

San José State University
Humanities & Arts / Dept. of English
ENGL 1B: Argument and Analysis, Section 6, Fall 2015

Course and Contact Information

Instructor:	Dr. Julie Sparks
Office Location:	Faculty Office Building 128
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Email:	julie.sparks@sjsu.edu
Office Hours:	(Days and time) [See University Policy S12-1 at http://www.sjsu.edu/senate/docs/S12-1.pdf for guidelines]
Class Days/Time:	TTh 3-4:14
Classroom:	Clark 306
Prerequisites:	GE Area A2 Written Communication with a grade of C or better
GE/SJSU Studies Category:	GE C2 Humanities and Arts—Letters

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions will be found on the course website: <http://www.sjsu.edu/people/julie.sparks/courses/>. You are responsible for regularly checking the messaging system through MySJSU (which is linked to your email) to learn of any updates. I am also planning to use Canvas, though it is new to me. (Please be patient while I get that training.)

ENGL 1B Course Description

General Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Pathways to the Future: Global Citizenship, Sustainability, Creativity

What does it mean for today's college students to be coming of age at the beginning of the 21st century? Although the Millennials have grown up in an increasingly interconnected world, with a burgeoning global economy accelerated by an explosive spread of ever-evolving technology, you have also grown up with an increasing sense of dread about the interconnected global threats of environmental deterioration, climate change, deadly pandemics, the struggle for diminishing resources, both domestic and international terrorism. Fortunately for us in Silicon Valley, we have front-row seats to some of the most promising solutions to these

challenges that are incubating in the fertile minds of our diverse and well-educated population, producing exhilarating flows of new ideas and new energy.

This class has been designed to develop a greater understanding of the complex global forces that have ushered in this new age. It will also intended to develop your awareness of the many creative ideas that have grown out of some of our most desperate crises—new sustainable technologies to replace the more destructive engines of the first industrial revolution, new kinds of businesses that substitute sustainable community-building for the short-sighted obsession with profits, new inclusive banking strategies to help the “bottom billion” lift themselves out of poverty and add their talents to the global economy, and new ideas about agriculture, forestry, urban design, transportation, telecommunications, and education that all help us envision a more prosperous, just, peaceful, and sustainable world.

Our focus will be on global innovations in all fields, including the sciences, technology, business, education, and the arts. Students will be encouraged to look beyond the pigeonholes of traditional academic disciplines to see how people in the “real world” have been collaborating in innovative ways, producing unanticipated solutions to unprecedented challenges. Students will also be encouraged to see a role for themselves in this vanguard.

ENGL 1B Learning Objectives (CLO)

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer’s purpose, audience, and context.
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

GE C2 Course Description

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes 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. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

GE C2 Learning Objectives (GELO)

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2. 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 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.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, **ENGL1B 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. Readings will also include 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.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: You will complete an oral communication assignment. This assignment may include individual presentations; group presentations; team debates; or other similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will remark on the logic of the argument as well as the student's delivery.

Required Texts/Readings

Textbook

Writing Arguments, Concise Edition: A Rhetoric with Readings (5th Edition) By John D. Ramage, John C. Bean, June C. Johnson ISBN-13: 9780205665778 ISBN: 0205665772 Note: This is the main text, referred to as "text" on your schedule. You will need to bring it with you to class almost every day. As this is not a brand-new text, you can find many inexpensive used copies online.

Other Readings

Articles and excerpts from a wide variety of books will be posted online for you to read. It is very important that you read these before class AND bring them with you, either on an electronic reader or (ideally) printed out

so you can mark on them. Print double-sided if you can to save paper. You will also be choosing a **book club book**, which you will be responsible for getting a copy of. More details on this to follow.

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>.

Insert descriptions of course requirements and assignments here. (e.g., informal / formal writing assignments, multimodal / oral presentations, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE C2 and ENGL 1B course learning outcomes.

Assignment Word Count and Learning Goals

Assignment and percentage of total course grade	Word Count	GELO	CLO
In-class essay (synthesis and response) 5%	800 words	3	1,2,3,6
Rhetorical Analysis of an argument 15%	1200 words	1,3	1-4, 6
Critical Analysis/Response 20%	1200 words	1,2,3	1-6
Research proposal & Annotated Bibliography 15%	1200 words	1,2,3	1-6
Researched Argument 20%	1200 words	1,2,3	1-6
Oral Presentation: outline, written version 5%	500 words	1,2,3	1-4, 6
Small Assignments/participation 20%	varies	varies	varies

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: **content** (this includes maturity and sophistication of thought), **organization**, and **expression**. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

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.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

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

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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.

