

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Critical Thinking and Writing (GE A3), Spring 2015**

### **Course and Contact Information**

<b>Instructor:</b>	Georgia Saratsiotis
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<b>Office Hours:</b>	M/W 12:00-1:00PM
<b>Class Days/Time:</b>	M/W 10:30-11:45AM, 1:30-2:45PM, 3:00-4:15PM, 4:30-5:45PM
<b>Classroom:</b>	BBC 120, CB 316, BBC 122, BBC 124
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

### **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 1B 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.

### **ENGL 1B 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.

## **Required Texts/Readings**

### **Textbook**

Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 9th ed. Boston: Bedford SM, 2013. Print.

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W.W. Norton & CO, 2013. Print.

Lunsford, Andrea A. *The Everyday Writer with Exercises*. 5th ed. Boston: Bedford SM, 2013. Print.

### **Library Liaison**

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

## **ENGL 1B Section-Specific 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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Written Assignments:

*Short Writing Assignments (SWA):* Students will complete 10 informal writing assignments designed to provide practice in the different rhetorical and logical concepts discussed in class. Specific requirements will be provided on the SWA assignment sheet.

*Annotated Bibliography:* Students will use research techniques discussed during the library meeting to find several sources that will be used in Essay #3. Specific requirements and expected formatting will be outlined on the assignment sheet.

*Formal Essays:* Students will write three formal essays: a rhetorical analysis, a persuasive argument, and a researched academic argument. Each essay will go through at least one revision after a peer review in class before receiving a grade. Specific directions for each paper will be provided the day each one is discussed in class.

*Short Presentation Paper:* Students will write a short paper that demonstrates understanding of the ideas discussed during their presentation. Although the presentation is a group assignment, the paper must be written individually and without assistance from other presentation group members. Specific directions will be provided on the assignment sheet.

Oral Presentation: Throughout the semester, as we begin reading from a new chapter in *Rereading America*, groups will present a summary of the chapter introduction, helping the class understand the cultural myth we will be discussing and reading about. The group will also present an argument that exemplifies one aspect of this cultural myth.

Reading: Most readings assigned in this class are from *Rereading America*. These readings include chapter introductions that describe the cultural myth each chapter explores and academic essays that focus on these cultural myths while providing models of academic arguments for student writers. *The Norton Field Guide to Writing* is another text we will use extensively throughout the semester. This book provides helpful information that assists students in planning, structuring, and revising their writing.

### *Assignment Word Count and Learning Goals*

Assignment	Word Count	GELO	CLO
In-class essays (2)	700	2-3	1-2, 5-6
Short Writing Assignments (10)	1000	2, 4, 5	1, 3, 6, 7, 8
Revised Annotated Bibliography	1100	1,4	1, 4, 6
Revised Essay #1: Rhetorical Analysis	1150	2-5	1, 3, 5-8
Revised Essay #2: Persuasive Argument	500	2, 3, 5	1, 2, 5, 6,
Revised Essay #3: Researched Academic Argument	1250	1-5	1-8
Presentation	10-15 mins	2-4	1-2
Short Paper for Presentation	300	2	1, 4, 5, 6, 8

## **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.**

## **Classroom Protocols**

*Extra Credit:* There is no extra credit in this class.

*Cell Phone Use:* Be polite to the instructor and classmates by keeping cell phones and other technology on silent and out of sight unless otherwise directed by the instructor.

*Tardiness:* Avoid coming to class late as this interrupts the learning process for students and causes difficulties for the instructor. If the instructor or a student is speaking, time your entrance into the classroom carefully in order to avoid distracting everyone.

*Late Assignments:* All assignments will receive one grade deduction for every day they are late. Each assignment is collected from all students on the due date so that the instructor does not have to keep track of 100 different students' submissions. Late assignments create more work for the instructor. This is why the late policy is enforced. Assignments are not accepted by email for the same reason.

*Turnitin.com:* This website is used for the final draft of each essay and the revised Annotated Bibliography. Thus, students will use the website four times throughout the semester. The class ID and password will be provided before the due date of the first revised essay.

## **University Policies**

### *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/](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>, requires students to obtain instructor's permission to record the course:

- “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.” 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 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/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### *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](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 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at [www.sjsu.edu/english/comp/policy/index.html](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
- Accommodation to Students' Religious Holidays

### 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 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**ENGL 1B Daily Schedule**  
 (Subject to change with fair notice)

