

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Sections 10 and 12, spring 2017**

<b>Instructor:</b>	Dalia Sirkin
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<b>Office Hours:</b>	Tuesday and Thursday 11:00-12:00 and by appointment
<b>Class Days/Time/Classroom:</b>	Section 10: (24630) TTH 7:30-8:45 Section 12: (24632) TTH 9:00-10:15
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
<b>GE/SJSU Studies Category:</b>	GE C2 Humanities—Letters

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus 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**

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.

**Section-Specific Course Description**

**Theme: Authority and Dissent.** In the reading that we do during the semester, we find examples of people, even children, who suffer and in some cases are severely punished for violating rules and expectations or for disagreeing with those in a position of power. In addition to analyzing their specific circumstances, we explore, through discussion, writing and research, the implications of actions and reactions. More important, in most stories we observe how people discover something about themselves they didn't previously know, and for some, the understanding of their experiences helps them to define themselves and to transform. As you analyze the diverse readings, record your ideas, feelings, and concerns and reflect on your own experiences and personal response.

**English 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 out of class revisions.

Reading: In addition to being writing intensive, English 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. The readings represent diverse voices, genres—from personal narratives to speeches, from arguments to humorous essays.

You must read the works *in advance* for that day's lecture-discussion. Strategies for understanding the logical structure of argumentative writing and for retaining the material include:

- *Listening:* read aloud, pause when there is a comma, and take a breath between a period and the next capital letter
- *Paying attention:* read with an inquisitive mind and an observant eye; in the double-entry journal, list the points you understand as well as other points that are less clear
- *Marking the text:* read with a pen or pencil, underline or highlight, ask questions, make comments, make connections in a way that will help when going back to it.
- *Looking up words and terms you could not readily define.*

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 also be required to write a research paper, which will go through a number of stages of coming up with a topic, gathering sources, drafting, planning, and revising.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group. The presentations are graded on logic of the argument, delivery and clarity of expression

## 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### In class writing and Workshops

- **Reading responses (RR)** are always at the beginning of class, and they involve writing brief essay responses from the assigned reading and knowing material discussed in class. Be sure to review your notes and come to class on time. *If I am still handing out the test when you enter, you may take it. If I have finished handing it out, you may not take the test and will receive no credit.*
- **Midterm and in class essay:** you will answer short questions on the assigned readings and compose an essay that analyzes aspects of authority and dissent. Your exam should be written in as legible a manner as possible in blue or black ink.

- **Workshops:** We will workshop our writing individually or in pairs, small groups, or as a class.

### Out of class writing

All the writing that you do outside of class—revisions of in class essay, of reading responses, PowerPoint presentation of topic idea and thesis, first draft, and revised final draft--must be typed, in 12 point font with 1 inch margins, double-spaced, must follow MLA style (see *50 Essays* 471-6 and EW 49-51), and be submitted **stapled** by the beginning of class *and* on Canvas on the dates they are due.

- **Revision definition and assignments:** A re--vision requires a significant re-seeing, rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class writing, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness. You shall revise the following:
  - a) RR #1 and RR #2
  - b) The in-class essay
  - c) Revised final draft
- **Research Argument** For this assignment you will write an essay informed by research where you build an argument that persuades a specific audience. Please access the online tutorial **InfoPower (libguides.sjsu.edu/infopower)**. The following site may be helpful for your research: [libguides.sjsu.edu/english1B](http://libguides.sjsu.edu/english1B). Toby Matoush is the library liaison for English and Comparative Literature and for Languages.  
Phone: (408) 808-2096  
Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

As you read through *The Crucible*, stop occasionally to record your thoughts, reactions, and concerns in individual sheets of your Double Entry Response Journal or in a separate notebook. Include your impressions about the characters—what you learn about them, how they affect you—and about the key issues and events which the play explores. Write your questions about statements in the play which are not clear or words you are not familiar with and their meanings. Your Response Journal will come in handy when you discuss the play in class, write your research paper, or explore a related topic that interests you.

*The Crucible's* five parts research assignment are:

- Part I:** Brainstorming ideas about a topic you wish to explore
- Part II:** PowerPoint presentation of topic idea and thesis statement
- Part III:** First draft (peer-reviewed books, and articles as primary sources, supplemented by reputable newspapers and magazines) and an explanation of how you plan to incorporate your research into the essay.
- Part IV:** Attendance of SJSU Production of *The Crucible* Directed by Buddy Butler  
When: Fri, 5/5, Sat 5/6, Sun, 5/7, Tue, 5/9, Thu, 5/11, Fri, 5/12, Sat, 5/13 @7pm, and 5/11 & 12 @11am  
Where: The Hal Todd Studio Theatre is located inside Hugh Gillis Hall across from our department office (HGH 100). 220 E San Fernando St, San Jose, CA 95112
- Part V:** Revised final draft

### Areas of research

Arthur Miller  
McCarthyism  
Blacklisting  
The Hollywood Ten  
House Committee on Un-American Activities  
Salem Witch Trials

## References:

Oshinsky, David. *A conspiracy so immense: the world of Joe McCarthy*

Ceplair, Larry and Englund, Steven. *The Inquisition in Hollywood Politics in the Film Community, 1930-60* University of Illinois Press

To Name or Not to Name: The Hollywood Ten Recalled

*The New York Times*, March 25, 1973 (Archival article on the Hollywood Ten).

