

San José State University
Department of English & Comparative Literature ENGL 1B: Argument and Analysis
Fall 2020

Course and Contact Information

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| Instructor: | Sheree Kirby |
| Office Location: | In the Cloud until further notice |
| Telephone: | 408-924-4448 (Not a good way to reach me. Please use Canvas Messaging) |
| Email: | sheree.kirby@sjsu.edu . (Please use Canvas messaging) |
| Office Hours: | T 12:00-1:00 and Thurs 3:00-3:45, and by appointment |
| Class Days/Time: | Section 2 9:00-10:15 a.m. Section 5 1:30-2:45 p.m. |
| Classroom: | Online |
| 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 Management Page (Canvas) and one.SUSU

Course materials such as course schedule, handouts, notes, and assignment instructions can be found on the Canvas Learning Management system course website. You are responsible for checking Canvas for class announcements for updates. **Please contact me through Canvas messaging** with any questions or concerns. If Canvas is not available, then contact me through SJSU email. From Monday through Friday, I try to respond to messages that I receive before 7:00 p.m. after which, I am generally offline for the night, so late night questions are not a good idea if you expect a response that day. On TTh, I will briefly scan emails if time permits between classes, mostly to see if anyone is having trouble logging on, but I cannot guarantee that I will respond to other messages until after classes end at 3:00. On weekends I will check my email less frequently than during the week unless a major assignment is due; the best approach is to make sure you understand assignments and send me a message with any questions sooner rather than later, and do your assignment as early as you are able so if you run into an issue or need my help, so I can get back with you in a timely manner. I will do my best to let you know if I will be offline on any evening or weekend.

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.

Specific Section Description:

Most of us can cite how technology has helped us access information, entertainment, and goods; it has also aided us with transportation, education, and communication; and it has led to improvements in various industries, including medicine, agriculture, design, energy management, etc. Digital technology has undoubtedly assisted individuals, corporations, and organizations in a variety of ways in a relatively short period of time, and it will continue to do so. However, today's fast-evolving technologies have also given rise to several very serious concerns about how individuals, societies, economies, and governments have been and/or will be impacted due to unforeseen and potentially harmful decisions made by those in control of many of these technologies. We will begin by studying media literacy and why it is especially important today for us to be critical consumers and careful sharers in the digital age. Then we will dive into the most serious concerns regarding the ubiquity of surveillance, the erosion of privacy, and the effects and potential effects of technology on agency, equality, diversity, jobs, democracy, and emotional and physical well-being. Finally, we will explore how individuals, governments, and tech companies can work to minimize damage and promote healthy, fair, and balanced policies.

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 Learning Objective (CLO)

1. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (from ENGL dept. C2 course learning goals)
2. Use a critical lens to read a variety of literary, rhetorical, and professional works of the human intellect and imagination.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject. (from ENGL dept C2 course learning goals)
4. Explain how a text both frames and is framed by a variety of critical lenses: cultural, historical, socio-economic, political, and personal.
5. Demonstrate how humanistic methods of reasoning and arguing can prepare students to meet the global challenges facing scientists and engineers.

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.

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.

Assignment Word Count and Assignment GELO

| Assignment | Word Count | Learning Goals |
|--|-------------------|-----------------------|
| Diagnostic Essay | 500 | 3 |
| Major Assignment: Critical Analysis Website (outline/draft/revision) | 1,500 | 1-3 |
| Major Assignment: Op-ed Argument (outline, annotated bibliography, draft/revision) | 1,500 | 1-3 |
| Major Assignment: <i>Your Happiness was Hacked</i> (individual response, group project) | 1,000 | 1-3 |
| Individual Project: Individual Data Request (collection, analysis, reflection/response, video presentation) | 1,000 | 1-3 |
| Participation (discussions/activities/group work in class), homework, written reading responses in and out of class, quizzes | 1,500 | 1-3 |
| Class Reflection (Completion of Assessment Portfolio), revision | 750 | 1-3 |

Required Texts

Your Happiness was Hacked, Vivek Wadhwa and Alex Salkever ISBN: 978-1-5230-9548-1
Text is free to students.

Online texts, including written and film/video/image/podcast

Achieve Learning Program by Macmillan (Lunsford Edition): Register and Purchase in Canvas Module.

Required Materials and Access

Reliable internet

A desktop, laptop, or tablet

A spiral notebook for notes during class and on assignments.