Late Work Policy: Late homework will not be accepted, and that includes work you try to turn in when you're late to class. Also, **you can't email work to me instead of coming to class to hand it in.** Sorry, but I've tried leniency and it just leads to chaos. Major assignments *will be* accepted up to one week late, but they will be penalized for each day they are late, including weekends.

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will allow you to earn extra points by attending campus lectures or performances and writing about them. I will also draw up a list of a few other options that relate more closely to our course goals and themes. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the morning of the final, but you can turn in only one that day.**

Turnitin.com: To receive credit, all major papers (those listed on the chart above, except the in-class essay) must be submitted to Turnitin.com AND submitted as a hard copy in class. Ideally you should submit your paper to Turnitin just as you print out the hard copy so you won't forget. If I have to remind you to submit your paper to Turnitin, your grade might suffer, so please be responsible about this.

Classroom Protocol

Attendance and Participation:

It is very important that students come to this class regularly and come prepared to participate. This means that reading assignments should be finished *before* the class period when they will be discussed, that writing assignments should be ready to hand in at the *beginning* of class when they are due, and that students should arrive at writing workshops with two *full-length* rough drafts. There will be frequent, unannounced in-class writings, and these cannot be made up by students who miss class, **nor will homework be accepted, electronically or otherwise, from students who miss class.** In special circumstances, students can submit work early if they will have to miss class, but this should be cleared with the professor beforehand. Poor attendance and weak participation will significantly reduce your learning experience and your grade. It is the most common reason that students fail this class.

Participating in the mandatory peer review workshops is particularly crucial. If you skip these, you will miss out on valuable advice, as well as 15 participation points each time. If you do miss the in-class peer review, it is your responsibility to get one on your own—and to show evidence of revision--or your paper will not be accepted. Just to clarify: **any paper NOT peer reviewed and then revised will not be read and will receive a zero.**

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time, turning your cell phones off in class, refraining from chatting with buddies in class or toying with your electronic devices. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

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 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, 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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 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](#) is available at <http://www.sjsu.edu/studentconduct/>. Almost every semester I have to fail at least one student for cheating. Don't let it be you this time.

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](#) 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](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) 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>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

ENGL 1B: Argument and Analysis, Section 6, Fall 2015

Course Schedule (tentative—subject to change with notice)

Note: “Read” means this is the reading that will be discussed that day, so read it before class and bring it with you. **“DUE”** means it’s due that day, at the *beginning* of class. (After that it’s late.) **“Online”** means it can be found on the course [Web site](#) (not necessarily on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 8/20	Introduction to the Course, discuss “A Millennial Named Bush” (handout), brief in-class writing
2	T 8/25	Introduce Assgt 1: Rhetorical Analysis of an Argument . TED talk “Greening the Ghetto” <u>Read</u> : “The Green Collar Solution” Friedman (online)
2	Th 8/27	In-Class Essay <u>Read (and bring)</u> : “We Need Optimists” op-ed by Arthur C. Brooks
3	T 9/1	Introduction to rhetoric, continued <u>Read</u> : text pp. 2-13, 128-9
3	Th 9/3	Discuss rhetorical thinking, reading, writing <u>Read</u> : text pp. 20-25, 46-50, 117-121 <u>DUE</u> : <u>Topic proposal for Assgt #1</u>
4	T 9/8	Discuss Understanding Ethos and Pathos <u>Read</u> : text pp. 87-95, Yunus #1 “Starting With a Handshake” (online)
4	Th 9/10	Understanding Logos. Analyze Video: “The Story of Stuff” <u>Read</u> : text 55-61, “Story of Stuff” excerpt.
5	T 9/15	Book Club Project and Critical Analysis Essay introduced
5	Th 9/17	<u>Peer review of Rhetorical Analysis</u> <u>DUE</u> : <u>bring 2 copies of rough draft</u> (attendance drafts, and participation required for full points)
6	T 9/22	Analyzing visuals <u>Read</u> : 135-153
6	Th 9/24	Short film analysis exercise <i>Paris je t’Aime</i> <u>DUE</u> : Rhetorical analysis of an argument (remember Turnitin.com)
7	T 9/29	Analyze critical film/book review samples. <u>Read</u> : Sample reviews #1(online)
7	Th 10/1	Choose Book Clubs. <u>DUE</u> : write down your 3 favorite books from the list
8	T 10/6	Introduce Researched Argument Unit <u>Read</u> : text 14-28 <u>DUE</u> : <u>topic proposal</u> Critical Analysis
8	Th 10/8	Making Proposals <u>Read</u> : text pp. 247-270 and excerpt from Dave Eggers’ <i>The Circle</i> , “SeeChange” (online)
9	T 10/13	How to get from theme to thesis in critical analysis. <u>Read</u> : “The Ones Who Walked Away from Omelas” (online) <u>DUE</u> : <u>topic proposal for research project</u>
9	Th 10/15	Making ethical arguments text 226-241, “On the Move” (online) <u>DUE</u> : <u>outline + thesis of critical analysis essay</u>
10	T 10/20	Workshop on quoting, paraphrase, avoiding plagiarism <u>Read</u> : text pp. 285-288, and “Juno: Not Just Another Teen Movie” (online, handout)

