

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section 11, Spring 2016

Course and Contact Information

Instructor:	Sarah Prasad
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Office Hours:	MW 11am-12pm, T 12-1pm, by appointment
Class Days/Time:	TR 10:30-11:45am
Classroom:	BBC123
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1B Course Description

General Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description: The theme for this course is the process and the effect of change. We will connect this theme to the readings and writings that we do in this class as well as to ourselves. We will also find models of others who are doing major projects to affect change in our world in sustainable and/or creative ways, and/or in ways that connect to global citizenship.

ENGL 1B Learning Outcomes (CLO)

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context.
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

GE C2 Course Description

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

GE C2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2, Upon successful completion of the course, you 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.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, 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 in-class writing as well as revised out-of-class essays.

Reading: Readings are listed below. The rhetoric is *Everything's an Argument*. The handbook, which should be used throughout your college career, is *Everyday Writer*. A reader of grammar and sentence-level lessons is in the *Prasad Reader*, and the novel is *Siddhartha* by Herman Hesse. Other shorter readings are posted on Canvas—you are expect to print, read, and annotate them. We will use the readings to study: the writing process; models of writing for academic, general, and specific audiences; analytical, critical, and argumentative texts; and strategies for understanding the logical structure of argumentative writing.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: Students will be expected to deliver several presentations. The most formal will be the TED Talk on Essay 3, the research essay. Informal presentations of group discussions and other activities will be common throughout the semester.

Required Texts/Readings

Textbooks

- *Everyday Writer*, by Andrea Lunsford, ISBN 9781457667121
- *Everything's an Argument*, 7th ed., Andrea Lunsford and John J. Ruskiewicz, ISBN 978-1-4576-9867-5
- *Prasad Reader*, by Sarah Prasad (available only in the bookstore)
- *Siddhartha*, Herman Hesse, ISBN 978-0-55320884-9

Other Readings: You will be responsible for printing these articles from Canvas, and reading and annotating them. Other readings may be added; notice of any additions will be sent via Canvas.

“3-D printers put limb prosthetics for kids in reach” by Gwen Ifill

“A Hologram for the King” by Dave Eggers

“Eunuchs of the Universe” by Tom Wolfe

“The Indian Railway King” by Graeme Wood

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Word Count	% of Grade	GELO	CLO
Benchmark Essay	600	0%	2, 3	1-6
Essay 1—Analysis of a TED Talk	1000	10%	1-3	1-6
Essay 2—Analysis of Siddhartha	1000	15%	1-3	1-6
Annotated Bibliographies (6 total)	300-500 each	10%	2, 3	1-4, 6
Essay 3—Research paper	1300	20%	1-3	1-6
Ted Talk of Essay 3 (outline)	200	5%	1-3	2-6
Final	1000	10%	2, 3	1-4

Note:

1. Additional homework will be assigned periodically throughout the semester.
2. Communications about homework and the class in general will be sent via Canvas.
3. All parts of the semester plan are subject to change. Notice will be sent out via Canvas.

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are 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.

Details:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such as Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is APA.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren't.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Extra credit may be assigned throughout the semester.
- Students must receive a C or higher to pass the course.

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-65	F	64-0

Essays	70%
Homework	20%
Final	10%

Classroom Protocol

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an essay). A "good faith" draft is typed and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

Email: When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

Twitter: Please create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to try this new technology if you can.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/. 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 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 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/>.

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 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>.

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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.

SPECIAL NOTE:

This semester we have the privilege of having our very own Peer Mentor, Dania Abid. She will be with us in class on Tuesdays and available to you outside of class to help you with navigating the college life as well as some of the reading and writing processes.

Dania's weekly office hours:

Tuesdays 3:30 - 4:30pm

Fridays 12:30 - 1:30pm

Dania's Introduction

I'm Dania from Peer Connections and I will be your Peer Mentor for the Spring semester. You will see me on Tuesdays where I will assist in facilitating discussions, helping to clarify any questions you have, and presenting workshops throughout the semester in order to provide you with useful skills and resources you may need. Please schedule an appointment to come and see me throughout the semester at Student Services Center 600 (10th St.), where we can talk about study skills, time management, developing outlines for essays, campus resources, etc. My goal is to provide you with the support and resources you need in order to succeed in this course and in your SJSU academic career. My weekly hours are: Tuesdays 3:30 - 4:30pm and Fridays 12:30 - 1:30pm. If these hours do not work for you, please email me via Canvas. (Peer Connections Front Desk: 408-924-2587).

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>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1B Argument and Analysis, Spring 2016, TR 10:30-11:45am

Course Schedule

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas.