[http://www.pbs.org/wnet/americanmasters/database/miller\\_a.html](http://www.pbs.org/wnet/americanmasters/database/miller_a.html)

The Hollywood Ten (1950) – YouTube 15 minutes <https://www.youtube.com/watch?v=taancRcLQ8o>

McGilligan, Patrick and Buhle Paul. *Tender Comrades: A Backstory of the Hollywood Blacklist* University of Minnesota Press 1997

“They Called It Witchcraft” By Mary Beth Norton *The New York Times*, October 31, 2002

## Final Exam/Oral presentation

For this culminating course activity, you will choose a moment in your life and show why it is meaningful. At some point this semester you will take something you have made--it could be a word, a picture, a poster, a story you read or a combination of these--and use to claim a moment for yourself in front of the class. We shall meet in our regular classroom.

**Participation** is a key component in English 1B. To earn all or most of the 150 points, it is important that you:

- Engage in the classroom experience by asking/answering questions, interpreting passages, making comments, and expressing opinions.
- Evaluate in writing your fellow students' drafts during the Peer Review workshops.
- Contribute in small-group or full-class discussions.
- Meet with the Peer Mentor Taylor Lindsay at least once during the semester.  
Email address: [taylor.b.lindsay@sjsu.edu](mailto:taylor.b.lindsay@sjsu.edu)

While appointments are not required, they are encouraged to ensure that your Peer Mentor will be available to meet with you for that day and time. Appointments can be made by calling (408) 924-2587 or at SSC 600.

*Attendance per se shall not be used as a criterion for grading according to University Policy F-69-24 located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.*

## Assignments, Word Count, Learning Objectives, and Grade Value

Assignments	Word Count	GELO	Grade Value
In class participation/free writes, workshops, and meeting with Peer Mentor	400	GELOs 1, 2	150 points (15%)
6 Reading Responses (RR)	1200	GELOs 1, 2, 3	150 points (15%)
Revisions of RR #1 and RR #2	500	GELOs, 1, 2, 3	100 points (10%)
Midterm and in class essay	700	GELOs 1, 2, 3	150 points (15%)
Revision of in class essay	900	GELOs 1, 2, 3	100 points (10%)
Research topic idea and thesis	250	GELOs 2, 3	50 points (5%)
Research Paper-First Draft	900	GELOs 1, 2, 3	100 points (10%)
Research Paper--Final draft	1250	GELOs 1, 2, 3	150 points (15%)
Final exam/Oral presentation	n/a	GELOs 2, 3	50 points (5%)
Totals	6100		1000 points (100%)

## Required Textbooks/Readings and materials

- ❑ Miller, Arthur. *The Crucible*, Penguin Books 2003. ISBN 978-0-14-243733-9 available used at amazon.com and AbeBooks.com
- ❑ Cohen, Samuel. *50 Essays*, second edition (third edition is also fine). Bedford/St. Martin's Publishers 2007. ISBN-10: 0-312-44698-5 available used at amazon.com and AbeBooks.com
- ❑ SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 available at the Spartan Bookstore / Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online <http://bcs.bedfordstmartins.com/everydaywriter5e/>
- ❑ One large size green book for the midterm available at the Spartan bookstore

## Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. 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, reading responses, and exams are graded on a traditional A-F scale.

All assignments 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.

## English 1B Grading: A – F

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

	Point Grade Scale	
A 930 and above	B- 800-829	D+ 670-699
A- 900-929	C+ 770-799	D 630-669
B+ 870--899	C 730-769	D- 600-629
B 830-869	C- 700-729	F Below 600

## Classroom Policies, Protocol, and Procedures

- Missed in class work and oral presentations cannot be made up.
- No assignments will be accepted via email.
- All essays and homework assignments must be submitted in person by the beginning of class.
- Should you miss class because of illness, you are responsible for contacting me **before** class time and for documenting your absence (doctor's note, for example).
- If you are absent, you are responsible for contacting a classmate to learn about assignments, lecture notes/classroom activities, and announcements.
- Before you enter the classroom, you must turn **off** your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is **not** permitted at any time.
- Bring a copy of all texts assigned for that day and come to class on time having read the day's assignment and prepared to discuss it.
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.
- Students must receive a C- or higher grade to pass the course.

