

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section 9/13/22, Spring 2018

Global Engagement: Human Rights and Perceptions

Course and Contact Information

Instructor:	Dr. Avantika Rohatgi
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Office Hours:	TR 1:30 – 2:30 pm, and by appointment
Class Days/Time:	09: TR 10:30 – 11:45 am 13: TR 12 noon – 1:15 pm 22: TR 3:00 – 4:15 pm
Classroom:	Clark Building 316
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better This course is not open to students who have successfully completed ENGL 2.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Course Learning Management and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, 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

General Course Description

ENGL 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

This 1B course is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will achieve these

ends through examining the central question of human rights as they are defined and violated in various cultures of the world, and explore ways in which personal and social responsibility should be assumed to end these infractions. Students will explore questions relating to the universality of human rights, cultural exceptionalism, women's and internet rights and other relevant concerns in the world today that will offer them opportunities to write arguments based on real issues with awareness and engagement.

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. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

Reading: 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.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

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.

ENGL 1B 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 three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Writing: In English 1B, assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation,

and evaluation. These assignments will give students repeated practice in prewriting, organizing, writing, revising, and editing. The writing assignments will total a minimum of 6000 words and this word requirement will be met by writing a sequence of essays. This 6000-word minimum does not include quizzes, journals, or any brief or informal assignments, but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. **Students must write all essays to pass the course.**

Multimodal Presentations: Students will complete several oral communication assignments. These assignments include individual presentations; group presentations; group discussions; debates; and similar speaking events. In addition, students will present a multimodal presentation on their research assignment. **Oral assignments cannot be made up.**

Reading: Readings will be assigned daily. They are a crucial component of the class, as students will read from a variety of sources, carefully chosen to stimulate logical reasoning and exemplify compelling writing strategies. All assigned reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon the reading material. In order to be successful in class, it is imperative that you complete the readings on time.

Reading Quizzes: There will be several unannounced quizzes, which will test your completion and comprehension of the required reading assignments.

Assignment Word Count and Learning Goals

Assignment	Weightage	Word Count	GELO
Department Diagnostic	0%	500	1, 2, 3
Group Multimodal Project/Presentation	15%	1000	2, 3
Critical Analysis	10%	1000	1, 2, 3
Visual/Media Analysis	10%	500	1, 2, 3
Research Paper and its Components	20%	1500	1, 2, 3
Multimodal Presentation of Research Paper	5%		2
Class Participation (workshops, in-class discussions, etc.)	10%		1, 2, 3
Daily Reading Responses and Peer Reviews	10%	1000	1, 2, 3
Quizzes	5%		
Author Presentations and Discussion Generators	5%		1, 2
In-class Argumentative Essay	10%	600	1, 2, 3
Self-Reflection Portfolio Essay	0%	500	

Assignment Descriptions

- **Author Presentations:** Each student will be required to present one oral researched presentation on an author of his/ her choice. You will also be expected to generate class discussion based on the selection by your author. **Missed presentations cannot be made up.**
- **Media Analysis:** This essay will analyze the different ways in which a film addresses the theme of Human Rights. This essay should be your exploration of how characters, scenes, symbols, and situations in the movie address your points of discussion.

- **Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- **Reading Responses:** Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1 page of response to each of the works assigned as preparation for every class meeting. To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions. Do not simply summarize the article—demonstrate some interaction with the text. Reader responses will be graded on their completion and quality of content, though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will be collected at any time without notice, and will not be accepted late. Please bring your journals to class every day and be ready at all times to turn them in.**
- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers, before revising your essay for the final draft. **A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable.** You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**
- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as proper citation formats. You will be required to write a traditional research paper and other short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course. **Attendance at this session is mandatory to understand the concepts of library research.**
Please remember that your research paper and its components are worth 25% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:
 - Final essay
 - Works cited page demonstrating your research
 - Rough draft of your complete essay
 - Peer review received on your essay
 - Copies from three of your sources with information used as citations highlighted

