

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sections 06 and 12, Fall 2017

Course and Contact Information

Instructor:	Sheree Kirby, MFA, MBA
Office Location:	FOB 219
Telephone:	408-924-4448
Email:	sheree.kirby@sjsu.edu
Office Hours:	T/Th 12:00 p.m. to 1:00 p.m. or by appointment
Class Days/Time:	Section 06, T/Th 10:30-11:45 a.m. Section 12, T/Th 3:00-4:15 p.m.
Classroom:	BBC 123
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. Please read all announcements. I don't put them up unless I feel that reading them will benefit you. Please communicate with me through the canvas messaging system, as I will get and respond to your messages faster than with email.

ENGLISH 1B

English 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.

Course Description

I am very excited about working with our theme this semester: "Injustice, Resistance, and Redemption." In this course we will read about a people of a variety of ages, ethnicities, genders, and socio-economic classes who write persuasively about injustice, the consequences of disagreeing with those in power, how and why they are compelled to resist those in power, and redemption. We will read essays, speeches, documents, short stories, poetry, and a novella; and we will study a film--all of which provide us with opportunities to examine and analyze circumstances, consequences, self-discovery, and transformation. By studying work in several genres, we will learn about a variety of ways people compose arguments while making their audiences think, feel, and sometimes even act. A primary goal of the class is for each of you to thoughtfully consider what

injustice means to you and which unjust circumstances you feel most strongly about. Ultimately, you will be choosing a topic to dive into by researching, analyzing, writing, and presenting to your audience.

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.

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.

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 nine hours per week for a three-unit class), 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

Reading Responses

The five reading responses will take place at the beginning of class, and they will require you to write a brief essay responding to the assigned reading and class discussions. There will also be a small grammar and punctuation component. Be sure to review your readings and notes and be on time. Those who are not present by the time the test is handed out will not be able to take it or receive credit.

Midterm and in-class essay

Students will answer short questions on the assigned readings and compose an essay that analyzes aspects of injustice, resistance, and/or redemption. Please bring a large green book and write as legibly as possible in blue or black ink.

Rhetorical Analysis

This essay will be written in class and will be based on a reading provided. Please bring a large green book and write as legibly as possible in blue or black ink.

Workshop

We will workshop our writing individually or in pairs, small groups, or as a class. For the research paper, you will be working in pairs or in a small group. Please make every attempt to be on time and prepared. No-shows cannot receive credit for participating in the peer review.

Informal Assignments

Much of the writing you do inside and outside of class will be informal assignments in your writing journal, which is not required to be in MLA format. I will collect these for evaluation 2x per year.

Formal Assignments

For each writing assignment that that you submitting, your student introduction, revisions of the in-class essay or reading responses, and topic proposal, and rough and final draft of research paper must be typed in a 12-point font, with 1-inch margins, and must follow MLA style. Specific requirements for each assignment will be on canvas.

Revision

What a revision is not: A revision is not working on sentences, transitions, and style; that is editing. A revision is not correcting grammar and punctuation; that is proofreading. A revision requires a re-seeing, rethinking and reworking of an your work, and not only correcting grammatical or structural mistakes noted on the original. It consists of asking “big picture” questions, like if the paper responds to the audience you proposed, if your thesis is sufficiently supported, if you have adequately addressed counter-arguments—and if not what you need to do about it. It may include reevaluating the thesis, the supporting evidence, and/or the structure. Only after you revise do you edit and proofread.

Students will be revising the following:

- Reading response #1 and #2
- The mid-term in-class essay
- The first draft of your research paper. For this assignment, students will write an essay informed by research where you build an argument that persuades a specific audience.
- If time permits, a revision opportunity may be offered for extra credit.

Group Presentations

Each group will sign up to introduce one essay and the rhetorical situation (writer, purpose, audience, topic, and context) to the class.

Assignment Word Count, Learning Goals, Points

Assignment	Word Count	GELO	Points
Reading Responses 5 x 25	1,000	1, 2, 3	125
Revisions of Reading Responses #1 and #2	600	1,2,3	100
Midterm and In-class Essay	750	1,2,3	150
Revision of In-class Essay	1,000	1,2,3	100
In-class Rhetorical Analysis Essay	600	1,3	50
Research Paper Topic, Thesis, and Detailed Outline/Draft	900	1,2,3	50
Final Draft of Research Paper	1,250	1,2,3	150
Multi-modal/Oral Presentation	Varies	2,3	40
Annotations, Double-entry Writing Journal, Group presentations, peer-reviews, participation	1,000	1,2,3	85
	~7,100		~800

Required Texts/Readings

Textbooks

50 Essays, Fifth Edition -- Samuel Cohen. ISBN: 978-1-319-04372-8

Course Reader—Available at Maple Press (on 10th Ave. around the corner from Subway)

Different Seasons—Stephen King. ISBN: 978-1-5011-4348-9.

