

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sections 16, 17, and 5 fall 2017

Instructor:	Dalia Sirkin
Office Location:	FOB 109
Telephone:	408-924-5089
Email:	Dalia.Sirkin@sjsu.edu
Office Hours:	Monday and Wednesday 12:30-1:30 and by appointment
Class Days/Time/Classroom:	Section 16: MW 7:30-8:45 Section 17: MW 9:00-10:15 Section 5: MW 10:30-11:45
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) 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 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

English 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

Theme: Justice and Redemption. In the reading that we do during the semester, we find examples of people--children, teens and adults--who suffer and in some cases are severely punished for violating rules and expectations or for disagreeing with those in a position of power. In addition to analyzing their specific circumstances, we explore, through discussion, writing and research, the implications of actions and reactions. More important, in most stories we observe not only injustice and unfairness but also instances of human compassion, understanding, and redemption. As you examine the diverse readings, record in your Reader's Response Journal or in a separate notebook your ideas, thoughts, feelings, and concerns and reflect on your own experiences and personal response. Write your questions and impressions about the individuals--what you learn about them, how they affect you--and about the key issues and events. Your Response Journal will come in handy when you discuss the readings in class, take the midterm, write the research paper, or explore a related topic that interests you.

English 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 out of class revisions.

Reading: In addition to being writing intensive, English 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. The readings represent diverse voices, genres—from personal narratives to speeches, from arguments to humorous essays.

You must read the works in advance for that day's lecture-discussion. Strategies for understanding the logical structure of argumentative writing and for retaining the material include:

- *Listening*: read aloud, pause when there is a comma, and take a breath between a period and the next capital letter
- *Paying attention*: read with an inquisitive mind and an observant eye; in the double-entry journal, list the points you understand as well as other points that are less clear
- *Marking the text*: read with a pen or pencil, underline or highlight, ask questions, make comments, make connections in a way that will help when going back to it.
- *Looking up words and terms you could not readily define.*

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 also be required to write a research paper, which will go through a number of stages of coming up with a topic, gathering sources, drafting, planning, and revising.

Oral: 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, 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>.

In class writing and Workshops

- **Reading responses (RR)** are always at the beginning of class, and they involve writing brief essay responses from the assigned reading and knowing material discussed in class. Be sure to review your notes and come to class on time. *If I am still handing out the test when you enter, you may take it. If I have finished handing it out, you may not take the test and will receive no credit.*
- **Midterm and in class essay**: you will answer short questions on the assigned readings and compose a critical essay that analyzes aspects of justice/injustice and redemption. A critical essay is built around a main idea, claim, or interpretation you are making about a text/film. Paying close attention to the particulars in the work: words, lines,

scenes, characters, conflicts, and question their meaning. Your exam should be written in as legible a manner as possible in blue or black ink.

- **Workshops:** We will workshop our writing individually or in pairs, small groups, or as a class.

Out of class writing

All the writing that you do outside of class—revisions of in class essay, of reading responses, PowerPoint presentation of topic idea and thesis, first draft, and revised final draft--must be typed, in 12 point font with 1 inch margins, double-spaced, must follow MLA style (see *50 Essays* page 433-8), and be submitted **stapled** by the beginning of class **and** on Canvas on the dates they are due.

Revision definition: A re--vision requires a significant re-seeing, rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class writing, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness. To receive credit, you must submit the revision together with the original draft with my comments.

- **Revise the following assignments:**
 - RR #1 and RR #2
 - In-class critical essay
 - Revised research paper
- **Research Argument** For this assignment you will write an essay informed by research where you build an argument that persuades a specific audience. Please access the online tutorial **[InfoPower \(libguides.sjsu.edu/infopower\)](http://libguides.sjsu.edu/infopower)**.

The four parts of the research assignment are:

Part I: Brainstorm: Write on a topic about which you feel some passion; explore why you feel so strongly about it, what you know about it, and what questions you have about it.

Part II: Introduction and thesis statement

Part III: Full Sentence Outline. To help you structure and organize your essay, you will create an outline that shows how you plan to build and support your argument. The format may look like this:

- a. Introduction of a subject or problem (if applicable, a definition or background may be useful)
- b. Presentation of facts, explaining what the claim is, what the key issues are, and in what order the subject will be treated.
- c. Proposal of detailed support for the claim, using both logical reasoning and factual evidence. In distinctive paragraphs mention the 3-4 different sources you'll cite (peer-reviewed books, and articles as primary sources, supplemented by reputable newspapers and magazines) and an explanation of how you plan to integrate the research into the essay.
- d. Acknowledge and refute opposing claims and evidence
- e. Summarize the case and, if pertinent, move the audience to action.

