

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section 9, Fall 2019

Course and Contact Information

Instructor:	Faith Kirk
Office Location:	Faculty Office Building (FOB), Room 217
Email:	faith.kirk@sjsu.edu
ENGL 1B Embedded Tutor:	Brittney Lee
Email:	brittney.lee@sjsu.edu
Instructor Office Hours:	Mondays 12:30-2:00 pm and by appointment
Class Days/Time:	MW 4:30- 5:45 pm
Classroom:	Boccardo Business Center (BBC), Room 124
Prerequisites:	GE Areas A1 (Oral Communication and A2 (Written Communication I) with grades of C- or better.
	This course is not open to students who have completed ENGL 2.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

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, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students 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.

GE Learning Outcomes (GELOs)

Upon successful completion of this GE course, students 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.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Develop and carry out research projects and locate, evaluate, organize, and incorporate information effectively.
2. Use a critical lens to read a variety of literary, rhetorical, and professional works of the human intellect and imagination.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
4. Explain how a text both frames and is framed by a variety of critical lenses: cultural, historical, socio-economic, political, and personal.
5. Demonstrate how humanistic methods of reasoning and arguing can prepare students to meet the global challenges facing scientists and engineers.

Meet with Your Embedded Tutor

This semester, our learning community in ENGL 1B includes an Embedded Tutor. Brittney Lee, our Embedded Tutor, is a SJSU student who has been trained to assist you as you work to achieve your learning goals in this course.

Brittney is available to support you in two ways:

1. She will attend class once per week and can assist you during class time.
2. She reserves time each week to assist you one-to-one with ANYTHING related to your language development. That means she can help you with assignments for our class or for other classes. She might also assist with other writing you might need to do, like filling out an application form or writing a job letter.

Think of Brittney as a person who has been in your shoes, knows a lot, and has access to the resources SJSU has to offer. She can assist you with your writing, but she can also direct you to resources across the university that can help you with many other things, from personal concerns (like coping with stress) to financial concerns (like figuring out how to manage your student loans). Last year, students in this course found that working with an Embedded Tutor fast-tracked their writing development—so take advantage of this resource and make an appointment to meet with her as soon as possible.

Meeting with your Embedded Tutor is worth 5% of your final grade in this course.

The Texts We are Using and How to Find Them

We will use Canvas, the online learning management system, *a lot* in this course. I have already posted our course syllabus to our Canvas site so you have easy access to it. I will post other documents to Canvas throughout the year, like readings or collaborative writing that we do in class. I will also use Canvas to make announcements before or after class and to create assignments or discussions that you will need to complete before the next class meeting.

Please hold yourself responsible for checking Canvas frequently and for resolving technical problems you may encounter. Below are some resources that will help you to do that:

IT Help Desk: 408-924-1530 or ithelpdesk@sjsu.edu

Website: <http://its.sjsu.edu/support/student-support/>

Major Writing Assignments

Below, I have included general descriptions of the major assignments of our course. Before each assignment, you will receive a detailed prompt which we will review in class. We will also spend our class time preparing to meet the goals of these assignments.

Assignment 1: Tracking the Conversation

In an essay, you will synthesize the texts we have read in the first few weeks of class and make connections between them. You will compose this essay individually.

Assignment 2: Annotated Bibliography

This assignment will prepare you to work with your group to discover various points of view around a single timely issue. You will prepare a single annotated bibliography entry individually.

Assignment 3: Synthesize Your Research

Using the annotated bibliography entries you created in Assignment 2, this essay gives you the opportunity to synthesize the research you conducted in small groups. You will compose this essay as a team, practicing the collaborative writing skills you will need to acquire for a career as an Engineer.

Assignment 4: Map the Conversation

Working first individually and then in teams, you will create a map of the conversation you tracked so far in your research. You will create this map in teams and include it in your team presentation.

Assignment 5: Team Presentation

For this assignment, you will have the opportunity to consider how to communicate your findings to your colleagues in class by creating a team presentation. We can decide as a class the best strategy for delivering this information to this audience (i.e. poster session, gallery walk, interactive display, professional presentation/speech).

Assignment 6: Final Reflection Portfolio

Like all students enrolled in ENGL 1B, you will create a Final Reflection e-Portfolio as the cumulative project for this course. You will create your e-Portfolio individually. This assignment will serve as a final project of the semester (instead of a traditional final exam).

Your Grade

The following statement has been adopted by the Department of English for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In written assignments for English 117A, this scale is based on the following criteria:

A [90-92=A minus, 93-96=A, 97-100=A plus] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.

B [80-82=B minus, 83-86=B, 87-89=B plus] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C minus, 73-76=C, 77-79=C plus] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D minus, 63-66=D, 67-69=D plus] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F [59 or below]= Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Grade Breakdown by Course Module

Meeting with your Tutor	5%
Module 1: Develop	20%
Module 2: Research	20%
Module 3: Write	15%
Module 4: Present	15%
Module 5: Reflect (Final Reflection Portfolio)	25%
TOTAL	100%

Note: Instead of giving weight to individual assignments, I have opted to assign credit to the Canvas modules in which each major assignment is housed. This course design choice gives you the opportunity to receive ample credit for all of the preparatory work that goes into each writing assignment. In other words, as a writing teacher, I value the writing *process* rather than solely the final product so I have designed the assessment practices of this course to reflect that.

Course Policies

Make Time for the Work

University policy requires that the following language be included in all syllabi:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally *three hours per unit per week*) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Attend Class Regularly

Coming to this class is important. I want to know what you think. I want other students to know what you think. I want to hear you discuss your writing, the writing of other students, and the writing of professionals.