Other Readings

Additional readings may be available as handouts or linked on Canvas.

Required Materials

1” Binder, flexible or firm

Writing journal – spiral notebook with binder holes

Two-pocket folder with binder holes

Loose binder paper

Two green books (for in-class midterm and essay)

Pens and Pencils

Highlighters

Paper dictionary for in-class essays

Grading Policy and Procedure

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Grades issued must represent a full range of student performance: **The following Percentages will apply:**

	A (100-94%)	A- (93-90%),
B+ (89-87%)	B (86-84%)	B- (83-80%),
C+ (79-77%)	C (76-73%)	C- (73-70%),
D+ (69-67%)	D (66-63%)	D- (63-60%),

Grades will be assigned according to the following rubric:

A: Message is clear, i.e. writing demonstrates clear understanding and appropriate response to the assignment. Paragraphs are well organized and sentences show syntactic complexity and precise word choice. Tone is professional and appropriate. The piece is free of grammatical errors, superfluous language, and redundancy.

B: Message is clear – no details are missing. Tone is appropriate to the message. Paragraphs may be slightly choppy. Language is professional but not as sophisticated or as varied as the language in an A paper. Grammatical errors and redundancy are minimal. Sentences may need tightening.

C: Message is weak but exists. Language and/or ideas may be repetitive and not always suited to professional discourse. Writing is clear but lacks energy and variety. Paragraphs likely have organizational issues. Sentences lack variety. Grammar needs work but does not distract the reader from the message.

D: Message is severely weakened by grammatical or syntactical errors that distract the reader and cause ‘noise’ or ‘clutter.’ Details may be missing and paragraphs may need fixing. Language is not rhetorically sophisticated and does not demonstrate an understanding of professional discourse. Syntax is not varied.

F: Errors in grammar or word choice make the piece very difficult to understand.

Classroom Protocol

Please arrive prepared and on time for every session with your binder, texts, and homework. Come ready for class activities and discussion; your assignments should read, and, if hard copies are due, they are stapled and ready to turn in. Sessions may begin with reading assignments, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to **ask questions** about anything that is not clear to you. If I don’t have an answer, I will find one and get back to you.
- Students are encouraged to **share insights and opinions** during class discussions. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes in this class**. Much of what you will learn and will be tested on will come from lectures, class discussions, and in-class exercises.
- **Computers and cell phones** are to be turned off and put away unless you are specifically asked to have them out for an in-class assignment.
- **Sleeping is not allowed** in class. Please get enough sleep so you are able to participate fully.
- **Recording, filming, or photographing** any parts of lectures or course material requires my permission and that of any students or guests. See rules on technology use: <http://www.sjsu.edu/english/comp/policy/index.html>.

Late Work

Late work will not be accepted except in cases of documented illness or emergency. If you will be absent when an assignment is due, you must submit your assignment to Canvas prior to the beginning of class AND if a hard copy is due, you may ask a classmate to turn in your assignment either before class (to my office, FOB 219) or during class on the day it is due. (Both must be turned in by class on due date when both are required for credit.) However, in-class participation points cannot be made up. If you have a documented illness or emergency, please contact me ASAP to arrange a meeting to discuss.

Extra Credit

Extra credit *may* be offered for a visit to the writing center before the midterm revision is due and for revisions on select assignments, or by your instructor for exemplary effort, an exceptional finished product, or a noteworthy contribution to the class.

Attendance and Participation

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.”

Note: A large portion of student learning occurs in class from lectures, discussions, and exercises.

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/>.

What is plagiarism?

Plagiarism means passing someone else’s work off as your own, such as:

- using a story or poem or part thereof written by someone else
- using web page text directly in your papers without citing
- having someone else write all or part of your assignments

More details on these and other SJSU policies, such as Add/Drop, Accommodation for Religious Holidays, and the Accessible Education center can be found at <http://www.sjsu.edu/gup/syllabusinfo/>

Resources

Library Liaison

Your reference librarian for English 2 is Toby Matoush. Her contact information is 408-808-2033 and toby.matoush@sjsu.edu. If Ms. Matoush is not available when you need assistance, use the Ask A Librarian feature (located at <http://library.sjsu.edu/ask-librarian-0>) to chat with an on-call reference librarian even when the library is *closed*. For immediate assistance with any research-related question, call 1-408-808- 2100 during business hours.

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

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 spaces 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.

Names, phone, and email of three classmates

- 1.
- 2.
- 3.

