

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section #51, Fall 2015

Course and Contact Information

Instructor:	Dr. Katherine D. Harris
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Office Hours:	Tues & Thur 1:30-2:30pm
Class Days/Time:	Tues/Thur 12-1:15pm
Classroom:	SH 229
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication
Twitter Hashtag:	#1a19sjsu

ENGL 1A Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Theme: For this course, we will focus on popular culture and specifically on the use of technology. Be prepared for the assignment to go 24 hours without technology!

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will 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.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their 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 shall give students 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 students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Required Texts

Maasik, Sonia and Jack Solomon *Signs of Life in the USA: Readings on Popular Culture for Writers*. 7th ed. Bedford/St. Martin's (2011) (7th edition available in a variety of formats from [Amazon](#)) ISBN 0-312-64700-X (An 8th edition has been published in 2015, but it is still very expensive without an option to buy it used; purchase the 7th edition for our class; you can get a copy of the 7th edition on Amazon for less than \$30)

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

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
5 Essays	8000	2-5	1-9
Discussion Board Posts	varies	1	1, 2, 4
Final Project & Presentation	1500	4	1, 2
Class Discussion & Participation	xx	1	1

Grading Policy

Grade Distribution:

- 10% Class Discussion & Participation
- 10% Discussion Board
- 60% Essays
- 20% Final Project and Presentation

Class Discussion & Participation

English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be based on the reading. It is therefore imperative that you complete the readings *prior to each class* and come with your book prepared to discuss them in class. *Bring Signs of Life with you to every class meeting unless you are told otherwise.*

- To earn a “C,” do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do “ordinary,” plain-vanilla presentations and responses. This is the “bottom line” for getting a “C” in this part of the course.
- To earn a “B,” prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an “A,” take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses “sparkle” by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all,

remember that an “A” indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of “A.”

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check Canvas.

Discussion Board

We will post to the Canvas discussion board on a weekly basis. A prompt will be opened at a designated time for your response. That particular topic will be closed at a particular time. You *must* post within the allotted time frame. No make-up posts will be allowed. If you miss a post, you will receive a zero for that week. These posts are intended to demonstrate your understanding of the readings and your exploration of the topics. Good writing is also integral to these posts. Some of them may take place during our class session and serve a reading quiz. You may respond to each other in this discussion board, but you must first submit your own post. Each post is worth a total of 7 points (with 15 posts in total). Points will be distributed according to the effectiveness and thoroughness of your response. Citing and quoting (and linking!) outside sources will definitely enhance your score. See below for scoring rubric:

- 7 points: The post explores the prompt using references from our discussions, details from evidence, and an intellectual exploration of the topic. The post is free from grammatical and writing errors. This level of points is difficult to achieve. Expectations are high for the intellectual rigor of the post.
- 5-6 points: The post has the beginnings of intellectual rigor but lacks one of the qualities above.
- 3-4 points: The post regurgitates class discussion without exploring the topic further in addition to lacking evidence. The post contains grammatical errors, informal writing (such as the use of I or you), ignores MLA style.
- 1-2: The post severely lacks elements from above or does not answer the prompt. This point range also signifies a lack of formal writing and a recommendation to visit the Writing Center for help with formal writing style. This point range also signifies use of personal pronouns throughout the post as well as a lack of interest in the topic/prompt.
- 0 points: This represents not submitting the post on time, not at all, or not answering the prompt at all.

Essays

There will be two timed essays and four out-of-class, formal essays (including the final project). Each essay is worth 10% of your final grade. The final project essay is worth 10% of your overall grade; the final project presentation is worth 10% of your overall grade. Each essay varies in purpose and will focus on differing sets of academic writing skills. By the time we reach the last essay and final presentation, you will have learned about both the major and minor elements of writing. Each essay is based on readings from *Signs of Life*. Each essay will receive a letter grade based on the Departmental Grading Policy below. Every essay will be submitted to Turnitin.com. (See below for the late policy on drafts and essays.)

Grading Standards

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- 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.

Note: This is an A, B, C, No Credit course, but individual essays will be graded on an A to F scale. *There are no C- final grades in English 1A. You must earn at least a C in order to pass.* Any student with a final grade below a C will receive an NC and must repeat the course.

