

San Jose State University
Department of English and Comparative Literature
English 1B: Argument and Analysis, Section 21, Spring 2018

Course and Contact Information

Instructor:	Eli Hansen
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Office Hours:	Monday and Wednesday 3:00-4:00pm and by appointment
Class Days/Time:	Monday and Wednesday 4:30-5:45pm
Classroom:	Clark Hall 316
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

This class extensively uses the Canvas learning management system course website. As such, regular access to an internet-enabled computer will be required of all students. If you are unable to reliably access the internet, please notify your instructor ASAP so appropriate arrangements can be made. All assignments can be found under the “Assignments” tab on the Canvas homepage. Assignment instructions will be listed there, as well as their due date and point value. Course readings can be found under the “Pages” tab. You can use Canvas to check up on your grades under the “Grades” tab. Be sure to routinely check the “Announcements” tab for any changes or updates from your instructor.

Course Introduction

Argument affects nearly every aspect of our lives, although we are often unaware of how it does so. Argument is what drives us to learn new things. It allows us to form opinions. It spurs us to take action. It guides our moral compass and informs our deepest held beliefs. To no small effect, argument shapes us into the people we are. A thorough understanding of how and why argument works is essential to understanding the world as it is, and as it could be. Upon completing this course you will hopefully have gained insight into the nature of argumentation and have come to a better understanding of what you believe and why you believe it.

The theme of this course is media literacy. In today's world, narratives, images, facts and opinions assail us on an almost constant basis. Politicians, advertisers, and journalists expend huge amounts of time and money in order to sway our opinion and influence our thoughts, emotions, and behaviors. While the mediums of communication have changed, the tactics and techniques of persuasion have not. By studying various methods of persuasion and the ways they have been utilized both today and in the past, it is my hope you will come to a greater understanding of how, exactly, media influences you.

Course Description

English 1B is a writing course that exposes students to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, students examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural context in which the works were created and interpreted. Students will practice prewriting, drafting, revising, and editing, and they will practice reading closely in a variety of forms, styles, structures and modes.

The purpose of this course is to teach argumentation and analysis, not grammar, spelling, or syntax. As such, little if any class time will be devoted to studying the mechanics of written English. However, a list of common errors and how to correct them will be available on Canvas. Look under the "Pages" tab for a document titled "Guide to Common Errors."

English 1B Course Learning Outcomes (CLO)

Upon successful completion of this course, students should 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.

English 1B Course Content

- **Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for this course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.
- **Writing:** Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments give students repeated practice in prewriting, drafting, revising, and editing. English 1B requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.
- **Critical Thinking:** In addition to focusing on how to write arguments, English 1B also teaches students how to analyze and evaluate texts critically. More specifically, students practice
 - Evaluating arguments for purpose, audience, rhetorical strategies and conclusions;

- Evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political);
 - Evaluating their own understanding of ideas by identifying their own interpretative lens.
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- Reading: In addition to being an intensive writing course, English 1B is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works of the human intellect and imagination. Secondary materials will be assigned to help state the historical and cultural contexts in which the primary texts were created.
 - Research: English 1B will include a library orientation to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing,) and citing them properly.
 - Oral communication: The penultimate assignment in this class will be a multimodal group presentation during which every student will be required to speak before the class. Specifics of this assignment can be found below under “Assignment 4: Multimodal Group Project.”
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Required Texts/Readings

Our main text during this course will be *Writing Arguments: A Rhetoric with Readings, 10th Edition* by John D. Ramage, John C. Bean, and June Johnson. It provides a good introductory framework to the various elements of argumentation. We will also be reading *1984* by George Orwell, as the themes explored in the novel are applicable to an understanding of media literacy. Both books are available at the campus bookstore and through online retailers such as amazon.com. Additional course readings will be distributed electronically via Canvas.

English 1B 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>.

This class will consist of thirty-one class meetings and five major assignments. Three of your assignments will be written essays exploring various aspects of argumentation, analysis, and media literacy. All three essays will begin with a brief (no more than 500 word) proposal to be turned in on the assigned dates (please refer to the schedule at the end of this syllabus). Your proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After the instructor has approved your proposal, you will need to prepare a rough draft of your essay and bring two printed copies to class for peer-review before composing and submitting your final draft. Your penultimate assignment will be a multimodal group

project in which 4-5 students will take a position on an issue and give a 15-20 minute long presentation on said issue. This presentation must be accompanied by a visual aid such as a Power Point presentation. The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. This essay will accompany a portfolio of your writing to be compiled in-class during our last meeting. In-depth descriptions of each assignment will be available under the “Assignments” tab in Canvas.

