

# First Year Writing Section 32

## ENGL 1A

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/20/2023

### Contact Information

- Instructor: Dr. Kristian O'Hare
- Email: [kristian.ohare@sjsu.edu](mailto:kristian.ohare@sjsu.edu)
- Office Location: [Faculty Office Building \(FOB\) 215](#)
- Office Hours: MW 9-10 AM (In-person) and Tuesdays 1-2pm (Zoom)
- Class Meeting Time/Location: MW 12-1:15 PM / Sweeney Hall 413

### Course Description and Requisites

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

#### ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

#### Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

#### Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

### Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

## Attendance Policy and Late Work

Attendance is mandatory. I understand that illnesses and emergencies happen in everyone's life, but this class is designed to be interactive and participatory. You can't participate if you aren't here. An absence may be excused with proper documentation. Please see [University Policy F69-24 \(https://www.sjsu.edu/senate/docs/F15-12.pdf\)](https://www.sjsu.edu/senate/docs/F15-12.pdf), "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefits for all members of the class."

### Tardiness

It is also very important that you arrive to class on time. When you are late you miss important information, and walking in late disrupts another person's learning. If you arrive more than 15 minutes late, you will be marked absent. If you do arrive late, enter the room quietly, take a seat near the door, and do not disrupt the work we are doing.

### Late Work

Your paper is due **ON or BEFORE** the due date. You can turn it in any time until the due date. After that, **the grade drops 10 points per day.**

## Classroom Behavior

Class sessions are short and require your full attention. Cell phones should be on silent and put away when entering the classroom; all earpieces should be removed. Laptops or tablets may be used to access course readings and assignments; with that said, no other work should be done, no checking email, no social media, no gaming. Note: I reserve the right to ask you to leave the classroom if you are being disruptive.

Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

## 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 Goals

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This course is an introduction to academic writing and critical reading. This course is designed around thematic units, and each unit will follow a continuous writing process, which includes drafting, workshopping, and revision of essays. These units consist of reading and writing activities.

This course is organized into three thematic units for readings and writing:

1. My Selfie, My Self
2. The Cultural Politics of Popular Music
3. Identity, Media Representation, and Authenticity

## 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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- There is **no required textbook** for this course; instead, I have uploaded all assigned readings onto Canvas in Modules. You must have these readings in class, for I will be asking you specific questions and pointing out key passages from these texts. In addition, I will include lectures on grammar and mechanics, so you are responsible in reviewing these lectures; you should consider these slideshows as you would a grammar textbook, for they will help improve your writing in this course.
- A journal (either paper or digital) for class notes, writing exercises, daily observations, workshop responses, etc.
- Dictionary and Thesaurus. Being writers, it is important to know what words mean and to vary your word choice. There are free apps available.
- Access to a desktop, laptop, or tablet.

## Course Requirements and Assignments

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:: Essays

Throughout the semester, you will be required to write three (3) essays. The topic(s) and guidelines for each of the assigned essays will be posted in the course schedule (Modules) and in Assignments. All essays must be submitted into Canvas for credit on the specified due date. The set of instructions outlines my expectations and the purpose behind the assignment. I will also include a rubric that will break down the specific parameters for failing, passing, or exceeding in terms of performance.

#### **:: Reading**

Reading will be assigned for every class. You are responsible for doing the reading before we meet each week. Not only must you read a lot of material, but also you must read deeply, beyond the surface, and understand the material. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class.

#### **:: Response Papers (6)**

Response papers in this class are informal reader responses to the assigned readings. You will submit a 250-300 word response paper (typed, double-spaced, 1" margins, 12 pt. font) on the due dates indicated on the course calendar. Keep in mind: some responses will happen in class at start time, and some responses will be done at home. These writings are meant to be an opportunity for you to explore your ideas and articulate your opinion and responses to the assigned readings, so that we all come to class prepared for a rousing discussion.

#### **:: Presentations (2)**

You will have two presentations this semester. The first will be a group presentation (2-3 peers) in which you and 2-3 peers will analyze an assigned music video. For your second presentation, you will provide a visual component to your final paper.