Folder for notes and any handouts if printed
Pens, pencils

Other

Microsoft Office (Free to Students). I encourage you to download it even if you regularly use Google docs. It's free to download at <https://www.microsoft.com/en-us/education/products/office>

Classroom Protocol

Please arrive **prepared and on time** for every session having completed read and completed your assignments. Come ready to fully participate class activities and discussion; have any notes/questions related to assignments handy. Sessions may begin with quizzes, reading assignments, group assignments, or short assignments that cannot be made up if you are late or absent, with the exception of those for which single use passes are offered for late assignments. See "Late Work" below for details on late work passes.

- Students are encouraged to share insights and opinions during class discussions. Respect for each other is key here.
- Please feel free to ask me questions about anything that is not clear to you. If I don't have an answer, I will find one and get back to you.
- If you miss a class, please contact a classmate for what you missed, and for notes. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to take notes during every class session. It's not something I can monitor online, but I can tell you that students who take notes tend to do better in my courses. Much more of what you will learn and will be tested on will come from class discussions, in-class exercises, and group breakouts than from the readings.
- Sleeping or leaving the room for extended periods during class will affect your performance and participation in class. However, I understand that things come up during remote learning that do not come up during in-class learning. Please contact me as soon as possible if there is something I should know about that affects your ability to complete work in this class. Also, please get enough sleep so you are able to participate fully as a member of our class community.
- Recording, filming, or photographing any parts of lectures or course material requires my permission and that of any students or guests.

Late Work

Late work is generally not accepted except in cases of documented illness or emergency. However, if you need to, you may use one late pass to turn in an assignment up to one week late for the following:

- One minor out-of-class assignment, such as a reading response or reflection.
- One LearningCurve homework assignment (may be two topics if assigned in same day).
- One final draft of either your Critical Essay or your Opinion Essay
- One inability to participate (absence)

Please write "late pass (Assignment Category)" in the comment box of your submission

That said, it is best if you do not use late passes, as homework is assigned for every class session, new work that is due will pile up, and students can easily find themselves behind.

Assignment drafts that involve peer reviews should never be late unless there is a documented emergency or illness; your classmates and I are counting on you to get that information to us by a specific time so we may finish our own work and respond to drafts in a timely manner, so I can rarely give credit for late first drafts or peer reviews. Getting work done earlier rather than later will help students avoid penalties as work is due whether or not you are in class.

However, all late essay drafts will be marked 5% off per day (with the exception of one of the final drafts above for which a late pass is offered) unless you have a documented emergency or illness. Again, please contact me asap if you have an issue affecting your ability to do your work in a timely manner. This should be the rare exception, rather than the rule for any student hoping to earn a passing grade or higher in this course.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Please plan your schedule so you can allow this much time for your 1B course. You may not always need it to do your best job on assignments, but more often than not, you will.

Grading

I use contract grading in this class. If students meet the requirements spelled out below, they are guaranteed a semester grade of some range of B or higher. Students may choose to aim to earn a grade in the A range, which involves working above and beyond what is required for the grade of B. And they may also choose to earn a grade in C range or to not pass the course.

I use contract grading because conventional letter grades usually lead many students to try and “figure out” what the instructor wants or focusing on the grades in the class instead of learning how to develop their skills as readers, thinkers, and writers. To learn and to develop skills, students must be willing to take risks and make mistakes. (Those students who are actors, athletes, dancers, magicians, musicians, and/or performers know this process. Before one becomes proficient – skilled – one must make mistakes, practice, receive feedback, and try again, and it is through this process of practice that one sees improvement in one’s abilities.) Academia works the same way. Students have reading, thinking, and writing skills. My responsibility is to show students how to further develop these skills, so they are prepared for writing and thinking, sharing, and discussing in college and in their professional life. There is no magical way to instantly develop these skills. It takes practice. With contract grading, you have more of an opportunity to work on your major assignments before I assign a letter grade. I will give you fairly detailed formative feedback on your major essay drafts before you submit your final draft.

As we practice, develop and learn, we may make mistakes—little gems that are part of the learning process. And as long as students are willing to learn from these mistakes, they will progress. Thus, the contract grading method allows for students to focus more on learning and less grading during the process. Incidentally, for courses in which I use contract grading, my student’s grade point average is higher than when I use traditional grading.

During the semester, I will assign a point value to most assignments. However, these points are given only so both you and I can see if you are meeting the B-range grade or higher – or not – on any given assignment. I also reserve the right to add an extra point or two to alert me and the student who has

done particularly well on a draft, assignment, or in class participation.