Please note that all essays must adhere to proper MLA format. Essays must be double-spaced and typed in 12 point Times New Roman font. The student’s name, the date of the assignment, the course number and section, and the name of the instructor should be located in the top-left corner of the first page of the essay. Each page must be numbered and a word count must be included on the last page. Please see the *Essay Sample* under the “Pages” tab on Canvas for more information on how to properly format your essays. Failure to adhere to proper formatting will result in a grading penalty.

With the exception of printed copies of your rough draft for peer-review, all assignments are to be turned in electronically via Canvas. Do not hand in physical copies of your work. Assignments must be submitted to Canvas by 4:29pm the day they are due or they will be considered late.

Assignment 1: Exploratory Essay

In this assignment students will write a 1,000 word essay (approximately 4-5 pages in length) in which they will explore and investigate a subject or topic they find interesting, engaging or controversial. There are few restraints to this essay and students are encouraged to branch out and get creative in their approach to whatever topic they choose. However, a good exploratory essay should be driven by curiosity and a desire to learn more about a subject. This essay should avoid making clear-cut judgments and rather focus on the ambiguous or problematic aspects of an issue. The purpose of this essay is to raise questions, not provide answers. It is suggested that students choose a topic they either know little about or on which they do not yet have a strong opinion.

The purpose of this assignment is to introduce students to the importance of unbiased researched. Nearly all forms of media put a certain level of “spin” on any given issue, and this “spin” is often hidden or downplayed; therefore what is in reality a subjective opinion is often presented as factual truth. This is particularly common when dealing with differing opinions: politicians, advertisers and media outlets often villainize the “other side” and misconstrue or misrepresent what the opposition actually believes. Before going more in-depth into the ways media attempts to influence us, it is important that students learn how to actively listen to both sides of an issue—to seek first to understand and then to be understood. Doing this will allow students to act upon what the “other side” actually believes and not upon what they *think* the other side believes.

PROPOSAL DUE 1/31. ROUGH DRAFT/ PEER REVIEW DUE 2/7. FINAL DRAFT DUE 2/19.

Assignment 2: Media Analysis Essay

In this assignment students will write a 1,000 word essay (approximately 4-5 pages in length) in which they will analyze a news article covering a current event. Using what we have learned in class about argumentative technique, students will read their article carefully and explain in close detail how the article is reporting on the event. Of particular interest is the “spin” the article will place on the current event. Nearly all publications, even reputable ones, have some level of bias in their reporting, and an essential aspect of media literacy is being able to recognize bias, even (and especially) when it confirms one’s own beliefs. The website <https://mediabiasfactcheck.com> is an excellent resource for looking up where on the political spectrum a certain publication lies, and students are encouraged to consult this website while they work on their project.

Many major newspapers and magazines., such as *The New Yorker*, *The New York Times*, *The Washington Post* and *The Atlantic* offer many articles online for free. If you are having trouble finding an article, please do not hesitate to ask me for assistance. Physical publications can also be found in the King Library.

(PROPOSAL DUE 2/26. ROUGH DRAFT/PEER REVIEW DUE 3/5. FINAL DRAFT DUE 3/15.

Assignment 3: Narrative Analysis Essay

In this assignment students will write a 1,000 word essay (approximately 4-5 pages in length) in which they will analyze the features of a narrative work. Student's can choose any narrative form they wish: a novel, a short story, a movie, an episode of a television show, a poem, a song, even a video game. The narrative should be fictional or at least fictionalized. The theme of this class is media literacy, and popular entertainment is a major part of "media." Students are encouraged to choose a piece of narrative media they are familiar with and dive deep into how and why this particular narrative affected them. If politicians, advertisers and news organizations attempt to get us to think and feel a certain way, so, too, do film studios, television networks, popular music, and individual artists. The persuasive methods used in entertainment are surprisingly similar to those used in other media forms.

PROPOSAL DUE 3/21. ROUGH DRAFT/PEER REVIEW DUE 4/2. FINAL DRAFT DUE 4/11.

Assignment 4: Multimodal Group Project.

In groups of 4-5, students will take a position on an issue and argue their case to the class. They will also need to address and rebut potential criticisms of their position. Students will need to utilize all they have learned in this course, and effectively utilize several argumentative techniques. Students will also need to include an annotated bibliography with at least five sources of evidence, properly documented in MLA format. Please refer to chapter 17 of *Writing Arguments* for information on how to cite sources in MLA format. You may also visit <https://owl.english.purdue.edu/owl/resource/747/01/> for more information. Presentations must be accompanied by a visual aid such as a Power-Point slideshow. Each member of the group must work on some aspect of the presentation. Each student will need to submit a brief (about 500 word) written report explaining what they have done to contribute to the project. Presentations should be at least 15 minutes long but no longer than 20. While your final grade on this project will be based upon your presentation, all groups will be required to submit their visual aid to Canvas. **GROUPS ASSIGNED 4/16. IN-CLASS PROPOSAL 4/18. PROJECT REPORT 4/30. PRESENTATIONS 5/9 AND 5/14.**

Assignment 5: End of Semester Portfolio and Reflection.

