

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE A3), Section 8, Spring 2015

Andrew Tucker
FOB 109
924-5089
andrew.tucker@sjsu.edu
MW 10:15—11:15 and by appointment
MW 9:00am—1-:15am
Clark Hall 316
Passage of English 1A (C or better) or approved equivalent.
Written Communication A3

Instructor:
Office Location:
Telephone:
Email:
Office Hours:
Class Days/Time:
Classroom:
Prerequisites:
GE Category:

GE A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 1B Course Description

English 2 focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Learning Outcomes and Course Content

GE A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.

2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

ENGL 1B Course Learning Goals (CLO)

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

1. discuss complex ideas clearly, logically, persuasively.
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical

essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, 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 both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—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 student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

- **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com

Online: <http://www.macmillanhighered.com/techsupport>

- ***Everything's an Argument*, Lunsford, ISBN-10: 145760606; ISBN-13: 9781457606069**
- ***Reading Pop Culture*, Jeff Ousbourne, Bedford St. Martin's (ISBN-10: 1-4576-0602-X; ISBN-13: 978-1-4576-0602-1)**

Other Equipment/Material Requirements

- Dictionary
- Green Books for in-class essays

- Internet access for turnitin.com submissions/class emails

Library Liaison for English courses

The English 1B Libguide is online at <http://libguides.sjsu.edu/english1B>

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Classroom Protocol

Reading

This is a writing course, and reading will be assigned daily. The reading is a crucial component of the class, as you must read effective writing to become an effective writer. Reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon our reading material. It will be impossible to be a successful student in this course if you neglect to complete the daily reading.

Class Work, Participation, and Homework

You will complete daily work in class that goes toward your participation score. Presentations, group work, minor papers, and reading responses will also factor into this portion of the course grade. You will not be able to complete in-class assignments if you do not attend class daily, come on time, and stay for the full class period. **Absences and/or tardiness will affect your grade.** In addition, class participation does not simply mean that you are sitting on a chair in my classroom. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes text messaging—I do see you!). This behavior is both rude and unprofessional. Laptop computers and tablets are also forbidden during class time unless you have a documented need for a computer as a note-taking tool.

Turnitin.com

We will be using turnitin.com, and you will have to submit major writing assignments to this website. You will also be required to submit hard copies of your major writing assignments.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students 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. 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>.

In-class Essays (SLO 2, 4, and 5)

Students will be required to complete two timed essays in class over the course of the semester: a diagnostic and an argument. Each essay should be 500 words and will address prompts determined based on needs during the semester.

Rhetorical Analysis (SLO 2,3, and 4)

Students will select one of the essays we have read from *RPC* and write an essay in which they rhetorically analyze the author's argument, including a discussion of rhetorical strategies and rhetorical appeals. Provide an example of each strategy/appeal and explain what the author's argument gains from the use of said strategy/appeal.

Evaluative Essay (SLO 2, 3, and 5)

This essay is, in some sense at least, an expansion of the Film Review assignment. However, in this more drawn out evaluative piece, students will be asked to take their argument a step further; do not simply evaluate the film, but rather, evaluate the way in which the film reflects something about culture, race, gender, etc.

Research Paper (SLO 1, 2, 3, and 5)

The take-home research paper will be the most substantial writing assignment for the course and will include a proposal as well as an annotated bibliography as part of the overall assignment grade.

Film Review (SLO 2 and 3)

The film review assignment will lead into a more advanced, formal evaluative essay. Herein, the students will be asked to watch a film and construct a brief review containing synopsis, arguments, and evaluation of the film in question.

Visual Argument Presentation (SLO 3 and 4)

Students will be asked to create a visual argument (in the form of a still image, video, slideshow, etc.) and to present it to the class during a presentation period. The argument should be accompanied by a short reflection explaining the rhetorical decisions made by the author.

