



The Department of English
& Comparative Literature
at San José State University
English 1A: Gender, Then and Now
Fall 2012

Instructor: DH De La O
Course: Composition I, GE A2 (3 units)
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Sec 6 (43513): Tu/Th 7:30 – 8:45 AM, SH 444
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Course Theme

We live in an era in which the concepts of gender are being radically challenged. Whether this is good or bad 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 right movement, higher divorce rates, and women's increased economic independence, have radically altered contemporary gender roles in this country. This semester's English 1A course will focus exclusively on issues of gender. Specifically, we will examine the social and political landscape of gender at the beginning of the 21st century. We will do this through reading from and writing about a variety of texts about gender.

Required Materials

- *About a Boy* by Nick Hornby, ISBN: 0965593894*
- *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*
- *When Everything Changed: The Amazing Journey of American Women from 1960 to the Present* by Gail Collins, ISBN: 0316014044*
- *The Norton Field Guide to Writing (Second Edition with 2009 MLA Updates)* by Richard Bullock, ISBN: 0393934381
- One large yellow book

* Available in electronic format (e.g. Kindle, iBooks, Nook); pagination will vary from print editions

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.

- Prerequisites: Passage of the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
- 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.
 - Effective organization within the paragraph and the essay.
 - Accuracy, variety, and clarity of sentences.
 - Appropriate diction.
 - Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).
- Student Learning Objectives (SLO), General Education:
 - SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
 - SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.
 - SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
 - SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Course Content

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- Writing: In English 1A, you will focus on practicing all phases of the writing process including prewriting, organizing, writing, revising, and editing. All sections of English 1A require that you write essays totaling a minimum of 8,000 words. This total word count does not include the final exam, journals, quizzes, or any brief or informal writing assigned by your instructor. You will write at least 3, but no more than 4, essays in class. Your instructor has listed in this syllabus how you will meet the 8,000 word minimum. You must write all formal essays to pass the course.
 - Reading: English 1A includes extensive and intensive reading. The reading you do in English 1A provides useful models of writing for academic, general, and specific audiences.
 - Research: In this course, you might learn to use the tools of the SJSU library, including online resources for research, but library research is not a requirement of the course.
 - Diversity: The content presented in English 1A will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups.
 - Course Materials: The English department suggests that a dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials for this course.
 - The University Essay Final Exam: Twenty percent (20%) of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to a college-level passage chosen by the English Department Composition Committee. You must take the final exam in order to pass the course.

- Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Academic Policies

You are responsible for reading the SJSU academic policies, available online @ www.sjsu.edu/english/comp/policyforsyllabi.html.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located @ www.sjsu.edu/writingcenter.

Course Policies

- 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.
- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- I will not accept any assignments that are unstapled.
- 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 off your final draft for coming to class on a writers workshop day without an essay.
- There is a participation component to your grade. Though only 10 points, it might 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.
- There may be only one opportunity for extra-credit this semester, so please stay up-to-date on your assignments.
- The use of laptops during class is restricted to note taking only.
- 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.

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 may be required to complete some assignments. On the homepage, click on "English 1A: Gender, Then and Now" under "Fall 2012 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. Additionally, Gmail users also have the option of subscribing to the blog to keep up to date on all posts.

Standards for Presentation of Work

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Norton Field Guide to Writing* and online at EauZone. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work submitted this semester:

Name

1A: Section number

Assignment

Date

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 are approximately three pages and must adhere to MLA Style.

Your assigned writing coursework will total approximately 8,000 words; they include:

