

**San José State University**  
**Humanities & Arts / Dept. of English**  
**ENGL 1B: Argument and Analysis, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Julie Sparks
<b>Office Location:</b>	Faculty Office Building 128
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<b>Office Hours:</b>	T 2:30-3:30 Wed 10:30-11:30 & by appointment M-F
<b>Class Days/Time:</b>	Section 17, MW 9-10:15, Section 5 MW noon-1:45
<b>Classroom:</b>	Section 17 SH 238, section 5 BBC122
<b>Prerequisites:</b>	GE Area A2 Written Communication with a grade of C or better
<b>GE/SJSU Studies Category:</b>	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 will also use Canvas, but not as extensively.

**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 Engagement**. 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.

**Required Text:** *The Norton Field Guide to Writing* 4th edition, by Richard Bullock ISBN 978-0-393-61736-8

### **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**

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.

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.

## **Required Texts/Readings**

### **Other Readings**

In addition to the textbook and short story, **articles** and excerpts from a wide variety of sources 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.

### **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>.

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

Assignment	Words	GELO	CLO	Points	% of grade/semester
Critical Analysis of a story	500	1,3	1-4, 6	50	5%
Rhetorical Analysis of a Website					
Rough draft	1200	1-3	1-6	0	0%
final draft + memo	1400	1-3	1-6	150	15%
<b>Research proposal &amp; Annotated Bibliography</b>					
rough draft	1000	1-3	1-6	0	15%
final draft	1300	1-3	1-6	150	
<b>Researched Argument</b>					
rough draft + sources	1200	1-3	1-6	0	0%
final draft + memo + sources	1500	1-3	1-6	200	20%
Oral Presentation + PowerPoint	250-500	1-3	1-4, 6	50	5%
Small Assignments/participation	varies	varies	varies	200	20%

### 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 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. Your overall course grade will be calculated as follows:

#### Course Grade Point Values

1000-930 A	929-900 A-	899-870 B+	869-830 B	829-800 B-	799-770 C+
769-730 C	729-700 C-	699-670 D+	669-630 D	629-600 D-	599-0 F

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

**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:** There is no extra credit. Sorry, but I've found it can bring out the worst in students.

**Canvas:** To receive credit, all major papers (those listed on the chart above, except the in-class essay) must be submitted to Canvas AND submitted as a hard copy in class. Ideally you should submit your paper to Canvas just before you print out the hard copy so you won't forget. If I have to remind you to submit your paper to Canvas, 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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-), at <http://info.sjsu.edu/web->

[dbgen/narr/catalog/rec-12234.12506.html](http://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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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](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** is a campus-wide resource for mentoring and tutoring. It strives to inspire students to develop their potential as independent learners while they learn to successfully navigate their university experience. Their services 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, all available on a drop-in or by appointment basis. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> 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** 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. <http://www.sjsu.edu/writingcenter> .

**SJSU Counseling Services** The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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>.



11	W 4/12	Workshop: reducing wordiness/improving coherence <u>Read:</u> text 313-317, 349
12	M 4/17	<b><u>DUE: Research Proposal + Annotated Bibliography</u></b> (remember Turnitin) Workshop on multi-modal presentations
12	W 4/19	Workshop: Refining thesis/revising research <u>Read for next time:</u> text pp. 234-241
13	M 4/24	Analysis/Workshop: Making Causal arguments <u>Read:</u> text 350-354 “Leading for Global Competency” (online)
13	W 4/26	Workshop: Using evidence effectively in a rhetorical context, avoiding fallacies <u>Read:</u> text pp. 370-373 (fallacies) and “Fake news dupes students study finds”
14	M 5/1	<u>Peer review of researched argument (bring 2 copies of your paper)</u>
14	W 5/3	<b><u>Due: Researched Argument + memo</u></b> (remember Canvas) Begin Film
15	M 5/8	Finish Film, Discuss <b><u>Due:</u></b> Presentations, multi-modal (upload to Canvas)
15	W 5/10	Begin Research Presentations <u>Due:</u> response to film
16	M 5/15	Continue Research Presentations
16	Final Exam	Finish Research Presentations