

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sections 11/13, Fall 2016

Global Engagement: Human Rights and Perceptions

Course and Contact Information

Instructor: Dr. Avantika Rohatgi
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Office Hours: MW 12-1:15 pm
R: 2-2:45 pm and by appointment
Class Days/Time: 11:TR 3:00-4:15 pm
13:TR 4:30- 5:45 pm
Classroom: 11:Clark Building 306
13:Clark Building 306
Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
GE/SJSU Studies Category: GE C2 Humanities—Letters

Faculty Web Page and MYSJSU Messaging

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

ENGL 1B Course Description

General Course Description

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

Section-Specific Course Description

This 1B course is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will achieve these ends through examining the central question of human rights as they are defined and violated in various cultures of the world, and explore ways in which personal and social responsibility should be assumed to end these infractions. Students will

explore questions relating to the universality of human rights, cultural exceptionalism, women's and internet rights and other relevant concerns in the world today that will offer them opportunities to write arguments based on real issues with awareness and engagement.

ENGL 1B Learning Outcomes (GELO)

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

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

ENGL 1B Course Content

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

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

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

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

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

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: Students must complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or 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.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Writing: In English 1B, assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give students repeated practice in prewriting, organizing, writing, revising, and editing. The writing assignments will total a minimum of 6000 words and this word requirement will be met by writing a sequence of essays. This 6000-word minimum does not include quizzes, journals, or any brief or informal assignments, but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. **Students must write all essays to pass the course.**

Oral Presentations: Students will complete several oral communication assignments. These assignments include individual presentations; group presentations; group discussions; debates; and similar speaking events. In addition, students will present a multimodal presentation on their research assignment. **Oral assignments cannot be made up.**

Reading: Readings will be assigned daily. They are a crucial component of the class, as students will read from a variety of sources, carefully chosen to stimulate logical reasoning and exemplify compelling writing strategies. All assigned reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon the reading material. In order to be successful in class, it is imperative that you complete the readings on time.

Reading Quizzes: There will be several unannounced quizzes, which will test your completion and comprehension of the required reading assignments.

Assignment Word Count and Learning Goals

Assignment	Weightage	Word Count	GELO
Department Diagnostic	0%	500	1, 2, 3
In-class Essay	10%	500	1, 2, 3
Group Unit Writing Project/Presentation	15%	1000	2, 3
Critical Analysis	10%	1500	1, 2, 3
Research Paper and its Components	25%	2000	1, 2, 3
Multimodal Presentation of Research Paper	5%		2
Class Participation (workshops, in-class discussions, etc.)	10%		1, 2, 3
Daily Journals and Peer Reviews	15%	1000	1, 2, 3
Quizzes	5%		
Author Reports and Discussion Generators	5%		1, 2

Assignment Descriptions

- **Participation:** Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade.

Class participation is assessed as follows:

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

- **Reports:** Each student will be required to submit one written, researched report on the authors being discussed. These will include an oral presentation on a writer of an assigned selection. You will also be expected to generate class discussion based on the selection by your author. **Missed reports cannot be made up.**
- **Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- **Reading Responses:** Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions. Do not simply summarize the article—demonstrate some interaction with the text. Reader responses will be graded on their completion and quality of content, though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will be collected at any time and will not be accepted late.**
- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers, before revising your essay for the final draft. **A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable.** You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**

- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as proper citation formats. You will be required to write a traditional research paper and other short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course. **Attendance at this session is mandatory to understand the concepts of library research.**

Please remember that your research paper and its components are worth 25% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:

- Final essay
- Works cited page demonstrating your research
- Rough draft of your complete essay
- Peer review received on your essay
- Copies from three of your sources with information used as citations highlighted

No late or electronic submissions will be accepted.

Extra Credit Opportunities: Several events related to our class discussions will take place on campus. Attending these events will give you a wonderful opportunity to discover how people inside and outside academia deal with the topics we discuss in class. Aside from encouraging you to attend these events, I want to give you the chance to take advantage of the learning experience they represent and turn it into extra credit for the course. You can attend up to two events and submit the corresponding essay for each, thus gaining 2% for each essay. The maximum number of events for which you can get credit is two. (For example, if your final GPA is 3.45 and you attend both events and write a complete essay for each, your new final GPA will be 3.61 [3.45 + (2 x 0.08)], where 0.08 = 2% of 4.0.)

Due Dates

No late papers will be accepted. No exceptions. Papers not turned in on due dates will receive a grade of F. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician.

In-class assignments including peer reviews and any formal presentations cannot be made up.

Required Texts/Readings

Textbooks

- Rohatgi, Avantika. *Global Rights and Perceptions* (Second Edition – 2016). (ISBN: 978-1-63487-356-7 (pbk) / 978-1-63487-357-4 (br)). The required book for my course, ***Global Rights and Perceptions : Call to Awareness and Action (Second Edition)***, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store. (<https://students.universityreaders.com/store/>).

- Lunsford, Andrea and Ruszkiewicz, John. *Everything's an Argument*. (Sixth Edition – 2013). (ISBN: 978-1-4576-0606-9), published by Bedford St. Martin's.
- Harden, Blaine. *Escape from Camp 14*. (Reprint Edition – 2013). (ISBN: 978-0143122913), published by Penguin Books.
- McCormick, Patricia. *Sold*. (2008). (ISBN: 978-0786851720), published by Hyperion.

