San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section 4, Fall 2021

Course and Contact Information

Instructor:	Faith Kirk, Ph.D.
Email:	faith.kirk@sjsu.edu
Office Hours Link:	https://sjsu.zoom.us/j/87447902846?pwd=V2RvRUxtdlJPMnd0MHR6VG9ybEdNUT09
	Passcode: 767480
Instructor Office Hours:	Every Thursday 10:00 am -11:00 am PST and by appointment
Class Days/Time:	Tuesdays and Thursdays, 12:30-1:45 pm PST
Tuesdays On-Campus Location:	Boccardo Business Complex (BBC) 221
Thursdays Zoom Link:	https://sjsu.zoom.us/j/89325065777?pwd=VHBNd2xDU0FlbHFHVWpUUE55SEZZZz09
	Passcode: 218242 Meeting ID: 893 2506 5777
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 completed ENGL 2.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Course Description

Like all college-level writing courses, this course is designed to give you the tools to develop your skills as a critical reader and rhetorically-savvy writer.

What makes this course unique is that it is designed specifically for students majoring in Engineering and other STEM fields. For the past two years, ENGL 1B has been re-designed with a grant from the National Endowment for the Humanities. I have designed this version of the course using the data I collected from ENGL 1B students for the past four semesters. I will be asking for your input at throughout the semester so that I can continue to refine the course to best meet student needs.

GE Learning Outcomes (GELOs)

Upon successful completion of this GE course, students 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.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Develop and carry out research projects and locate, evaluate, organize, and incorporate information effectively.
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.
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.

The Texts We are Using and How to Find Them

The texts we will be reading this semester will all be available to you digitally on Canvas. There is no course textbook to purchase.

Major Writing Assignments

Below, I have included descriptions of the major assignments of our course. Before each assignment, you will receive a detailed prompt which we will review in class. We will also spend our class time preparing to meet the goals of these assignments.

Assignment 1: Tracking the Conversation Essay (Written individually)

In an essay, you will synthesize the texts we have read in the first few weeks of class and make connections between them. You will compose this essay individually.

Assignment 2: Annotated Bibliography

This assignment is your individual contribution to the research you will conduct in teams to prepare for your research report. You will prepare a single annotated bibliography entry individually and be evaluated individually.

Assignment 3: Research Report (Written collaboratively in research teams)

You will compose this essay as a team, practicing the collaborative writing skills you will need to acquire for most careers.

Assignment 4: Self-Refection Essay and e-Portfolio

Like all students enrolled in ENGL 1B, you will write a Self-Reflection Essay and create an e-Portfolio on Portfolium (in Canvas) for this course. You will create your e-Portfolio individually. This assignment will serve as your final project of the semester (instead of a traditional final exam).

Major Assignments and the Learning Outcomes they Meet

MAJOR ASSIGNMENT	GE LEARNING OUTCOMES	COURSE LEARNING OUTCOMES
Tracking the Conversation Essay	1,2,3	2,3,4,5
Annotated Bibliography	3	1,2
Research Report	1,2,3	1,2,3,4,5
Final Reflection e-Portfolio	3	3,5

Your Grade

The following statement has been adopted by the Department of English for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the 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 written assignments for English 117A, this scale is based on the following criteria:

A [90-92=A minus, 93-96=A, 97-100=A plus] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.

B [80-82=B minus, 83-86=B, 87-89=B plus] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C minus, 73-76=C, 77-79=C plus] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D minus, 63-66=D, 67-69=D plus] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F [59 or below]= Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Grade Breakdown by Course Module

MODULE	PERCENT OF FINAL GRADE
Develop	35 percent
Research	25 percent
Write	25 percent
Reflect	15 percent

Note: Instead of giving weight to individual assignments, I have opted to assign credit to the Canvas modules in which each major assignment is housed. This design choice gives you the opportunity to receive credit for all of the prep work that goes into each writing assignment. In other words, as a writing teacher, I value the writing *process* rather than solely the final product, so I have designed the assessment practices of this course to reflect that.

Course Policies

Make Time for the Work

University policy requires that the following language be included in all syllabi:

"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 *three hours per unit per week*) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Come to Office Hours

Every Thursday from 10:00 – 11:00 am PST and by appointment
Zoom link: https://sjsu.zoom.us/j/84443982055?pwd=ZUlrUEJZUjU2WjV6N1BRSDlaZ1dodz09

Passcode: **767480**

[Note: This link and passcode is available to you on our Canvas course site in the "Start Here" module on the Canvas page "Visit Instructor Office Hours".]

Each week, I hold office hours on Zoom which means that I sit at my computer ready and waiting to talk with you about what you need, what you want to accomplish, and how I can help you do that. You can either drop on by the Zoom link at any time or email me to make an appointment. I have enabled the "waiting room" feature on Zoom so when you stop by you will be automatically admitted to a waiting room space in the order in which you logged in.

Late Work

Because I understand that life happens, *I will accept late work up to 5 days past the deadline*, but *I will deduct 5% (or 1 point for assignments that are out of 10) for each day that the work is late (including weekends).* **If you have an exceptional circumstance that prevents you from submitting work for a period of time, please let me know. I am happy to support you in your efforts to do the work and pass the course.**

Avoid Plagiarism by Asking Questions

Plagiarism is when you take someone else's words or ideas and pass them off as your own. While plagiarism is wrong, asking about it is not! If you are not sure if something counts as plagiarism or not, go ahead and ask me, either in class, individually before or after class, or via email.