LEGEND

LUNSFORD= Everything's an Argument

HH=Siddhartha

PR= Prasad Reader

Week	Topics, Readings, Assignments, Deadlines
1	1/28 HW due 1/28: Print, read, and annotate the syllabus and “Shitty First Drafts” by Anne Lamott Benchmark essay, incorporating above reading as appropriate HW: Student Questionnaire
2	2/2 Due Student Questionnaire Dania intro and Peer Connections questionnaire Name Game The Reading Process Intro Herman Hesse and <i>Siddhartha</i> (HH) HW: Ch 1-3 HH Intro Everything's an Argument (LUNSFORD) HW: Ch1 LUNSFORD
2	2/4 Ch1 LUNSFORD Thesis Statements, PR p.6 HW due 2/4: p.7 in PR
3	2/9 Peer Connections presentation: Time Management (Peer Mentor Dania) HH Writing and Discussion—What does the story remind you of? Connect to yourself. HW: Ch 4-6 HH More thesis statements, p.7 in PR HW: Ch2 LUNSFORD

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3	2/11 Intro Dave Eggers TED Talk—Dave Eggers HW: Watch a TED talk of your choice Introduction to PIE paragraphing, PR p.2-3
4	2/16 Debrief TED Talk and begin Essay 1—Analysis of TED Talk More PIE paragraphing, PR p.4-5 HH Writing and Discussion—Connect to women. HW: Ch 7-9 HH HW: Ch3 LUNSFORD
4	2/18 Writing Process Ch2 and Ch 3 Lunsford Scavenger Hunt in Everyday Writer. Assign Learning Curve. Concession, p.32-36 in PR
5	2/23 Prep for peer review, p.9 in PR Peer Review Essay 1 HH Writing and Discussion—Connect to young men. HW: Ch 10-12 HH HW: Ch4 and Ch5 LUNSFORD
5	2/25 Rough Draft of Essay 1 due to MsP Fact/Opinion/Inference, PR p.23-24 NPAs, p.58-63 in PR Ch4 and Ch5 LUNSFORD Due 2/26: Meeting with Dania (Peer Mentor) due
6	3/1 Essay 1 Final Draft due HH Writing and Discussion—Connect to SJSU community. Ch4 and Ch5 LUNSFORD HW: Ch6 LUNSFORD
6	3/3 HH Writing and Discussion—Connect to the world at large. Begin Essay 2—Analysis of <i>Siddhartha</i> (HH) More NPAs Fanboys, p.45-46 in PR HW p.47 in PR
7	3/8 Peer Review Essay 2

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	Preview Eggers and “A Hologram for the King” HW: Ch7 LUNSFORD
7	3/10 Essay 2 Rough Draft due to MsP Ch6 LUNSFORD Quote Sandwich, p.11-15 in PR More Fanboys and Subordinators, p. 48, 50-51 in PR
8	3/15 Feedback for Essay 2 returned Citations, p. 16-22 in PR Peer Connections presentation: APA (Peer Mentor Dania) “A Hologram for the King” Writing and Discussion—Connections
8	3/17 Essay 2 Final Draft due Preview Tom Wolfe and “Eunuchs of the Universe” Ch7 LUNSFORD
9	3/22 More on “Eunuchs of the Universe” Assessment HW: Ch11 and Ch8 LUNSFORD
9	3/24 Adjective Clauses, p.65-70 in PR Discuss “Eunuchs of the Universe” Preview Prasad Yadav and “Indian Railway King” by Graeme Wood Intro Essay 3 and Annotated Bibliographies
10	March 28-April 1: SPRING BREAK
11	4/5 Discuss “Indian Railway King” Intro “3-D printers put limb prosthetics for kids in reach” by Ifill Introductions HW Ch18-20 LUNSFORD
11	4/7—Class canceled. Prep for Ted Talks on Canvas
12	4/12 Library Day—in person or in class Annotated Bibliographies 1 (Prasad Yadav) and 2 (Ifill) due—bring them to the library.
12	4/14 TED Talks (7 students) Misplaced modifiers p.80 in PR RTS p.54 in PR

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PR= Prasad Reader

	CH 17 LUNSFORD
13	4/19 Due Annotated Bibliographies 3 & 4 TED Talks (6 students)
13	4/21 Due Essay 3 Research Paper Proposal on Canvas only TED Talks (6 students) CH 22 LUNSFORD
14	4/26 Due Annotated Bibliographies 5 & 6 TED Talks (6 students)
14	4/28 Peer review Essay 3 Parallel Structure p.45 in PR Transitions p.58 in PR
15	5/3 Due Rough Draft of Essay 3 to MsP Intro Final Essay
15	5/5 Draft feedback for Essay 3 returned Conclusions More Adjective Clauses, p.71 in PR Active vs. Passive, p.44 in PR
16	5/10 Another Peer Review on Essay 3
16	5/12 Last Day of Class Peer review on Final Essay Essay 3 Research Paper due
Final Exam	WEDNESDAY 5/18 9:45am-12 noon in BBC123 Due Final Essay Final conferences