Week	Date	Topics, Readings, Assignments, Deadlines
10	Th 10/22	Peer review of Critical Analysis DUE: <u>bring 2 copies of your paper, participation required for points</u>
11	T 10/27	Working Bibliographies, Annotated Bibliographies,. <u>Read</u> : text 285-291 DUE: Critical Analysis (remember Turnitin.com)
11	Th 10/29	Library Research workshop in King Library (date tentative)
12	T 11/3	Evaluating Sources <u>Read</u> : text 279-284 <u>DUE</u> : working bibliography + 1 annotation
12	Th 11/5	Analyzing your audience, finding audience-based reasons <u>Read</u> : text 99-106, and excerpt from <i>The Republic of Imagination</i> (online)
13	T 11/10	Using evidence effectively <u>Read</u> : text pp. 69-82, 265-270 (sample researched argument).
13	Th 11/12	Making Causal arguments: <u>Read</u> : text 192-207, and Excerpt from <i>The Honor Code</i>
14	T 11/17	<u>Peer review of Research Proposal + Annotated Bibliography (bring 2 copies of your paper)</u>
14	Th 11/19	Putting it all together: Review rhetorical concepts and Pathways Themes. Begin film. DUE: Research Proposal + Annotated Bibliography (remember Turnitin)
15	T 11/24	Finish film, discuss.
15	Th 11/26	***** THANKSGIVING! *****
16	T 12/1	Workshop on multi-modal presentations: TED talks and beyond.
16	Th 12/3	<u>Peer review of researched argument (bring 2 copies of your paper)</u>
17	T 12/8	Book club time, conferences on researched arguments, presentations.
	Finals	Final exam (book club presentations): Monday, Dec 14 th 2:45-5 pm in the usual classroom Due: Researched Argument (remember Turnitin)

- **Th, Aug 20 - W, Sept 9** Late Registration period (Late add fee of \$25)
- **Tues, September 1** Last day to drop or withdraw without a W grade
- **W, September 9** Last day to add, or to submit instructor drops
- **Thursday, 9/10 - Thursday, 9/17** Late Add Fee Assessed (\$45.00)
- **Friday, November 13** Last day to submit late drop/withdrawal requests for Fall 2015
- **Th - F, November 26 – 27** Thanksgiving Holiday - campus closed
- **Wednesday, December 9** Study/Conference Day (no classes or exams)
- **Thursday, December 10 - Wednesday December 16** Fall 2015 final examinations
- **Thursday, December 17** Fall 2015 final examinations make-up day
- **Monday, December 21** Grades due from faculty (Preliminary Deadline)
- **Tuesday, December 22** Fall 2015 grades available at <http://my.sjsu.edu>
- **Tuesday, December 22, 2015 - Tuesday, January 26, 2016** Winter Recess
- **Fri, Dec 25, 2015 - Friday, Jan 1, 2016** Holiday Observed - campus closed
- **Mon, Jan 11, 2016** Academic Standing posted on MySJSU