

San Jose State University
English 1B: Argument and Analysis
GE C2 Humanities – Letters
Spring 2016
Section 01

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Office Hours:	MW 10:30 – 11:30
Class Day/Time:	MW 7:30 – 8:45
Classroom:	Boccardo Business Building 123

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.

ENGL 1B 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.

This is a theme-based course. Our theme for this English 1B course will be **Morality: Right, Wrong, and Subjectivity**. All reading and writing assignments will fall under this theme. Many of our class discussions will revolve around questions of morality.

Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better.

ENGL 1B Learning Outcomes and Course Content

ENGL 1B Learning Outcomes (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 Learning Outcomes (GELO)

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.

Reading: Readings should not only engage the themes of your course so that they become part of the writing process, but readings should also include useful models of writing for academic, general, and specific audiences. The majority of the reading should be devoted to analytical, critical, and argumentative texts. Your goal in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of argumentative writing.

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 have an individual presentation at the end of the semester and it will be based on your argumentative research paper. You will be graded based on both content and delivery. I will offer detailed instructions later on in the semester.

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 DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

- *Writing Arguments: A Rhetoric with Readings*. Tenth Edition, Ramage, John D., John C. Bean, and June Johnson, eds. 2016. ISBN: 9780321906731
- *Frankenstein*. Shelley, Mary. Barnes & Noble Classics. ISBN: 9781593081157
- Strongly Recommended: *The Everyday Writer*. Lunsford, Andrea. 5th Edition. Bedford.

- College-level dictionary
- Three large green books

Final Exam: Your final exam shall count 10 percent toward the course grade. **Final Exam Date: Wednesday, May 23rd, 7:15 a.m.**

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

408-808-2096

Email: Toby.Matoush@sjsu.edu

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

Electronic Devices: All electronic devices must be put away (and phones set on silent) during class (unless I plan to have you use an electronic device for an in-class assignment, in which case I would notify you). Exceptions will be made only with clearance from the Disability Resource Center.

Grading Policy

Grading: A-F. Students must earn a C or higher to pass the course; a C- is not a passing grade

Late Policy: Students are expected to submit all assignments on the date and time designated in the syllabus. Any essay turned in after class on its due date will receive an automatic reduction of one full grade (10%). Essays turned in after the week of instruction will not be accepted.

Turnitin.com: Students are required to submit all papers completed outside of class to www.turnitin.com no later than 24 hours after each paper is due. Any paper not submitted by this time will receive late credit or no credit, depending on the situation.

Assignment	Percentage	GELO	CLO
Diagnostic Essay	Not graded	3	1, 2, 3, 5, 6
2 In-class essays	10% total, 5% each	3	1, 2, 3, 5, 6
Rhetorical Analysis Essay	10%	1-3	1-6
Critical Essay	10%	1-3	1-6

2 Rough Drafts for Peer Review Workshops	10%	1-3	1-6
Annotated Bibliography	5%	3	1-2
Argumentative Research Paper	15%	1-3	1-6
Oral Presentation	10%	1, 2	1-4
Participation/Reading Responses	20%	1-3	1-2
Final Exam	10%	3	1, 2, 3, 4, 6

How the 6000-word minimum will be met and distributed is clearly indicated on this green sheet. You are required to complete three take-home essays this semester, in addition to writing three in-class essays. Your first take-home writing assignment will be a rhetorical analysis essay, your second will be a critical essay, and your last will be an argumentative research paper (the annotated bibliography assignment will be a component of the research paper). Take-home essays must be submitted in hard copy. No email submissions will be accepted. In-class essays will be completed in green books using a pen (no pencils). Participation will be graded based on contribution to class discussion, activities, and workshops, as well as written in-class assignments. Reading responses are well-thought out reflections on weekly readings assigned in your course schedule. There will be no extra credit available in this course.

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.

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 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.

English 1B Composition Spring 2016 – Course Schedule

Note: This is a tentative schedule. Any changes will be notified in advance.

WA: Writing Arguments

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon, 2/1	Introduction, Student questionnaire.
	Wed, 2/3	In-class Diagnostic Exam. (600 words)
2	Mon, 2/8	WA: Ch. 1, pg. 1-16; John Gatto: “Against School.”
	Wed, 2/10	WA: Ch. 2, pg. 22-36; Kavanaugh: “Amnesty? Let’s Be Vigilant

		and Charitable” (pg. 471); Krikorian: “DREAM On” (pg. 466)
3	Mon, 2/15	WA: Ch. 2, pg. 37 -50.
	Wed, 2/17	WA: Ch. 3. Shirley Jackson: The Lottery
4	Mon, 2/22	WA: Ch. 4.
	Wed, 2/24	Excerpt from <u>The Iliad</u> (plus analysis).
5	Mon, 2/29	WA: Ch. 8. Rhetorical Analysis Paper will be assigned.
	Wed, 3/2	WA: Ch. 6; Hymowitz: “Where Have the Good Men Gone?” (pg. 491); Wineburg: “Lip Service Useless for Millennials” (pg. 490)
6	Mon, 3/7	Rhetorical Analysis Draft Due (1200 words) Peer Review Workshop.
	Wed, 3/9	Rhetorical Analysis Paper Due (1200 words) In-Class Essay (600 words)
7	Mon, 3/14	<u>Frankenstein</u> , Preface + Ch. 1-6
	Wed, 3/16	<u>Frankenstein</u> , Ch. 7-12. WA: Informal Fallacies (pg. 397-403). In-Class Activity.
8	Mon, 3/21	<u>Frankenstein</u> : Ch. 13-17. Lecture on parenthetical citations and MLA format.
	Wed, 3/23	Wrap up <u>Frankenstein</u> . Assign Critical Essay.
9	Mon, 3/28	~ SPRING BREAK ~
	Wed, 3/30	
10	Mon, 4/4	Assign Research Paper and Annotated Bibliography. Edgar Allan Poe: The Cask of Amontillado
	Wed, 4/6	Visit to the Library. (Tentative.)
11	Mon, 4/11	Critical Essay Due (1200 words) Lecture and in-class activity on evaluating sources.
	Wed, 4/13	Ralph Ellison: Battle Royal.
12	Mon, 4/18	Peer Review Workshop. (Rough Draft and Annotated Bibliography.) Rough Draft: 1200 words
	Wed, 4/20	WA: Ch. 7; Turkle: “Digital Demands: The Challenges of Constant Connectivity”, pg. 426; Gopnik: “Diagnosing the Digital Revolution: Why It’s So Hard to Tell if Technology is Changing us”, pg. 429.
13	Mon, 4/25	Rough Draft Due (1200 words) In Class Essay (600 words)
	Wed, 4/27	WA: Ch. 9. Assign Oral Presentation.

14	Mon, 4/20 Wed, 4/22	WA: Ch. 10; Yee: "Parents Should Be Able to Control What Kids Watch," pg. 453; Greenberg: "Why The Supreme Court Should Rule that Violent Video Games Are Free Speech," pg. 454. WA: Ch.11. Additional reading assignment to be announced.
15	Mon, 5/2 Wed, 5/4	Lecture on Giving Effective Oral Presentation. (In Class Activities.) In-Class Critical Thinking Activity (Prep for final exam)
16	Mon, 5/9 Wed, 5/11	WA: "Tyler: "The Tethered Generation," pg. 469; America: "Generation S," pg. 476. Final Draft of Research Paper Due (1300 words) Day 1 of Oral Presentation
17	Mon, 5/16	Day 2 of Oral Presentations.