

# First Year Writing Section 80

## ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 05/02/2024

### Course Information

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#### COURSE THEME

What are you wearing today?

Whatever it is, chances are you're hoping it says something about who you are. In fact, fashion is one of the most fundamental ways in which we define ourselves. Whether we follow the latest trends or stick with comfortable favorites, what we wear makes a statement to the world. But it is also a measure by which others judge us—whether it's our social status, gender, culture, or even our spiritual beliefs. And while we often think we're making our own unique stylistic choices, the fashion industry exerts significant influence on virtually every aspect of what we wear. From haute couture to fast fashion, our daily clothing choices have a global impact. Therefore, this spring's ENGL 1A course will focus on the personal, artistic, commercial, and environmental impacts of fashion.

### Course Description and Requisites

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English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

### \* Classroom Protocols

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#### 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 ([sjsu.edu/ecampus/software-tools/teaching-tools/namecoach/](https://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:

- This course utilizes a “Grading Contract” system for grades. See below for details.
- 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:

- Remember that because we are utilizing Packback this term, submitting your work is not the final step. Instead, all writing assignments will require you to refine your draft in Packback’s Writing Lab. Additionally, you will be required to post at least one question (and answer two others) for each major writing assignment. Build this time into your schedule accordingly.
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, make prior arrangements with me.

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: [ischool.sjsu.edu/account-set](https://ischool.sjsu.edu/account-set). Please do this during the first week of school. This is especially important given our online-only setting. *You cannot receive full participation points without uploading proper Zoom and Canvas profile photos.*
- 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.
- 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](mailto: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, it may take me up to 48 hours to respond. Also, I am never offended by a polite reminder or follow up.
- 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.

## Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Learning Outcomes (CLOs)

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### GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

### GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

**Writing Practice:** Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

## Course Materials

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### MATERIALS

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

Required:

- *To Dye For: How Toxic Fashion is Making Us Sick—And How We Can Fight Back* by Alden Wicker (ISBN: 0593422619)
- Packback AI Learning Platform\*

Recommended:

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

\*Available for purchase via Canvas portal

\*\*So long as it's current, any equivalent writing guide will suffice

## Course Requirements and Assignments

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Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	Point Value

Diagnostic	This essay will be my first opportunity to evaluate your writing.	2	750	75
Memoir	This in-class essay will explore the significance of one item of clothing you own.	2-3	750	100
Short Answer Responses	You will write short answer responses to short stories, including flash fiction, inspired by clothing.	1-3	750	100
Op-Ed	You will write an op-ed about the American obsession with “fast fashion”—and why it must stop.	1-3	750	100
Expository	Your expository essay will explore one of the many clothing-related issues raised in Wicker’s <i>To Dye For</i> .	1-3	750	100
Close Read	For this close reading, you will explore a photograph by a famed fashion photographer, such as Annie Leibovitz or Richard Avedon.	1-4	750	100
Slide Presentation	You will create a 10-minute multimedia presentation (plus a hand-out) based upon a fashion-related topic.	1-4	750	100
Reflections	You will write a total of four 2-page reflections based upon a variety of fashion-related prompts.	1-4	2,000	200 [4x50]
English Dept. Self-Reflection & ePortfolio	For this department-wide self-assessment, you will reflect on your growth as a writer in ENGL 2.	2	750	75

Participation	Attendance alone does not earn full participation points. Instead, points are earned through active and consistent class participation. Additionally, your participation on Packback will count toward a percentage of your total assignment grade.  In order to receive full participation points on assignments, you must post one question to the class and answer two classmate's questions.	N/A	N/A	50
			Word Count Total: 8,000	Point Total: 1,000

## ✓ Grading Information

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### CONTRACT GRADING

This course utilizes the “Contract Grading” methodology. Think of this like the old adage, “It’s about the journey, not the destination.” This means, if a student completes a set number of assignments—on time and in good faith\*—then, that student is guaranteed a minimum grade in the class of a B (or 85%). Contract Grading deemphasizes the final product/grade as the student’s ultimate goal. Instead, the focus shifts to bettering a student’s skills through writing as a process.

Your grades will be logged as either P (completed/satisfactory) or O (missing/unsatisfactory). For students who wish to work for a grade higher than 85%, additional assignments will be graded in the traditional A-B-C model (see Pathway 2 below).

Your grade can follow one of three potential pathways:

<p>Pathway 1: Earning a B (85%)</p>	<p>In order to earn a B (85%), you must complete the following 12 assignments* on time (and in good faith):</p> <ol style="list-style-type: none"> <li>1. Diagnostic (750 words)</li> <li>2. Memoir (750 words)</li> <li>3. Short Answer Responses (750 words)</li> <li>4. Op-Ed (750 words)</li> <li>5. Expository (750 words)</li> <li>6. Close Read (750 words)</li> <li>7. Slide Presentation (750 words)</li> <li>8. Reflection 1 (500 words)</li> <li>9. Reflection 2 (500 words)</li> <li>10. Reflection 3 (500 words)</li> <li>11. Reflection 4 (500 words)</li> <li>12. English Dept. Self-Reflection Essay &amp; ePortfolio (750 words)</li> </ol> <p>Additionally, you are required to consistently attend class and actively participate, both on Zoom and in Packback.</p> <p><i>*Rubrics will be available in Packback</i></p>
<p>Pathway 2: Earning higher than 85%</p>	<p>In order to earn higher than 85%, you must:</p> <ol style="list-style-type: none"> <li>1. Complete all the items listed in Pathway 1</li> <li>2. <del>Write an essay summarizing the subject of your infographic (250 words)</del></li> <li>3. Complete a fifth reflection (250 words)</li> </ol> <p>Note: This path does not guarantee an A. It only offers the opportunity to earn higher than 85%. To receive an A, your work must meet A-level criteria, as defined by the Department Grading Policy (see above).</p>