#### **:: Peer-Review Workshops**

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. You will share rough drafts of your writing in class on each workshop date as listed on the class schedule. If you miss a workshop, your essay will be graded down one full letter grade.

#### **:: Class Participation**

The success of our course depends on each of you being prepared to participate. Please make sure to bring copies of all reading materials to class on the day that we'll be discussing them (either on your laptop or tablet or, preferably, a hard copy). Effective participation entails being an engaged reader. As you're reading materials for class, please adopt whatever strategies will enable you to stay alert and active as a reader, such as:

- underlining or highlighting important passages and key phrases
- writing key words at the top of various pages
- writing notes in the margins of pages or in a reading journal
- jotting down questions that you want to raise about the reading
- listing pages or specific passages that contain especially confusing or intriguing material.

Effective participation entails being an engaged listener and balanced contributor. If you tend to talk a lot in class, please try to leave room for other students to speak. If you tend to be quiet in class, please make an effort to add to our conversation. Participation can take many forms, including:

- offering a comment or reflection about the readings during class
- posing a question or responding to others' questions
- identifying a passage or section that you find difficult to understand
- sharing an insight from your writing assignment
- listening carefully and respectfully to other student's contributions.

#### **:: Writing Portfolio**

At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

#### **:: Assignment Word Count and Learning Goals**

Essay #1*: My Selfie, My Self	1000-1200	2-5
Essay #2*: Rhetorical Analysis of Music Video	750-1000	2-5
Essay #3*: Argumentative/Research-- Representation in Film/TV	1000-1200	1-5
Reading Responses X 6	250+ Words Each/1250+ Words Total	1-5
In-Class Writings, Prewriting Activities, Group Discussion Questions, Peer Review Workshops	2000 Words	2-5
Oral Presentation/Multimodal X 2	Varies	1-5
Portfolio Self-Reflection and Bibliography	500	1-5

\* - assignment requires rough draft and final draft

## ✓ Grading Information

The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

- An "A" range 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" range 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" range 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" range 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.

A+ (100-98); A (97-94); A- (93-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-61); F (<60)

*Please keep in mind: the final grade percentage listed in Canvas is not the Final Grade. I factor in overall performance (participation, attendance, etc.). No grade haggling. I do not negotiate grades. If you are concerned with your grade (especially by midterm) and want to know how to do better in the future, I welcome appointments to discuss possible strategies for improvement.*

## Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments will be calculated as followed:

- Reading Responses (6): 10 points each/60 points total
- Essay #1: My Selfie, My Self: 100 points
- Essay #2: Rhetorical Analysis Music Video: 50 points
  - Group Presentation on Music Video Analysis: 50 points
- Essay #3: Argumentative Research: 100 points
  - Oral Presentation/Multimodal: 50 points
- Self-Reflection/Assessment Portfolio Submission: 20 points
- Participation: 100 points
  - Attendance, Discussion, In-Class Writings, and Group Work

## SJSU Academic Integrity Policy

A student's commitment to learning, as evidenced by his or her enrollment at San Jose State University, and the University's Academic Integrity Policy require all students to be honest in their academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found [here \(https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf\)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf). The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

### ON ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI) TOOLS USAGE

Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT, to complete essays or other assignments constitutes a violation of the University's [Academic Integrity Policy. \(https://sjsu.edu/senate/docs/F15-7.pdf\)](https://sjsu.edu/senate/docs/F15-7.pdf) AI-generated submissions are not permitted and will be treated as plagiarism.

## University Policies

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

**\*\*Important note about a possible work stoppage during the semester\*\***

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFAbargaining.org \(http://www.cfabargaining.org/\)](http://www.cfabargaining.org).