Students are guaranteed a final grade in the B range if they meet the following conditions:

- 1. Class Participation.** As a member of the online class community we are building, your participation is essential. I take roll every class and routinely call on students throughout. Students must attend class to participate and receive participation points. Students with a B-grade or higher rarely miss more than **two sessions** (which is one week of school), are routinely tardy, or leave during the middle of class, without notice. **Exceptions are rare, such as cases of documented extreme illness, emergency, or hardship, in which case I ask you to contact me as soon as possible so I can do my best to work with you.**
- 2. Tardiness.** Students are in class on time. Quizzes and class and group exercises often occur in the beginning of class sessions and cannot be made up. Students who are late or miss part of a class are responsible for finding out what assignments they missed from someone else in the class. I do not answer emails that ask me what a student missed in class when s/he was tardy or absent. Also, habitual tardiness (**more than three times**), is not in accordance with the B contract, unless there is a major documented emergency. Each triple tardy will count as an absence and zero participation points.
- 3. Class behavior and responsibility.** Students will come to class prepared with any notes and questions related to the sessions, and all work due submitted prior to class, unless otherwise noted. Students are expected to behave in a professional, respectful, collegiate manner. Respect for others is key in this class.

Students are also expected to focus entirely on what we are doing and not to check phones or social media, or do work for other courses. Students also remain awake, alert, and participate when called upon and without being called upon. When I am in class, I am focused on my students and our work. I expect the same focus from students.

That said, I realize that with online learning, disruptions do occasionally occur: family noise, an unexpected visitor in your workspace, an internet problem, etc. That cannot always be helped. Please just do your best to eliminate distractions, and stay in touch with me if there is an issue that is interfering with your ability to participate, and I will do my best to help you. **My goal is that each of your leaves this course feeling good about your accomplishments and what you will continue to accomplish with the skills and knowledge you accumulate and take with you.**

- 4. Assignments.** students must complete all of the readings and turn in all of their work on time (see exceptions below). Students must make substantive revisions on their major writing assignments—extending or changing the thinking or organization — not just editing or touching up. However, students are required copy-edit, spellcheck, and proofread all final revisions of main assignments until they conform to the conventions of edited, revised academic English.
- 5. Quizzes, in-class writing assignments, exercises and other assigned work.** Students' work shows that they have completed the major requirements for the assignment and their work shows that they have made an effort to do the work with thought. If students miss minor writing assignments, they cannot be made up with the exception of the late pass use described above.
- 6. Sharing and responding.** Students will share their personality, knowledge, skills, and special expertise with the rest of us throughout the semester. We will work cooperatively in class and in groups, and be willing to share our ideas, to listen supportively to the ideas of others, and, when called for, give thoughtful responses. Students will share their work in progress and give and

receive feedback. Students will ask me and their classmates questions about any aspect of their work or responses to their work about which they are uncertain or unclear.

Major assignments need to meet the following conditions:

- *Meet the requirements of the assignment:* students must meet all the basic requirements of the assignment: reach the minimum page limit for the assignment, address the assignment’s topic, have an overall focus/point, provide clear evidence in writing that shows the writer has been persistent and open-minded, show dominance of reason over emotion, address an audience who is rational and reading for information and knowledge, citation and documentation that is consistent, accurate, integrated, and follows MLA or APA format with an audience and rhetorical awareness that demonstrates appropriate critical and creative features that show awareness of audience, purpose and essay context.
- *Complexity.* For every paper, students will explore their ideas and move into developing them to share them with their audience. Most major assignments in this class are focused on thinking, reading/watching, and writing critically. We will learn how to develop and support a thesis with credible evidence when responding to different audiences. We will build on our skills of expressing ourselves orally and in writing.
- *Thinking.* Students will learn to dig beyond the surface level, to make connections between the readings and their lives and those of others. I encourage students to take risks in drafts with thinking about connections and making their intellectual gears turn. Thus, students’ papers need to move or go somewhere—to have a coherent line of thinking, reasoning, and support.
- *Copy editing.* Student papers must be well edited and proofread--that is, free from virtually all mistakes in grammar, punctuation, and mechanics—which we will work on as necessary throughout the semester.

Note: regarding the above: I generally recognize hastily completed drafts, and they rarely meet the minimum criteria for a grade in the B range.

