

San José State University
Department of English & Comparative Literature ENGL 1B: Argument and Analysis,
Section 16, Spring 2019

Course and Contact Information

Instructor:	Dr. Colton Saylor
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Office Hours:	Tues and Thurs, 3:00PM-4:00PM (or by appointment if necessary)
Class Days/Time:	Tues and Thurs, 1:30PM-2:45PM
Classroom:	BBC 221
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 successfully completed ENGL 2.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Course Management Page and one.SJSU 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 one.SJSU 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.

Specific Section Description:

Re-Writing and Re-Reading History – Is it possible to truly re-experience the past? What is the fallout when marginalized peoples are pushed aside in dominant historical narratives? What do representations of historical events say about our current societal norms and inequalities? In this section, we will engage with these questions as well as others as we explore the cultural and political significance surrounding historical narratives. We will rely on one underlying assumption: how a society records and relates its history says a lot about its values and power dynamics. We will study a collection of novels, poems, essays, and films for how all seek to make crucial connections between history and today and tell their own version of history.

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.

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

ENGL 1B 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.

Assignment Word Count and Learning Goals

Essay # 1: Analysis Essay

Essay # 2: Comparative Essay (research required)

Essay # 3: Argumentative Research Essay on a Historical Event (student's choice)

Visual Analysis: crafting a thesis through the analysis of a visual image

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals
Essay # 1	1,000-1,250	1-3
Visual Analysis	N/A	1-2
Essay # 2	1,250-1,500	1-3
Essay # 3	1,750-2,000	1-3

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course. Completion of this portfolio will make up half of your participation grade.

Required Texts

Available for Purchase through Canvas page

Bad Indians: A Tribal Memoir, Deborah Miranda (ISBN: 9781597142014)

Kindred, Octavia Butler (ISBN: 9780807083109)

Other required readings can be found either linked in the syllabus or as PDFs in Canvas.

Grading Policy

Essay #1 - 20%; Essay #2 - 25%; Essay #3 - 30%; Visual Essay - 15%; Participation - 10%

Participation includes the completion of all in-class or online work, such as group presentations, Canvas diagnostics, in-class writing responses, peer editing workshops, your contributions to class discussion, and the timely completion of your ePortfolio. This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (either hardcopy or on computer/tablet). If you do not attend class, you will not be participating, which will reflect on your final grade.

The revision process is central to this class, so you will be responsible for writing a minimum of two complete drafts (more may be required, but never less) for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

Late papers (including drafts) will be docked up to one full letter grade each day they are late. Students must receive a C- or higher to pass the course

About Grades Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

An "A" range 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" range 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" range 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" range 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.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

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/index.html>.

Relevant policies for FROSH English can also be found at

http://www.sjsu.edu/english/frosh/program_policies/index.html

Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their

instructor.

1B, Argumentation and Analysis, Spring 2019, Course Schedule

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introduction
2	1/29	Read: Michael Conway, “The Problem with History Classes” ; Flannery O’Connor, “A Late Encounter with the Enemy” ; Excelsior OWL: “Traditional Outlining” ; “On Paragraphing” ; Purdue OWL: “Rhetorical Situations”
2	1/31	Class Online – Post “California Mission History Diagnostic” on Canvas Discussion Board
3	2/5	Read: Elias Castillo, “The Dark Terrible Secret of California’s Missions” ; Miranda, <i>Bad Indians</i> – Introduction, Section 1: The End of the World: Missionization, 1776-1836
3	2/7	Read: Miranda, <i>Bad Indians</i> , Section 2: Bridges: Post-Secularization, 1836-1900
4	2/12	Read: Miranda, <i>Bad Indians</i> , Section 3: The Light From the Carissa Plains: Reinvention, 1900-1961
4	2/14	Read: Miranda, <i>Bad Indians</i> , Section 4: Teheyapami Achiska: Home
5	2/19	Library Visit
5	2/21	Peer Review Workshop
6	2/26	Read: Frederick Douglass, Narrative of the Life of Frederick Douglass, Ch. I-IV ; Harriet Ann Jacobs, Incidents in the Life of a Slave Girl, Ch. VIII-IX
6	2/28	Read: Butler, <i>Kindred</i> , pp. 1-50 Paper #1 Due 3/1
7	3/5	Read: Butler, <i>Kindred</i> , pp. 51-108
7	3/7	Read: Butler, <i>Kindred</i> , pp. 109-188
8	3/12	Read: Butler, <i>Kindred</i> , pp. 189-264 Assign Paper #2
8	3/14	<i>12 Years a Slave</i> Watch in Class
9	3/19	<i>12 Years a Slave</i> Finish in Class
9	3/21	Peer Review Workshop
10	3/26	No Class; 1 on 1 Conferences
10	3/28	No Class; 1 on 1 Conferences Paper #2 Due 3/29
11	4/2	SPRING BREAK

11	4/4	SPRING BREAK
12	4/9	Read: Lawson Fusao Inada, <i>Legends from Camp</i> (Excerpt) Assign Monument Analysis
12	4/11	Read: William Astore, <i>“Of Historical Statues and Monuments”</i> ; Karen L. Cox, <i>“Why Confederate Monuments Must Fall”</i>
13	4/16	Read: Victor Luckerson, <i>“Drenched in Blackness”</i> Examining Historical Monuments; Assign Paper #3
13	4/18	Monument Presentations
14	4/23	Monument Presentations
14	4/25	<i>Dutchman</i> Watch in Class
15	4/30	<i>Dutchman</i> In-Class Response
15	5/2	Presentations and Portfolio Prep
16	5/7	Presentations and Portfolio Prep
16	5/9	Peer Review Workshop Final Paper Due 5/15
Final Exam	5/17	ePortfolio Due