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Jan 26	Introduction to English 1B
	Jan 28	<b>In-class Essay #1</b> Bring large, green testing booklet, and a print dictionary Sign up for group presentations
2	Feb 2	NFGW “Rhetorical Situations” 1-24 and “Collaborating” 255-258 RA “Thinking Critically, Challenging Cultural Myths” 1-15 Syllabus Quiz <b>Essay #1 Assigned</b>
	Feb 4	NFGW “Mixing Genres” 237-242 and “Choosing Genres” 243-248 RA “Harmony at Home: The Myth of the Model Family” chapter introduction 17 and “The Color of Family Ties: Race, Class, Gender, and Extended Family Involvement” 47 <b>Group Presentation</b>
3	Feb 9	NFGW “Reading Strategies” 396-413 RA “Looking for Work” 22 and “What We Really Miss About the 1950s” 27
	Feb 11	NFGW “Writing as Inquiry” 251-254 and “Generating Ideas and Text” 259-265 RA “Aunt Ida Pieces a Quilt” 44 and “An Indian Story” (e-Pages) <b>SWA #1 Due</b>
4	Feb 16	NFGW “Analyzing texts” 69-81 and “Drafting” 266-268 RA “The Accordion Family: Boomerang Kids, Anxious Parents, and the Private Toll of Global Competition” 83 and “Quality Time Redefined” 93
	Feb 18	NFGW “Assessing Your Own Writing” 269-274 RA “Proposition 8: The California Marriage Protection Act” 67, “Prop 8 Hurt My Family - Ask Me How” 69, and “The Conservative Case For Gay Marriage: Why Same-Sex Marriage Is an American Value” 75 <b>SWA #2 Due</b>
5	Feb 23	<b>Essay #1 Due for Peer Review</b>
	Feb 25	NFGW “Getting Response and Revising” 275-281 and “Editing and Proofreading” 282-286 RA “True Women and Real Men: Myths of Gender” chapter introduction 375 and “S/He” (e-Pages) <b>Group Presentation</b>
6	Mar 2	NFGW “Beginning and Ending” 299-311 and “Guiding Your Reader” 312-317 RA “Becoming Members of Society: Learning the Social Meanings of Gender” 387 <b>SWA #3 Due</b>
	Mar 4	RA “‘Two Ways a Woman Can Get Hurt’: Advertising and Violence” 420 and “Just Between You, Me, And My 622 BFFs” 446 <b>Essay #2 Assigned</b> <b>Revised Essay #1 Due</b>
7	Mar 9	NFGW “Arguing a Position” 135-149 RA “‘Bros Before Hos’: The Guy Code” 461 and “The End of Men” 471 <b>SWA #4 Due</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	Mar 11	NFGW “Arguing” 323-341 RA “Created Equal: The Myth of the Melting Pot” chapter introduction 493 and “Veiled Intentions: Don’t Judge a Muslim Girl by Her Covering” (e-Pages) <b>Group Presentation</b>
8	Mar 16	NFGW “Defining” 356-366 RA “Models of American Ethnic Relations: A Historical Perspective” 565 and “Chyna and Me” 517 <b>SWA #5 Due</b>
	Mar 18	<b>Essay #2 Due for Peer Review</b>
9	Mar 23-27	Spring Break
10	Mar 30	NFGW “Describing” 367-375 RA “From ‘Notes on the State of Virginia’” 497 and “Causes of Prejudice” 504 <b>SWA #6 Due</b>
	Apr 1	NFGW “Annotated Bibliographies” 155-163 and “Developing a Research Plan” 421-431 RA “From ‘Rez Life’” 578, and “The Crossing” 604 <b>Annotated Bibliography Assigned</b> <b>Revised Essay #2 Due</b>
11	Apr 6	Library Visit
	Apr 8	NFGW “Finding Sources” 432-452 RA “Land of Liberty: American Myths of Freedom” chapter introduction 617 and “The New Jim Crow” 738 <b>Group Presentation</b>
12	Apr 13	<b>Annotated Bibliography Due for Peer Review</b>
	Apr 15	NFGW “Evaluating Sources” 453-456 “Freedom Is Intended as a Challenge” 631 and “The Declaration of Independence, The Preamble to the Constitution, and The Bill of Rights” 624 <b>SWA #7 Due</b>
13	Apr 20	RA “Great Citizenship” 750 and “A Declaration of Interdependence” (e-Pages)
	Apr 22	RA “The Decline of American Press Freedom” 638 and “Defying the PC Police” 648 <b>Essay #3 Assigned</b> <b>Revised Annotated Bibliography Due</b>
14	Apr 27	NFGW “Synthesizing Sources” 457-461 RA “Money and Success: The Myth of Individual Opportunity” chapter introduction 241 and “Stephen Cruz” (e-Pages) <b>Group Presentation</b>
	Apr 29	NFGW “Quoting, Paraphrasing, and Summarizing” 462-474 and “Acknowledging Sources, Avoiding Plagiarism” 475-479 RA “From ‘America’s New Working Class’” 342 and “Serving in Florida” 267 <b>SWA #8 Due</b>
15	May 4	NFGW “Documentation” and “MLA Style” 480-487 RA “From ‘The Great Divergence’” 356 and “The Lesson” 253 <b>SWA #9 Due</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	May 6	RA “Learning Power: The Myth of Education and Empowerment” chapter introduction 103 and “Still Separate, Still Unequal” 201 <b>Group Presentation</b>
16	May 11	RA “College at Risk” 219 and “Underground Undergrads” 229 <b>SWA #10 Due</b>
	May 13	NFGW “Taking Essay Exams” 414-418 RA “Against School” 141 and “Learning to Read” 189 <b>Revised Essay #3 Due</b>

### **Final Culminating Activity (In-class Essay #2)**

Class	Day	Time
1030	Tuesday, May 19	0945-1200
1330	Wednesday, May 20	1215-1430
1500	Friday, May 15	1215-1430
1630	Thursday, May 21	1445-1700

<b>Assignment</b>	<b>Points Possible</b>	<b>Points Earned</b>
In-Class Essay #1	not graded	
In-Class Essay #2	150	
Annotated Bibliography Revised	100	
Essay #1	100	
Essay #2	100	
Essay #3	100	
Cultural Myth Presentation	100	
Cultural Myth Paper	50	
SWA1	20	
SWA2	20	
SWA3	20	
SWA4	20	
SWA5	20	
SWA6	20	
SWA7	20	
SWA8	20	
SWA9	20	
SWA10	20	
Participation	100	
Total	1000	

**Use this chart to keep track of your own grade.**