Late Submission Policy

If you cannot meet an essay deadline (other than the discussion board posts), you must contact me *at least 48 hours prior* to our class meeting to discuss the situation. Even with contacting me, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. In order to avoid late penalties, an essay must be submitted in the required form on Canvas. No late submissions allowed for discussion board posts or essay drafts.

Failure to post an essay draft by the deadline for our in-class workshops will result in a zero on that particular essay, a penalty that will severely impact your final grade.

Classroom Protocol

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. If you need to leave class for any reason, please do so at a moment when there is no conversation (*and please don't get up and walk right in front of me or anyone while we're speaking — it's very disrespectful*). Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop or one provided by in the Incubator Classroom with the caveat that it is used to enhance our discussions.

Email Protocol, Office Hours & Online Contact

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. See below for a brief example or check out the [Writing Center's handout](#) (pdf):

Dear Professor Harris,

[my question]

Thanks,

[sign your name here with your course]

Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours or schedule an online chat/video chat. You can get my attention on Twitter for brief questions by using our course hashtag.

Google+ Hangout ID: dr.katherine.harris

Skype ID: katherinedharris

Twitter ID: [@triproftri](#)

Twitter Hashtag: #1a51sjsu

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU 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) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

English 1A, Section 19, Spring 2016

Course Schedule

The schedule is subject to change. Notice will be made via Canvas.
 “SOL” indicates that the reading is available in *Signs of Life*.

Date	Topic	Reading Due	Assignment Due
Thur, 1/28	Introductions: You, Me, Canvas, & SH 229	<ul style="list-style-type: none"> Textbooks, Themes, Technologies Announcement Course Syllabus - Schedule Our Wiki Pages: Classroom Protocol, Contact Information, Course Description & Learning Outcomes, Grading & Assignments - General Description, Late Submission Policy, Required Texts FAQ Class Notes DB 	Survey (in-class): Your use of technology (ungraded)
Tues, 2/2	Essay 1: Timed Writing Essay (no class meeting)	If you need a quiet place to take this essay exam, reserve a Study Room in the Library	Essay 1 Diagnostic Essay (Timed Writing available 12-1:15pm only)
Thur, 2/4	Essay 2: No Digital Day Instructions	<p>Readings</p> <ul style="list-style-type: none"> “A Professor’s Pointers for Success in College,” Ann Marie Gardinier Halstead, <i>The Huffington Post</i> (Aug 24, 2014) “Cyberslacking in Shanghai,” Ruth Starkman, <i>Huffington Post</i> (July 17, 2015) <p>Discuss</p> <ul style="list-style-type: none"> Essay 2: No Digital Day Assignment & Reflective Essay 	Post (in-class): Letter to Self
Tue, 2/9	Essay 1: Revising Workshop	<p>Readings</p> <ul style="list-style-type: none"> Your Essay 1 & my comments 5 paragraph essay on dancing (how <i>not</i> to write an essay) <p>Discuss:</p> <ul style="list-style-type: none"> Revising Essay 1: Diagnostic Essay grading & revision <p>Writing Strategies:</p> <ul style="list-style-type: none"> ○ Establishing a writing process ○ Pre-Writing & Invention (here too) ○ Creating a thesis statement ○ Outlining 	<p>Post (in-class): What Needs Work in My Writing</p> <p>Post (in-class): Revised Essay 1 Thesis</p>
Thur, 2/11	Essay 1: Revising Workshop	Writing Strategies:	Post (in-class): What Needs Work in My Writing (contd)

