

San Jose State University  
**English 1B – Composition 2 (GE A3)**  
Spring 2015  
Section 49

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Office Hours:	MW 10:30 – 11:30
Class Day/Time:	MW 3:00 – 4:15
Classroom:	Boccardo Business Center 130

### **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.

### **ENGL 1B Course Description**

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

**Prerequisites:** Passage of Written Communication 1A (C or better) or approved equivalent.

### **ENGL 1B Learning Outcomes and Course Content**

#### *GE A3 Learning Outcomes (GELO)*

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. 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).

*ENGL 1B Course Learning Goals (CLO)*

Upon successful completion of the course, students will be able to

1. discuss complex ideas clearly, logically, 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 syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

*ENGL 1B Course Content*

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, 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 both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

## Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## Required Texts/Readings

- *Writing Arguments: A Rhetoric with Readings*. Ninth Edition, Ramage, John D., John C. Bean, and June Johnson, eds. 2012. ISBN: 9780205171637
- *Frankenstein*. Shelley, Mary. Barnes & Noble Classics. ISBN: 9781593081157
- Strongly Recommended: *The Everyday Writer*. Lunsford, Andrea. 5<sup>th</sup> Edition. Bedford.
- College-level dictionary
- Three large green books

**Final Exam:** You final exam shall count 10 percent toward the course grade. **Final Exam Date: Friday, May 15, 12:15 p.m.**

## Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

**Electronic Devices:** All electronic devices must be turned off before entering the class. If cell phones and pagers ring in class, they will be taken away from the student for the class period. Exceptions will be made only with clearance from the Disability Resource Center.

## 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.

**Late Policy:** Students are expected to submit all assignments on the date and time designated in the syllabus. Any essay turned in after class on its due date will receive an automatic reduction of one full grade (10%). Essays turned in after the week of instruction will not be accepted. Each student will be allowed to make up **one** in-class essay per semester with a 10% grade penalty. Other work done during class periods may not be made up.

**Turnitin.com:** Students are required to submit all papers completed outside of class to [www.turnitin.com](http://www.turnitin.com) no later than 24 hours after each paper is due. Any paper not submitted by this time will receive late credit or no credit, depending on the situation.

<b>Grading Distribution:</b>		<b>GELO</b>
Diagnostic essay	Not graded	
2 In-Class essays	10% total, 5% each	GELOs 2-5
Rhetorical Analysis Essay	10%	GELOs 2-5
Critical Essay	10%	GELOs 2-5
2 Rough Drafts for Peer Review Workshops	10%	GELOs 2-5
Annotated Bibliography	5%	GELOs 1-5
Argumentative Research Paper	15%	GELOs 1-5
Oral Presentation	10%	GELOs 2, 3, 4
Participation/Reading Responses	20%	GELO 2
<b>Final Exam</b>	10%	GELO 2-5

How the 6000 word minimum will be met and distributed is clearly indicated on this green sheet. You are required to complete three take-home essays this semester, in addition to writing three in-class essays. Your first take-home writing assignment will be a rhetorical analysis essay, your second will be a critical essay, and your last will be an argumentative research paper (the annotated bibliography assignment will be a component of the research paper). Take-home essays must be submitted in hard copy. No email submissions will be accepted. In-class essays will be completed in green books using a pen (no pencils). Participation will be graded based on contribution to class discussion, activities, and workshops, as well as written in-class assignments. Reading responses are well-thought out reflections on weekly readings assigned in your course schedule. There will be no extra credit available in this course.

## Oral Presentation

You will have an individual presentation at the end of the semester and it will be based on your argumentative research paper. You will be graded based on both content and delivery. I will offer detailed instructions later on in the semester.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 10<sup>th</sup> 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.

## English 1B Composition Spring 2015 – Course Schedule

Note: This is a tentative schedule. Any changes will be notified in advance.

