

**San José State University**  
**English Department**  
**English 1B, Section 79, (29833)**  
**Critical Thinking and Writing (GE A3), Spring 2015**

**Course and Contact Information**

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<b>Office Hours:</b>	Tuesday 12:00-1:00pm, and by appointment
<b>Class Days/Time:</b>	Tuesday / Thursday 1:30-2:45pm
<b>Classroom:</b>	Engineering 232
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

**Required Texts/Readings**

Books are available at the Spartan Bookstore.

Sonia Maasik, *Signs of Life in the USA, Readings on Popular Culture for Writers*, 8th ed., (Boston: Bedford/St. Martin, 2012) ISBN: 9781457670251

**SJSU Campus Handbook:**

Andrea Lunsford, *The Everyday Writer* (with exercises), ISBN: 9781457667121 (available at the Spartan Bookstore.)

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

Class website for handbook (may soon be accessible on Canvas): <http://www.macmillanhigherred.com/writershelp/lunsford/1424395>

If you own a used copy of The Everyday Writer, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

Online: <http://www.macmillanhighered.com/techsupport>

### **Other Readings**

Articles available on Canvas

### **Library Liaison**

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B.

Phone: (408) 808-2096

Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

### **Canvas, Faculty Web Page, & Email,**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/raymand.buyco> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page.

You are responsible for regularly checking email for important messages about the class.

### **Canvas:**

Our course will be using San Jose State's online learning management system Canvas for the upcoming semester. Login URL: <https://sjsu.instructure.com> Please note that it should NOT have the "www" at the start of the URL like many other websites.

Username: SJSU 9-digit ID number.

Password: Self-generated password for your SJSUOne account

Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the drop-down menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

For questions regarding the course or course materials, please contact me, the instructor. For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

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

### **English 1B Course Description**

English 2 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.

### **English 1B Section “79” Description**

Ultimately, we will apply our sharpened critical thinking skills to the examination of select readings. The work in this course is designed to help you to better understand and evaluate the arguments made concerning important issues of the day. As an interdisciplinary writing course we will examine diverse human conditions of the past and present through the careful reading of news and journal articles, historical documents and memoirs, and literature. We will also examine popular cultural trends in music and art. This class will be very hands-on, with most of our time spent on practicing the skills you are learning.

This class requires active participation on your part because the in class activities are essential to the learning process. You cannot pass the class without regular attendance and class participation. You will best benefit from this class if you keep an open mind and respectfully listen to the opinions of your classmates as well as contribute your own views to the group and class discussions.

### **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 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.

## **Assessment:**

### **Assignments and Grading Policy**

SJSU classes are designed such that in order to be successful, students are expected to 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>.

Assignments will be evaluated in terms of a student's ability to express a focused idea clearly and persuasively. This will require a clear thesis, careful organization, appropriate diction and sentence structure, substantial support for one's points, polished expression, and an awareness of one's audience. Library research will form a key component of several assignments.

**1.) CLASS PARTICIPATION:** 10% of grade

**2.) IN CLASS ESSAYS + OTHER SHORT WRITING TASKS** (2000 words total), 20% of grade. Essays focusing on themes covered in lecture and discussion.

GELO: 2, 4, 5; CLO: 1-3, 5, 6

**3.) ESSAY #1, Rhetorical Analysis, 750-850 words, 15% of grade\***

GELO: 1-5; CLO: 1, 3, 5-8

**4.) ESSAY #2, Persuasive Argument, 1250-1500 words, 20% of grade\***

GELO: 1-5; CLO: 1, 2, 4- 6

**5.) ESSAY #3, Research Paper + Annotated bibliography, 2000-2500 words, 30% of grade\***

GELO: 1-5; CLO: 1-8

**6.) ORAL PRESENTATION, 5+% of grade:** As a culminating course activity, students (possibly in groups) will argue orally in support of or in opposition to an issue discussed in class. Presentations must contain a visual design element. Students with extraordinary presentations will earn extra points.

**\*Assignment includes major revision**

In addition to being an intensive writing course, English 1B is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. The assigned readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if the daily reading is not completed.

Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good essay-writing.

**POLICY ON LATE WORK:** Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

Grading will be A-F. This course must be passed with a C or better as a CSU graduation requirement.

Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

Contact Professor Buyco by email prior to the time an assignment is due if you need an extension because of illness or other reasons.

Professor Buyco will not discuss grades by email. Please schedule an appointment with him if you feel it is necessary to discuss your performance in this course.

## Classroom Protocol

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.” That said, if you do not attend class regularly, you cannot participate in class activities, which is an essential element to the course. In short, attendance is not a criterion for grading but class participation is (10% + 20% for in-class writing).

You are expected to arrive to class on time. Cell phones must be on silent and must be put away for the duration of the class! Tablets and computers are allowed only for taking lecture or discussion notes. Close all applications except the one that allows note taking.

Please refrain from talking when I begin to lecture. During the discussion sections, discuss only the in-class assignment at hand.

I reserve the right to penalize repeat offenders, either by lowering the offender’s grade, or by simply dropping them from the class.

## 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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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/>.