Per university guidelines, all students in English 1B courses are required to submit a portfolio of their work at the end of the semester, accompanied by a 500-600 word reflective essay explaining what they have learned over the course of the semester. This is so the Department of English and Comparative Literature can better understand and respond to student needs. As all of your assignments will be submitted via Canvas, there will be no need to "hold on" to any of your essays: once they have been submitted to Canvas they will be easily accessible from any internet-enabled device. You will compile and submit your portfolio during our last class meeting on May 16th. Please make sure you've written your reflective essay by then. This assignment will be your "culminating activity" as required by the university. **PORTFOLIO AND FINAL DRAFT DUE 5/16.**

Extra Credit

Students may receive up to 50 points of extra credit by attending two readings at the Center for Literary Arts and presenting a 300-500 word write-up describing the event. Please visit <http://www.litart.org/> for a schedule of readers. Extra credit assignments should be printed and physically turned in, not submitted to Canvas.

Grading Information

Grades will be based on four assignments as well as class participation. Students may earn a maximum of 1,000 (or 1,050, with extra credit) points in this class. As each assignment (with the exception of the reflective essay and portfolio) will consist of three parts, each part will receive its own point value. The final score for each assignment will be cumulative, with the maximum number of possible points indicated below.

- Exploratory Essay: 200 Points (20 point proposal, 80 point rough draft, 100 point final draft)
- Media Analysis Essay: 200 Points (20 point proposal, 80 point rough draft, 100 point final draft)
- Narrative Analysis Essay: 200 Points (20 point proposal, 80 point rough draft, 100 point final draft)
- Multimodal Project: 200 Points (20 point proposal, 80 point report, 100 point presentation)
- Reflective Essay and Portfolio: 100 Points (final draft only)
- Class Participation: 100 Points
- Extra Credit: Up to 50 points

Grading Criteria

Requirements for particular assignments will vary, but in all cases grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in 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 the 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 weakness 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

A (93-100); A- (90-92); B+ (88-89); B (83-87); B- (80-82); C+ (78-79); C (73-77); C- (70-72); D+ (68-69); D (63-67); D- (60-62); F (<60)

Classroom Protocol

Much of this course will consist of in-class lecture and discussion. Failure to participate in classroom activities will negatively affect your final grade. Students are expected to have read all required course material BEFORE THE START OF CLASS. Please bring your copies of *Writing Arguments* and *1984* to every class meeting, as most lectures and discussions will revolve around ideas presented in those books. Since much of the work in this class will involve Canvas, use of laptops/tablet computers during class is acceptable, though use of such devices for non-class related activities will result in penalty. Late work will be penalized one full letter grade for every day it is late (an “A” paper, turned in a day late, will receive a “B” grade. If turned in two days late it will receive a “C” grade and so forth.) Please note that you must complete all assignments in order to receive credit for this course. Students may bring snacks or beverages to class so long as they don’t make a mess. Because this class will largely deal with argumentation, students will be expected to express their ideas and opinions on a variety of subjects, some of which may be controversial. If there are any issues you feel uncomfortable exploring in an academic setting, please let me know so appropriate accommodations can be made. It is the opinion of the instructor that open, honest dialogue about potentially difficult issues is an essential aspect of academia. However, students are expected to conduct themselves with civility and respect at all times. Insults, harassment, or disparagement of any kind will not be tolerated and may result in administrative action up to and including expulsion from the university.

“We live invested in an electric information environment that is quite as imperceptible to us as water is to a fish”

—Marshall McLuhan, 1969

Writing Center and Peer Connections

Students of all writing levels and abilities may seek assistance at the Writing Center or at Peer Connections. The tutors at these centers can help you with everything from grammar and syntax to organization, development and research.

