

San José State University
Humanities & Arts / Dept. of English
ENGL 1B: Argument and Analysis, Section 6, Spring 2016

Course and Contact Information

Instructor:	Dr. Julie Sparks
Office Location:	Faculty Office Building 128
Telephone:	(408) 924-4434
Email:	julie.sparks@sjsu.edu
Office Hours:	W 1:15-2:15, Th 2-3 & by appointment M-F
Class Days/Time:	TTh noon-1:15
Classroom:	BBC 124
Prerequisites:	GE Area A2 Written Communication with a grade of C or better
GE/SJSU Studies Category:	GE C2 Humanities and Arts—Letters

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions will be found on the course website: <http://www.sjsu.edu/people/julie.sparks/courses/>. You are responsible for regularly checking the messaging system through MySJSU (which is linked to your email) to learn of any updates. I am also planning to use Canvas, though it is new to me. (Please be patient while I get that training.)

ENGL 1B Course Description

General 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.

ENGL 1B Section Description Did you know that approximately 95% of the world lives somewhere *other than* the United States? To provide focus and continuity to this course, the theme of the class is **Global Citizenship**. In a world that is becoming increasingly connected, it just makes sense to learn as much as you can about the full human experience—what it looks like from the perspective of people from other parts of the world. We will be reading about the different ways that contemporary globalization affects our lives and gives us new ways of thinking about our identity and our future: global trends and ideas in education, the arts,

business, science and technology, world religions, and other aspects of human cultures and contemporary world events.

There will be a particular emphasis on how people from all over the world are trying to overcome obstacles, solve problems, and build a better world. Students will be encouraged to see a role for themselves in this vanguard of problem-solvers and “world-betterers.” (I know this looks like a made-up word, but it’s a term Bernard Shaw introduced in the early 20th century—more on this later).

Required Text:

- *The Everyday Writer with Exercises* 5th edition, by Angela A. Lunsford ISBN: 978-1-4576-6712-1
- *A Cafecito Story* by Julia Alvarez ISBN 1931498547

ENGL 1B Learning Objectives (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 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.

GE C2 Learning Objectives (GELO)

In addition to the learning objectives stated above, 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.

You will receive frequent evaluations of your writing from the instructor. 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 your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, **ENGL1B 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. Readings will also include 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.

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 complete an oral communication assignment. This assignment may include individual presentations; group presentations; team debates; or other similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will remark on the logic of the argument as well as the student's delivery.

Required Texts/Readings

Textbook

Writing Arguments, Concise Edition: A Rhetoric with Readings (5th Edition) By John D. Ramage, John C. Bean, June C. Johnson ISBN-13: 9780205665778 ISBN: 0205665772 Note: This is the main text, referred to as "text" on your schedule. You will need to bring it with you to class almost every day. As this is not a brand-new text, you can find many inexpensive used copies online.

Other Readings

Articles and excerpts from a wide variety of books will be posted online for you to read. It is very important that you read these before class AND bring them with you, either on an electronic reader or (ideally) printed out so you can mark on them. Print double-sided if you can to save paper. You will also be choosing a **book club book**, which you will be responsible for getting a copy of. More details on this to follow.

Course 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Insert descriptions of course requirements and assignments here. (e.g., informal / formal writing assignments, multimodal / oral presentations, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE C2 and ENGL 1B course learning outcomes.

Assignment Word Count and Learning Goals Note: bolded assignments will be revised work

Assignment and percentage of total course grade	Word Count	GELO	CLO
In-class essay (synthesis and response) 5%	800 words	3	1,2,3,6
Rhetorical Analysis of a website 20%	1300 words	1,3	1-4, 6
Critical Analysis/Response 15%	1200 words	1,2,3	1-6
Research proposal & Annotated Bibliography 15%	1300 words	1,2,3	1-6
Researched Argument 20%	1400 words	1,2,3	1-6
Oral Presentation 5%		1,2,3	1-4, 6
Small Assignments/participation 20%	varies	varies	varies

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.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness. This is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments 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.

Late Work Policy: Late homework will not be accepted, and that includes work you try to turn in when you're late to class. Also, **you can't email work to me instead of coming to class to hand it in.** Sorry, but I've tried leniency and it just leads to chaos. Major assignments *might be* accepted up to one week late, but they will likely be penalized for each day they are late, including weekends. Also, these late papers need to be explained, not just submitted late.

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will allow you to earn extra points by attending campus lectures or performances and writing about them. I will also draw up a list of a few other options that relate more closely to our course goals and themes. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the last regular class day (not the final exam day), but you can turn in only one that day.**

Turnitin.com: To receive credit, all major papers (those listed on the chart above, except the in-class essay) must be submitted to Turnitin.com AND submitted as a hard copy in class. Ideally you should submit your paper to Turnitin just as you print out the hard copy so you won't forget. If I have to remind you to submit your paper to Turnitin, your grade might suffer, so please be responsible about this.

Classroom Protocol

Attendance and Participation:

It is very important that students come to this class regularly and come prepared to participate. This means that reading assignments should be finished *before* the class period when they will be discussed, that writing assignments should be ready to hand in at the *beginning* of class when they are due, and that students should arrive at writing workshops with two *full-length* rough drafts. There will be frequent, unannounced in-class writings, and these cannot be made up by students who miss class, **nor will homework be accepted, electronically or otherwise, from students who miss class.** In special circumstances, students can submit

work early if they will have to miss class, but this should be cleared with the professor beforehand. Poor attendance and weak participation will significantly reduce your learning experience and your grade. **It is the most common reason that students fail this class.**

Participating in the mandatory peer review workshops is particularly crucial. If you skip these, you will miss out on valuable advice, as well as 15 participation points each time. If you do miss the in-class peer review, it is your responsibility to get one on your own—and to show evidence of revision—or your paper will not be accepted. Just to clarify: **any paper NOT peer reviewed and then revised will not be read and will receive a zero.**

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time, turning your cell phones off in class, refraining from chatting with buddies in class or toying with your electronic devices. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/. 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 and the following items to be included in the syllabus:

“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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Almost every semester I have to fail at least one student for cheating. Don't let it be you this time.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.

