

EXPLORATION

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sec 24 & 26 , Spring 2018

Instructor:	Kelly A. Harrison
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Email:	kelly.harrison@sjsu.edu Checked daily M-F. Please allow 48 hours for a reply
Office Hours:	By appointment, via Zoom/Canvas, MW 3-4
Class Days/Time:	Sec 24: MW 4:30-5:45 Sec 26: MW 6:00-7:15
Classroom:	Boccardo Business Center 124 and online in Canvas
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C- or better
GE Category:	C2 Humanities—Letters

Course Description

Department 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.

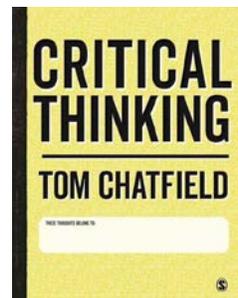
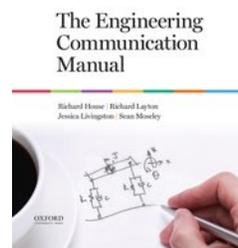
Class theme: Exploration. We will explore the writing and arguments of various philosophers and scientists from the Greeks to Galileo to Newton to current scientists—those who explored and pushed STEM ideas into the 21st century.

Required Texts/Materials

You may purchase new, used/rented, or online versions of these.

- (REQUIRED) The Engineering Communication Manual**
First Edition: Richard House, Richard Layton, Jessica Livingston, and Sean Moseley. ISBN: 9780199339105.
\$49.95
<https://global.oup.com/ushe/product/the-engineering-communication-manual-9780199339105?cc=us&lang=en&>
- (REQUIRED) Critical Thinking**
by Tom Chatfield. ISBN: 9781473947146
\$27
<https://us.sagepub.com/en-us/nam/critical-thinking/book248140>

Other research articles, videos and readings will be posted on Canvas.





Sir Issac Newton (source: www.fromoldbooks.org/Aubrey-HistoryOfEngland-Vol3/pages/vol3-401-Sir-Isaac-Newton)

Course Format: In person with online via Canvas LMS

Our class uses Canvas, the Learning Management System that SJSU purchased. You are responsible for posting your assignments to areas of Canvas (Assignments, Discussions). To access Canvas, go to sjsu.instructure.com and log in using your SJSU One account. If you have problems with logging in, contact the SJSU Help Desk. **Your instructor cannot provide technical support.**

You (students) must have reliable internet, a compatible browser, email, and solid technical skills. You may use mobile or tablet versions of the Canvas app, but you are responsible for making sure you can access all information and can upload and review all assignments, including peer-review assignments. For information on what browsers are compatible with Canvas, see <http://www.sjsu.edu/at/ec/canvas/index.html>

All major assignments will be reviewed for plagiarism using turnitin.com.

Our class also has access to a program called Criterion that helps you with grammar errors. I will post directions on Canvas.

Preferred Name & Preferred Gender Pronouns

All students have the right to their name and pronoun (he, she, they, ze, etc.). For more information on pronouns, see: <https://lgbtqia.ucdavis.edu/educated/pronouns.html>

Class rosters and Canvas list students' legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. You can set your preferred name (which is displayed in Canvas) by following these directions in My.SJSU: http://www.sjsu.edu/registrar/docs/Preferred_name_setting.pdf

ENGL 1B Course Content

Writing	Critical Thinking	Reading	Research
You will write two major essays informed by research and articulating fully developed arguments about complex issues as well as other writing assignments (in-class, reflections, etc.). Writing assignments offer you repeated practice in prewriting, drafting, revising, and editing. ENGL 1B requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.	You will learn to analyze and evaluate texts critically. You will practice: <ul style="list-style-type: none"> evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political); evaluating your own understanding of ideas by identifying your own "interpretative lens." 	You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination, focusing particularly on the arguments they make and how they make them. <p>In this course, we'll read content on how to write as well as scientific arguments through history—our exploration. We'll work to situate the historical and cultural contexts in which the primary texts were created.</p>	You will be introduced to the library and basic research strategies needed to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. <p>Your papers and projects will be informed by research you do independently.</p>

Final exam

We do not have a final exam, but you will have a final portfolio due during the final exam time. See Course Schedule for dates.

Student Learning Goals

The table contains the university GE Learning Objectives and how students will achieve these goals.

Description		How Achieved
LO1	recognize how significant works illuminate enduring human concerns;	Readings, class discussions, exercises, various writing assignments
LO2	respond to such works by writing both research-based critical analyses and personal responses;	All formal essays and some short reader responses
LO3	write clearly and effectively.	All formal essays, in-class writing exercises, outlining and the full process of composing, revising, editing, and proofreading.

Quizzes, class assignments, homework, participation

Throughout the semester, you will take quizzes on the assigned reading. You will also have various responses to reading and other short writing assignments. You will write assignments informed by research.

