

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sections 19 and 23, Spring 2018

Course and Contact Information

Instructor:	Sheree Kirby
Office Location:	FOB 219
Telephone:	408-924-4448
Email:	sheree.kirby@sjsu.edu
Office Hours:	M/T/Th, 12:00-1:00
Class Days/Time:	Section 19, T/Th, 1:30-2:45 Section 23, T/Th, 3:00-4:15
Classroom:	Section 19, Sweeney Hall 444 Section 23, Sweeney Hall 238
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 System

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 Canvas regularly to learn of any updates or messages. Please contact me through Canvas messaging.

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

Most of us can cite many ways digital technology has helped us access information, entertainment, transportation, people, etc. Technology has undoubtedly added convenience to many aspects of our lives in a

relatively short period of time. However, with many of today's fast-evolving technologies, there are also concerning consequences and ethical implications. In this class, we will begin by reading and studying several classic arguments to learn more about effective rhetorical strategies, and then we will turn our attention to some of the emerging concerns and implications of digital technologies with an eye toward understanding how much is intended vs. unintended and what might be done to make the use of technology a net positive experience for all. We will discuss these issues as we read and listen to a variety of texts including essays, articles, short stories, a novel, Ted Talks, a relevant television episode, and YouTube clips. We will practice reading closely, analyzing and evaluating a variety of texts, and crafting our own persuasive arguments.

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.

ENGL 1B Course Requirements and Assignments

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	~ Grade %
Quizzes, participation, discussions, in-class exercises, journal entries, and group work	2,000	1,3	30
Reading Responses	500	1,2,3	5
Critical Essay (draft, outline, annotated bibliography, final)	2,000	1,2,3	30
Persuasive Essay (draft, outline, presentation, final)	2,000	1,2,3	30
Portfolio	500	1,3	5

Required Texts

Textbook

Course Reader – Purchase at Maple Press at 330 S. 10th St. (~\$15)

The Everyday Writer by Andrea Lunsford – Free to SJSU Students on Canvas.

1984 by George Orwell – New/used Amazon (~\$4-\$7)

New York Times Student Digital Subscription. (\$12)

Other Readings

Additional readings will be posted on Canvas and may require printing.

Other technology requirements / equipment / material

Dedicated writing journal/notebook (a spiral notebook is fine).

Dedicated folder for syllabus, handouts, etc.

Loose leaf binder paper

Access to the Internet and printer

Pens, pencils, highlighters

Stapler

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper'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 first-year writing courses:

An "A" range 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" range 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” range 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” range 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” range essay does not fulfill the requirements of the assignment.

Note: Students need to earn a C- or higher to pass this course.

Grading Policy and Procedure

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Grades issued must represent a full range of student performance: **The following Percentages will apply:**

	A (100-94%)	A- (93-90%),
B+ (89-87%)	B (86-84%)	B- (83-80%),
C+ (79-77%)	C (76-73%)	C- (73-70%),
D+ (69-67%)	D (66-63%)	D- (63-60%),

Classroom Protocol

Please arrive prepared and on time for every session with your binder, texts, and homework. Come ready for class activities and discussion; your assignments should read, and, if hard copies are due, they are stapled and ready to turn in. Sessions may begin with quizzes, reading assignments, group assignments, or short assignments that cannot be made up if you are late or absent.

- 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.
- Students are encouraged to **share insights and opinions** during class discussions. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes in your writing notebook during every class session**. Much of what you will learn and will be tested on will come from lectures, class discussions, and in-class exercises.
- **Laptops/tablets** may be used in class for select assignments. Students will be given prior notification.
- **Cell phones** are to be turned off and put away unless you are specifically asked to have them out for an in-class assignment.
- **Sleeping is not allowed** in class. Please get enough sleep so you are able to participate fully.

- **Recording, filming, or photographing** any parts of lectures or course material requires my permission and that of any students or guests. See rules on technology use: <http://www.sjsu.edu/english/comp/policy/index.html>.