Date	Topic	Reading Due	Assignment Due
		<ul style="list-style-type: none"> • Topic Sentences & Paragraphs • Introductions & Conclusions • Sentence Structure 	Sign up for Essay 2 Conference Day slot (in-class)
Tues, 2/16	Essay 2: Conference Day (no class meeting)	See Schedule & <i>be aware of the penalties for being late or missing your appointment</i>	Essay 1 Revised (due on Canvas, by Friday, 5pm)
Thur, 2/18	Essay 2: No Digital Day Draft Workshop	In-Class Exercises: <ul style="list-style-type: none"> • Working on Grammar • Working on Punctuation Writing Strategies: <ul style="list-style-type: none"> • Introductions & Conclusions • Help with Body Paragraphs • Creating a strong thesis statement • Creating a thesis statement 	Essay 2 First Draft due by 11:30am Post (in-class): What Needs Work in My Writing (contd)
Tues, 2/23	Essay 2 Conference Day (no class meeting)	See Schedule	
Thur, 2/25	Essay 3: Experimenting with Social Media	Discuss: <ul style="list-style-type: none"> • How to analyze a social media app • Defining "social media" (Wikipedia) 	Essay 2 (Reflective Essay on No Digital Day) due on Canvas by Friday, 5pm
Tue, 3/1	Essay 3: Experimenting with Social Media	Discuss: <ul style="list-style-type: none"> • Selection of Social Media Apps for Essay 3 Project • Essay 3 Instructions • Essay 3 - Pecha Kucha Presentation 	Post (in-class): Identify your social media app & more
Thur, 3/3	Essay 3: Draft Workshop	Writing Strategies: <ul style="list-style-type: none"> • Working on Grammar • Working on Punctuation • Help with Body Paragraphs • Sentence Structure • Sentence Style: Eliminating Wordiness • MLA Works Cited • MLA in-text citation 	First Draft of Essay 3 due by 11:30am Post (in-class): What Needs Work in My Writing (contd)
Tue, 3/8	Essay 3: Draft Workshop	Writing Strategies: <ul style="list-style-type: none"> • Introductions & Conclusions • MLA Works Cited 	Post (in-class): What Needs Work in My Writing (contd)
Thur, 3/10	Essay 3: Pecha Kucha Presentations	<i>Be on time to class – random order for presentations</i>	Essay 3 Essay & Presentation due by 11:30am on Canvas
Tues, 3/15	Essay 4: Politics & Technology	Read: <ul style="list-style-type: none"> • “Video Dreams,” chapter intro (SOL 271) • “The Tea Party Online,” Rauch (SOL 508) • “One Nation, Slightly Divisible,” Brooks (SOL 524) • “You’re Fired,” image (SOL 295) Watch: <ul style="list-style-type: none"> • "Bad Lip Reading" about the Republican Debate, <i>Rolling Stone</i> Writing Issues: <ul style="list-style-type: none"> • Summarizing and Paraphrasing 	Post (by 11:30am): Summarizing articles
Thur, 3/17	Essay 4: Politics &	Read:	Post: tbd

Date	Topic	Reading Due	Assignment Due
	Technology	<ul style="list-style-type: none"> • “The Shock of Education,” Lubrano (SOL 580) • “Freaks, Geeks, and Cool Kids,” Milner (SOL 602) 	
Tues, 3/22	Essay 4: Politics & Technology	<p>Continue Conversation:</p> <ul style="list-style-type: none"> • “Video Dreams,” chapter intro (SOL 271) • “The Tea Party Online,” Rauch (SOL 508) • “One Nation, Slightly Divisible,” Brooks (SOL 524) <p>Writing Issues:</p> <ul style="list-style-type: none"> • subject-verb agreement • sentence fragments • MLA style (titles) • summarizing an argument • Run-Ons, comma splices & fused sentences • Eliminating Wordiness • Sentence Structure 	
Thur, 3/24	Essay 4: Timed Writing	(no class meeting)	Essay 4 on Canvas (Timed Writing available 12-1:15pm only)
Tues, 3/29		SPRING BREAK - (no class meeting)	
Thur, 3/31		SPRING BREAK - (no class meeting)	
Tues, 4/5	Essay 4: Revising	<p>Read:</p> <ul style="list-style-type: none"> • Your Essay 4 & my comments • "Want to Learn Faster? Stop Multitasking and Start Daydreaming" (Levitan <i>The Guardian</i>) - from a neuroscientist <p>Watch:</p> <ul style="list-style-type: none"> • Writing Using Details Stapler Example (video) <p>Discuss</p> <ul style="list-style-type: none"> • Revision to Essay 4 Instructions <p>Writing Issues:</p> <ul style="list-style-type: none"> • Run-Ons, comma splices & fused sentences • Eliminating Wordiness • Sentence Structure • Passive vs. Active Verbs (info) 	<p>Post (in-class): Participation grade check</p> <p>Post (in-class): What Needs Work on My Writing from Essay 4</p> <p>Tweet (in-class): Work on Essay 4 thesis statement #1a19sjsu</p>
Thur, 4/7	Essay 5: Popular Culture & Identity (Gender)	<p>Read:</p> <ul style="list-style-type: none"> • “Commodify Your Dissent,” Frank (SOL 163) • “Dove’s ‘Real Beauty’ Backlash,” Pozner (SOL 219) • “American Makeover,” chapter intro (SOL 615) • “Gender Role Behaviors and Attitudes,” Devor (SOL 672) • “The Gender Blur,” Blum (SOL 678) • “Gamergate 101,” Losh (blog post) 	<p>Post (by 11:30am): Summarize the argument for 6 articles, 50 words each (individual assignment)</p>
Tues, 4/12	Essay 5: Popular Culture & Identity	<p>Read:</p> <ul style="list-style-type: none"> • “In Living Color,” Omi (SOL 625) 	<p>Essay 4 Revision due by 11:30am</p> <p>Post (in-class): Pop Culture &</p>