Reader Responses (SLO 3 and 4)

Students will periodically be asked to turn in short reader responses related to the essays assigned from *RPC*. Students should connect the reading to something they've observed in their own life that week as well as analyze the rhetorical effectiveness of the piece.

Quizzes

There will be several announced quizzes as noted on the class schedule. I also reserve the right to give pop quizzes, which will test your completion and comprehension of the required reading assignments.

Assignments and Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Grading Breakdown

In-class Essays (2 x 500 words)	15%	(150 points)
Rhetorical Analysis (1200 Words)	15%	(150 points)
Evaluative Essay (1200 Words)	15%	(150 points)
Research Paper including Proposal and Annotated Bibliography (2000 Words)	20%	(200 points)
Film Review (500 Words)	10%	(100 points)
Visual Argument Presentation (250 Words + Visual Component)	10%	(100 points)
Class Work, Participation, Quizzes, and Homework	15%	(150 points)
Total:		100% (1000 points)

730-769 points = C (73%-76.9%)	930-1,000 points = A (93%-100%)
700-729 points = C- (70%-72.9%)	900-929 points = A- (90%-92.9%)
670-699 points = D+ (67%-69.9%)	870-899 points = B+ (87%-89.9%)
630-669 points = D (63%-66.9%)	830-869 points = B (83%-86.9%)
600-629 points = D- (60%-62.9%)	800-829 points = B- (80%-82.9%)
0-599 points = F (0%-59.9%)	770-799 points = C+ (77%-79.9%)

Late Policy

I am a prompt person, so I expect the same from you. While I will accept work up to one week after the due date, it will be graded down significantly. **For each calendar day that your work is late, it will be graded down one full letter grade.** If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. **After one week, I will no longer accept the assignment.** If extenuating circumstances apply for any class work, you must contact me *before* the due date in order to request an extension or make necessary accommodations.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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): <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 1B, Fall 2014, Course Schedule

The schedule is subject to change with fair notice through email.

EA= Everything's an Argument *RPC= Reading Pop Culture*

Topics, Readings, Assignments, Deadlines	Date	Week
<p>Introductions, Syllabus/Course Review, Discuss Diagnostic</p> <p>Essay 1: In-class Diagnostic (500 Words) Bring green book & pen.</p>	<p>M 1/26</p> <p>W 1/28</p>	<p>1</p>
<p><i>EA</i> Chapter 1—The Basics of Argument (p. 3—30) <i>RPC</i> Introduction—What is Pop Culture? (p. 1—12)</p> <p>Assign Essay 2: Rhetorical Analysis (1200 Words) <i>EA</i> Chapter 6—Rhetorical Analysis (p. 90—121) <i>RPC</i>—“Why Vampires Never Die,” Del Toro & Hogan (p. 378—383_</p>	<p>M 2/2</p> <p>W 2/4</p>	<p>2</p>
<p><i>EA</i> Chapter 2—Pathos (p. 30—42) <i>RPC</i>—“Toys,” Barthes (p. 25—29); “The End of Spam Shame: On Class, Colonialism, and Canned Meat,” Kim (p. 19—24)</p> <p><i>EA</i> Chapter 3—Ethos (p. 42—54) <i>RPC</i>—“Overselling Capitalism with Consumerism,” Barber (p. 15—18)</p>	<p>M 2/9</p> <p>W 2/11</p>	<p>3</p>
<p><i>EA</i> Chapter 4—Logos (p. 55—73) <i>RPC</i>—“The Ultimate Marketing Machine,” <i>Economist</i> (p. 97—105)</p> <p><i>EA</i> Chapter 5—Fallacies (p. 74—89) <i>RPC</i>—“With These Words I Can Sell You Anything,” Lutz (p. 62—70); “Propaganda: How Not To Be Bamboozled,” Cross (p. 71—86)</p>	<p>M 2/16</p> <p>W 2/18</p>	<p>4</p>
<p>Rhetorical Analysis: Workshop</p> <p><i>EA</i> Chapter 7—Structuring Arguments (p. 123—147) <i>RPC</i>—“My Zombie, Myself: Why Modern Life Feels Rather Undead,” Klosterman (p. 384—389)</p>	<p>M 2/23</p> <p>W 2/25</p>	<p>5</p>
<p>Rhetorical Analysis: Final Draft Due <i>EA</i> Chapter 10—Evaluations (p. 214—233); <i>RPC</i>—“Mystical Black Characters Play Complex Cinematic Role,” Kempley (p. 310—315); “Why Are So Many Films for Latinos Bad?” Duralde (p. 346—351)</p>	<p>M 3/2</p>	<p>6</p>