Late Work

Late work is not accepted except with a documented illness or injury. However, quizzes, in-class assignments, exercises, and participation points cannot be made up. If you will be absent when an assignment is due, you must submit your assignment to Canvas prior to the beginning of class AND if a hard copy is due, you may ask a classmate may turn in your assignment either before class (to my office, FOB 219) or during class on the day it is due. (Both must be turned in by class on due date when both are required for credit.) If you miss a class, it is very important that you contact a trusted classmate for notes.

Extra Credit

The best thing students can do in this class is to focus effort on assigned work. Extra credit is not generally offered except in rare cases for exemplary progress, an exceptional finished product, or a noteworthy contribution to the class.

Attendance and Participation

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."

Note: A large portion of student learning occurs in class from lectures, discussions, and exercises. Participation is a factor in a student's success in the class and in his or her final grade. Students who are late or absent will not receive participation points. See late work for more on turning in assignments when you miss a class.

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/>.

What is plagiarism?

Plagiarism means passing someone else's work off as your own, such as:

- using a story or essay or part thereof written by someone else or written by you prior to this class.
- using web page text directly in your papers without correctly citing it.
- summarizing a text without correctly citing it.
- having someone else write all or part of your assignments.

More details on these and other SJSU policies, such as Add/Drop, Accommodation for Religious Holidays, and the Accessible Education center can be found at <http://www.sjsu.edu/gup/syllabusinfo/>

Resources

Library Liaison

Your reference librarian for English 1B is Toby Matoush. Her contact information is 408-808-2033 and toby.matoush@sjsu.edu. If Ms. Matoush is not available when you need assistance, use the Ask a Librarian feature (located at <http://library.sjsu.edu/ask-librarian-0>) to chat with an on-call reference librarian even when the library is *closed*. For immediate assistance with any research-related question, call 1-408-808- 2100 during business hours.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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

additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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 spaces 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.

Names, phone, and email of three classmates

- 1.
- 2.
- 3.

English 1B, Spring 2018 Course Schedule

This schedule is subject to change. Notice will be given in class and/or on Canvas Announcements. Please check regularly. All assignments are due at the next class period unless otherwise noted.