Date	Topic	Reading Due	Assignment Due
	(Race)	<ul style="list-style-type: none"> • “Acting White,” Buck (SOL 637) • “Videogames, Avatars, and Identity,” Waggoner (SOL 487) <p>Review (from previous class discussions):</p> <ul style="list-style-type: none"> • “The Shock of Education,” Lubrano (SOL 580) • “Freaks, Geeks, and Cool Kids,” Milner (SOL 602) • “Video Dreams,” chapter intro (SOL 271) • “The Tea Party Online,” Rauch (SOL 508) • “One Nation, Slightly Divisible,” Brooks (SOL 524) <p>Discuss:</p> <ul style="list-style-type: none"> • Essay 5 Instructions 	Identity (Race) - Identifying Arguments (team -- also posting image from Thur class session)
Thur, 4/14	Essay 5: Popular Culture & Identity; Draft Workshop		Post (by 11:30am): Post your thesis statement for Essay 5
Tues, 4/19	(no class meeting)	Work on Essay 5	
Thur, 4/21	(no class meeting)	Work on Essay 5	Due by Friday, 5pm: Post your first draft for Essay 5
Tues, 4/26	Essay 5: Revising	<p>Discuss:</p> <ul style="list-style-type: none"> • Powerful language • active voice • revising Essay 5 final draft to 500-550 words (see addendum to instructions) 	
Thur, 4/28	Final Project: Secrets, Lies & Social Media	<p>Watch:</p> <ul style="list-style-type: none"> • WikiLeaks: Secrets and Lies (2011) on YouTube (57mins) <p>Read:</p> <ul style="list-style-type: none"> • “Ashley Madison Hackers Release Vast Database . . .” Alex Hern and Samuel Gibbs, <i>The Guardian</i> (August 19, 2015) 	Post (by 11:30am): Secrets and Lies: Hacking Data for Social Good Essay 5 Due (by Friday, 5pm)
Tues, 5/3	Final Project: Secrets, Lies & Social Media	<p>Read:</p> <ul style="list-style-type: none"> • “It’s All About Us,” Johnson (SOL 469) • “Enough about You,” Williams (SOL 472) 	
Thurs, 5/5	Final Project: Secrets, Lies & Social Media	<p>Read:</p> <ul style="list-style-type: none"> • “Implications of User Choice,” Boyd (SOL 475) • “Virtual Popularity Isn’t Cool,” Daly (SOL 480) • “Students Addicted to Social Media” (SOL 483) <p>Discuss:</p> <ul style="list-style-type: none"> • Final Project Instructions (provided during class) 	Post (by 11:30am): Assessing a Scientific Study Post (in-class): Rhetorical Strategies of the Daly essay (Team Post)
Tues, 5/10	Final Project: Draft Workshop	<p>Writing Strategies that we've been working on:</p> <ul style="list-style-type: none"> • Introductions & Conclusions • Help with Body Paragraphs • Creating a strong thesis statement 	First draft of Final Essay due by 11:30am

Date	Topic	Reading Due	Assignment Due
		<ul style="list-style-type: none"> • Sentence Structure • Sentence Style: Eliminating Wordiness • MLA Works Cited • Creating a thesis statement • Using Rhetorical Strategies for Persuasion • MLA in-text citation • Argument Essays • Argumentative Essays (another link) 	
Thur, 5/12	Final Project: Secrets, Lies & Social Media	Discuss: <ul style="list-style-type: none"> • Final Project Pecha Kucha Presentation 	Post (by 11:30am): Participation Reflection (re-visit previous post & revisit letter to self)
<p>May 20, 9:45am-12pm Final Project Pecha Kucha Presentation & Essay Due by 9am on Canvas</p> <ul style="list-style-type: none"> • Final Project - Essay Instructions • Final Project - Pecha Kucha Presentation 			