

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Section 45, Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Peter O’Sullivan
<b>Office Location:</b>	Faculty Office Building 107
<b>Telephone:</b>	408-924-4419
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<b>Office Hours:</b>	Wednesdays 1:30 – 2:30 PM; Fridays 8AM – 9AM
<b>Class Days/Time:</b>	Fridays 9:30AM – 12:15PM
<b>Classroom:</b>	Sweeney Hall 238
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C or better
<b>GE/SJSU Studies Category:</b>	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

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process 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. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description

Look up in the sky! It’s a bird! It’s a plane! It’s Superman! In this class we are going to look at one of the most iconic heroes in American culture: the Boy Scout in blue. We are going to examine his origins, his history, his stories, his reach beyond the pages of his comic books, and most importantly his brand of heroism in our current socio-political climate. Be forewarned. This is not simply a class about enjoying Superman. We are going to look at the deeper philosophical, metaphorical, social, and political issues surrounding him.

**ENGL 1B Learning Outcomes (GELO)**

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: In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences.

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.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

## **Course Requirements and Assignments**

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

## **Essays**

There will be three out of class essays throughout this semester: two in response to the books we are reading and one research based essay. Each of these essays will include multiple drafts. All essays must be typed in either a .doc or .docx format and turned into canvas for credit. Word counts and works cited lists must also be included. Each assignment will have a set of directions available on canvas at least two weeks before the due date for the first draft. That set of instructions is a contract between you the student and me the teacher. It outlines my expectations; the purpose behind the assignment; and specific parameters for failing, passing, or exceeding in terms of performance.

## **Reading**

Reading will be assigned for **every** class. You are responsible for doing the reading before we meet each week. Not only must you read a lot of material, but also you must read deeply, beyond the surface, and understand the

material. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class

## Quizzes

In order to facilitate reading, I'm going to assign a series of quizzes throughout the semester with questions culled directly from the readings. These quizzes make up a fairly significant percentage of your grade, and cannot be made up if missed. Missing one or two will not seriously affect your performance in this class, but more than that risks damage to your grade. These quizzes will all be posted on Canvas. They are open book and open note. They are also timed.

## Participation

In addition to quizzes, I will be measuring participation through discussions on Canvas. The online discussion forums are designed to inspire dialogue about the material, elicit questions about sections you find confusing, and even discuss the relationships between our readings and our assignments. You get credit for participating in the discussions each week, but please don't let the potential for meaningful discourse go to waste. If you only participate for the grade, then you've let the discussions become nothing more than busy work.

## Group Vlog Assignment

Rather than make this class solely about writing academic papers, which is far from what I want of this class, I'm including a group video blog or vlog project. In your groups, you are to produce a script and film a 5 to 10 minute vlog. The degree of technical proficiency in the creation of this vlog will simply be icing. I'm much more concerned with content. Your group will also produce a script, wherein each individual is responsible for at least one specific section. That script will be turned in as part of the writing requirement.

## Final Assessment

This class will also have as its final assessment individual presentations about your research assignment. These presentations will be held on the day of the final.

## Assignment Word Count and Learning Goals

*Bolded word counts indicate final revisions.*

Assignment	Word Count	GELO
Diagnostic Essay	500	1,2,3
Definition Essay Rough Draft	500	1,2,3
Definition Essay Final Draft	<b>1250</b>	1,2,3
Rhetorical Analysis Essay Rough Draft	500	1,2,3
Rhetorical Analysis Essay Final Draft	<b>1250</b>	1,2,3
Research Essay Rough Draft	500	1,2,3
Research Essay Final Draft	<b>1500</b>	1,2,3

## Required Texts/Readings

### Textbook

- Chabon, Michael. *The Amazing Adventures of Kavalier and Clay*. Penguin Random House. ISBN: 9780812983586. Available at Spartan Bookstore and Amazon.com. Also available for E-readers.
- De Haven, Tom. *It's Superman!* Penguin Random House. ISBN: 9780345496751. Available at Spartan Bookstore and Amazon.com
- Tye, Larry. *Superman: The High Flying History...* Penguin Random House. ISBN 9780812980776. Available at Spartan Bookstore and Amazon.com. Also available for E-readers.
- Waid, Mark and Alex Ross. *Kingdom Come*. DC Comics. ISBN 9781401220341. Available at Spartan Bookstore and Amazon.com. Also available for E-readers.