1. Diagnostic Essay: This in-class essay will be my first opportunity to evaluate your writing.
2. Expository Essay: You will write an expository essay about contemporary view of sexuality based upon Fine's *Delusions of Gender*.
3. Editorial Essay: Using Kimmel's *Guyland* as a basis, you will explore current concepts of American masculinity for this essay. Additionally, this essay will be workshopped in class.
4. Autobiographical Essay: You will write a personal in-class essay based upon how you define your own gender.
5. Short Answer Responses: For this in-class assignment, you will write short answer responses based upon Hornby's *About a Boy*.
6. Process Essay: This essay will require you to participate in an activity traditionally associated with the opposite sex and then write about that experience. This essay will also be workshopped in class.
7. Comparative Analysis: This in-class essay asks that you contrast women's societal roles in the 60s and today based upon Collins' *When Everything Changed*.
8. Reflections: You will write eight two-page reflections on a variety of gender-themed prompts (e.g. women and religion, the ethics of outing).
9. PowerPoint Presentation: You and a partner will create a 10-minute PowerPoint presentation, including a hand-out, based upon one of a list of gender-related topics I will present in class (e.g. Title IX, arranged marriages in America). *You will be responsible for providing your own laptop. Also, Mac users will require an additional adaptor to connect to the projector.*
10. Final Exam: Your final will take place at 8 AM on Saturday, December 8th (location TBA); it will be a common, department-wide written exam. *No make-ups or early exams will be allowed and you must take the exam in order to pass this class.*

Grading

Item	Point Value	Word Count*	SLO (GE)
1. Diagnostic Essay**	20	750	1, 4
2. Expository Essay	20	1000	1-4
3. Editorial Essay***	20	1000	1-4
4. Autobiographical Essay**	20	750	1-4
5. Short Answer Responses**	20	750	1-4
6. Process Essay***	20	1000	1-3
7. Comparative Essay**	20	1000	1-4
8. Reflections	80 (8 @ 10 points each)	4000	1-3

9. PowerPoint Presentation	10	N/A	N/A
10. Final Exam	60	N/A	N/A
11. Participation	10	N/A	N/A

Total points: 300

Approximate word count: 10,250

*One typed page in MLA Style equals approximately 250 words; 750 words is roughly equal to three typed pages

**Denotes an in-class essay

***To be reviewed in a writers workshop

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.

Final Grade Calculations:

285 – 300: A+	265 – 269: B+	235 – 239: C+	180 – 209: D
276 – 284: A	246 – 264: B	216 – 234: C*	0 – 179: F
270 – 275: A-	240 – 245: B-	210 – 215: C-	

*At least 216 points must be earned to receive course credit

Course Schedule

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

Key:

BOY: *About a Boy*

DELUSIONS: *Delusions of Gender*

eR: eReader

GUY: *Guyland*

WHEN: *When Everything Changed*

Week 01	
Th 08.23	Class: Syllabus review

Week 02	
Tu 08.28	Class: Introductions; Lecture—"A PowerPoint Presentation How-to"
Th 08.3	Read: eR—"Father's Letter Disowning Gay Son James after Coming Out Goes Viral" (Huffington Post), "Nicki Minaj's Retroactive Feminism" (Salon), "Pixar's 'Brave' Feminist Bet: Does a Princess Need Prince Charming?" (<i>Hollywood Reporter</i>), "Red Sex, Blue Sex" (<i>New Yorker</i>) Class: Lecture—"Writing as a Process"

Week 03	
Tu 09.04	Read: DELUSIONS—"We Think, Therefore You Are" – "XX-clusion and XXX-clusion"
Th 09.06	Read: DELUSIONS—"Gender Equality Begins (or Ends) at Home" – "The 'Fetal Fork'" Class: Reading discussion; Lecture—"Citing Sources in MLA: The Basics" Class: DIAGNOSTIC ESSAY Due: REFLECTION 01

Week 04	
Tu 09.11	Read: DELUSIONS—"In 'the Darkness of the Womb' (and the First Few Hours in the Light)" – "Brain Scams" Class: Watch— <i>Still Killing Us Softly 4</i> (2010)
Th 09.13	Read: DELUSIONS—"The 'Seductive' Allure of Neuroscience" – "Gender Detectives" Class: Reading discussion; Lecture—"MLA Style 101" Due: REFLECTION 02

Week 05	
Tu 09.18	Read: DELUSIONS—"Gender Education" – "Epilogue: And S-t-r-e-t-c-h!" Class: Reading discussion; Presentations
Th 09.20	Read: GUY—"Welcome to Guyland" – "What's the Rush?": Guyland as a New Stage of Development" Class: Reading discussion; Lecture—"On Wordiness: Exercises" Due: EXPOSITORY ESSAY

