

San José State University
Department of English & Comparative Literature
ENGL 1B-15 (22975): Argument and Analysis, Spring 2019
The Critical Creative Thinking of America

Course and Contact Information

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| Instructor: | Dr. Michael Tod Edgerton /ej-er-tun/ |
| Pronouns: | he, him, his |
| Office Location: | Faculty Office Building (FOB) 223 |
| Telephone: | 408-924-4069 |
| Email: | Michael.Edgerton@sjsu.edu |
| Office Hours: | MW 3:00-4:15 and by appointment |
| Class Days/Time: | MW 1:30PM - 2:45PM |
| Classroom: | Sweeney Hall 444 |
| Prerequisites: | ENGL 1A (with a grade of C- or better) |
| GE/SJSU Studies Category: | GE Area A2 Written Communication I |

Course Management Page and Emails

Course materials, such as syllabus, handouts, and assignment instructions, can be found on the **Canvas course management system** website. You are responsible for checking *both* your sjsu.edu email *and* the messaging system through Canvas to learn of any updates.

Course Description

English 1B is a writing course that exposes students to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, students 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 were created and interpreted. Students practice prewriting, drafting, revising, and editing, and they practice reading closely in a variety of forms, styles, structures, and modes.

This course will focus on how such cultural productions as literature, art, film, and essays investigate issues of identity and power, the personal and/as the political, as they have run through American history down into our contemporary moment. Throughout the semester you will work to develop your writing abilities and shape your own unique voice as a prose writer. Reading, itself, is one of the essential skills to develop effective, persuasive, and enjoyable writing. Those people who read the

most are inevitably those for whom writing comes more “naturally,” and so we will work on our reading skills as a part of working on our writing. To this end, one of the primary elements and forms of composition we will focus on in this class is the analysis of model essays to help us better understand the structures, techniques, and strategies they employ to craft effective prose writing. You use what you learn from them in your own essays, taking three major assignments (in addition to many smaller ones) through multiple stages of revision. In the course of these revisions, you will review and constructively critique one another’s work, helping one another to become better writers while improving your own writing in the process.

General Education Course Learning Outcomes (GELO)

Upon successful completion of the course, students should 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 is open to (1) students majoring in Marine Biology, Biochemistry, Geology, and Engineering (Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, General, Industrial and Systems, Mechanical, and Software); and (2) transfer students who have completed GE Area A3 (Critical Thinking) requirement and still need to take a second semester of English composition for GE Area C2.

This course is not open to students who have successfully completed ENGL 2.

Prerequisite: ENGL 1A (with a grade of C- or better)

Satisfies GE Area C2: Letters

ENGL 1A General Education Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

1. read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as *purpose*, *audience*, *context*, and *rhetorical appeals*;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

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.

In this class, you will be writing an interpretive “close reading” essay; a “text in context” essay, presenting a talk based on a third essay about a contemporary or historical American artist and the cultural and/or socio-political implications of their work in context of historical and contemporary social/power relations, identity formations, and cultural practices. You will end by writing a reflective essay evaluating your own progress as a reader and writer over the course of the semester. As part of the writing process, you will have many prewriting assignments and write honest, but supportive critiques of your peers’ essays. Participation is central to this course, and some of your participation points will come in the form

of peer review workshops and class presentations, in addition to weekly participation in discussions (see more on this under “Participation” below).

Major Assignment Word Count and Learning Goals

| Assignment | Word Count | GELO |
|--|-------------|--------|
| Close Reading Essay | 1,000-1,500 | 1-5 |
| Text in Context Essay | 1,000-1,500 | 1-5 |
| Artist Profile Essay | 1,000-1,500 | 1-5 |
| Artist Profile Presentation (oral with Power Point and/or audio/video component) | 250-750 | 3,5 |
| Reflective Essay w/ Appendix | 750-1,000 | 1-3, 5 |

Required Texts

All required texts will be made available as PDF or Word documents or as links to online materials posted as an “Assignment” to our course Canvas site. Your “writer’s handbook” on all things technical, from punctuation to grammar, and MLA style manual will be the online resource, the Purdue University’s Online Writing Lab (or “OWL,” for short): https://owl.purdue.edu/owl/purdue_owl.html.

Technology and other requirements

A laptop or tablet computer is required; **bring it to every class** for in-class writing and accessing reading materials. If you do not have a computer to bring, you can check one out from the SJSU library (4th floor) or from the Instructional and Meeting Spaces Equipment Loan in IRC room 112 (phone: 408-924-2888; email: ims-equipment-loaning-group@sjsu.edu website: <https://sjsuequipment.getconnect2.com>). **NO PHONES may be used in class at any time for any reason** without my express permission—period (see note on participation below). Repeated violations of classroom rules will result in a deduction of participation points.

Almost if not all of your course readings will be Adobe PDF files, so you will need to download the free **Adobe Reader** from Adobe.com.

All of your own writing assignments need to be in “.docx” format. Download a free version of **Microsoft Office** (which includes **MS Word**) from the “Software Download” tab of your one.sjsu.edu page if you don’t already have it on your computer.

Grading Policy

Final Grade Breakdown

- Close Reading essay (final): 10%
- Text in Context (final): 10%
- Artist Profile essay (final): 10%
- Artist Profile presentation: 10%
- Final Portfolio (with reflective essay): 15%
- Required essay drafts: 15%

- Reading responses, writing exercises, pop quizzes, etc.: 10%
- In-class peer reviews and workshops: 10%
- Participation (discussions, presentations, etc.): 10%

IMPORTANT NOTES:

Students must receive a C- or higher to pass this course.

