

San José State University/Fall 2017
Department of English and Comparative Literature
English 1B, Argument and Analysis (GE C2)

Sections 2 , 4 , 8, and 10 (BBC123)

Instructor: Sherri Harvey
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Office Hours: Tuesday/Thursday 10:40-11:40 in FO 212
Class Days/Time: Tues/Thurs 7:30(BBC 123), 9:00 (BBC 123), 12:00
(BBC 123) and 1:30 (BBC 123)

This course uses Canvas to share files and information as well as to submit work. Please plan on checking Canvas regularly in order to keep up with the class.

ENGL 1B 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: This course will focus on the theme: FIND YOUR VOICE. We will explore our own cognitive biases that inform us of the differences between what we think and how we are influenced. We will think about the forces in society that shape those biases, and consider how awareness and education affects those biases. (A list of this biases can be found at http://en.wikipedia.org/wiki/List_of_cognitive_biases (Links to an external site.).)

Using essays, videos and poems by Orwell, Walker, Lerman, Addonizio, Bukowski (to name a few), we will explore how the things we read, see, watch, understand shape how we see the world.

Our research paper will focus on how art is used to make argument. You will be expected to visit The San Jose Museum of Art, <http://sjmusart.org/> (Links to an external site.), to create your own argument about your beliefs.

A GREAT QUESTION TO KEEP TRYING TO ANSWER throughout the semester: Where does my own thinking come from? How can I better articulate my opinion and engage in the discussions going on around me? Can I respectfully and wholeheartedly disagree and still listen to another position? What is at stake?

Required Texts/Readings

Various Essays and material can be found in Canvas. There is no required text book, but you will be asked to print things from Canvas and bring them to class.

The Everyday Writer, Lunsford, Andrea (recommended) Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

ENGL 1B Learning Outcomes (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 Outcomes (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

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: *Readings should not only engage the themes of your course so that they become part of the writing process, but readings should also include useful models of writing for academic, general, and specific audiences. The majority of the reading should be devoted to analytical, critical, and argumentative texts. Your goal in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of argumentative writing.*

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 be responsible for creating a group presentation using Google Docs that will expect you to teach the class about your interpretation of a chosen poet by a contemporary poet. You will, essentially, teach the class as you demonstrate your knowledge of the implications and nuances of poetry. You will support your ideas with multi-media sources as you work together to uncover your own interpretation of your chosen poem. Your will be graded by evaluative comments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

HERE IS A PLACE TO WRITE IN YOUR OWN SCORES and KEEP TRACK OF YOUR OWN GRADE:

MY GRADES (write below)

| | | | |
|------------|-----------|--|--|
| 100 points | SLO1,2 | Paper One, Rhetorical Devices in Shooting an Elephant 500 words | |
| 100 points | SLO 1,3-5 | Paper Two, Argument of One Value You Hold Dear using rhetorical devices 500 words | |
| 100 points | SLO 1,2,3 | Paper Three, Oral Presentation of a Poem | |
| 100 points | SLO1,4,5 | Paper Four, Proposal and Annotated Bibliography | |
| 50 points | SLO 4,5,6 | Paper Five, first draft of research paper (must be present to collect points) | |
| 200 points | SLO 1-6 | Paper Six, Research Paper or Multi-Modal Group Project (must be argumentative, related to something in the museum and reflect a variety of | |

| | | | |
|------------|---------|---|--|
| | | stakeholders' positions) | |
| 50 points | SLO3 | In Class Essay # 1 DIAGNOSTIC ESSAY | |
| 50 points | SLO 3 | In Class Essay #2 REWRITE OF DIAGNOSTIC ESSAY | |
| 200 points | SLO 1-6 | Final exam (a portfolio which contains:1) self-reflection done in class, annotated appendix of assignments that shaped your progress, DSP from 1A, one major assignment listed above) | |
| 50 points | SLO 3-4 | Class participation based on in-class POP quizzes and exercises—no make-ups available | |
| | | | |

Library Liaison

ENGL 1B requires students to conduct library research.

Silke Higgins presents our InfoPower Sessions and is also available for consultation.

Phone: 408-808-2118

Email: silke.higgins@sjsu.edu.

Silke will be the one conducting our Infopower sessions.