Portfolio: In order to complete the final assignment for ENGL 1B, you will need to **create and upload your writing ePortfolio** to the **ENGL 1B Spring 18 Assessment Portfolios** Canvas course site. Your ePortfolio will include:

- The CRITICAL ESSAY from your Reflection on College Writing (completed during the summer before you enrolled and located in Canvas), and
- One additional MAJOR ASSIGNMENT produced during your current writing course (this may be a traditional essay or a multimodal project.
- A SELF-REFLECTION ESSAY (approximately 500-600 words) addressed to an audience of Writing Program teachers arguing that you have developed your ability to understand the program learning goals and have developed strategies for working toward them.

- An APPENDIX OF EVIDENCE to describe the work you have done in your writing course that best evidences the claims your essay makes about your learning and your writing process as you produced the sample essays.

Required Texts

Textbooks

- Rohatgi, Avantika. *Global Rights and Perceptions* (Second Edition – 2016). (ISBN: 978-1-63487-356-7 (pbk) / 978-1-63487-357-4 (br)). The required book for my course, ***Global Rights and Perceptions: Call to Awareness and Action (Second Edition)***, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store. (<https://students.universityreaders.com/store/>).
- Harden, Blaine. *Escape from Camp 14*. (Reprint Edition – 2013). (ISBN: 978-0143122913), published by Penguin Books.
- McCormick, Patricia. *Sold*. (2008). (ISBN: 978-0786851720), published by Hyperion.

Other Readings

- Green, Madeline. *Why Does Global Citizenship Matter?* (Available on Canvas)

Other technology requirements / equipment / material

- A college-level dictionary
- 2-4 large Green books for in-class essays
- 1 journal for reading responses and writing exercises (separate from journals for other classes, please)
- Stapler: all work stapled before class
- Regular internet/Canvas access
- The ability to print 2-3 copies of assignments for workshop

Grading Policy

Due Dates

No late or electronic submissions will be accepted.

No late papers will be accepted. No exceptions. Papers not turned in on due dates will receive a grade of F. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician. **In-class assignments including peer reviews and any formal presentations cannot be made up.**

Participation: Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. It is vital that you complete the readings on time and come to class prepared with questions and opinions.

Class participation is assessed as follows:

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

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.”

Extra Credit Opportunities: Several events related to our class discussions will take place on campus. Attending these events will give you a wonderful opportunity to discover how people inside and outside academia deal with the topics we discuss in class. Aside from encouraging you to attend these events, I want to give you the chance to take advantage of the learning experience they represent and turn it into extra credit for the course.

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, 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.

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

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Classroom Protocol

Sensitivity: This course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you all to have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate your own beliefs as you learn new things. An intelligent mind changes with new, reliable information.

Absences: If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You should exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is rude to the instructor and your classmates.

Electronic devices: Cell phones, laptops, tablets, etc. are not allowed in class except to access the required readings. I prefer that you do not use a cell phone, which can present texting temptation.

How to be successful in this course:

1. **Completion of all work** is required in order to pass the course.
2. **Put effort into your work and do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including close proofreading. If you have difficulty with writing, visit the writing center early and often.
3. **Budget your time.** If you fall behind, the effect on your grade can be dire. Look at the schedule and plan your time so you stay current on the work and know what is expected each week.
4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your term paper as well.
5. **ASK FOR HELP.** If you are struggling with an assignment, you need to let me know as early as possible so we can work together to help you succeed. You are also expected to attend my office hours throughout the semester. **I am here to help, I want to help, but I can't help you if you don't ask.**

In spite of our best efforts, it can be difficult to estimate your course grade throughout the semester. If you'd like to have an idea of where you stand after you've completed a substantial amount of writing and revision, please make an appointment to meet me outside of class, and I will review your work with you and give you a better sense of where you are, grade-wise. It will be entirely your responsibility to set up a meeting if you're curious or concerned, and it's important that you do not wait until the last week or so to start concerning yourself with your grade. At that point, it will likely be too late for you to do what needs to be done to significantly raise your overall course grade.