Pay attention to due dates. On Canvas, the “Due” date is when the assignment is due for full credit. The “Available until” date is the last date I will accept LATE submissions with a grade penalty. Note that some assignments are due without any late work accepted. You are responsible for making sure your assignments upload properly. I will NOT give additional time or accept papers late because of technical issues. Late papers will be deducted one grade per day late.

▼ Upcoming Assignments

Late penalty ↓ Due date ↓

Introduce yourself! Available until Sep 9 Due Sep 1 at 11pm -/10 pts

Grading Policies: This course uses A-F grading with +/-

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

This course uses the full range of A-F grades. Your grade is based on the total points earned in each unit, and these units are weighted. Letter grades break down as follows (shaded areas indicate you might have to repeat the course):

98.0-100% = A+	93.0-97.9 = A	90.0-92.9 = A-
87.0-89.9 = B+	83.0-86.9 = B	80.0-82.9 = B-
77.0-79.9 = C+	73.0-76.9 = C	70.0-72.9 = C-
67.0-69.9 = D+	63.0-66.9 = D	60.0-62.9 = D-
Below 60.0 = F		

In the past, students who did not turn in assignments or routinely turned in assignments late received a grade below a C-. It is far better to turn in a rushed/late assignment (even if you earn an F or receive few points) than it is to not turn one in at all and receive a zero!

Grade distribution & major assignments

Assignment/Activity	Percent
Quizzes, participation, discussions, homework, reader responses, diagnostic	25
Critical essay (drafts, revisions, and components) about a STEM argument	30
Persuasive essay (drafts, revisions, and components) about a STEM issue	30
Multimedia/presentation	10
Final portfolio and reflection	5
TOTAL	100

Library Liaison for English courses

Toby Matoush, English Liaison Librarian
Dr. Martin Luther King, Jr. Library
<http://libguides.sjsu.edu/english>
Email: Toby.Matoush@sjsu.edu
Phone: 408-808-2096 Fax: 408-808-2009

Rachel Carson, biologist and conservationist, wrote *Silent Spring*, which energized the environmental movement.



Course Requirements and Assignments (workload)

University policy: SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

SJSU Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students.

About: <http://www.sjsu.edu/writingcenter/>

Schedule an appointment: <http://www.sjsu.edu/writingcenter/tutoring/index.html>

Course Schedule

The schedule is subject to revision with notice via Canvas and in-class announcements. SEE CANVAS FOR DUE DATES ON ALL ASSIGNMENTS AND ASSIGNMENT DIRECTIONS.

Reading and homework must be done **PRIOR** to class. Note that NOT ALL QUIZZES AND DISCUSSION ASSIGNMENTS ARE LISTED HERE. Readings are not always in order of the textbook.

ECM = *Engineering Communication Manual*

CT = *Critical Thinking*

WEEK DATES	ASSIGNMENTS, READINGS, ACTIVITIES	
	MONDAY	WEDNESDAY
1 Jan 24		Introductions, Canvas materials, Due: in-class writing: Technology literacy narrative
2 Jan 29, 31	Read: Week 1 module on Canvas (including “How to Mark a Book” PDF), ECM Ch 1-2 (first two are scanned and available on Canvas) Unlearning high-school writing “rules,” writing emails, Learning Curve demo Sign up for Criterion: http://www.sjsu.edu/at/ec/criterion/ Review Tech Literacy essay.	Read: CT intro and Ch 1 (online), ECM Ch 3-4 Due: Learning Curve diagnostic (Canvas) Watch: Canvas Videos: Strong subjects & verbs; paragraph unity Formatting a paper “Styles” discussion & APA format. Identifying rhetorical strategies. Writing to various audiences. Reading as a believer/doubter. Reading & annotating.
Critical Analysis assigned: STEM argument in society		
3 Feb 5, 7	Do: InfoPower (take a screen shot of completion and post on Canvas) Read: ECM 17, skim 6-10 (Audiences) 22-23; Watch Canvas Videos: Emphasis in sentences Critical thinking and reading, thinking with sources (authorities). Research: Library databases, RefWorks, Mendeley and other tools.	Read: CT 6 Bring to class: One source for your paper. TEA/PIE. Outlining a paper (Word, PPT). Forming a thesis. Quoting, paraphrase, summary and citations. APA format. Due in class: One-point paragraph argument (quote and cite)
4 Feb 12, 14	Read: ECM 18-19; CT 2 Review one-point paragraphs. Outline Q&A. Annotated bibliographies. Assumptions.	Read: ECM 24-25 Writing from your outline Due: One annotation, in-class peer review
5 Feb 19, 21	President’s day Read: CT 3-4 Due: Outline for workshop	Read Module: Alcmeon bio (skim) and read Fragments. In/deductive reasoning Alcmeon’s fragments. Due: Annotated bibliography
6 Feb 26, 28	Read: ECM 32-33; CT 5 Read Module: Plato bio (skim) and read highlighted PDF Plato’s arguments. Abduction. Michael Alley’s Assertion-Evidence format Due: Outline of argument to Kelly.	Read: ECM 28-30 PPT Workshop. Writing definitions Due: PPT slides for workshop
7 March 5, 7	Read: ECM 26-27, CT 7 Due: Presentations.	Write: Complete draft of your paper Due: Presentations