After teaching for many years, it is pretty obvious to me when a writer forgets to cite a source or does not understand how to cite a source correctly. It also obvious when a writer blatantly inserts someone else's language or ideas into their own writing. *If I find a case of plagiarism that is not the result of misunderstanding or incorrect citation, I am required to refer you to the university for disciplinary action.*

Our Class Atmosphere

Our classroom is a learning environment where everyone's right to explore ideas needs to be respected. There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What *is* wrong is being disrespectful to anyone in our class or actively suppressing a colleague's ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

A Zoom environment poses interesting challenges. We will discuss as a class how we prefer to interact on Zoom. Once we write a class policy, I will post it to our course Canvas site.

University Policies

Add/Drop Policy

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)).

Information about the latest changes and news is available at the [Advising Hub](#).

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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#)(AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- o [Associated Students Print & Technology Center](#) at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- o [The Spartan Floor](#) at the King Library at https://library.sjsu.edu/services/services
- o [Student Computing Services](#) at https://library.sjsu.edu/student-computing-services/student-computing-services-center
- o [Computers at the Martin Luther King Library](#) for public at large at https://www.sjpl.org/wireless
- o Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. 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 is your online, campus-wide resource for mentoring (time management, note taking, study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants in classes across campus. Make appointments to meet with a tutor or mentor by visiting [Spartan Connect. (Links to an external site.)](#)For more information on services, online workshops, and a step-by-step guide to making an appointment, please visit the website at [https://peerconnections.sjsu.edu/ (Links to an external site.)](#).

SJSU Writing Center

The San José State University Writing Center offers a variety of online resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](#).

SJSU Counseling and Psychological Services

Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at [http://www.sjsu.edu/counseling](#).

Tentative Work Schedule

All tasks are due to Canvas by class time unless otherwise indicated.

WEEK	DATE	TASK
1	Th 8/19	Log into our Canvas site and take a tour; Read course syllabus **Task Due: M 8/23 Take the Academic Technology Survey**
		MODULE 1: DEVELOP
2	T 8/24	**Task Due: Introduce yourself to our Learning Community**
2	Th 8/26	**NO ZOOM MEETING: Independent Work** **Tasks Due: Map your Reading and Writing Process** **Read a Text: Try a KWL Chart**
3	T 8/31	**Task Due: Read Text Set 1: Use a KWL Chart**
3	Th 9/2	**Task Due: Read Text Set 2: Try a Metacognitive Log**
4	T 9/7	**Task Due: Watch a Film: Try a Plot Segmentation**
4	Th 9/9	**NO ZOOM MEETING: Independent Work** **Task Due: Start Drafting a Sketch**
5	T 9/14	**Task Due: Read Text Set 3: Try Annotating**
5	Th 9/16	**Task Due: Read Text Set 4: Pick a Notetaking Method**
6	T 9/21	Work on your draft
6	Th 9/23	**Task Due: Submit a First Draft for Feedback**
7	T 9/28	**Task Due: Give Feedback: Peer Review**
7	Th 9/30	Revise your draft
8	T 10/5	**Tasks Due: Use your Feedback to Revise to Canvas by 11:59 pm PST** **Submit your Revised Draft of Essay 1 to Canvas by 11:59 pm PST**
8	Th 10/7	**Tasks Due: Assess your Learning** **Take the Midsemester Feedback Survey** **Select a Social Issue to Explore**
		MODULE 2: RESEARCH
9	T 10/12	**Task Due: Practice Evaluating Evidence**

9	Th 10/14	**Task Due: Create Team Norms and Communication Strategy**
10	T 10/19	Library Instruction: Meet in MLK Library Room 215 **Task Due: Create an Account on Refworks**
10	Th 10/21	**Task Due: Contribute to your Team's Working Bibliography**
11	T 10/26	**Task Due: Submit a First Draft of your Annotated Bibliography Entry**
11	Th 10/28	Research Team Work
12	T 11/2	**Task Due: Revise and Submit your Annotated Bibliography Entry**
		MODULE 3: WRITE
12	Th 11/4	**Task Due: Submit your Team's Annotated Bibliography and Cover Sheet**
13	T 11/9	**Task Due: Make a Team Work Plan**
13	Th 11/11	**VETERANS DAY: NO CLASS** **Task Due: Plan the Structure of your Draft**
14	T 11/16	**Task Due: Compose a First Draft**
14	Th 11/18	**Task Due: Use your Feedback to Revise**
15	T 11/23	Research Team Work **Submit a Revised Draft to Canvas by Wednesday, 2/24, at 11:59 pm PST**
15	Th 2/25	**THANKSGIVING DAY: NO CLASS**
		MODULE 4:REFLECT
16	T 11/30	Prepare to create portfolio **Task Due: Watch Video Guides**
16	Th 12/2	**LAST CLASS MEETING** **Task Due: Compose a Sketch of your Self-Reflection Essay**
17	M 12/6	**FINAL DAY OF INSTRUCTION AT SJSU** **Self-Reflection Essay and ePortfolio due to Canvas by 11:59 pm PST**

NOTE: There is no final exam for ENGL 1B. The culminating activity for our course is the ePortfolio.