English 1B / Analysis and Argument, Fall 2017, Course Schedule

Key

50--50 Essays

CR--Course Reader

SR-- *Rita Hayworth and the Shawshank Redemption*

WJ—Writing Journal

HO=Handouts

Week	Date	Topics, Readings, Assignments, Deadlines
1	8.24.17	Welcome! Introductions, course description, annotation, MLA format, questions. <u>Homework</u> <ul style="list-style-type: none"> ▪ CR--Read and annotate “How to Mark A Book”—Adler and “Simplicity”—Zinsser ▪ CR--Review grammar and punctuation, pages 1-11. ▪ Write a one-page student introduction (MLA format). Submit to Canvas. Print and turn in a hard copy in class.
2	8.29.17	Discuss readings, rhetorical situation, G&P questions, double-entry journal. <u>Homework</u> <ul style="list-style-type: none"> ▪ CR--Read and annotate “Such, Such Were The Joys”—Orwell, Sections I, II. Write your responses in your double-entry journal. ▪ 50—Read and annotate “Introduction For Students,” pages 1-14
2	8.31.17	Reading responses, discussion, G&P mini lesson. <u>Homework</u> <ul style="list-style-type: none"> ▪ CR--Read and annotate “Such, Such Were The Joys”—Orwell, sections III,IV,V. Write your responses in your double-entry journal. ▪ Review grammar and punctuation. ▪ Submit e-portfolio link to Canvas Assignments.
3	9.5.17	Reading Response #1 , class discussion. <u>Homework</u> <ul style="list-style-type: none"> ▪ 50—Read and annotate “To My One Love”—Adiche. Write your responses in your double-entry journal.
3	9.7.17	Group presentation, class discussion, exercise. <u>Homework</u> <ul style="list-style-type: none"> ▪ 50-- Read and annotate “I Just Want to Be Average”—Rose. Write your responses in your double-entry journal. ▪ 50—Read and annotate “The Joy of Reading and Writing: Superman and Me”—Alexi. Write your responses in your double-entry journal. ▪ Revise Reading Response #1.
4	9.12.17	Group presentations, class discussion. <u>Homework</u> <ul style="list-style-type: none"> ▪ 50—Read and annotate “ Learning to read and Write”—Douglass. Write your responses in your double-entry journal.
4	9.14.17	Reading Response #2 , group presentation, mini G&P <ul style="list-style-type: none"> ▪ 50-- Read and annotate “Notes of a Native Son”—Baldwin. Write your

Week	Date	Topics, Readings, Assignments, Deadlines
		responses in your double-entry journal.
5	9.19.17	Group presentation, group exercise on “Notes of a Native Son.” <u>Homework</u> <ul style="list-style-type: none"> 50—Read and annotate “Declaration of Independence.” Write your responses in your double-entry journal.
5	9.21.17	Classic argument structure, deductive and inductive reasoning, “Declaration of Independence” <u>Homework</u> <ul style="list-style-type: none"> CR—Read and annotate “Letter from Birmingham Jail”—King. Write your responses in your double-entry journal. Revise Reading Response #2.
6	9.26.17	King’s structure and style, begin group exercise “Letter From Birmingham Jail.” <u>Homework</u> <ul style="list-style-type: none"> Re-read and further annotate “Letter From Birmingham Jail”--King. Write your responses in your double-entry journal.
6	9.28.17	King’s rhetorical strategies, complete group exercise “Letter From Birmingham Jail” <u>Homework</u> <ul style="list-style-type: none"> CR—Read and annotate excerpt from “Obama’s Speech on Race”—Obama. Write your responses in your double-entry journal. Review readings, notes, discussions, G&P for Reading Response #3
7	10.3.17	Reading Response #3 , discuss excerpt. Watch spoken-word poem videos. <u>Homework</u> <ul style="list-style-type: none"> CR—Read assigned poems. Watch assigned spoken-word poets. Write your response in your double-entry journal.
7	10.5.17	Library Visit (Required) <u>Homework</u> <ul style="list-style-type: none"> 50— Read and annotate “Salvation”—Hughes. Write your responses in your double-entry journal. 50—Read and annotate “Shooting an Elephant”—Orwell. Write your responses in your double-entry journal.
8	10.10.17	Group presentations, discussion, midterm and G&P questions. <u>Homework</u> <ul style="list-style-type: none"> WJ--Write journal reflection paragraph Review readings/WJ/class notes for midterm
8	10.12.17	Midterm, Journal Review <u>Homework</u> <ul style="list-style-type: none"> 50—Read and annotate “The Ways We Lie”—Ericsson. Write your responses in your double-entry journal. 50 – Read and annotate “Why Don’t We Complain?”—Buckley. Write your responses in your double-entry journal.
9	10.17.17	Group presentations, discussion group exercise <u>Homework</u> <ul style="list-style-type: none"> CR—Read and Annotate “Fatherland”—Nguyen. Write your responses in your double-entry journal.
	10.19.17	Group presentation, sources, “The Danger of a Single Story”--Adiche

