

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 34, Spring 2015**

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<b>Office Hours:</b>	Thu 1:30 to 2:30 PM and by appointment
<b>Class Days/Time:</b>	Tue & Thu 12 PM to 1:15 PM
<b>Classroom:</b>	Sweeney Hall 411
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3
<b>Course website:</b>	<a href="https://sjsu.instructure.com/courses/1140815">https://sjsu.instructure.com/courses/1140815</a>

### **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.

### **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**

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

### **Textbook**

Canvas Readings

### **Library Liaison**

Toby Matoush

Dr. Martin Luther King Jr. Library

San Jose State University

Voice: 408-808-2096

Email to set up office appointment: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

### **Classroom Protocol**

Assignments: This course requires you to have access to a computer and a reliable internet connection at all time. Assignment reminders or changes to the schedule, etc., will be communicated electronically. It is your responsibility to check Canvas/emails frequently and stay informed.

- Final essays must be submitted on Canvas only. No email submissions.
- Make a careful note of due date for every assignment. All canvas submissions are **due by 10 PM** on a given due date.
- Every assignment must be given a proper title. "Journal" or "Research paper" is not an appropriate title for an essay.

- I will not accept any assignments that are unstapled.
- Hard copies of **Reader Responses** must be submitted in class. Email copies will not be accepted.
- Rough drafts of assignments need to be **80% of the word count**. You stand to lose a full grade if the drafts are short.
- Reader responses are due every Thursday, unless specified otherwise. No proxy submissions for reader responses; you need to submit them in class personally.
- Late policy: No late submissions allowed. But, I know that unforeseen events do happen occasionally; in such a scenario, email me to seek permission to submit within a 24-hour delay. No late submissions 24 hours after the deadline.

#### Attendance:

- Make sure you come to class on time. If you are more than 15 minutes late, then wait for an appropriate moment to enter the class. You may not interrupt pop quizzes or presentations, if you reach late. If you have to leave before the class ends, inform me at the beginning of class.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- Missed classroom activities cannot be made up.

#### Participation:

- There is a participation component of 100 points to your grade.
- To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking relevant questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Mandatory conference (office/online) at least once during the semester to discuss a major essay.
- You may raise your hand to speak or simply find an appropriate moment to speak up. Always conduct yourself in a professional manner.
- Unless otherwise instructed, you are required to have all electronic devices put away during the class. Texting/chatting on your mobile phones, iPods, laptops, or tablets will adversely affect your participation grade.

#### Email policy:

- Do not email me to ask what happened in class on the day you were absent. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information.
- Do not contact me if you miss class unless it affects an in-class essay or presentation.

## 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>.

## 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.

A =930 points +

A- =900-929

B+ =870-899

B =830-869

B- =800-829

C+ =770-799

C =730-769

C- =700-729

D+ =670-699

D =630-669

D- =600-629

F =below 600

## Major Assignments

Assignment	SLOs	Word Count	Due Date
In-class essay #1 Diagnostic	2	700	Jan 27 <sup>th</sup>
In-class #2 Email #2	2	500	Mar 17 <sup>th</sup>
In-class #3 Close-reading Analysis	2, 4	750	Apr 28 <sup>th</sup>
Email #1 Formal	2	200	Feb 3 <sup>rd</sup>
Email #3 Friends	2	400-500	Apr 9 <sup>th</sup>
Out-of-class Essay #1	1-5	1200-1300	Mar 12 <sup>th</sup>

Out-of-class Essay #2	1-5	1200-1300	May 12 <sup>th</sup>
Reflective Essay	2,3,5	1000	May 19 <sup>th</sup>
Reader Responses	2, 3	500*10=5000	Every Thursday
Revised Reader Response	2,3,5	750	May 5 <sup>th</sup>

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 10<sup>th</sup> 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.