### Other Readings.

Additional readings, including, but not limited to, commentary, reviews, and analyses of these works and other Superman stories will be found on 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.

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

### Grade Distribution

Rough Drafts:	10%
Final Drafts:	60%
Final Presentation:	10%
Group Project:	10%

Quizzes:	5%
Participation:	5%
<b>TOTAL:</b>	<b>100%</b>

### **Extra Credit**

There is no extra credit given in this course.

### **Late Policy**

You may turn in assignments late, but grades are reduced on a sliding scale. After one week, your grade is reduced by 25%. After two weeks, your grade is reduced by 50%. After three weeks, your grade is reduced by 75%. Finally, after four weeks, you may turn in the assignment to meet word count requirement, but will receive a score of zero on the assignment.

### **Participation**

Participation is judged not by attendance, but by a series of on canvas and in class discussions and assignments, including peer review workshops and the library instruction.

### **Classroom Protocol**

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, then I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty five minutes into a class period. If you're going to miss half the class, you might as well miss all of it. Special note: because this class only meets once a week, I will accept people coming in during our mid-morning break as "not disruptive." Mid-morning break occurs at about 10:45AM with class's resuming at 11AM.

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As a member of the academic community, you 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 you begin by seeking clarification or discussing concerns with your instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.

#### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop

deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. You should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to

make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 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.

### **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 7<sup>th</sup> 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>.

## ENGL 1B Spring 2016 Course Schedule

Schedule is subject to change. Changes will be announced on Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Friday, January 28	Introductions, syllabus, Superman.
1		Film: All-Star Superman Assign Diagnostic Essay
2	Friday, February 5	No Class. Professor will be at a conference.
2		
3	Friday, February 12	Tye: Preface and Chapter 1 Rhetorical Analysis: Ethos, Pathos, and Logos
3		Tye: Chapter 2 Rhetorical Analysis: Focus on Pathos Assign Rhetorical Analysis essay
4	Friday, February 19	Tye: Chapter 3 and Chapter 4 Rhetorical Analysis: Focus on Logos
4		Tye: Chapter 5 and Chapter 6 Rhetorical Analysis: Focus on Ethos
5	Friday, February 26	Tye: Chapter 7 and Chapter 8 Definitions: Formal, Operational, and Example
5		In class peer review: Rhetorical Analysis. Bring laptops or tablets.
6	Friday, March 4	Tye: Chapter 9 and Chapter 10 Arguments: Classical, Rogerian, and Toulmin Rhetorical Analysis Due
6		Tye: Chapter 11 Definitional Arguments Assign Definition Essay
7	Friday, March 11	Waid: Introduction Thesis
7		Waid: Chapter 1 Evidence, Backing, and Warrants
8	Friday, March 18	Waid: Chapter 2 an Chapter 3 Visual Analysis
8		In class peer review: Definition Essay. Bring laptops or tablets.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
9	Friday, March 25	Waid: Chapter 4 and Epilogue Definition Essay Due Film: Man of Steel
9		Chabon: Part 1 Assign Group Project Assign Research Essay Assign Library Tutorial Suggest Students See Batman v. Superman
10	Friday, April 1	No Class: Spring Break
10		
11	Friday, April 8	Chabon: Part 2 and Part 3 MLA
11		Chabon: Part 4 Finding Research
12	Friday, April 15	Chabon: Part 5 Incorporating Research
12		Chabon: Part 6 Revisiting Evidence, Backing, and Warrants
13	Friday, April 22	De Haven Group project work.
13		In class peer review: Research Essay. Bring laptops or tablets.
14	Friday, April 29	Research Essay Due De Haven
14		De Haven Group project work
15	Friday, May 6	De Haven Present group projects
15		De Haven Present group projects
16	Friday, May 13	De Haven Present group projects
16		De Haven Present group projects.
Final Exam	Friday, May 20	Sweeney Hall 238 at 7:15AM