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Homework</u></p> <ul style="list-style-type: none"> Revise midterm essay. Submit to Canvas. Bring a hard copy to class stapled to the original green book.
10	10.24.17	<p>Reading Response #4, group presentation, discussion</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> “CR”—“Everywhere is Far From Here”—Henríquez. Write your responses in your double-entry journal. “CR”—“Facing Deportation...”--Seipel. Write your responses in your double-entry journal.
10	10.26.17	<p>Group presentation, discuss readings, rhetorical analysis examples.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> Read examples, prepare for in-class rhetorical analysis. Bring a green book, pens, and a paper dictionary.
11	10.31.17	<p>In-class Rhetorical Analysis</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> SR--Read and annotate <i>Rita Hayworth and the Shawshank Redemption</i>—King, pages
11	11.2.17	<p>Discuss reading, watch SR, part 1.</p> <ul style="list-style-type: none"> SR--Read and annotate <i>Rita Hayworth and the Shawshank Redemption</i>—King, pages
12	11.7.17	<p>Discuss reading, watch SR, part 2.</p> <ul style="list-style-type: none"> SR--Read and annotate <i>Rita Hayworth and the Shawshank Redemption</i>—King, pages
12	11.9.17	<p>Discuss reading, watch SR, part 3.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> Review notes on King’s novella. Do some preliminary research on potential topics. See me during expanded office hours.
13	11.14.17	<p>Reading Response #5. Class discussion on research paper assignment requirements; and topics, thesis, and stakeholders.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> Brainstorm potential topics, thesis, stakeholders, and supporting evidence in your double-entry journal. See me during expanded office hours.
13	11.16.17	<p>Each student presents potential topics, thesis.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> Find all sources for research paper. Write a half page proposal on your topic, thesis (or thesis question), your stakeholders, and the types of support and counterarguments you intend include. Below that, include a very detailed outline with sources of support. Submit to Canvas. Bring two hard copies to class for peer review of proposal and outline.
14	11.21.17	<p>More on structure, rhetorical choices. Peer review of detailed outline.</p> <ul style="list-style-type: none"> Write a complete draft with citations in MLA format. Draft due for peer review workshop on 11.28.17.

Week	Date	Topics, Readings, Assignments, Deadlines
14	11.23.17	Happy Thanksgiving!
15	11.28.17	Peer Review Workshop <u>Homework</u> <ul style="list-style-type: none"> ▪ Begin final draft ▪ See me during expanded office hours.
15	11.30.17	Read “On Compassion” by Ascher as a class. Listen to/discuss “Kenyon Commencement Speech”—Wallace. <u>Homework</u> <ul style="list-style-type: none"> ▪ Complete final draft of research essay. Submit to Canvas. Print hard copy, stapled to peer-reviewed drafts of outlines. ▪ See me during expanded office hours.
16	12.5.17	Portfolio/reflection discussion. Begin two-page reflective essay in class. <u>Homework</u> <ul style="list-style-type: none"> ▪ Complete two-page reflection essay ▪ Gather and print all documents for portfolio; write cover page and TOC
16	12.7.17	Portfolios (including reflective essay) and Journals due. Discuss final presentation. <u>Homework</u> <ul style="list-style-type: none"> ▪ Prepare final presentation. Submit to Canvas discussions.
Final Exam	12.14.17 12.18.17	Section 12, 2:45 p.m. – 5:00 p.m. Section 06, 9:45 a.m. – 12:00 p.m. Your final will be a multi-modal presentation.

SJSU ACADEMIC YEAR CALENDAR FALL 2017

Wednesday	August 23	First Day of Instruction
Monday	September 4	Labor Day (No Classes)
Wednesday	September 6	Last Day to Drop Courses
Wednesday	September 13	Last Day to Add Courses
Thursday	September 21	Enrollment Census Date
Friday	November 10	Veteran’s Day (No Classes)
Wednesday	November 22	Non-Instructional Day
Thursday	November 23	Thanksgiving Holiday
Friday	November 24	Campus Closed
Monday	December 11	Last Day of Classes
Tuesday	December 12	Study/Conference Day
Wednesday - Friday	December 13-15	Final Exams
Monday - Tuesday	December 18-19	Final Exams
Friday	December 22	Grades Due From Faculty