Part IV: Revised final draft and works cited page

- **Portfolio due Monday, 12/11 [Save all work done in this class for further use.]**

To complete the course, you must submit a portfolio where you reflect on the work you have produced in English 1B during the semester and throughout your college career. Include the critical essay, the research paper and the drafts with my comments as evidence of the revising and editing you have made during the writing process. Then, write a 500-600 word, double-spaced essay (self-reflection essay) in which you argue that your work in the class has helped you to understand and/or achieve the course program learning goals (GELO). All work that you reference should be included in an appendix.

Final Exam/Oral presentation

For this culminating course activity, you will choose a moment in your life and show why it is meaningful. At some point this semester you will take something you have made--it could be a word, a picture, a poster, a story you read or a

combination of these--and use to claim a moment for yourself in front of the class. We shall meet in our regular classroom.

Participation is a key component in English 1B. To earn all or most of the 100 points, it is important that you:

- Engage in the classroom experience by asking/answering questions, interpreting passages, making comments, and expressing opinions.
- Evaluate in writing your fellow students' drafts during the Peer Review workshops.
- Contribute in small-group or full-class discussions.
- Meet with your instructor at least once during the semester

Attendance per se shall not be used as a criterion for grading according to University Policy F-69-24 located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.

Assignments, Word Count, Learning Objectives, and Grade Value

Assignments	Word Count	GELO	Grade Value
In class participation/free writes, peer review workshops	500	GELOs 1, 2	100 points (10%)
6 Reading Responses (RR)	1200	GELOs 1, 2, 3	150 points (15%)
Revisions of RR #1 and RR #2	500	GELOs, 1, 2, 3	100 points (10%)
Midterm & in class critical essay	700	GELOs 1, 2, 3	150 points (15%)
Revision critical essay	900	GELOs 1, 2, 3	100 points (10%)
Introduction and thesis	250	GELOs 2, 3	50 points (5%)
Full Sentence Outline Research	650	GELOs 1, 2, 3	100 points (10%)
Research Paper--Final draft	1250	GELOs 1, 2, 3	150 points (15%)
Self-reflection essay	550	GELOs 2,3	50 points (5%)
Final exam/Oral presentation	n/a	GELOs 2, 3	50 points (5%)
Totals	6500		1000 points (100%)

Required Textbooks/Readings and materials

- Cohen, Samuel. *50 Essays*, fifth edition Bedford/St. Martin's Publishers 2007. ISBN: 978-1-319-04372-8-available used at the Spartan Bookstore
- King, Stephen. "Rita Hayworth and the Shawshank Redemption"—from the collection *Different Seasons*—Scribner 2016. ISBN: 978-1-5011-4348-9 available used and new on Amazon and Abebooks
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 available at the Spartan Bookstore /Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online <http://bcs.bedfordstmartins.com/everydaywriter5e/>
- One large size green book for the midterm available at the Spartan bookstore

Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. 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, reading responses, and exams are graded on a traditional A-F scale.

All assignments 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.

English 1B Grading: A – F

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

	Point Grade Scale		
A 930 and above	B- 800-829		D+ 670-699
A- 900-929	C+ 770-799		D 630-669
B+ 870--899	C 730-769		D- 600-629
B 830-869	C- 700-729		F Below 600

Classroom Policies, Protocol, and Procedures

- Missed in class work and oral presentations cannot be made up.
- No assignments will be accepted via email.
- All essays and homework assignments must be submitted in person by the beginning of class.
- Should you miss class because of illness, you are responsible for contacting me **before** class time and for documenting your absence (doctor’s note, for example).
- If you are absent, you are responsible for contacting a classmate to learn about assignments, lecture notes/classroom activities, and announcements.
- Before you enter the classroom, you must turn **off** your mobile phone, your iPod, and anything that may distract you from the day’s work. Texting is **not** permitted at any time.
- Bring a copy of all texts assigned for that day and come to class on time having read the day’s assignment and prepared to discuss it.
- Extra credit is not available.
- “Grade Checks”: Please bring your forms to the instructor during office hours only.
- Students must receive a C- or higher grade to pass the course.
- Course requirements may include attendance at [number and type of] events outside of class meeting times. Some of these events [may] charge an entrance fee. If you anticipate any difficulty in meeting this course requirement, please consult with the course instructor in the first two weeks of the semester.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