*Schedule/Calendar below is subject to change. Always check Canvas for the most up to date information on assignments, readings, and due dates.*

Week	Date	Readings, Assignments, and Due Dates
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One	M Aug 21st	<ul style="list-style-type: none"> <li>Review Syllabus and Canvas</li> <li>Introductions</li> </ul>
One	W Aug 23rd	<ul style="list-style-type: none"> <li>Reading Due: <a href="https://newrepublic.com/article/115673/selfies-oxford-definition-history-raphael-miley-cyrus">Alice Robb's "Would Van Gogh Have Taken Selfies? Probably."</a> (<a href="https://newrepublic.com/article/115673/selfies-oxford-definition-history-raphael-miley-cyrus">https://newrepublic.com/article/115673/selfies-oxford-definition-history-raphael-miley-cyrus</a>)</li> <li>In-Class Group Work: Van Gogh Selfie</li> </ul>
Two	M Aug 28th	<ul style="list-style-type: none"> <li>Reading Due: <a href="https://www.bustle.com/p/the-psychological-reasons-why-we-post-selfies-49562">Alexa Tucker's "The Science Behind Why We Take Selfies"</a> (<a href="https://www.bustle.com/p/the-psychological-reasons-why-we-post-selfies-49562">https://www.bustle.com/p/the-psychological-reasons-why-we-post-selfies-49562</a>)</li> <li>In-Class Group Work: Selfie Science</li> </ul>
Two	W Aug 30th	<ul style="list-style-type: none"> <li>In-Class Activity: Bring some of your selfies to class</li> <li>In-Class Writing: Identity Wheel</li> </ul>
Three	M Sept 4th	<ul style="list-style-type: none"> <li>LABOR DAY -- NO CLASS MEETING</li> </ul>
Three	W Sept 6th	<ul style="list-style-type: none"> <li>Reading Due: <a href="https://www.theguardian.com/lifeandstyle/2019/jan/23/faking-it-how-selfie-dysmorphia-is-driving-people-to-seek-surgery">Elle Hunt's "Faking It: How Selfie Dysmorphia Is Driving People to Seek Surgery"</a> (<a href="https://www.theguardian.com/lifeandstyle/2019/jan/23/faking-it-how-selfie-dysmorphia-is-driving-people-to-seek-surgery">https://www.theguardian.com/lifeandstyle/2019/jan/23/faking-it-how-selfie-dysmorphia-is-driving-people-to-seek-surgery</a>)</li> <li>Reading Response #1: Selfie Dysmorphia Due by 12pm</li> </ul>
Four	M Sept 11th	<ul style="list-style-type: none"> <li>Reading Due: Caitlin Dewey's "The Other Side of the Infamous 'Auschwitz Selfie'" (PDF) and <a href="https://www.bbc.com/news/world-europe-38675835">Joel Gunter's "Yolocaust: How Should You Behave at a Holocaust Museum"</a> (<a href="https://www.bbc.com/news/world-europe-38675835">https://www.bbc.com/news/world-europe-38675835</a>)</li> <li>In-Class Group Work: Auschwitz Selfie</li> </ul>
Four	W Sept 13th	<ul style="list-style-type: none"> <li>Reading Due: <a href="https://www.wired.com/story/life-death-of-selfie/">Margaret Anderson's "The Selfie As We Know It Is Dead"</a> (<a href="https://www.wired.com/story/life-death-of-selfie/">https://www.wired.com/story/life-death-of-selfie/</a>)</li> <li>Reading Response #2 (Is the Selfie Dead?) Will Be Written in Class (Start time: 12:05 End Time/Due:12:35)</li> </ul>
Five	M Sept 18th	<ul style="list-style-type: none"> <li>Reading Due: Kalley Huang's "Rise of the 0.5 Selfie"</li> <li>In-Class Group Work: Rise of the 0.5 Selfie</li> </ul>
Five	W Sept 20th	<ul style="list-style-type: none"> <li>PEER REVIEW -- My Selfie, My Self Essay</li> <li>DUE: Make Sure to Submit Rough Draft for Peer Review by 12pm on Wednesday, September 20th</li> </ul>
Six	M Sept 25th	<ul style="list-style-type: none"> <li>DUE: My Selfie, My Self Essay</li> <li>Rhetoric, Rhetorical Situation, Rhetorical Appeals</li> <li>Visual Rhetoric</li> <li>In-Class Activity: "I Didn't Get the Job" Gillette Print Advertisement</li> </ul>
Six	W Sept 27th	<ul style="list-style-type: none"> <li>Reading Due: Kyle Williams' "Controversy Sells: Why Super Bowl Ads Have Gotten So Political" (PDF)</li> <li>In-Class Activity: Gillette Ads</li> <li>Reading Response #3 Will Be Started in the Class; if out of time, assignment can be completed over the weekend.</li> </ul>