<p>Assign: Film Review (500 Words)</p> <p><i>EA</i> Chapter 8—Arguments of Fact (p. 152—173) <i>RPC</i>—“In Praise of Chain Stores,” Postrel (p. 30—35)</p>	W 3/4	
<p><i>EA</i> Chapter 9—Arguments of Definition (p. 187—204) <i>RPC</i>—“Why Video Games Are Works of Art,” Chayka (p. 396—399); “Women and the Rise of Raunch Culture,” Levy (p. 158—161)</p> <p><i>EA</i> Chapter 11—Causal Arguments (p. 242—264) <i>RPC</i>—“Violent Media Is Good for Kids,” Jones (p. 372—377)</p> <p>Film Review Due</p>	M 3/9 W 3/11	7
<p><i>EA</i> Chapter 13—Style in Arguments (p. 309—326)</p> <p>Assign Evaluative Essay</p> <p>Essay 3: In-class Argument (500 Words)</p>	M 3/16 W 3/18	8
<p>SPRING BREAK! Work on Evaluative Essay and relax.</p>	M 3/23 W 3/25	9
<p>Assign Visual Argument Presentation (250 Words + Visual Component)</p> <p><i>EA</i> Chapter 14 Visual and Multimedia Arguments (p. 326—344) Example Visual Arguments TBD</p> <p><i>EA</i> Chapter 15—Presenting Arguments (p. 344—365) YouTube Videos TBD</p> <p>Evaluative Essay Workshop</p>	M 3/30 W 4/1	10
<p><i>EA</i> Chapter 16—Academic Arguments (p. 367—394); “A Directive Approach toward ESL/EFL Writers,” Riady (p. 383—388) <i>RPC</i>—“Is Facebook a Fad?” Manjoo (p. 222—226)</p> <p>Evaluative Essay: Final Draft Due</p> <p><i>EA</i> Chapter 12—Proposals (p. 273—294); “A Call to Improve Campus Accessibility for the Mobility Impaired,” Deshpande (p. 296—303)</p> <p>Assign: Research Paper (2000 words)/Proposal (250 Words)</p>	M 4/6 W 4/8	11
<p>Visual Argument Presentations: Group A Visual Argument Presentations: Group B</p>	M 4/13 W 4/15	12

Library Day (Tentative) Proposal Due	M 4/20	13
<i>EA</i> Chapter 17 & 18—Finding Evidence & Evaluating Sources (p. 395—417) Assign: Annotated Bibliography	W 4/22	
EA Chapter 19 & 21 Using & Documenting Sources (p. 418—435) Citation Practice BRING LAPTOP AND/OR SOURCES Annotated Bibliography Due Research Day--Bring laptops and/or research materials. Take votes for debate topics.	M 4/27 W 4/29	14
In-class Debate (Topic TBD) Research Day--Bring laptops and/or research materials.	M 5/4 W 5/6	15
<i>RPC</i> —"Reality Television: Oxymoron," Will (p. 289—292); "The Reality of Reality Television," Greif (p. 293—307) Research Paper: Workshop	M 5/11 W 5/13	16
Attendance to the Final Exam period is mandatory. Be prepared to discuss your research paper with the class as part of the culminating final experience for the course. Research Paper: Final Draft Due	Wednesday, May 20, 7:15am— 9:30am	Final Exam