Earning an A-range grade

The grade of B depends on adhering to requirements and completing work, which students who earn an A also achieve. However, the A grade also depends on a higher quality of finished product on major assignments. Thus, students earn a B if they put in good time, effort, and thought, and meet the requirements of the assignment.

To earn an A, students have to make their time and effort pay off in work of genuine excellence (and also meet the conditions for a B). Notice that for grades up to B, students do not have to worry my standards of excellence, only meeting the assignment’s requirements; for higher grades, students do. If students decide to strive for an “A,” I welcome them making an appointment with me, so we chat and work together on this endeavor. I am happy to help anyone who is willing to put in the required time and effort.

Requirements for earning an A include:

- Students meet the requirements above for the B Contract.
- Students move above and beyond the requirements of the assignments and the class, which might include doing extra research, extra writing, and very thorough revising, in addition to working more

closely on more advanced aspects of style. The work must appeal to and engage the designated audience, and must be of the quality that significantly enhances the credibility of the writer.

- Students participate in and contribute notably to class discussions by making connections to knowledge outside of the readings, and/or in bringing in additional information or examples that will enhance their peers' knowledge of the subject or material being discussed during class. This type of thinking is also clearly expressed in students' papers. Please note that consistent class participation does not mean dominating class or group discussions. "A" students also work well with peers, encouraging them to contribute, and providing them with thorough feedback in the form of praise and opportunities for improvement. See me if you would like help finding a way to consistently participate and contribute significantly.
- Students demonstrate advanced critical thinking, argumentation, and use of evidence in their writing, showing that they have gone above and beyond basic interpretation or generalized argument of the assignment. In an A paper, students express themselves in writing that is innovative and compelling, thoughtful and clear; the writing represents quality above the assignments' requirements.

Earning grades lower than B/not meeting the terms of the B contract

Please do not aim for a grade lower than a B. I feel that all students are capable of meeting the requirements for a final course grade in the B range. The quickest way to slide from a "B" to a "C" or to a non-passing (below C-) grade is a repetition of one or a combination of the following: miss classes, show up unprepared and/or without having completed and turned in assignments, turn in sloppy or rushed work, and/or fail to meet the assignments' requirements, or not complete assignments.

Earning a grade in the C range

When students earn a grade of C, they usually meet **more than one of the following** criteria:

- They have **missed four to six classes (two to three weeks of the term)** and/or may arrive to class repeatedly late
- They do not meet the B contract because:
 - they often are not prepared for class
 - they have missed minor assignments or presentation(s)
 - their work does not meet the requirements listed under the B contract for the assignments
 - they may be physically present but are not intellectually present or engaged in class
 - they do not make adequate use of additional resources

Usually students earn a grade less than B when they do their work at the last minute which affects their work's quality, occasionally participate in class, and/or do not consistently follow proper classroom behavior and/or responsibility. (Please review the criteria under the B contract not only to earn a B but also to grow and learn.)

Earning a non-passing grade (D or F range)

When students earn non-passing grades, they meet more than one of the following criteria:

- They have **missed more than six classes (three weeks of the term)** and/or arrive to class habitually late.
- They do not meet the B contract because:

- they are regularly not prepared for class
- they have missed minor and major assignments or presentations,
- their work does not meet the requirements listed under the B contract for the assignments or the student learning outcomes
- they are physically present but are often not intellectually present or engaged in class
- they chose not to seek help from additional resources

When students fail to meet the terms of the B contract by not completing and/or submitting assignments, students may earn a non-passing grade for English 1B. Typically, students who do not pass English 1B do so by both missing class and not submitting assignments. Students who do not earn a C- or above in English 1A, will need to retake the course.

I ask that students who are missing classes and falling behind with the work, please see me sooner rather than later. I want everyone to be successful in class, but I cannot help students if they disappear or wait until the end of the semester to ask for help.

Please note:

Students are not eligible to pass the class unless they have attended at least 13 of the 16 weeks of classes, and completed, submitted and received credit for the three major writing assignments and all essay drafts in a timely manner, and submitted a passing Final Portfolio.

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

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, add/drop, plagiarism, etc.

<http://www.sjsu.edu/gup/syllabusinfo/index.html>.

University Resources for Students

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

Instructor Use of Student Work

Anonymous portions of student drafts or writing responses may be used to demonstrate specific concepts and facilitate learning. Identifiable examples will only be used with the student's permission.

Note on Course Readings and Projects

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.