Seven	M Oct 2nd	<ul style="list-style-type: none"> <li>• Visual Rhetoric in Music Videos</li> <li>• <b>In-Class Analysis of Music Videos:</b> Sam Smith's "I'm Not the Only One" and Madonna's "Papa Don't Preach"</li> </ul>
Seven	W Oct 4th	<ul style="list-style-type: none"> <li>• <b>In-Class Analysis</b> of Beyoncé's "Formation"</li> <li>• Go over Rhetorical Analysis of Music Video Assignment and Group Presentation</li> </ul>
Eight	M Oct 9th	<ul style="list-style-type: none"> <li>• Bruce Springsteen's "Born in the USA"</li> <li>• <b>In-Class Group Work:</b> Bruce Springsteen's "Born in the USA"</li> <li>• Break out into assigned groups for presentations</li> </ul>
Eight	W Oct 11th	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> Paul Waldman's "Jason Aldean Cashes in on the Right-Wing Fantasy of Violent Retribution" (PDF)</li> <li>• <b>In-Class Activity:</b> Compare and Contrast Jason Aldean's "Try That in a Small Town" and John Mellencamp's "Small Town"</li> <li>• <b>Reading Response #4: Music and Politics is Due by 12pm.</b></li> </ul>
Nine	M Oct 16th	<ul style="list-style-type: none"> <li>• <b>MUSIC VIDEO ANALYSIS GROUP PRESENTATIONS</b></li> </ul>
Nine	W Oct 18th	<ul style="list-style-type: none"> <li>• <b>MUSIC VIDEO ANALYSIS GROUP PRESENTATIONS</b></li> </ul>
Ten	M Oct 23rd	<ul style="list-style-type: none"> <li>• <b>Peer Review: Rhetorical Analysis of Music Video</b></li> </ul>
Ten	W Oct 25th	<ul style="list-style-type: none"> <li>• Teen Genre/Television</li> <li>• <b>Reading Due:</b> <a href="https://ew.com/tv/teen-tv-genre-evolution/">Samantha Highfill's "For the love of teen TV: How the genre has evolved and why it's so powerful"</a> (<a href="https://ew.com/tv/teen-tv-genre-evolution/">https://ew.com/tv/teen-tv-genre-evolution/</a>)</li> <li>• <b>In-Class Writing:</b> Viewing Habits</li> </ul>
Eleven	M Oct 30	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <a href="https://www.motherjones.com/politics/2012/11/geena-davis-institute-women-girls-are-stereotyped-sexualized-hollywood/">Suebsaeng and Liebelson's "7 Ways Women and Girls Are Stereotyped, Sexualized, and Underrepresented on Screen"</a> (<a href="https://www.motherjones.com/politics/2012/11/geena-davis-institute-women-girls-are-stereotyped-sexualized-hollywood/">https://www.motherjones.com/politics/2012/11/geena-davis-institute-women-girls-are-stereotyped-sexualized-hollywood/</a>) and <a href="https://www.teenvogue.com/story/why-sexism-and-homophobia-in-old-tv-shows-is-such-a-big-problem-today/">Oliver Lee Bateman's "Why Sexism and Homophobia in Old TV Shows Is Such a Big Problem Today"</a> (<a href="https://www.teenvogue.com/story/why-sexism-and-homophobia-in-old-tv-shows-is-such-a-big-problem-today/">https://www.teenvogue.com/story/why-sexism-and-homophobia-in-old-tv-shows-is-such-a-big-problem-today</a>)</li> </ul>
Eleven	W Nov 1st	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <a href="https://www.medialit.org/reading-room/how-do-media-images-men-affect-our-lives/">Sam Femiano and Mark Nickerson's "How do Media Images of Men Affect Our Lives?"</a> (<a href="https://www.medialit.org/reading-room/how-do-media-images-men-affect-our-lives/">https://www.medialit.org/reading-room/how-do-media-images-men-affect-our-lives</a>)</li> <li>• <b>Reading Response #5: Stereotypes in Film and Television is DUE by 12pm</b></li> </ul>
Twelve	M Nov 6th	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <a href="https://www.teenvogue.com/story/problem-teen-characters-played-by-adults/">Vanessa Golembewski's "The Problem With Teen Characters Being Played by Adults"</a> (<a href="https://www.teenvogue.com/story/problem-teen-characters-played-by-adults/">https://www.teenvogue.com/story/problem-teen-characters-played-by-adults</a>)</li> </ul>
Twelve	W Nov 8th	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> Mindy Kaling's "Types of Women in Romantic Comedies Who Are Not Real" (Hardcopy)</li> </ul>
Thirteen	M Nov 13th	<ul style="list-style-type: none"> <li>• <b>In-Class Viewing:</b> <i>PEN15</i> "Posh" (Ep. 6, Season 1)</li> <li>• <b>Reading Due:</b> <a href="https://www.glamour.com/story/hulu-pen15-review/">Bonnie Stiernberg's "I Wish Every Teen Girl Would Watch Hulu's PEN15"</a> (<a href="https://www.glamour.com/story/hulu-pen15-review/">https://www.glamour.com/story/hulu-pen15-review</a>)</li> </ul>