WEEK DATES	ASSIGNMENTS, READINGS, ACTIVITIES	
8 March 12, 14	Read: ECM 5, 31; CT 8 Logical fallacies, Revision strategies. Due: Drafts of CA for peer review (in class) The Persuasive Argument (PA)	Read Module: Aristotle bio (skim) and Euclid links on Module Aristotle's arguments. Document design in Word. Due: Aristotle reader response
Persuasive Argument: STEM topic		
9 March 19, 21	Read: CT 9 Cognitive bias. Group discussion re: PA. Due: Revised CA to Kelly	Read Module: Archimedes, Ptolemy excerpts Persuasive writing. Arguments re: Geocentric vs heliocentric models Due: Reflection on first paper
SPRING BREAK March 26 - 30		
10 April 2, 4	Read: CT 10 Workshop outlines. Due: Outline for workshop	Read Module: Lucretius Lucretius.
11 April 9, 11	Read: CT 11 Workshop PA (on Canvas) Due: Drafts for peer review (online)	Read Module: Islamic scholars: Avicenna, al Khalili, al Razi Islamic golden age
12 April 16, 18	Read: CT 12 Due: Revised PA draft to Kelly	Read Module: Copernicus, Kepler, Galileo Argument in dialogue. Revise: Return to your first paper and revise Due: Reflection on second paper
13 April 23, 25	Read Module: Newton, Galileo Watch: How We Got To Now: Clean (on Modules)	Portfolio assignment instructions. SLOs and course reflection. Due: Revised CA
14 April 30, May 2	Read Module: Environmental arguments: Carson, Goodall, Fossey Prep for final presentations – Adobe Spark	Workshop on presentation slides
15 May 7, 9	Presentations	Presentations
16 May 14	LAST DAY: Course survey Assessment portfolio due (Reflection)	
	FINAL EXAM Sec 24: Wednesday, May 16, 14:45-17:00 Sec 26: Wednesday, May 16, 17:15-19:30 Due: Final PA revision	

Plagiarism is unacceptable

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas from the Internet, textbooks, magazines, lectures, or even from other student papers, incorporating them into our own writing. As a result, it is very important that we give credit. If we don't give credit, we are taking these words and passing them off as our own. *Plagiarism* comes from a Latin word meaning a kidnapper/thief.

How Can You Avoid Plagiarism? To avoid plagiarism, you must give credit whenever you:

- **Use someone else’s direct words (use quotation marks around exact words that you are quoting—and give source at end of quotation marks)**

Example: “In the midst of Silicon Valley and all over the globe, SJSU engineers are designing and building high impact innovations, with a particular focus on challenges to global sustainability” (Wei, 2011). [The full reference must appear in a References list.]

- **Use someone else’s ideas, in your words, that are not common knowledge**

Example: Through the Global Technology Initiative at SJSU, 25 students are selected each year to travel for two weeks to India or China, all expenses paid by GTI (College of Engineering, 2013). [Note this is not the exact words, so there are no quotation marks. The full reference must appear in a References list.]

- **Use specific statistics, graphs, drawings, that are not yours**

Example: SJSU is ranked 8th overall among the West’s top public universities offering bachelor’s and master’s degrees, according to “American’s Best Colleges” (U.S. News & World Report, 2013).

Cite your own (or co-authored with a partner or team) work, especially in academic settings. If your company has copyrighted work that you have written as part of your job, or you share a patent or have previously published material that you have written, your company likely owns the copyright (not you or your team). If you are unsure about citations, ask your instructor (or your manager at work). You will learn more about plagiarism and strategies to properly cite your work both in class and the library InfoPower tutorial.

Plagiarism will result in a grade of F. Papers with plagiarism cannot be rewritten for credit. Your department chairperson will be notified. Plagiarism is a serious issue.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Student code of conduct (SJSU and classroom policies)

Students are responsible for maintaining a respectful environment in the classroom. San Jose State is committed to maintaining a safe education and working environment free of discrimination, harassment and sexual violence. Policies are available online at:

<http://www.sjsu.edu/studentconduct/policies/>

http://notalone.sjsu.edu/policy_information/index.html

Per Title 5, the university prohibits “[activities] that substantially and materially disrupts the normal operations of the University” and “conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.” Please keep this in mind as you submit work for this course. I will not tolerate any work that is gratuitously violent or pornographic. If you aren’t sure about your work, please see me before distributing it to any students.