Week 06	
Tu 09.25	Read: GUY—"Bros Before Hos': The Guy Code" – "Sports Crazy" Class: Reading discussion; Presentations
Th 09.27	Read: GUY—"Boys and Their Toys': Guyland's Media" – "Hooking Up: Sex in Guyland" Class: Reading discussion; Lecture—"How to Build a Solid Argument" Due: REFLECTION 03

Week 07	
Tu 10.02	Read: GUY—"Predatory Sex and Party Rape" – "Just Guys" Class: Reading discussion; Lecture—"The Most Common Grammatical Errors—And How to Avoid Them"
Th 10.04	Class: Writers workshop; Reading discussion Due: EDITORIAL ESSAY (DRAFT 1; BRING 2 COPIES)

Week 08	
Tu 10.09*	<p>Read: eR—"What Girls Want" (<i>Atlantic</i>), "Boys Get Cool Stuff, Girls Get Pink Stuff" (Salon), "I Want a Wife" (<i>Ms.</i>), "99: I Enjoy Being A Girl, Sort Of" (<i>This American Life</i>) [Audio], "My Daughter Likes Being a Boy" (Salon) Class: Reading discussion (Special guest lecturer—Nicole Maranhas, SJSU English Dept.)</p> <p><i>*This class should be attended by women only; email your EDITORIAL ESSAY to me by noon on 09.27</i></p>
Tu 10.11**	<p>Read: eR—"220: Testosterone" (<i>This American Life</i>) [Audio], "The Problem with Boys" (<i>Esquire</i>), "The Truth of Why 'Manly' Men Order Steak, And 'Wimps' Order Salad" (<i>Forbes</i>), "My Son is Gay" (Nerdy Apple), "A New Masculinity" (Postmasculine) Class: Reading discussion Due: EDITORIAL ESSAY (DRAFT 2; ATTACH ONE COPY OF DRAFT 1)</p> <p><i>**This class should be attended by men only</i></p>

Week 09	
Tu 10.16	Class: Watch— <i>Transamerica</i> (2005)
Th 10.18	<p>Read: BOY—Chapters 1 - 8 Class: AUTOBIOGRAPHICAL ESSAY Due: REFLECTION 04</p>

Week 10	
Tu 10.23	<p>Read: BOY—Chapters 9 - 17 Class: Lecture—"Gender and the Romantic Comedy"</p>
Th 10.25	<p>Read: BOY—Chapters 18 - 26 Class: Reading discussion; Presentations</p>

Week 11	
Tu 10.30	<p>Read: BOY—Chapters 27 - 36 Class: Reading discussion; Presentations Due: REFLECTION 05</p>
Th 11.01	Class: SHORT ANSWER RESPONSES

Week 12	
Tu 11.06	<p>Read: WHEN—"Repudiating Rosie" – "Housework" Class: Watch—"Smoke Gets in Your Eyes" from <i>Mad Men</i> (2007)</p>
Th 11.08	<p>Read: WHEN—"The Ice Cracks" – "The Decline of the Double Standard" Class: Reading discussion, Writers workshop Due: PROCESS ESSAY (DRAFT 1; BRING 2 COPIES)</p>

Week 13	
Tu 11.13	<p>Read: WHEN—"Women's Liberation" – "Work and Children" Class: Reading discussion; Presentations Due: REFLECTION 06</p>
Th 11.15	<p>Read: WHEN—"The 1980s—Having It All" – Epilogue Class: Reading discussion; Presentations Due: PROCESS ESSAY (DRAFT 2; ATTACH ONE COPY OF DRAFT 1)</p>

Week 14	
Tu 11.20	Class: Watch— <i>Miss Representation</i> (2011) Due: REFLECTION 7
Th 11.22	NO CLASS—THANKSGIVING
Week 15	
Tu 11.27	Class: COMPARATIVE ANALYSIS
Th 11.29	Class: Final exam prep; Lecture—“The Mad Dash: Prompts”
Week 16	
Tu 12.04	Class: Final exam prep; Lecture—“The Mad Dash: Thesis Statements”
Th 12.06	Class: Final exam prep; Lecture—“The Mad Dash: Essay Outlines” Due: REFLECTION 8
Sa 12.08	FINAL EXAM: 8 AM, LOCATION TBD
Week 17	
Tu 12.11	Class: Course review