Key

LearningCurve--LC

Course Reader—CR

Hand out (online or on paper) HO

Week	Date	Topics, Readings, Assignments, Deadlines
1	1.25.18	Welcome! Introduction to class and colleagues, introduction to Writer's Help Homework <ul style="list-style-type: none"> ▪ Get course reader from Maple Press. ▪ CR--Read and annotate "How to Mark a Book" and "Simplicity." ▪ HO--Read "Twenty Errors in Undergraduate Writing." For each error, read the examples and mark where in the examples the errors occur. ▪ Read syllabus and sign "Letter of Understanding." Bring hard copy to class. ▪ Sign in to LearningCurve on Canvas on Monday.
2	1.30.18	In-class diagnostic essay Homework <ul style="list-style-type: none"> ▪ CR—Read and annotate "The Line Between Persuasion and Manipulation." Write a KWL+ entry in your notebook. ▪ CR--Review grammar and punctuation pages. See Canvas Assignments for specifics.
2	2.1.18	Quiz; discuss readings; rhetorical strategies, devices, and appeals; class exercise Homework <ul style="list-style-type: none"> ▪ Read and annotate "Declaration of Independence." Write a KWL+ entry in your notebook. ▪ LC—"Word Choice"
3	2.6.18	Class discussion – classical argument structure, inductive/deductive reasoning, rhetorical appeals and devices. Homework <ul style="list-style-type: none"> ▪ Carefully read and annotate "Letter from Birmingham Jail." Write a KWL+ in your journal.
3	2.8.18	Quiz, group exercise on close reading and analysis of rhetorical choices. Homework <ul style="list-style-type: none"> ▪ HO--rhetorical strategies, appeals, and devices. ▪ LC-- —"Commas" and "Comma Splices and Fused Sentences."
4	2.13.18	Finish LBJ exercise. Critical analysis assignment and exercise. Homework <ul style="list-style-type: none"> ▪ HO--Read and annotate "How Technology is Hijacking Your Mind — from a Magician and Google Design Ethicist." Write a reading response. See prompt on Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
4	2.15.18	<p>Quiz. Tristan Harris Ted Talk. Critical analysis assignment/topics https://www.ted.com/talks/tristan_harris_how_better_tech_could_protect_us_from_distraction https://www.youtube.com/watch?v=MacJ4p0vITM http://bigthink.com/videos/tristan-harris-social-medias-dark-side-how-connectivity-uprooted-our-self-worth</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Reread “How Technology is Hijacking Your Mind — from a Magician and Google Design Ethicist.” ▪ Choose one of Harris’s areas of focus or another related controversial topic that you find intriguing. Find an opinion-based argument from a credible source (related to your chosen focus) that you would like to critically evaluate for effectiveness for a particular audience. Submit link or copy of text (if not available online) to Canvas by Sunday, 2.19.18 at 9:00 a.m. ▪ Write a paragraph on the rhetorical situation for your text, a thesis question, and a list of questions you need to research. Submit to Canvas by Sunday at 9:00 a.m. Bring a hard copy to the library. ▪ LC--“Quotation Marks and Italics” and “Semicolons and colons”
5	2.20.18	<p>Library Visit – Locating credible sources</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Find, print, read, and annotate sources. ▪ Make sure you have ordered <i>1984</i>.
5	2.22.18	<p>Logical fallacy discussion/videos, annotated bibliography assignment</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Watch remaining videos. Study logical fallacies. ▪ LC--“Argument: Reasoning and Logical Fallacies” ▪ Write an annotated bibliography with entries on each of your sources. Submit to Canvas. Bring a hard copy to class.
6	2.27.18	<p>Logical Fallacy Bingo, peer review annotated bibliography</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Revise your annotated bibliography. Submit to Canvas. Bring a hard copy to class. ▪ Write a detailed outline of your critical analysis including works cited. Bring two hard copies of your text stapled to your outline.
6	3.1.18	<p>Quiz, group exercise</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Write a draft of your critical analysis. Submit to Canvas. Bring two hard copies to class. ▪ LC—“Pronouns” and “Parallelism”
7	3.6.18	<p>In-class reading and group work--CR pages 66-71.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ CR--Read and annotate Shoshana Zuboff Interviews, pages 79-85. Write a KWL+ entry in your journal.

Week	Date	Topics, Readings, Assignments, Deadlines
7	3.8.18	Class discussion, group work Homework <ul style="list-style-type: none"> Read and Annotate “The Secrets of Surveillance Capitalism.” Write a reading response. Prompt on Canvas Assignments. LC—“Fragments” and “Subject/Verb Agreement”
8	3.13.18	Quiz, class discussion of readings and critical evaluation drafts. Homework <ul style="list-style-type: none"> Revise critical evaluation draft. Final draft due at next class. See Canvas Assignment for submission instructions (both online and hard copy).
8	3.15.18	Discuss and assign persuasive essay; invention exercise. Homework <ul style="list-style-type: none"> Do preliminary research. Save interesting sources. Bring in three potential (narrowed) topics. The goal is to study a topic in-depth, which means that the topic cannot be general. LC--TBA
9	3.20.18	Class discussion--topics and narrowed thesis. Homework <ul style="list-style-type: none"> Research, locate, and print sources for your persuasive essay.
9	3.22.18	Rhetorical Situation, George Orwell, and <i>1984</i> Homework <ul style="list-style-type: none"> You have almost two weeks to finish this book; please read it in its entirety over break; we will begin discussing upon your return. Start early. Read frequently for an hour at a time. Note: watching the film won’t help you with the quiz. Complete the study guide. Note any parallels between 1984 and today’s society in your writing journal.
10	3.27.18	Spring Break
10	3.29.18	Spring Break
11	4.3.18	Quiz, class and group work on <i>1984</i> Homework <ul style="list-style-type: none"> CR--Read and annotate “The Ways We Lie” and fake news texts—pages 93-113. Submit a link to one piece of fake news to Canvas Discussions. Write and MLA heading in the text box and the reason(s) you think it is fake news.
11	4.5.18	Fake news discussion and tie in with “The Ways We Lie,” logical fallacies, and <i>1984</i> . Homework <ul style="list-style-type: none"> Read and annotate sources for persuasive essay. CR--Read and annotate 113-121 on banned words. Write a KWL+ entry in your journals.
12	4.10.18	Discuss potential argument structures, introductions, and conclusions. Homework <ul style="list-style-type: none"> Write a detailed persuasive essay outline with works cited. Submit to Canvas. Bring a hard copy to class.