<http://www.sjsu.edu/gup/syllabusinfo/>

Section 16: Course #47530 Section 17: Course #47531, Section 5: Course #43752 English 1B, fall 2017

Course Schedule

The schedule is subject to change. Any changes will be announced in class in advance. Unless specified otherwise, readings are from the anthology *50 Essays* or from King's "Rita Hayworth and Shawshank Redemption." Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W, 8/23	Introduction: syllabus and schedule overview
1	M, 8/28	In class essay (ungraded)
2	W, 8/30	<i>50 Essays</i> : Active Reading, Critical Thinking, and the Writing Process 1-10 Adler, "How to Mark a Book" (online) Reader's response journal
2 Essays	M, 9/4	Labor Day—Campus closed Orwell, "Such, Such Were the Joys" Part I, II, III (online)
3	W, 9/6	Orwell, "Such, Such Were the Joys" Part IV, V, VI (online) Meditation instructions
3	M, 9/11	RR #1 Rose, "I Just Wanna Be Average" 313-326
4	W, 9/13	Alexie, "The Joy of Reading and Writing: Superman and Me" 22-25
4	M, 9/18	Douglass, "Learning to Read and Write" 125-130
5	W, 9/20	Due: Revision RR #1 Hughes, "Salvation" 185-187
5	M, 9/25	RR #2 Ericsson "The Ways We Lie" 159-167
6	W, 9/27	Orwell, "Shooting an Elephant" 272-279 and vocabulary assignment Thesis identification and effective paragraphs
6 Novella	M, 10/2	Shawshank 3-27
7	W, 10/4	Due: Revision RR #2 Shawshank 28-55
7	M, 10/9	RR #3 Shawshank 55- 89
8	W, 10/11	Shawshank 90-113
8	M, 10/16	Baldwin, "Notes of a Native Son" Part I, II, and III 44-64 Essay writing practice and grammar review
9	W, 10/18	Midterm and in class critical essay-bring large green book Review: essays, novella, your journal, and class notes

Week	Date	Topics, Readings, Assignments, Deadlines
9	M, 10/23	Buckley, "Why Don't We Complain?" 72-78 Film: The Shawshank Redemption (1994)
10	W, 10/25	Film: The Shawshank Redemption (1994)
10	M, 10/30	Due: Revision in class critical essay Library session (TBA)
10	W, 11/1	Argument Jefferson, "The Declaration of Independence" (final draft 197-201) and vocabulary assignment MLK study questions handout
11	M, 11/6	Martin Luther King Jr., "Letter from Birmingham Jail" (online) Discussion on purpose, audience, context, appeals (P.A.C.A.)
11	W, 11/8	RR #4 Brainstorming activity for research topic idea.
12	M, 11/13	Due: Introduction and thesis statement--bring 2 copies to the peer review workshop Sullivan, "Feet in Smoke" 344-351
12	W, 11/15	Adichie, "To My One Love" 17-21
13	M, 11/20	RR #5 Ascher, "On Compassion" 40-42 Research planner handout
13	W, 11/22	Non-instructional day
14	M, 11/27	Due: Full Sentence Outline--bring 2 copies to the peer review workshop
14	W, 11/29	Doyle, "Joyas Voladores" 132-134
15	M, 12/4	Sacks, "My Periodic Table" 328-331
15 Speech	W, 12/6	RR #6 Due: Self-reflection essay hard copy David Foster Wallace "This Is Water" Commencement Speech to Kenyon College class of 2005 (online)
16	M, 12/11 Last day of instruction	Due: Research paper hard copy Due: Portfolio (upload into Canvas: Self-reflection essay, Research paper final draft and Outline, critical essay and first draft, appendix of evidence)
Final Exam		Section 16: Thursday, 12/14 from 7:15 to 9:30 Section 17: Monday, 12/18 from 7:15 to 9:30 Section 5: Friday, 12/15 from 9:45 to 12:00