Pathway 3:	You will earn lower than 85% if:
Earning less than 85%	<p>1. You do not complete ALL of Pathway 1 or are late on assignments</p> <p>AND/OR</p> <p>The assignments are not completed in good faith, as outlined by the rubrics.</p>

\*1. "Good faith" means a sincere effort to complete the assignment to the best of your ability 2. For assignments pertaining to Packback, "good faith" includes asking at least one question, and answering two others.

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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### 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 below.
- All lecture presentations will be housed in the "Files" section of our Canvas.
- Aim to have readings finished by Monday's class.
- Though most presentations will take place on Wednesdays, you should be ready to present by the beginning of the week.
- Unless otherwise noted, all assignments are due via either Packback and/or Canvas. Please do not submit any assignments via email.



Agenda Key:

- DYE (*To Dye For*)
- eR (eReader)
- GDocs (Google Docs)

Weekly Agendas:

These agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider the agendas below to be only rough guides.

Each week, we will briefly explore an iconic fashion house, product, photographer, model, or trendsetter.

Week 1: Versace

Date: Wed 1.24

Class: Syllabus review

Week 2: The Air Jordan I

Date: Mon 1.29/Thu 1.31

Class: Introductions; Watch—Excerpt from *The Devil Wears Prada* (2006); Lecture—"The Great Fashion Quiz"

Week 3: Vera Wang

Date: Mon 2.5/Wed 2.7

Class: Lecture—"Crafting the Essay: Writing as a Process," "An Introduction to Packback"

Due: DIAGNOSTIC

Week 4: Mario Testino

Date: Mon 2.12/Wed 2.14

Class: Lecture—"Building a Better Multimedia Presentation: An Annotated Look"

Week 5: George Micheal's "Freedom '90"  
Date: Mon 2.19/Wed 2.21  
Class: Presentation topic assignments; Lecture—"MLA Style 101," "You're in College Now: The New Rules of University Writing"  
Due: REFLECTION 1

Week 6: The Rolex Submariner  
Dates: Mon 2.26/Wed 2.28  
Read: GDocs—Lit Pack 1  
Class: Reading discussion; Slide presentations; Lecture—"Anatomy of a Short Answer Response," "Citing Sources in MLA: The Basics"  
Due: MEMOIR

Week 7: Naomi Campbell  
Dates: Mon 3.4/Wed 3.6  
Read: GDocs—Lit Pack 2; DYE—Part I: Canaries in the Coal Mine  
Class: Reading discussion; Slide presentations; Lecture—"The Art of the Op-Ed;" Watch— Excerpt from *The True Cost* (2015)  
Due: SHORT ANSWER RESPONSES

Week 8: Edith Head  
Dates: Mon 3.11/Wed 3.13  
Read: DYE—Part II: A History of Chemicals in Our Clothing  
Class: Slide presentations; Lecture—"On Wordiness: Exercises"  
Due: OP-ED

Week 9: The Blue Jean  
Dates: Mon 3.18/Wed 3.20

Read: DYE—Part III: The Price of Toxic Fashion

Class: Slide presentations

Due: REFLECTION 2

Week 10: Balenciaga

Dates: Mon 3.25/Wed 3.27

Read: DYE—Part V: How You Can Protect Yourself

Class: Reading discussion; Slide presentations

Due: EXPOSITORY

Week 11: Quicksilver (NO CLASS—SPRING BREAK)

Dates: Mon 4.1/Wed 4.3

Week 12: Jacqueline Kennedy Onassis

Dates: Mon 4.8/Wed 4.10

Class: Slide presentations

Due: REFLECTION 3

Week 13: Ralph Lauren

Dates: Mon 4.15/Wed 4.17

Class: Slide presentations

Week 14: Chanel No. 5

Dates: Mon 4.22/Wed 4.24

Class: Slide presentations

Due: REFLECTION 4

Week 15: Calvin Klein  
Dates: Mon 4.29/Wed 5.1  
Class: Lecture—"The Self-Reflection Essay and ePortfolio: A How-To," "Close Reads 101"

Week 16: The Met Gala  
Dates: Mon 5.6/Wed 5.8  
Class: Slide presentations; Class wrap-up  
Due: CLOSE READ

Final Exam:  
Date: Tue 5.21; 8:00 – 9:30 a.m.  
Zoom: Meeting ID: 837 6726 2252/Passcode: 660831  
Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)