

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Critical Thinking and Writing (GE A3), Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Candice Wynne
<b>Office Location:</b>	FO Building 221
<b>Telephone:</b>	408-924-4505
<b>Email:</b>	candice.wynne@sjsu.edu
<b>Office Hours:</b>	Tues & Thurs 3:00 – 4:15
<b>Class Days/Time:</b>	Mon/Wed <b>Section 39:</b> 1:30 – 2:45 <b>Section 48</b> 3:00 – 4:30
<b>Classroom:</b>	<b>Section 39</b> BBC 121 <b>Section 48</b> BBC 124
<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

**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.

**ENGL 1B Section Description** “A discovery is said to be an accident meeting a prepared mind.”

~Szent-Gyorgyi

Our class theme for this semester will be Innovation for Global Change. We are going to focus on new solutions to world problems. We will research both practical and conceptual solutions to problems in the areas of health, education, economic and environmental issues.

**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.

## **Required Texts/Readings**

**Textbook:** *The Purposeful Argument* 2<sup>nd</sup> ed. by Phillips and Bostian ISBN:978-1-285-43805-4

**Other Readings:** *The Everyday Writer* 5<sup>th</sup> ed. by Lunsford ISBN: 978-1-4576-0004-3

## 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)

## ENGL 1B Section-Specific Requirements and Assignments

### All 6 papers are required to pass this course

**IN CLASS ESSAYS:** 250 points 25%

Expect to write 2 graded in-class essays worth 10% (100pts) each and 1 diagnostic in-class essay worth 50 points. The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring large green exam booklet and dictionary.

**WRITTEN PAPERS:** 400 points 40%

- 1) Claim & Support-I = 100 points 1200 Min. words
- 2) Claim & Support-II= 100 points 1200 Min. words
- 3) Major Revision/Extension Research Essay = 200 points 1500 Min. words

**\*Late Papers:** All essays must be handed in during class on the day they are due. **For each class day your essay is late, you will be graded down 10 points (one full grade).** No electronic submissions. The ONLY exception to the late policy is if you can verify your absence with written documentation such as a doctor's visit, funeral, court appearance, required participation in team sports.

**QUIZZES:** Five quizzes, each worth 20 points 100 points 10%

**ORAL PRESENTATION:** At the end of the semester you will deliver a 5 – 7 minute presentation on your final Claim & Support Research Essay. 100 points 10%

**CLASS PARTICIPATION:** 150 points 15%

All grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work done/reading by the beginning of class and **take part in class discussion**

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**TOTAL POINTS POSSIBLE:** 1000 POINTS 100%

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>.

### Written Assignments:

Diagnostic In-Class Essay	1 @ 50 pts	50
In-Class Essay	2 @ 100 pts	200
Claim and Support Essay	2 @ 100 pts	200
Major Revision Essay	1 @ 200 pts	200

**Oral Presentation:** Each student will give a 5-7 minute oral presentation to share their research from their final research essay. 100 pts

Reading: Our reading will consist mainly of chapters and essays from our text, *The Purposeful Argument*. We will also read sections from *The Everyday Writer* by Lunsford. In addition, you will be doing research using the databases available through the MLK Library and you will be reading journal articles and other publications.

### *Assignment Word Count and Learning Goals*

	Word Count	GELO	CLO
Diagnostic In-Class Essay	400	2	1,5,6
In-Class Essay I	500	2	1,5
In-Class Essay II	500	2	1,5
Claim & Support Essay I	1200	2,3,5	1,2,4,5,6,8
Claim & Support Essay II	1200	1-3,5	1,2,4,5,6,8
Major Revision/Extension of Research Essay	1500	1-3,5	1,2,4,5,6,8
Summary, Quotation, Paraphrase	350	3,4	5,6,8

### **Grading Policy**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

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

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

#### Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-

**This course must be passed with a C or better as a CSU graduation requirement.**

**No Electronic Policy:** The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Accessible Education Center (AEC). **\* NO TEXTING\***

**Extra Credit:** I do NOT give extra credit, so please just put your effort into your regular assignments.

**Make-up work** following an absence: **I do not accept late homework or give make-up quizzes for any reason.** You will only get credit for homework or quizzes on the day they are assigned. Your participation grade depends on these short but important assignments.

## 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 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 at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop 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 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>, requires students to obtain instructor's permission to record the course:

- “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.” 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 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 is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### *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 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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 (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 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at [www.sjsu.edu/english/comp/policy/index.html](http://www.sjsu.edu/english/comp/policy/index.html)

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes
- Accommodation to Students' Religious Holidays

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 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 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) at <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.

