

**San José State University**  
**Department of English & Comparative Literature ENGL 1B: Argument and Analysis,**  
**Section 03, Fall 2021**

**Course and Contact Information**

Instructor:	Dr. Colton Saylor
Office Location:	NA
Telephone:	NA
Email:	colton.saylor@sjsu.edu
Office Hours:	Mondays and Wednesdays, 10:00AM-11:00AM (or by appointment if necessary)
Class Days/Time:	Monday and Wednesday 12:30PM-1:45PM
Classroom:	Zoom
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better  This course is not open to students who have successfully completed ENGL 2.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

**Course Management Page and one.SJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through one.SJSU to learn of any updates.

**Online Format**

Our course will be meeting synchronously during our assigned course meeting time unless otherwise noted by myself. You can access our Zoom sessions via the course Canvas page. On certain days, class will break out early so that you can complete an online assignment. These days are marked on the course schedule at the end of this document. Please contact me immediately if you have any concerns about connecting to Zoom.

**ENGL 1B Course Description**

General Course Description:

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

#### Specific Section Description:

Writing and Reading the City – In this course, we will use literature, critical essays, and our own analytical projects to explore and better understand the city. What does an author's representation of their urban surroundings say about their identity or moment in history? How has the city impacted the way we think and behave? How have different disciplines sought to comprehend or improve urban life? We will keep these questions in mind as we consider ways to re-imagine San Jose.

#### **ENGL 1B Learning Outcomes (GELO)**

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

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

#### **ENGL 1B Course Learning Objective (CLO)**

1. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (from ENGL dept. C2 course learning goals)
2. Use a critical lens to read a variety of literary, rhetorical, and professional works of the human intellect and imagination.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject. (from ENGL dept C2 course learning goals)
4. Explain how a text both frames and is framed by a variety of critical lenses: cultural, historical, socio-economic, political, and personal.
5. Demonstrate how humanistic methods of reasoning and arguing can prepare students to meet the global challenges facing scientists and engineers.

#### **ENGL 1B Course Content**

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

Reading: In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

### **ENGL 1B Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, you are expected to 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.

#### Assignment Word Count and Learning Goals

All assignments due to Canvas unless otherwise instructed.

#### Assignment Word Count and Assignment GELO

<b>Assignment</b>	<b>Word Count</b>	<b>Learning Goals</b>	<b>Grade %</b>
<b>Essay # 1: Rhetorical Analysis*</b>	1,000-1,250	1-3	20
<b>Essay # 2: Literary Analysis*</b>	1,000-1,250	1-3	20
<b>Essay # 3: Argumentative Paper*</b>	1,500-1,750	1-3	22.5
Final Paper Presentation	N/A	1,2	2.5

Diagnostic Survey	250	1-3	2.5
Poetry Response	250	1-3	2.5
<i>ASP</i> Analysis Activity	250	1-3	2.5
Library Portal Training	N/A	1	2.5
<i>TT</i> Character Analysis Activity	250	1-2	2.5
JSTOR Activity	N/A	1	2.5
Documentary Activity	250-500	1-3	2.5
Workshop Reflections	300 (100x3)	3	7.5
<b>Individual Tour Stop Analysis</b>	500	2-3	5
Group Tour Presentation	N/A	2-3	2.5
<b>Class Reflection*</b>	500	1-3	2.5

\* - assignment requires rough draft and final draft

**Bolded** – letter-grade assignments

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.

### **Required Texts**

**Available for Purchase through Canvas page**

*There, There*, Tommy Orange (ISBN: 978-0525520375)

*A Small Place*, Jamaica Kincaid (ISBN: 978-0374527075)

Other required readings can be found either linked in the syllabus or as PDFs in Canvas.

### **Grading Policy**

This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (either hardcopy or on computer/tablet). If you do not attend class, you will not be participating, which will reflect on your final grade.

### **Extension Policy**

I will grant extensions (no questions asked) for the following assignments:

**Essay # 1: Rhetorical Analysis**

**Essay # 2: Literary Analysis**

**Individual Tour Stop Analysis**

### **Essay # 3: Argumentative Paper**

All other assignments must be submitted by the times listed on this syllabus and Canvas.

**Peer Review Workshops:** The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

Late papers for Major Essays will be docked half a letter grade each day they are late. Late papers for credit/half credit/no credit assignments (all responses, reflections, etc.) will not be accepted.