Thirteen	W Nov 15th	<ul style="list-style-type: none"> <li>• <b>In-Class Viewing:</b> <i>Reservation Dogs</i> Episode "F*ckin' Rez Dogs" (Ep. 1, Season 1)</li> <li>• <b>Reading Due:</b> <a href="https://www.smithsonianmag.com/arts-culture/its-creator-its-actors-new-series-reservation-dogs-breakthrough-indigenous-representation-onscreen-180978401/">Jason Asenap's "'Reservation Dogs' Marks a Breakthrough for Indigenous Representation Onscreen"</a> (<a href="https://www.smithsonianmag.com/arts-culture/its-creator-its-actors-new-series-reservation-dogs-breakthrough-indigenous-representation-onscreen-180978401/">https://www.smithsonianmag.com/arts-culture/its-creator-its-actors-new-series-reservation-dogs-breakthrough-indigenous-representation-onscreen-180978401/</a>)</li> </ul>
Fourteen	M Nov 20th	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> Shirley Li's "Heartstopper and the Era of Feel-Good, Queer-Teen Romances" (Hardcopy) and <a href="https://www.nbcnews.com/nbc-out/out-news/heartstopper-books-temporarily-removed-mississippi-public-library-rcna99248">Jay Valle's "'Heartstopper' books temporarily removed from Mississippi public library"</a> (<a href="https://www.nbcnews.com/nbc-out/out-news/heartstopper-books-temporarily-removed-mississippi-public-library-rcna99248">https://www.nbcnews.com/nbc-out/out-news/heartstopper-books-temporarily-removed-mississippi-public-library-rcna99248</a>)</li> </ul>
Fourteen	W Nov 22nd	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <a href="https://time.com/6152502/euphoria-hbo-teenage-drug-use/">Tara Law's "'What Euphoria Gets Right—and Wrong—About Teen Drug Use and Addiction"</a> (<a href="https://time.com/6152502/euphoria-hbo-teenage-drug-use/">https://time.com/6152502/euphoria-hbo-teenage-drug-use/</a>)</li> <li>• <b>Reader Response #6: Heartstopper and Euphoria is Due by 12pm</b></li> </ul>
Fifteen	M Nov 27th	<ul style="list-style-type: none"> <li>• <b>Writing Day -- Work on Final Portfolio</b></li> </ul>
Fifteen	W Nov 29th	<ul style="list-style-type: none"> <li>• <b>Peer Review: Why Representation Matters (Final Essay)</b></li> </ul>
Sixteen	M Dec 4th	<ul style="list-style-type: none"> <li>• <b>FINAL PRESENTATIONS</b></li> </ul>
Sixteen	W Dec 6th	<ul style="list-style-type: none"> <li>• <b>FINAL PRESENTATIONS</b></li> </ul>
FINAL	F Dec 15th	<b>FINAL PAPER AND PORTFOLIO DUE</b>