals

Mon 2.15/Wed 2.17

Read: There—Part III: Return and Part IV: Powwow

Class: Reading discussion; Multimedia presentations, Watch—"What is the Future of Evangelicalism?" from *Vice*; Lecture—"On Wordiness: Exercises"

Due: SYNTHESIS ESSAY

Week 5: Democrats

Mon 2.22/Wed 2.24

Class: Reading discussion; Multimedia presentations; Watch—"From White Supremacy to Barack Obama: The History of the Democratic Party" from *Vox*; Lecture—"Close Reads: A How-To"

Week 6: Black Americans

Mon 3.1/Wed 3.3

Class: Reading discussion; Multimedia presentations; Watch—"Say It Loud: Are You 'African-American' or 'Black'?" from PBS

Due: REFLECTION 2

Week 7: Trump Supporters

Mon 3.8/Wed 3.10

Class: Multimedia presentations; Watch—"Donald Trump: Fifty Supporters Explain Why They Love Him" from BBC News

Due: EXPLICATION

Week 8: Veterans

Mon 3.15/Wed 3.17

Read: Apple—"Choose Your Own Adventure"

Class: Reading discussion; Multimedia presentations; Watch—"America's Veteran Crisis: Abandoned at Home" from Vice

Week 9: Latinos

Mon 3.22/Wed 3.24

Read: Apple—"Self-Diagnosis: I Want to Go Home Now" – "Self-Diagnosis: Ouch"

Class: Multimedia presentations; Watch—"What Happens to Religious Professionals When They Stop Believing in God?" from Vice

Due: REFLECTION 3

Week 10: Atheists

Mon 3.29/Wed 3.31

No class—Spring Break

Week 11: Asian-Americans

Mon 3.29/Wed 3.31

Read: Apple—"Self-Diagnosis: How Did That Happen?" – "Self-Diagnosis: Sick of Running"

Class: Library research session; Multimedia presentations; Watch—"Defining Latino: Young People Talk Identity, Belonging" from NBC News

Due: CRITICAL ESSAY

Week 12: Southerners*

Mon 4.5/Wed 4.7

Class: Multimedia presentations; Watch—"Etiquette Tips All Southerners Should Know" from *Southern Living*

Due: REFLECTION 4

**Have Research Project finished up to slide 2*

Week 13: Baby Boomers*

Mon 4.12/Wed 4.14

Class: Multimedia presentations; Watch—"Fast Facts About Baby Boomers" from History Channel

Due: REFLECTION 5

**Have Research Project finished up to slide 4*

Week 14: LGBTQ Americans*

Mon 4.19/Wed 4.21

Class: Multimedia presentations; Watch—"Gay Men Answer Sexuality Questions You're Afraid to Ask" from BuzzFeed

**Have Research Project finished up to slide 8*

Week 15: Immigrant Americans*

Mon 4.26/Wed 4.28

Class: Multimedia presentations; Watch—"How it Feels to be a 'DREAMer'" from NPR; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

**Have Research Project finished up to slide 10-12*

Week 16: Gen Z

Mon 5.3/Wed 5.5*

Class: Multimedia presentations; Watch—"How Generation Z Will Change the World According to Experts" from *Time*

Due: RESEARCH PROJECT (SUBMIT VIA CANVAS BY 6 P.M.)

**Last regular class meeting of the semester*

Final Exams:

Week 17: Independents (Sec. 7 Final Exam)

Wed 5.19 from 8:00 – 9:30 a.m. (Details TBD)

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

Week 18: Gen X (Sec. 9 Final Exam)

Tue 5.25 from 9:45 – 11:00 a.m. (Details TBD)

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