### English 1B, Spring 2015, Course Schedule

#### Course Schedule

*Readings for every Thursday are on Canvas*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22 <sup>nd</sup>	Introduction to the course
2	Jan 27 <sup>th</sup>	In-class essay #1 (Diagnostic)
	Jan 29 <sup>th</sup>	<i>Netiquette</i> ; Grammar review, Editing Guide
3	Feb 3 <sup>rd</sup>	<b>Lecture: Kinds of Argument.</b> <b>DUE: Email #1 Formal</b>
	Feb 5 <sup>th</sup>	1) <i>Two Ways a Woman Can Get Hurt</i> <b>RR #1</b>
4	Feb 10 <sup>th</sup>	Lecture: Causal Arguments; Assignment details & instructions.
	Feb 12 <sup>th</sup>	1) <i>Introduction to "Bright-Sided"</i> <b>RR #2</b>
5	Feb 17 <sup>th</sup>	Lecture: Kinds of Appeals
	Feb 19 <sup>th</sup>	1) <i>Guys vs. Men</i> 2) <i>Bros Before Hoes</i> <b>RR #3</b>
6	Feb 24 <sup>th</sup>	<b>Essay #1 Draft Due</b>
	Feb 26 <sup>th</sup>	1) <i>Becoming Members of Society</i> <b>RR #4</b>
7	Mar 3 <sup>rd</sup>	Lecture: Arguments based on fact and logic; Assignment details & instructions.
	Mar 5 <sup>th</sup>	1) <i>Faux Friendship</i> 2) <i>Propaganda</i> <b>RR #5</b>
8	Mar 10 <sup>th</sup>	Lecture: Rhetorical analysis revision; Essay instructions

Week	Date	Topics, Readings, Assignments, Deadlines
	Mar 12 <sup>th</sup>	1) <i>Sports Taboo</i> <b>RR #6</b> <b>Essay #1 Due on Canvas</b>
9	Mar 17 <sup>th</sup>	In-class essay #2
	Mar 19 <sup>th</sup>	1) <i>Patriarchy Gets Funky</i> <b>RR #7</b>
10	Mar 24 <sup>th</sup>	<b>Spring Recess</b>
	Mar 26 <sup>th</sup>	<b>Spring Recess</b>
11	Mar 31 <sup>st</sup>	<b>NO CLASS: Cesar Chavez Day</b>
	Apr 2 <sup>nd</sup>	1) <i>Whether from Reason or Prejudice</i> <b>RR #8</b>
12	Apr 7 <sup>th</sup>	Lecture: Logical Reasoning
	Apr 9 <sup>th</sup>	1) <i>Unspeakable Conversations</i> <b>RR #9</b> Email #3 Friends
13	Apr 14 <sup>th</sup>	Lecture: Source and Style
	Apr 16 <sup>th</sup>	1) <i>Learning to Read</i> 2) <i>"I Just Want to be Average"</i> <b>RR #10</b>
14	Apr 21 <sup>st</sup>	Lecture
	Apr 23 <sup>rd</sup>	1) <i>Defying the PC Police</i> <b>RR #11</b> <b>Essay #2 Draft Due</b>
15	Apr 28 <sup>th</sup>	In-class essay #3
	Apr 30 <sup>th</sup>	1) <i>In Gorging, Truth</i> <b>RR #12</b>
16	May 5 <sup>th</sup>	Lecture <b>Due: Revised Reader Response</b>
	May 7 <sup>th</sup>	Peer Workshop
17	May 12 <sup>th</sup>	<b>Essay #2 Due on Canvas</b>
18	May 19 <sup>th</sup>	<b>NO CLASS</b> <b>Reflective Essay Due on Canvas</b>

**Important dates Spring 2015**

Wednesday..... January 21 .....Spring Semester Begins  
Thursday..... January 22.....First Day of Instruction – Classes Begin  
Tuesday..... February 3 .....Last Day to Drop Courses Without an Entry on Student’s Permanent Record  
Tuesday..... February 10 .....Last Day to Add Courses & Register Late  
Monday-Friday..... March 23-27 .....Spring Recess  
Tuesday..... March 31.....Cesar Chavez Day - Campus Closed  
Wednesday..... May 13.....Last Day of Instruction – Last Day of Classes  
Tuesday..... May 26.....Grade Evaluation Day  
Wednesday..... May 27 .....Grades Due From Faculty - End of Spring Semester  
Wednesday..... May 27.....End of Academic Year