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>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

ENGL 1B: Argument and Analysis Course Schedule

TTh Section 6, Spring 2016 (tentative—subject to change with notice)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/28	Introduction to the Course, brief in-class writing <u>Read for next time:</u> “How to Travel as a Political Act” and “Travel can change the world? Get over yourself” (handout/online)
2	T 2/2	Introduction to rhetoric, continued. Discuss “Travel as a Political Act” (handout) & its rebuttal <u>Read for next time:</u> text pp. 48-59 (basics of rhetoric)
2	Th 2/4	In-Class Essay bring regular lined paper and pens (no green book) <u>Read for next time:</u> text pp. 129-143 & online “50 Shades of Green”
3	T 2/9	Introduce Assgt 1: Rhetorical Analysis of a Website . Analyzing visuals & text together. This will be a workshop. We’ll need 5 or 6 laptops to share, so consider bringing yours. <u>Read for next time:</u> text 143-150 + Desert eco-city: articles, commentary (online)
3	Th 2/11	Discuss rhetoric basics in more depth: making arguments with appeals <u>Read for next time:</u> text pp. 161-178 and “Starting With a Handshake” (online)
4	T 2/16	<u>DUE:</u> <u>Topic proposal for Assgt #1</u> Discuss Understanding Ethos and Pathos <u>Read for next time:</u> text pp. 151-155, “Water, Clean and Dirty” (online: 2 essays)
4	Th 2/18	Discuss Logos, avoiding fallacies. Water problems/solution op-eds.
5	T 2/23	<u>DUE:</u> <u>bring 2 copies of Web analysis rough draft</u> (2 drafts, participation required for 15 points) Workshop: Peer review of Rhetorical Analysis <u>Read for next time:</u> text pp. 630-633, & <i>A Cafecito Story</i>
5	Th 2/25	<u>DUE:</u> homework response to <i>A Cafecito Story</i> Critical Analysis Essay introduced Begin film: <i>Promised Land</i>
6	T 3/1	<u>DUE:</u> <u>topic proposal Critical Analysis</u> and final draft Rhetorical analysis of a Website (remember Turnitin.com) Finish film, discuss. <u>Read for next time:</u> Sample reviews/analysis #2 (online)
6	Th 3/3	Analyze critical film review samples. Workshop on analyzing film in its rhetorical context. <u>Read for next time:</u> text 187-195 & 501-511 (planning research, sample researched argument)
7	T 3/8	Introduce Researched Argument Unit <u>Read for next time:</u> text 206-219 (evaluating sources), sample annotated bibliography (online)
7	Th 3/10	Discuss: Working Bibliographies, Annotated Bibliographies, evaluating sources
8	T 3/15	<u>DUE:</u> <u>topic proposal for research project AND bring 2 copies of your Critical Analysis draft</u> <u>Peer review of Critical Analysis</u> participation required for 15 points
8	Th 3/17	DUE: Critical Analysis (remember Turnitin.com) Library Research workshop in King Library (tentative) <u>Read for next time:</u> text 461-469
9	T 3/22	Workshop on quoting, paraphrase, avoiding plagiarism <u>Read for next time:</u> text pp. 36-44, 66-69, sample proposal w. research (online)
9	Th 3/24	<u>DUE:</u> <u>working bibliography + 1 annotation</u> (must be on time, in class for points) Discuss Making Proposals, topic-to-thesis thinking

Week	Date	Topics, Readings, Assignments, Deadlines
10	3/28-4/1	*****Spring Break! *****
10	T 4/5	Workshop: Analyzing your audience, finding audience-based reasons <u>Read for next time:</u> text pp. 216-219
11	Th 4/7	Workshop: Synthesizing sources in research <u>Review for next time:</u> sample research proposal/annotated bib (online)
11	T 4/12	<u>Peer review of Research Proposal + Annotated Bibliography (bring 2 copies of your paper)</u> <u>Read for next time:</u> text pp. 234-241
12	Th 4/14	Workshop: Refining thesis/revising research
12	T 4/19	DUE: Research Proposal + Annotated Bibliography (remember Turnitin) Workshop on multi-modal presentations <u>Read for next time:</u> “The Smartest Kids in the World and How They Got That Way” (online)
13	Th 4/21	Analysis/Workshop: Making Causal arguments <u>Read for next time:</u> “Leading for Global Competency” (online)
13	T 4/26	Workshop: Using evidence effectively in a rhetorical context <u>Read for next time:</u> text pp. 627-8, 92-3
14	Th 4/28	Workshop: rhetorically effective introductions, conclusions
14	T 5/3	Conference Day
15	Th 5/5	<u>Peer review of researched argument (bring 2 copies of your paper)</u>
15	T 5/10	Due: Researched Argument (remember Turnitin) thesis/outline of your presentation Begin Research Presentations
16	Th 5/12	Continue Research Presentations
16	T 5/16	Finish Research Presentations
17	Fri 5/20 9:45-noon	Final “exam” Meet with your Writing Partners pen pals for campus tour