WA: Writing Arguments

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon, 1/26	Introduction, Student questionnaire.
	Wed, 1/28	<b>In-class Diagnostic Exam. (600 words)</b>
2	Mon, 2/2	WA: Ch. 1, pg. 1-18; John Gatto: “Against School.”
	Wed, 2/4	WA: Ch. 2, pg. 23-37; Wences: “My Life in the Shadows” (pg. 504); Krikorian: “DREAM On” (pg. 505)
3	Mon, 2/9	WA: Ch. 2, pg. 37 -56.
	Wed, 2/11	WA: Ch. 3.
4	Mon, 2/16	WA: Ch. 4.
	Wed, 2/18	Excerpt from <u>The Iliad</u> (plus analysis).
5	Mon, 2/23	WA: Ch. 8. <b>Rhetorical Analysis Paper will be assigned.</b>
	Wed, 2/25	WA: Ch. 6, pg. 109-122; Hymowitz: “Where Have the Good Men Gone?” (pg. 477); Rabin: “Two Cheers for the Maligned Slacker Dude” (pg. 481)
6	Mon, 3/2	<b>Rhetorical Analysis Draft Due (1200 words)</b>
	Wed, 3/4	<b>Peer Review Workshop.</b> <b>Rhetorical Analysis Paper Due (1200 words)</b> <b>In-Class Essay (600 words)</b>
7	Mon, 3/9	<u>Frankenstein</u> , Preface + Ch. 1-5

	Wed, 3/11	<u>Frankenstein</u> , Ch. 6-11. WA: Informal Fallacies (pg. 404-408). In-Class Activity.
8	Mon, 3/11	<u>Frankenstein</u> : Ch. 12-16. Lecture on parenthetical citations and MLA format.
	Wed, 3/13	<u>Frankenstein</u> : Ch. 17-22. <b>Assign Critical Essay.</b>
9	Mon, 3/16	Wrap up <u>Frankenstein</u> . <b>Assign Research Paper and Annotated Bibliography.</b>
	Wed, 3/18	Visit to the Library. (Tentative.)
10	Mon, 3/23 Wed, 3/25	<b>~SPRING BREAK~</b>
11	Mon, 3/30	<b>Critical Essay Due (1200 words)</b> Lecture and in-class activity on evaluating sources.
	Wed, 4/1	WA: Ch. 6. Plato: <u>The Apology</u> .
12	Mon, 4/6	<b>Peer Review Workshop. (Rough Draft and Annotated Bibliography.) Rough Draft: 1200 words</b>
	Wed, 4/8	WA: Ch. 7; Turkle: “Digital Demands: The Challenges of Constant Connectivity”, pg. 426; Gopnik: “Diagnosing the Digital Revolution: Why It’s So Hard to Tell if Technology is Changing us”, pg. 429.
13	Mon, 4/13	<b>Rough Draft Due (1200 words)</b> <b>In Class Essay (600 words)</b>
	Wed, 4/15	WA: Ch. 9. <b>Assign Oral Presentation.</b>
14	Mon, 4/20	WA: Ch. 10; Yee: “Parents Should Be Able to Control What Kids Watch,” pg. 453; Greenberg: “Why The Supreme Court Should Rule that Violent Video Games Are Free Speech,” pg. 454.
	Wed, 4/22	WA: Ch.11. Additional reading assignment to be announced.
15	Mon, 4/27	Lecture on Giving Effective Oral Presentation. (In Class Activities.)
	Wed, 4/29	In-Class Critical Thinking Activity (Prep for final exam)
16	Mon, 5/4	WA: “Tyler: “The Tethered Generation,” pg. 469; America: “Generation S,” pg. 476.
	Wed, 5/6	<b>Final Draft of Research Paper Due (1300 words)</b>
17	Mon, 5/11	<b>Day 1 of Oral Presentations.</b>
	Wed, 5/13	<b>Day 2 of Oral Presentations.</b>