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/index.html>

ENGL 1B / Argument and Analysis, Spring 2018, Sections 09/13/22

Global Engagement: Human Rights and Perceptions

*Schedule is subject to change with fair notice in class and/or on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	R Jan 25	Introduction, Discussion of Syllabus, Course Overview
2	T Jan 30	Essay #1 (In-class Diagnostic) (500 words) Bring Green book(s), ink pens, and your dictionary.
2	R Feb 1	Introduction to Human Rights. <i>Are Human Rights Universal?</i> (Franck, GR&P)
3	T Feb 6	<i>Why Does Global Citizenship Matter?</i> (Green, Canvas), <i>Women Sportscasters</i> (Grubb, Billiot, GR&P)
3	R Feb 8	Essay #2 Assignment : Structuring an Argument <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne, GR&P)
4	T Feb 13	<i>The Meaning of the F-word</i> (Winterson, Murray et al., GR&P), <i>The Marriage Business</i> (Khan, GR&P)
4	R Feb 15	Rough Draft of Essay #2 Due. (1000 words) Peer Review Workshop on Critical Analysis
5	T Feb 20	Due: Essay #2: Critical Analysis (1000 words) <i>Are We Ready for the World's First Robot Chauffeurs?</i> (Facultad, GR&P), <i>Cyberbullying: Who's to Blame and What Can Be Done</i> (Weiss, GR&P)
5	R Feb 22	<i>Human Trafficking and Slavery</i> (Masci, GR&P), <i>Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy</i> (Ewart, GR&P)
6	T Feb 27	<i>Sold</i> (McCormick)
6	R Mar 1	<i>Sold</i> (Contd) Group Project assigned.
7	T Mar 6	Library Session– MLK Library, Room TBA
7	R Mar 8	Work on Group Project
8	T Mar 13	Visual Analysis Essay (500 words) assigned. Watch movie.
8	R Mar 15	Watch movie.
9	T Mar 20	TBA
9	R Mar 22	Visual Analysis (500 words) Due (online). Work on Group Project.
10	Mar 26-30	Spring Recess – No classes
11	T Apr 3	Group Project (1500 words) and Presentations Due

Week	Date	Topics, Readings, Assignments, Deadlines
11	R Apr 5	Group Presentations (continued) <i>Acid Attacks</i> (Spremich GR&P)
12	T Apr 10	<i>Is Google Making Us Stupid?</i> (Carr, GR&P), <i>Don't Fear the Pirates</i> (Hunt, GR&P)
12	R Apr 12	Research Paper - Objectives and Expectations <i>When did Immigrants Become the Enemy?</i> (Lam, GR&P) <i>Its Time for the Global Village to Stand Up for Our Children</i> (Day, GR&P)
13	T Apr 17	<i>Escape from Camp 14</i> (Harden)
13	R Apr 19	<i>Escape from Camp 14</i> (continued) <i>The Case For Empathy</i> (Goddard, GR&P)
14	T Apr 24	Argumentative In-Class Essay (600 words) Bring Green book(s), pens, and your print dictionary
14	R Apr 26	Due: Tentative Thesis Statement for Research Paper. Thesis Evaluation and Research Strategies
15	T May 1	Thesis Evaluation and Research Strategies (continued)
15	R May 3	Due: Draft of Final Research Paper (1500 words) Peer Review Workshop on Final Research Paper
16	T May 8	Class Presentations of Final Research Paper
16	R May 10	Due: Essay #5: Final Research Paper (1500 words) Class presentations continued
Final Exam	09: Tuesday May 22, 10:30 – 11:45 am 13: Thursday May 17, 9:45 am – 12 noon 22: Friday May 18, 2:45 – 5:00 pm	