Students must receive a C- or higher to pass the course

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 (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

**This course must be passed with a C- or better as a CSU graduation requirement.**

### **Classroom Protocol**

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

## University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Relevant policies for FROSH English can also be found at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

## 1B, Argument and Analysis, Fall 2021, Course Schedule

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
2	8/23	<b>Zoom Session:</b> Introduction <b>On Canvas: Diagnostic Essay Due 8/24, 11:59PM</b>
2	8/25	<b>Read:</b> Jonah Lehrer, <a href="#">“A Physicist Solves the City”</a> ; <b>Review:</b> <a href="#">Excelsior OWL: “Traditional Outlining”</a> ; <a href="#">“On Paragraphing”</a> ; Purdue OWL: <a href="#">“Rhetorical Situations”</a> <b>Zoom Session:</b> Discuss Rhetorical Situation
3	8/30	<b>Read:</b> Langston Hughes, <a href="#">“Second Generation: New York”</a> Edna St. Vincent, <a href="#">“City Trees”</a> <b>Zoom Session:</b> Discuss Poetry <b>On Canvas: Poetry Response Due 9/1, 11:59PM</b>
3	9/1	Shoshanna Saxe, <a href="#">“I’m an Engineer, and I’m not Buying into ‘Smart’ Cities”</a> <b>Zoom Session:</b> Discuss Rhetorical Strategies <b>Via Email: <a href="#">Library Training</a> Test Results due 9/5, 11:59PM</b>
4	9/6	<b>HOLIDAY-NO CLASS</b>
4	9/8	<b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 1-19) <b>Zoom Session:</b> Introduce <i>ASP</i> ; Assign Rhetorical Analysis

5	9/13	<b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 23-74) <b>Zoom Session:</b> Discuss <i>ASP</i> <b>On Canvas: Complete ASP Activity (Due 9/15, 11:59PM)</b>
5	9/15	<b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 77-81) <b>Zoom Session:</b> Finish Discussing <i>ASP</i>
6	9/20	<b>Zoom Session:</b> Peer Review Workshop <b>On Canvas: Complete Workshop Reflection #1, Due 9/21, 11:59PM</b> <b>Paper #1 Final Draft Due 9/25, 11:59PM)</b>
6	9/22	<b>Zoom Session:</b> Thesis Workshop
7	9/27	<b>Read:</b> <i>There, There</i> (pp. 15-78) <b>Zoom Session:</b> Introduce <i>TT</i> ; Assign Comparative Analysis Essay
7	9/29	<b>Read:</b> <i>There, There</i> (pp. 81-155) <b>Zoom Session:</b> Discuss <i>TT</i> ; Close Reading
8	10/4	<b>1:1 Conferences</b>
8	10/6	<b>1:1 Conferences</b>
9	10/11	<b>Read:</b> <i>There, There</i> (pp. 159-225) <b>Zoom Session:</b> Discuss <i>TT</i> <b>On Canvas: TT Character Comparison Activity (Due 10/13, 11:59PM)</b>
9	10/13	<b>Read:</b> <i>There, There</i> (pp. 226-290) <b>Zoom Session:</b> Finish discussing <i>TT</i>
10	10/18	<b>Read:</b> <i>There, There</i> (pp. 226-290) <b>Zoom Session:</b> Finish discussing <i>TT</i>
10	10/20	<b>Zoom Session:</b> Peer Review Workshop #2 <b>On Canvas: Complete Workshop Reflection #2, Due 10/21, 11:59PM</b> <b>Paper #2 Final Draft Due 10/25, 11:59PM</b>
11	10/25	<b>Zoom Session:</b> Assign Tour Project
11	10/27	<b>Zoom Session:</b> Prepare Tour Presentations (Zoom Break Out Groups)
12	11/1	<b>Zoom Session:</b> Prepare Tour Presentations (Zoom Break Out Groups)
12	11/3	<b>Zoom Session:</b> Group Tour Presentations (Groups 1-3) <b>On Canvas: Individual Tour Stop Analysis Due 11/9, 11:59PM</b>
13	11/8	<b>Zoom Session:</b> Group Tour Presentations (Groups 4-6)

13	11/10	<b>Watch on your own:</b> <a href="#">My Brooklyn</a> on Kanopy <b>Zoom Session:</b> Discuss <i>My Brooklyn</i> <b>On Canvas: Complete Documentary Activity (Due 11/12, 11:59PM)</b>
14	11/15	<b>Read:</b> Joe Cortright, <a href="#">“In Defense of Gentrification”</a> ; Robin Abcarian, <a href="#">“They Discover, They Gentrify, They Ruin”</a> <b>Zoom Session:</b> Discuss Readings; Assign Final Paper
14	11/17	<b>Zoom Session:</b> JSTOR Workshop <b>On Canvas: Complete JSTOR Activity (Due 11/19, 11:59PM)</b>
15	11/22	<b>Zoom Session:</b> Peer Review Workshop <b>On Canvas: Complete Workshop Reflection #3 (Due 11/23, 11:59PM)</b> <b>Final Paper Due 12/8, 11:59PM</b>
15	11/24	<b>HOLIDAY-NO CLASS</b>
16	11/29	<b>Zoom Session:</b> Presentations and Portfolio Prep
16	12/1	<b>Zoom Session:</b> Presentations and Portfolio Prep
17	12/6	<b>Zoom Session:</b> Presentations and Portfolio Prep; Begin Class Reflection <b>On Canvas: Class Reflection Final Draft Due 12/8, 11:59PM</b>
	12/14	<b>ePortfolio due 12/14, 2:30PM</b>