Try Not to Miss Class Meetings

If you miss a class for any reason, please hold yourself responsible to find out what you missed.

Here is how to find out what you have missed:

1. You can check Canvas or consult the work schedule to find out what work you missed.
2. You can contact your classmates who may be able to provide you copies of notes or a summary of the lessons they learned.
3. You can email me to find out what you missed or what is coming up.

Come to Office Hours

Each week, I hold office hours in the Faculty Office Building, office 217, which means that I sit in my office ready and waiting to talk with you about what you need, what you want to accomplish, and how I can help you do that. You can either drop on by or email me to make an appointment!

Late Work

Because I understand that life happens, *I will accept late work up to 10 days past the deadline, but I will deduct 5% (or 1 point for assignments that are out of 10) for each day that the work is late (including weekends)*. If you have an exceptional circumstance that prevents you from submitting work for a period of time, please let me know. I am happy to work with you and support you in your efforts to do the work and pass the course.

Avoid Plagiarism by Asking Questions

Plagiarism is when you take someone else’s words or ideas and pass them off as your own. While plagiarism is wrong, asking about it is not! If you are not sure if something counts as plagiarism or not, go ahead and ask me, either in class, individually before or after class, or via email.

After teaching for many years, it is pretty obvious to me when a writer forgets to cite a source or does not understand how to cite a source correctly. It also obvious when a writer blatantly inserts someone else’s language or ideas into their own writing. If I find a case of plagiarism that is not the result of misunderstanding or incorrect citation, I am required to refer you to the university for disciplinary action.

Our Class Atmosphere

Our classroom is a learning environment where everyone’s right to explore ideas needs to be respected. There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What *is* wrong is being disrespectful to anyone in our

class or actively suppressing a colleague's ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

Using your cell phone or other technology in our classroom can be, be is not always, extremely disrespectful. Everyone here is an adult and so it would be wrong of me to dictate that you cannot check the time on your cell phone or use it to look up a word or concept that you don't know. However, we live in a culture where texting or staring at your phone while we are trying to learn something is intrusive and rude. Please respect me, your colleagues, and the learning environment we all want to create by using technology respectfully in our classroom.

University Policies

Add/Drop Policy

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)).

Information about the latest changes and news is available at the [Advising Hub](#).

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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#)(AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](https://library.sjsu.edu/services/services) at the King Library at <https://library.sjsu.edu/services/services>
- [Student Computing Services](https://library.sjsu.edu/student-computing-services/student-computing-services-center) at <https://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. 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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. All our writing tutors 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 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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

ENGL 1B 09: Argument & Analysis, Fall 2019

This schedule is subject to change will fair notice. I will inform you of changes both in class and via Canvas announcement.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
1	W 8/21	In Class: Meet your Learning Community Before Next Class: Complete “Introduce yourself” and “Reading and Writing Survey” on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
2	M 8/26	In Class: Interpreting the Data to Analyze our Learning Community Before Next Class: Read and complete Canvas assignment
2	W 8/28	In Class: Analyze the reading using the “Think Aloud” routine Before Next Class: Read and complete Canvas assignment
3	M 9/2	LABOR DAY, CAMPUS CLOSED
3	W 9/4	In Class: Watch <i>The Day the Levees Broke</i> (Spike Lee, 2006) Before Next Class: Complete Canvas assignment
4	M 9/9	In Class: Discussion and Synthesis Work Before Next Class: Read and complete Canvas assignment
4	W 9/11	In Class: Analyze the reading using the “chunking text” routine Before Next Class: Write a sketch
5	M 9/16	In Class: Turn your sketch into a first draft Before Next Class: Revise your sketch and bring two hard copies to class
5	W 9/18	In Class: Writing Workshop Before Next Class: Submit your revised draft to Canvas Major Assignment 1 “Tracking the Conversation Essay” due to Canvas by class time on Monday, 9/23
6	M 9/23	Team Research Project begins
6	W 9/25	
7	M 9/30	
7	W 10/2	
8	M 10/7	Major Assignment 2 “Annotated Bibliography Entry” due to Canvas by class time on Monday, 10/7
8	W 10/9	NO IN-PERSON CLASS MEETING, CANVAS ASSIGNMENTS
9	M 10/14	
9	W 10/16	
10	M 10/21	First draft of collaborative essay due to Canvas by class time on Monday, 10/21
10	W 10/23	
11	M 10/28	
11	W 10/30	Major Assignment 3 “Synthesis your Research Essay” due to Canvas by class time on W 10/30
12	M 11/4	Mapping the Conversation project begins
12	W 11/6	Major Assignment 4 “Mapping the Conversation” due to Canvas by Sunday, 11/5, at 11:59 pm

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
13	M 11/11	VETERANS DAY, CAMPUS CLOSED
13	W 11/13	Team Presentations work begins
14	M 11/18	
14	W 11/20	Major Assignment 5 “Team Presentations” to be delivered in class
15	M 11/25	Major Assignment 5 “Team Presentations” to be delivered in class
15	W 11/27	THANKSGIVING BREAK, SJSU NON-INSTRUCTIONAL DAY
16	M 12/2	Final Reflection e-Portfolio work begins
16	W 12/4	

Note: M 12/9 is the last day of instruction for SJSU before Finals Week. Instead of a final exam, you will submit your Major Assignment 5 “Final Reflection e-Portfolio” in class on this day.