Writing Center

Clark Hall, Suite 126

408-924-2308

writingcenter@sjsu.edu

<http://www.sjsu.edu/writingcenter/>

Peer Connections

Student Services Center (located beneath the 10th Street Garage), Room 600

408-924-2587

peerconnections@sjsu.edu

<http://peerconnections.sjsu.edu/>

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24/18	Class Introduction and Overview
2	1/29/18	<i>Writing Arguments</i> Chapter 1: What exactly is an argument?
2	1/31/18	<i>Writing Arguments</i> Chapter 2: Argument as Inquiry <i>1984</i> Chapters 1-2 DUE: EXPLORATORY ESSAY PROPOSAL
3	2/5/18	<i>Writing Arguments</i> Chapter 4: The Tolumin System <i>1984</i> Chapters 3-4
3	2/7/18	<i>Writing Arguments</i> Chapter 6: Logos, Pathos, Ethos and Kairos DUE: EXPLORATORY ESSAY ROUGH DRAFT (BRING 2 PRINTED COPIES TO CLASS)
4	2/12/18	<i>Letter from Birmingham Jail</i> (via Canvas): Audience, Genre, Rhetoric
4	2/14/18	<i>The First White President</i> (via Canvas): Modern Argument <i>1984</i> Chapters 5-6
5	2/19/18	<i>Writing Arguments</i> Chapter 8: Analyzing Written Arguments <i>1984</i> Chapters 7-8 DUE: EXPLORATORY ESSAY FINAL DRAFT
5	2/21/18	<i>The Epic of Gilgamesh</i> (via Canvas) Pages 1-30: VERY Early Argumentation
6	2/26/18	<i>Allegory of the Cave</i> (via Canvas): The Real and the Ideal <i>1984</i> Chapters 8-9 DUE: MEDIA ANALYSIS ESSAY PROPOSAL
6	2/28/18	<i>Amusing Ourselves to Death</i> (via Canvas): The Medium is the Message
7	3/5/18	<i>Writing Arguments</i> Chapter 10: Types of Claims <i>1984</i> Chapters 10-11 DUE: MEDIA ANALYSIS ESSAY ROUGH DRAFT (BRING 2 PRINTED COPIES TO CLASS)
7	3/7/18	<i>Writing Arguments</i> Chapter 14: The Proposal Argument
8	3/12/18	<i>The Art of War</i> (via Canvas) Pages 1-29: “All Warfare is Based on Deception” <i>1984</i> Chapters 12-13
8	3/14/18	<i>The Art of War</i> (via Canvas) Pages 30-55: “Know Thy Enemy...” DUE: MEDIA ANALYSIS ESSAY FINAL DRAFT
9	3/19/18	<i>Intelligence Squared: The Catholic Church is a Force for Good in the World</i> (in-class video): Argument as Debate

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/21/18	Library Research Day (NOTE: <u>All Students are Required to a Bring a Laptop, Tablet or Other Electronic Device to this Meeting</u>) DUE: NARRATIVE ANALYSIS ESSAY PROPOSAL
10	3/26/18	Spring Break-No Class
10	3/28/18	Spring Break-No Class
11	4/2/18	Writing Arguments Chapter 9: Analyzing Visual Arguments <i>1984</i> Chapters 14-16 DUE: NARRATIVE ANALYSIS ESSAY ROUGH DRAFT (BRING 2 PRINTED COPIES TO CLASS)
11	4/4/18	<i>Killing us Softly</i> (in-class video): Visual Storytelling
12	4/9/18	Hero's Journey Lecture and <i>Moana</i> (In-class video): A tale as old as time.
12	4/11/18	<i>Moana</i> (In-class video) DUE: NARRATIVE ANALYSIS ESSAY FINAL DRAFT
13	4/16/18	<i>The Elements of Style</i> (via Canvas): Effective Language <i>1984</i> Chapters 17-18 MULTIMODAL PROJECT GROUPS ASSIGNED
13	4/18/18	<i>Prufrock</i> (via Canvas): Figurative Language IN-CLASS ASSIGNMENT: MULTIMODAL PROJECT PROPOSAL
14	4/23/18	<i>Writing Arguments</i> pages 397-404: Informal Fallacies <i>1984</i> Chapters 19-20
14	4/25/18	<i>1984</i> Chapters 21-22
15	4/30/18	<i>1984</i> Chapters 23-24 DUE: MULTIMODAL WRITTEN REPORT
15	5/2/18	Group Work Day
16	5/7/18	Group Work Day
16	5/9/18	MULTIMODAL GROUP PRESENTATIONS
17	5/14/18	MULTIMODAL GROUP PRESENTATIONS
17	5/16/18	Final Class Meeting: Preparing and Submitting your Online Portfolio and Reflective Essay. <u>All Students are Required to a Bring a Laptop, Tablet or Other Electronic Device to this Meeting.</u> DUE: REFLECTIVE ESSAY AND PORTFOLIO NOTE: Meeting is in Clark 316 from 2:45-5:00PM.

**** Please note that this schedule is tentative and subject to change. Any changes will be announced in class and via Canvas**