Week	Date	Topics, Readings, Assignments, Deadlines
12	4.12.18	Discuss readings. What happens when scientific terminology begins to disappear from government websites? Peer review sheet. Homework <ul style="list-style-type: none"> Write a rough draft of your persuasive essay. Submit to Canvas. Bring in two hard copies, one for your peer and one for me. Bring writing journals to class.
13	4.17.18	Peer review persuasive essay draft; discuss presentation Homework <ul style="list-style-type: none"> Read and annotate “Kenyon Commencement Speech.”
13	4.19.18	Quiz, group exercise on “Kenyon Commencement Speech” Homework <ul style="list-style-type: none"> TBA
14	4.24.18	Surprise Day Homework <ul style="list-style-type: none"> Complete preparation of presentation. Submit PowerPoint, Prezi, or script (for projects with no or minimal text on slides) to Canvas Discussions.
14	4.26.18	Presentations Homework <ul style="list-style-type: none"> Revise your rough draft of your essay. Due on 5.3.18. See Canvas Assignment for submission instructions (both online and hard copy).
15	5.1.18	Presentations Homework <ul style="list-style-type: none"> Edit and proofread final draft. Due on 5.3.18. See Canvas Assignment for submission instructions (both online and hard copy).
15	5.3.18	Game, Chimamanda Adichie--“The Danger of a Single Story” Homework <ul style="list-style-type: none"> Follow instructions on Portfolio to create an Assessment Portfolio.
16	5.8.18	Portfolio Workshop
16	5.10.18	Portfolio Workshop. Final class discussion.
Final Exam	5.16.18 (19) 5.22.18 (23)	Section 19, 12:15-2:30, Sweeney Hall 444 Section 23, 2:45-5:00, Sweeney Hall 238

Semester Schedule

Monday February 5 Last Day to Drop Courses
Monday February 12Last Day to Add Courses & Register Late
TuesdayFebruary 20Enrollment Census Date
Monday - FridayMarch 26-30Spring Recess
MondayMay 14Last Day of Instruction – Last Day of Classes
TuesdayMay 15Study/Conference Day (no classes or exams)
Wednesday - FridayMay 16-18,Final Examinations
Monday - TuesdayMay 21-22 Final Examinations
FridayMay 25Grades Due from Faculty

**Letter of Understanding
Spring 2018, English 1B**

I, _____, have read the syllabus thoroughly and understand the objectives of this course and what is required of me to achieve them. I know that my success in this course depends on my choice to participate in class activities, to complete assignments both in and out of class on time, and to commit myself to improving the effectiveness of my written and oral communication. I will abide by all of the class rules for use of technology.

I, Sheree Kirby, will make myself available during class, office hours, and by appointment to help facilitate your growth as a writer. I encourage you to feel comfortable asking questions and expressing concerns. I will do my best to provide you with useful feedback on the effectiveness of your responses to written and oral assignments.

Student Signature _____
Instructor Signature Sheree Kirby
Date _____
English 1B, Section _____