## 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/gup/syllabusinfo/>

## ABOUT PEER CONNECTIONS

The Peer Mentor Program is part of SJSU's newly formed Peer Connections department, which provides campus-wide mentoring and tutoring services. 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. More information on hours, locations, services, and the workshop calendar can be found online at <http://peerconnections.sjsu.edu/> or by calling (408) 924-2587.

**Section 10: Course #24630, Section 12: Course #24632 English 1B, spring 2017**

**Course Schedule**

The schedule is subject to change. Any changes will be announced in class in advance. Unless specified otherwise, readings are from the anthology *50 Essays* and from *The Crucible*. Exercises are from *The Everyday Writer* (EW). Reading and writing assignments must be completed by the beginning of class on the date they appear in the schedule.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Th, 1/26	Introduction: Syllabus and Schedule Overview, Double-entry response journal handout, Meditation instructions
1 Short Story	T, 1/31	Adler, "How to Mark a Book" (online) Edward P. Jones, "The First Day" (online)
2 Essays	Th, 2/2	Orwell, "Such, Such Were the Joys" Part I, II, III (online)
2	T, 2/7	<b>RR #1</b> Orwell, "Such, Such Were the Joys" Part IV, V, VI (online)
3	Th, 2/9	<i>50 Essays</i> : Active Reading, Critical Reading 2-8 EW, The Top Twenty: A Quick Guide to Troubleshooting Your Writing (3-12) Alexie, "The Joy of Reading and Writing: Superman and Me" 11-14
3	T, 2/14	<b>Revision of RR #1</b> Rose, "I Just Wanna Be Average" 350-363
4	Th, 2/16	Hughes, "Salvation" 203-205
4	T, 2/21	<b>RR #2</b> Angelou, "Graduation" 16-28
5	Th, 2/23	Ericsson "The Ways We Lie" 174-183
5	T, 2/28	<b>Revision of RR #2</b> Douglass, "Learning to Read and Write" 144-149
6	Th, 3/2	Jefferson, "The Declaration of Independence" 215-219 MLK study questions handout
6 Letter	T, 3/7	<b>RR #3</b> Martin Luther King Jr., "Letter from Birmingham Jail" 220-237
7	Th, 3/9	Buckley, "Why Don't We Complain?" 97-103
7	T, 3/14	Orwell, "Shooting an Elephant" 302-309 In-class essay writing practice and grammar review
8	Th, 3/16	<b>Midterm and in class essay-bring large green book</b>
8	T, 3/21	Staples, "Just Walk on By: Black Men and Public Space" 404-407
9	Th, 3/23	<b>Revision of in class essay</b> Powell, from <i>My American Journey</i> (handout)
<b>March 27 --</b>	<b>March 31</b>	<b>SPRING RECESS</b>
10	T, 4/4	Baldwin, "Notes of a Native Son" Part I, II, and III 60-81
10	Th, 4/6	<b>RR #4</b>

Week	Date	Topics, Readings, Assignments, Deadlines
Drama		<i>The Crucible</i> Overture In-class activity Act One study questions and vocabulary handout
11	T, 4/11	<i>The Crucible</i> Act One 2-25 Characters on page 137
11	Th, 4/13	<i>The Crucible</i> , Act One 25-46 Act Two study questions handout
12	T, 4/18	<i>The Crucible</i> , Act Two 47-76 Act Three study questions handout
12	Th, 4/20	<i>The Crucible</i> , Act Three 77-111 Act Four study questions handout
13	T, 4/25	<b>RR #5</b> <i>The Crucible</i> , Act Four and “Echoes down the Corridor” 112-135 <b>Brainstorming activity for research topic idea and tentative thesis</b>
13	Th, 4/27	<b>PowerPoint presentations Group I</b>
14	T, 5/2	<b>PowerPoint presentations Group II</b>
14	Th, 5/4	<b>Research paper--first draft due--Bring 2 copies to the peer review workshop</b>
15 Poetry	T, 5/9	Elizabeth Bishop, “The Fish,” Maxine Kumin, “Woodchucks” (online)
15 Speech	Th, 5/11	<b>RR #6</b> David Foster Wallace “This Is Water” Commencement Speech to Kenyon College class of 2005 (online)
16	T, 5/16	<b>Research paper--Revised final draft due</b> <b>Oral presentation of research findings</b> Last day of instruction
Final Exam	F, 5/19 W, 5/24	<b>Section 10: Friday, 5/19 from 7:15 to 9:30 –DMH 208</b> <b>Section 12: Wednesday, 5/24 from 9:45 to 12:00 -- DMH 208</b>