**\*Paper Format:** ALL PAPERS handed in must be TYPED and follow these guidelines (unless otherwise directed) We will use MLA format (see Lunsford Handbook)

HANDWRITTEN PAPERS (OTHER THAN IN-CLASS WORK) **WILL BE HANDED BACK WITH NO GRADE**

- Typewritten, double spaced, black ink
- One inch margins on all sides \*Text on front side of paper only
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- Heading: *Name, English 1B-(section #), Assignment Title (C & S I, etc) & Date* in the upper left hand corner

**Contact Information:** Trade contact numbers and email addresses with at least two students. It will be **your responsibility** to contact one of these students when you must miss a class.

Classmate # 1: \_\_\_\_\_

Classmate # 2: \_\_\_\_\_

**Keep track of your grades:** to calculate your approximate grade at any time just calculate the average of your graded essays (and estimate your participation grade by the points earned from homework, short in-class writings).

Quizzes: #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ /100

Diagnostic In-Class Essay \_\_\_\_\_/50

In-Class #1 \_\_\_\_\_ /100

In-Class #2 \_\_\_\_\_ /100

Claim & Support I \_\_\_\_\_ /100

Claim & Support II \_\_\_\_\_ /100

Major Revision \_\_\_\_\_/200

Oral Presentation \_\_\_\_\_/100

Participation \_\_\_\_\_ / 150

**My One-on-One Conference Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Room** FOB 221

ENGL 1B Daily Schedule

(Subject to change with fair notice)

**Key: PA = The Purposeful Argument L = The Everyday Writer by Lunsford**

>>>Always bring your text when given a reading assignment

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 26 Jan 28	Intro to English 1B + Syllabus <i>In-Class Diagnostic Essay</i>
2	Feb 2 Feb 4	Intro to Class Theme of Innovation + Reading Closely & Annotating <b>L</b> -- Summary, Quotation, Paraphrase <i>QUIZ #1</i>
3	Feb 9 Feb 11	<b>PA</b> – Chapter 1 <b>PA</b> – Chapter 2 + Chapter 10, only pages 241-258 <b>**Summary due</b>
4	Feb 16 Feb 18	<i>In-Class Essay I</i> – bring green booklet, pens, dictionary <b>PA</b> – Chapters 3 & 4 <b>Due: Claim and Outline for C &amp; S I</b>
5	Feb 23 Feb 25	<b>L</b> – MLA Format <i>QUIZ #2</i> <b>**Quotation/Paraphrase due</b> <b>Due: Claim &amp; Support I Rough Draft: Peer Review</b>
6	Mar 2 Mar 4	<b>DUE: Claim &amp; Support I -Final Draft 1200 min. words</b> <b>PA</b> – Chapter 5 + Group Presentations on Avoiding Fallacies
7	Mar 9 Mar 11	<b>PA</b> – Chapter 6 Working With Opposition <b>PA</b> – Chapter 7 Explore an Issue <i>QUIZ # 3</i> <b>PA Chapters 5,6,7</b>
8	Mar 16 Mar 18	<b>PA</b> – Chapter 8 Toulmin-based Argument <i>In-Class Essay II</i> – bring green booklet, pens, dictionary
9	Mar 24-26	Spring Break
10	Mar 30 Apr 1	?? Library Day room _____ 10 points
11	Apr 6 Apr 8	<b>Due: Claim &amp; Outline of C &amp; S II</b> <i>QUIZ #4</i> Library Research <b>Due: Claim &amp; Support II Rough Draft: Peer Review</b>
12	Apr 13 Apr 15	<b>DUE: Claim &amp; Support II – Final Draft 1200 min. words</b> <b>PA</b> – Essays page 520/Brown + page 530/Godrej>>>Class discussion
13	Apr 20 Apr 22	<b>PA</b> – Chapter 11 The Three Appeals Revision Workshop
14	Apr 27 Apr 29	Readings and Class discussion TBA One-on-One Teacher Conference in FOB 221 <b>**NO REGULAR CLASS</b>
15	May 4 May 6	One-on-One Teacher Conference in FOB 221 <b>**NO REGULAR CLASS</b> Oral Presentations #1 - 12
16	May 11 May 13	Oral Presentations # 13 – 20 Oral Presentations # 21 -25 <b>DUE: Major Revision/Extension Essay- 1500 min. words + QUIZ #5</b>

**Final Culminating Activity** (date / time tba)