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

#### **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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **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.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become

better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## Course Schedule

*The schedule is subject to change with fair notice via email and in class.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th Jan. 22	<p>Introduction to the Course:                      “The Syllabus Explained”</p> <p>In-Class Diagnostic Essay: Taking a look in the mirror (Our own agendas). Write an essay on your own background beliefs that influence the way you see the world. Be prepared to talk about what you write in class.</p>
2	T Jan. 27  Th Jan. 29	<p><b>Discussion:</b> Taking a look in the mirror (Our own agendas)                      Discuss the essays you wrote in class on Jan. 22</p> <p><b>Reading Between the Lines</b> (what does the author really mean)  <b>Reading:</b> <i>Everyday Writer</i> Ch 12, &amp; 13  <b>Reading and Due:</b> Bring a political or cultural editorial or opinion piece and/or opinion about current event from a newspaper or a web-blog and be prepared to explain the the author’s explicit argument. Are there attempts to imply or infer other points by his or her words? How much evidence does the author provide to support his or her point(s)? Does the author present differing views on the subject? How does the author deal with those opposing views? How does the author’s background beliefs factor in to his or her objectivity? Do you feel the author is credible? Why?</p>



Week	Date	Topics, Readings, Assignments, Deadlines
6	T Feb. 24	<p><b>Writing Workshop</b>  <b>Due: Writing Assignment #1</b>  <b>(guidelines will be passed out well ahead of time)</b>  <b>Note:</b> to get full credit for this assignment, <b><u>you need to bring two copies</u></b> of your completed essay to class and participate in the writing workshop. You must also upload the essay to Canvas.</p>
	Th Feb. 26	<p><b>Discussion:</b> American Consumerism  <b>Reading:</b> <i>Signs of Life in the USA</i>, pp. 71-79 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 1 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p>
7	T Mar. 3	<p><b>Discussion:</b> American Consumerism (continued) &amp; Advertising  <b>Reading:</b> pp. 157-164 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 2 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p>
	Th Mar. 5	<p><b>Discussion:</b> Advertising (continued)</p>
8	T Mar. 10	<p><b>Discussion:</b> Television and Cultural Forms  <b>Reading:</b> pp. 255-267 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 3 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p>
	Th Mar. 12	<p><b>Discussion:</b> Television and Cultural Forms (Continued)  <b>Due: Revised Writing Assignment #1</b> (hard copy of rough draft with comments and revised essay turned in to the instructor; revised essay submitted to Canvas)</p>
9	T Mar. 17	<p><b>Discussion:</b> Film  Reading pp. 321-333 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 4 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p>
	Th Mar. 19	<p><b>Discussion:</b> <i>Film (Continued)</i></p>
10	T Mar. 24	<p><b>Spring Break (No Class)</b></p>
	Th Mar. 26	<p><b>Spring Break (No Class)</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	T Mar. 31  Th Apr. 2	<p><b>Cesar Chavez Day (No Class)</b></p> <p><b>Writing Workshop</b>  <b>Due: Writing Assignment #2</b>  <b>(guidelines will be passed out well ahead of time)</b>  <b>Note:</b> to get full credit for this assignment, <b><u>you need to bring two copies</u></b> of your completed essay to class and participate in the writing workshop. You must also upload the essay to Canvas.</p>
12	T Apr. 7  Th Apr. 9	<p><b>Discussion:</b> The Cloud  Reading pp. 383-392 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 5 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p> <p><b>Discussion:</b> The Cloud</p>
13	T Apr. 14  Th Apr. 16	<p><b>Discussion:</b> Conflicts in Society  Reading pp. 441-449 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 6 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p> <p><b>Discussion:</b> Conflicts in Society  <b>Due: Revised Writing Assignment #2</b>, (hard copy of rough draft with comments and revised essay turned in to the instructor and revised essay submitted to Canvas)</p>
14	T Apr. 21  Th Apr. 23	<p><b>Discussion:</b> Making (or Masking) Identity in the New Millennium  Reading pp. 491-409 plus your group assigned essay(s) from <i>Signs of Life</i> Ch 6 (check Canvas for group assignment)  <b>Due:</b> Source Investigation(s) for assigned essay(s)</p> <p><b>12pm-1, 3pm-4pm:</b> Individual meetings with professor in DMH 237B (make an appointment)</p> <p><b>Discussion:</b> Making (or Masking) Identity in the New Millennium  <b>12pm-1, 3pm-4pm:</b> Individual meetings at the professor's office DMH 237B (make an appointment)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
15	T Apr. 28          Th Apr. 30	<p><b>Due:</b> Draft Thesis and Draft Annotated Bibliography for Research Paper (10% of paper grade) (<b>guidelines will be passed out well ahead of time</b>)</p> <p><b>Discussion:</b> Be prepared to discuss your thesis and research</p> <p><b>12pm-1, 3pm-4pm:</b> Individual meetings with professor DMH 237B (make an appointment)</p> <p><b>Class Presentations</b> (Assignment details will be given out well in advance)</p> <p><b>12pm-1, 3pm-4pm:</b> Individual meetings with professor DMH 237B (make an appointment)</p>
16	T May 5          Th May 7	<p><b>Class Presentations</b> (Assignment details will be given out well in advance)</p> <p><b>12pm-1, 3pm-4pm:</b> Individual meetings with professor DMH 237B (make an appointment)</p> <p><b>Class Presentations</b> (Assignment details will be given out well in advance)</p> <p><b>12pm-1, 3pm-4pm:</b> Individual meetings with professor DMH 237B (make an appointment)</p>
17	T May 12	<p><b>Final Writing Workshop</b></p> <p><b>Due: Research Paper</b> (<b>guidelines will be passed out well ahead of time</b>)</p> <p><b>Note:</b> to get full credit for this assignment, <b><u>you need to bring two copies</u></b> of your completed essay to class and participate in the writing workshop. You must also upload the essay to Canvas.</p>
18	Th May 21 12:15-2:30	<p><b>Discussion: Reflect on final papers</b></p> <p><b>Due: Final Research Paper Revision</b> (hard copy of rough draft with comments and revised essay turned in to the instructor and revised essay submitted to Canvas)</p>