ENGL 1B Section-Specific 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 \(Links to an external site.\)](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

CLASSROOM PROTOCOL (what you need to know to succeed)

ESSAY FORMAT: We will submit everything through Canvas, occasionally, I will ask you to print and bring hard copies to class. Please make sure you follow MLA format. If you fail to follow MLA format, your paper will not be accepted.

PLEASE NOTE: Out-of-class essays with no peer review will be dropped one letter grade. To avoid this, do not be absent on the days we conduct peer evaluations. A copy of your prewriting, rough draft and peer edit sheets need to accompany your final essay. Please do not email your essay to me in lieu of coming to class during peer evaluation without making prior arrangements.

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language

should be temperate and within acceptable bounds of civility and decency.

Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. Please show up on time, stay for the entire class period and be respectful with your cell phone in class. If you are absent, check with a classmate to figure out what we did in class.

RESEARCH PAPER: English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. A traditional research paper is mandatory. The research paper or project will be your final out-of-class essay that counts for a total of 45% of your final grade. It will follow MLA format like all out-of-class essays, and will include a Works Cited page. The paper will have a number of components, all of which will count toward the final grade, and will be discussed in class.

Please note: your proposal counts as a paper. If you fail to turn in ANY of the components of the paper, (including the rough draft, the proposal and annotated bibliography) you will not receive credit for the paper and therefore, fail the class. They are independent assignments but dependent on each other for your success in this class.

READINGS: Critical reading is the second objective of the course. You will be required to come to class prepared to discuss the readings assigned for that day. The readings will acquaint you with a wide variety of writing styles, techniques, opinions and genres. Pop quizzes will be given if I notice that you are not reading.

NOTE: The schedule of assignments is tentative and is subject to change based on the needs of everyone in class. It is crucial that you are present to stay in tune with the class. Be sure to exchange phone numbers with other students because if you miss a class, you are still expected to be prepared for the next class.

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED. DO NOT MAKE YOUR ABSENCE MY PROBLEM. If you are absent, you are still responsible for keeping up with the class. Please contact a friend in class to find out what you missed.

Please make sure your name and the time that we meet is listed on all paperwork you turn in to me.

Cell phones and computers may be used in class as long as they are relevant to what we are doing—which is up to me. If I see you texting, I will ask you to SING A SONG.

REGARDING CELL PHONES OR PAGERS IN CLASS: If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.

WHAT YOU CAN EXPECT FROM ME:

I will be prepared for class, on time, I will not leave early, I will be respectful of you and your opinions. I will put in the time and effort required to run a successful classroom as a leader, but the effort and the work from you is also required for the class to run. This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

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 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, at <http://info.sjsu.edu/web-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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 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>, 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.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- 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/>.

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 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

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th 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

The 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. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th 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>.

Assignments and Grading Policy

Write THREE NAMES, PHONE NUMBERS AND EMAIL ADDRESSES BELOW:

CLASS CONTACTS:

English 1B, Fall 2017, Course Schedule

Please note: this schedule is tentative and subject to change based on the needs of everyone in the class. Please keep up by contacting another classmate if you miss class. DO NOT email me and ask me what we did in class.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------------------------|---|
| | | We will discuss readings on the day listed |
| 1 | Aug 24 | Syllabus introduction Introductions to classmates Abstract vs Concrete Language Read Prewriting Strategies http://faculty.nwc.edu/lakirby/English%20090/prewriting_strategies.htm (Links to an external site.) Read Shooting an Elephant for next week/annotate using strategies |
| 2 | Aug 29 Aug 31 | ICE # 1/Claiming an Education: bring laptop to class Values discussion/Shooting an Elephant discussion Intro to rhetoric/onion grid |
| 3 | 9/5 9/7 | Discuss Quoting MLA Style Using Quotes to support argument Discuss MLA format/Shooting an Elephant essay (500 words) due Opposition Paper to YOUR OWN VALUES introduction |
| 4 | 9/12 9/14 | Discussion of Stasis theory and examining issues/more rhetorical devises Begin POETRY |
| 5 | 9/19 9/21 | Poetry Poetry |
| 6 | 9/26 9/28 | Poetry Workday Presentations |
| 7 | 10/3 10/5 | Presentations Presentations |
| 8 | 10/10 10/12 | Presentations Discuss writing an annotated bibliography/ RESEARCH EXPECTATIONS |
| 9 | 10/17 10/19 | Writing an Argument MUSEUM TRIP |
| 10 | 10/24 10/26 | INFOPOWER PRESENTATION/Meet in library classroom. Note: 7:30 class meet at 7:15 by the loading dock Narrowing your topic |
| 11 | 10/31 | Evaluation Content and thinking about perspective and who are the stakeholderStructuring Argument |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-------|--|
| | | We will discuss readings on the day listed |
| | 11/2 | Note: look in files in Canvas for helpful information |
| 12 | 11/7 | Info power #2 |
| | 11/9 | Proposals plus annotated bib due (Essay # 3) |
| 13 | 11/14 | IN CLASS ESSAY # 2/revision |
| | 11/16 | WORK DAY |
| 14 | 11/21 | Drafts of research papers due (Essay # 4) |
| | 11/23 | Break |
| 15 | 11 28 | Open/TBD |
| | 11/30 | RESEARCH PAPERS DUE |
| 16 | Dec5 | FINAL EXAM in class: on scheduled day of final, we will meet to submit info for portfolio. See schedule below. |
| | Dec 7 | Last Day of Class |

