

**San José State University
Department of English**

English 1B, Section 01, Spring 2015

Course and Contact Information

Instructor:	Gloria Collins
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Office Hours:	M W 1-2 PM, T 7-845 AM & by appointment
Class Days/Time:	M W 0730-0845, Code: 27239
Classroom:	Clark 316
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better.
GE/SJSU Studies Category:	GE A3/ Critical Thinking and Writing

MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description

English 1B/English 2 focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians, students learn systematic reasoning so they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study the conventions of formal writing.

Learning Outcomes

. GE A3 Student Learning Outcomes (GELO)

. Students will demonstrate, orally and in writing, proficiency in the Area A3

Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Course Learning Goals (CLO)

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

1. discuss complex ideas clearly, logically, and persuasively.
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. control grammar, syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

GE A3 Course Description:

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze,

criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

Required Texts/Readings

Textbooks

Everything's an Argument by Lunsford and Ruskiewicz, 6th edition, Bedford/St. Martin's
Everyday Reader Handbook by Lunsford, Bedford/St. Martin's
English 1B Course Reader (Available in the Print Shop, Hoover Hall)
An approved non-fiction book for the research project

Library Liaison

Toby Matoush, toby.matoush@sjsu.edu, phone: 408-808-2096.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 6000 words and this word requirement will be met by writing a sequence of five major essays plus research paper. At least one of your essays will require research. This 6000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. I have listed in this syllabus how you will meet the 6000 word minimum. **You must write all formal essays to pass the course.**

Reading: The reading in English 1B includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. I will help you develop and refine strategies for reading challenging,

college-level material.

Research: English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of our English 1B course.

Short writing assignments: These assignments are often done in class as a result of in class activities and exercises.

Formal homework assignments: These assignments include preparation work for the research paper, including an annotated bibliography and outline, among other assignments.

Final Exam for our section of English 1B: Monday, May 18, 0715-0930.

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.”

Meeting GE A3 Learning Outcomes (GELO)

GELO #1: All essays and research paper
GELO #2: Readings, discussions, essay assignments
GELO #3: Readings, discussions, essay assignments
GELO #4: Readings, exercises in class;
GELO 5 Logic exercise and homework assignments

Assignments and Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Grading: In our class, the course is divided as follows:

Essays	50%	Revisions/short writings	20%
Quizzes and Homework	20%	Final exam	10%

All assignments are based on a 100% scale. --The library research paper will count as two essay grades. --Each essay score carries the same weight.

Grading Standards Guide

A Excellent

The student addresses all parts of the assignment.

The paper is thoroughly developed, offering specifics and examples.

The paper shows complexity of thought.

The essay is coherent and organized, with good paragraph development.

The student demonstrates syntactic variety and few grammatical errors.

The paper possesses a distinctive voice.

The student shows he/she understands the readings by analyzing and evaluating the main ideas, not merely summarizing or repeating ideas.

The student takes a position or stand which is original and interesting.

B Very Good

The student addresses all parts of the assignment, although not as completely as the “A” paper.

The paper gives clear and specific support or examples. The paper show organization and progression of ideas. The sentences show variety and few grammatical errors. The student analyzes the readings accurately, although not as well as the “A” paper. The student shows intellectual curiosity for the subject at hand.

C Adequate

—The student addresses the topic question at least in general terms. The paper may address some parts of the assignment better than others. The paper meets the minimum for length and development (5 pages, out-of-class papers). The student takes a clear position and defends it with some support. The paper contains minor

grammatical errors. **D and F Minimal and Failing** (one or more descriptions may apply) The student does not address the topic question with any clarity. Major parts of the assignment are not addressed. The paper is severely underdeveloped. Grammar errors obscure the writer's meaning. The paper does not demonstrate minimum competence for college writing.

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

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to

develop their potential



as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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.

Classroom Protocol

- a) Late essays and revisions will not be accepted without medical excuse; within one week there will be no penalty.
- b) No homework assignments can be made up without acceptable excuse. c) Quizzes cannot be made up. d) Poorly presented work will be returned unread with the grade of “F.” e) Work suspected of plagiarism will be returned with the grade of “F.”
- f) In class essays will be written in small “bluebooks,” which now are green in

color.

- g) All handwritten work will be done in ink, blue or black. No pencil!
- h) Out of class essays will be typed, double-spaced on a computer.
- i) Students will make every effort to arrive to class on time. If there is a problem, let me know.
- j) As a common courtesy to everyone and as a sign of good manners, please complete your visits to the restroom before or after class, not during.
- k) Students will turn off cell phones, portable music devices, laptops, and any other electronic devices before they enter class. Please keep these devices out of sight in your backpacks or bags. I really mean it! Violators will be tossed from class.
- l) Eating in the classroom: I ask students NOT to eat during class. This practice is distracting, does not allow you to take proper notes or participate in class activities, and creates a mess.
- m) Outside of class essays: All of your work must be your own, including the correction of essays. While the discussion of issues and exchanging ideas about those issues are always encouraged, the actual writing and editing must be your own. NO proofreading or corrections by a friend, classmate, spouse, lover, tutoring agency or any other source is permitted. Proofreading includes cleaning up and correcting grammar, revising sentences, rearranging paragraphs, etc. See “Plagiarism” section below.
- n) Using other sources: Except for your research project, it will not be necessary to consult other sources (journal articles, books, newspapers, the Internet, etc.) for your essays. If you decide to refer to someone else’s ideas, proper credit must be given. The material must also be properly incorporated into your own text.
- o) I do not accept faxed or emailed papers. Please hand in your assignments in class when they are due.
- p) I reserve the right to revise the requirements and to notify students of such revision in a timely manner, e.g., at least one meeting in advance.
- q) Please check your MySJSU email frequently to get important updates and

announcements during the days we do not meet.

University Policies

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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>.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
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Week	Date	Topics, Readings, Assignments, Deadlines
12		
13		
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14		
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15		
16		
Final Exam		Venue and Time