Other Readings

- Green, Madeline. *Why Does Global Citizenship Matter?* (Available on Canvas)

Other equipment / material requirements

- A college-level dictionary
- 2-4 large Green books for in-class essays

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are 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.

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

Classroom Protocol

Class Participation and Attendance

University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Please be on time to class and stay the entire class meeting. Arriving late or leaving early will impact your participation grade.

Use of cell phones is strictly prohibited during class. All electronic devices should be turned off and stowed away before entering class. Listen actively during class discussions and abstain from talking or texting. If you are seen engaging in the use of **any** electronic device, you will lose participation points for that day and you may be asked to leave the class. Laptops may be used only during assigned class activities.

Please refrain from walking in and out or eating during class. Covered drinks are acceptable. As common courtesy to all, please complete your restroom visits before class. Exiting class during the meeting is disrespectful and disruptive.

All readings must be completed by the beginning of each class period. Please bring your books to every class meeting. Our class is focused on controversial readings and may challenge your beliefs about your culture and society. Please be open-minded and respectful of others' opinions. Disagreement with the authors' or peers' opinions may be expressed respectfully. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Please come prepared with questions and ideas on the reading assignments for each class. Remember that this is a discussion-oriented, student driven class where the onus of learning is largely dependent on you.

Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Absences/tardiness and consequent inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered.

University Policies

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

http://www.sjsu.edu/english/frosh/program_policies/index.html

ENGL 1B / Argument and Analysis, Fall 2016, Sections 11/13

Global Engagement: Human Rights and Perceptions

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	R Aug 25	Introduction, Discussion of Syllabus, Course Overview
2	T Aug 30	Essay #1 (In-class Diagnostic) (500 words) Bring Green book(s), ink pens, and your dictionary.
2	R Sep 01	Introduction to Human Rights. <i>Are Human Rights Universal?</i> (Franck, GR&P)
3	T Sep 06	<i>Women Sportscasters</i> (Grubb, Billiot, GR&P), <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne, GR&P)
3	R Sep 08	Essay #2 Assignment : Structuring an Argument <i>Blood Diamonds Are Back</i> (Campbell, GR&P)
4	T Sep 13	<i>The Meaning of the F-word</i> (Winterson, Murray et al., GR&P), <i>The Marriage Business</i> (Khan, GR&P)
4	R Sep.15	Rough Draft of Essay # 2 Due. (1500 words) Peer Review Workshop on Critical Analysis
5	T Sep 20	<i>Human Trafficking and Slavery</i> (Masci, GR&P), <i>Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy</i> (Ewart, GR&P)
5	R Sep 22	Due: Essay #2: Critical Analysis (1500 words) Group Project Assigned. Work on Group Project
6	T Sep. 27	Library Session– MLK Library, Room TBA
6	R Sep 29	Work on Group Project
7	T Oct 04	Rough Draft of Essay#3 due Peer Review Workshop on Group Essay
7	R Oct 06	1B Assessment Essay/ Logical Fallacies
8	T Oct 11	Due: Essay #3, Group Project and Presentation (1500 words)
8	R Oct 13	Group Project and Presentation contd.
9	T Oct 18	<i>Sold</i> (McCormick)
9	R Oct 20	<i>Sold</i> (Contd)
10	T Oct 25	<i>Is Google Making Us Stupid?</i> (Carr, GR&P), <i>Don't Fear the Pirates</i> (Hunt, GR&P)
10	R Oct 27	<i>Acid Attacks</i> (Spremich GR&P), <i>Female Genital Mutilation</i> (Lachino, GR&P)
11	T Nov 01	<i>When did Immigrants Become the Enemy?</i> (Lam, GR&P) <i>Its Time for the Global Village to Stand Up for Our Children</i> (Day, GR&P)
11	R Nov 03	Research Paper - Objectives and Expectations
12	T Nov 08	<i>Escape from Camp 14</i> (Harden)
12	R Nov 10	<i>Escape from Camp 14</i> (continued) <i>The Case For Empathy</i> (Goddard, GR&P)

Week	Date	Topics, Readings, Assignments, Deadlines
13	T Nov 15	Essay #4: In-Class Essay (500 words) Bring Green book(s), pens, and your print dictionary
13	R Nov 17	Due: Tentative Thesis Statement. Thesis Evaluation and Research Strategies
14	T Nov 22	Due: Tentative Thesis Statement. Thesis Evaluation and Research Strategies
15	T Nov 29	<i>Are We Ready for the World's First Robot Chauffeurs?</i> (Facultad, GR&P) <i>Cyberbullying: Who's to Blame and What Can Be Done</i> (Weiss, GR&P)
15	R Dec 01	Due: Draft of Essay #5: Research Paper (2000 words) Peer Review Workshop
16	T Dec 06	Class Presentations of Final Research Paper
16	R Dec 08	Due: Essay #5: Final Research Paper (2000 words) Class presentations continued
Finals Week	11: Tues, Dec. 20- 2:45-5 pm 13: Mon, Dec. 19- 2:45-5 pm	Culminating Activity: Class presentations continued. Evaluative assessment. Attendance mandatory.