Monday, Dec 11 is last day of instruction

[Final Exam Schedule](#)

University Final Exams: Wed, Dec 13-Tues, Dec 19

[11 Rules for Writers](#)

We will complete this in class.

From Claiming an Education (1977) by Adrienne Rich taken from a speech given at Mills College

The first thing I want to say to you, who are students, is that you cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. "To receive" is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon. Responsibility to yourself means that you don't fall for shallow and easy solutions-- predigested books and ideas, weekend encounters guaranteed to change your life, taking "gut" courses instead of ones you know will challenge you, bluffing at school and life instead of doing solid work, marrying early as an escape from real evasions, getting pregnant as an evasion of already existing problems. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation. And this, in turn, means resisting the forces in society which say that people should be nice, play safe, have low professional expectations, drown in love and forget about work, live through others, and stay in the places assigned to us. It means that we insist on a life of meaningful work; insist that work be as meaningful as love and friendship in our lives. It means, therefore, the courage to be "different"; not to be continuously available to others when we need time for ourselves and our work; to be able to demand of others-- parents, friends, roommates, teachers, lovers, husbands, children--that they respect our sense of purpose and our integrity as persons. ...The difference between lives lived actively, and a life of passive drifting and dispersal of energies, is an immense difference. Once we begin to feel committed to our lives, responsible to ourselves, we can never again be satisfied with the old, passive way.

1) Write an essay in which you discuss your own values (think about the exercise we did the first day of class) about education and what you think you need to do in order to become "educated." What values will you need to honor in order to finish your degree? How will you make that happen? That IS why you are here, isn't it? Think about the similarities and differences in this passage from Rich's speech to the YouTube video, "I am worried about my grade". Do you think that Student Bear claims his education? All of these questions should make you think about how you plan to claim your education.

Please sign and return by the 2nd- day of class

Professor Sherri Harvey

San Jose State University

English Syllabus Contract

Please read and sign

I have read your picky requirements on the syllabus, and have looked through Canvas. I understand the implications for late/missing work. I will make a commitment to this class, and take full responsibility for my performance in the class. I will check email and Canvas regularly and keep up with the work load. I understand the responsibilities that this class requires, and will make every effort to meet those responsibilities.

I ALSO UNDERSTAND THAT THIS PROFESSOR DOES NOT ACCEPT LATE WORK WITHOUT PRIOR ARRANGEMENTS. ANY LATE PAPERS COULD RESULT IN NO CREDIT FOR THE COURSE UNLESS I CONTACT THE PROFESSOR BEFORE THE DUE DATE.

This includes the multiple drafts of the research paper and in-class essays.

IF MY CELL PHONE RINGS OR VIBRATES DURING CLASS, I WILL BRING COOKIES TO THE NEXT CLASS MEETING FOR EVERYONE IN THE CLASS. IF MY TEACHER SPOTS ME TEXTING, I MAY ALSO BE ASKED TO BRING COOKIES.

I realize that my grade will be the direct result of the effort and time I put into this class, and I will do my best to earn the highest grade I can. I ALSO REALIZE THAT MY FINAL GRADE IS A NUMERICAL CALCULATION OF THE GRADES I RECEIVE ON MY WORK. After the last day of class, there is nothing I can do to improve my grade. I will do my best before then to assure my success.

(Your signature) _____

Your name:

Contact Info:

Date: _____

Additional info: What else should I know about you?