No extra credit will be given in this class.

Missed in-class or late work will only be accepted at the discretion of the instructor. If accepted, a penalty of up to 10 percentage points per day late may be assessed.

Final drafts of essays will not be accepted unless all paper-related assignments (rough drafts, reviews of peer essays, etc.) have not been completed.

Determination of 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. Here is the break-down by letter grade:

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 to make persuasive arguments that are effectively supported by logic and/or evidence.

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 major weaknesses in one or more of the fundamental areas of essay-writing listed above in the "A" grade range.

A "D"-range essay will complete the requirements of the assignment, but it will show major weaknesses in most of the fundamental areas of essay-writing listed above in the "A" grade range.

An "F"-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 extensive grammatical, mechanical, and/or usage errors that interfere with reader comprehension, or simply does not fulfill the requirements of that specific assignment. Any incomplete essay or rough draft turned in as a "final draft" will receive an "F," as multiple revisions, full development, and proofreading are all part of completing any final essay assignment.

Classroom Protocol

PARTICIPATION is required from *all students*—there is no room for wallflowers in this class. If you're a shy student, take this course as a challenge and opportunity to build your confidence and public-speaking skills. We all say something “wrong” or that makes us feel “stupid” sometimes—so what? It's not the end of the world. It's often, in fact, how we learn, and we are all learning and developing as readers and writers together. We will work collaboratively, helping one another to improve our skills. We will not judge but support one another, even as we debate controversial issues, evaluate one another's performances, and critique one another's arguments—all for our mutual betterment.

This class is not a lecture but a seminar, and I will be facilitating *your* discussions of readings, student essays and presentations, etc. Your physical and mental presence is therefore expected at *each and every* class meeting. This is *not* the kind of class you can miss and just get the lecture notes from a friend to catch up. *Every class will require your active participation.* **A writing course is a community of learners undergoing a process whereby they develop their reading and writing skills over time, through hard work and dedication.** Writing courses are by their nature time- and energy-intensive courses. Staying on track with homework assignments and being present (both physically and mentally) and actively contributing to class discussions and completing in-class writing or other assignments is *absolutely essential* to your success in this course.

You are therefore expected to arrive on time, fully-prepared, and ready to participate actively in each class meeting. To receive credit for contributions to discussions, **you must offer new insights or pose questions that lead to productive conversation, not just repeat what someone else has said.** This also means that you must come to class with all required assignments completed and reading and writing homework materials in hand (be that as a print-out or on your computer). **Missed and late assignments will not be accepted and make-up work or extra credit will not be given (or only at my discretion, and may incur a grade penalty, as outlined in “Grading Policies” above).**

Discussion Guidelines

- Be RESPECTFUL (almost every other guideline is a subcategory of this all-important one!)
- No yelling, talking over, interrupting, or—obviously—no personal insults.
- Try to understand and be considerate of others' perspectives, opinions, and feelings
- Come prepared so you can actively and substantively contribute to discussion (and not waste your classmates' time B.S.-ing). Read and write your assigned analyses/responses and bring those to class along with the reading so you have all of your materials, notes, and ideas at hand.
- Speaking of wasting others' time, don't just repeat what someone else already said. You can certainly extend it, offer a different perspective on it, etc., but don't just repackage it in different words and hope we don't notice.
- Let others speak. We don't want class to devolve into a situation where the same five people carry the conversation all the time. The popcorn method was a good suggestion for doing this, too (although “hot potato” and “tag” seem like more accurate analogies to me...but whatevs). It's where one student starts out with a contribution and then randomly passes the discussion baton on to another person.
- To that end, BE COGNIZANT of yourself and of others. Always be “taking the temperature” of the room, and give others space to speak.
- And to *that* end: Don't Be Afraid of Silence. Sometimes a minute or two of silence gives more tentative people time to step up.

- Offer CONSTRUCTIVE critique. While our goal is to discuss, debate, and rigorously evaluate one another's reading and writing to help one another improve throughout the semester, we want to do this in as *supportive, encouraging, and positive* a manner as we can.
- Conversely, be open to criticism. It's the only way to learn, and becoming defensive can just shut out what others have to have offer you. We're not going to judge one another, but help everyone improve as much as we can.
- Stay on topic. Tangents are usually counterproductive.
- ACTIVELY LISTEN AND PARTICIPATE in discussions, don't zone out, drift off or get up and leave in the middle of class (use the bathroom beforehand). If you're going to be sick, of course, by all means run!
- Be CONFIDENT in your presentations of your analyses, interpretations, evaluations and critiques. It's fine to admit when you know you're going out on a limb, taking a stab in the dark, but if you feel you have a strong case to make for the strength or weakness of an argument or its evidence, for example, don't be afraid to say—and stand by—it. Even if you don't always feel that way, try to hold yourself with confidence—fake it 'til you make it! (Arrogance is something altogether different, and we want to avoid it.)
- The first step in gaining confidence in your ideas is to always ground them in the language, logic, and evidence of the text itself, in what's actually on the page.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth: <http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program's policies can be found: http://www.sjsu.edu/english/frosh/program_policies/index.html. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances. For your convenience, I have copied below some of the most important and/or useful.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

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](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://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 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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 <http://www.sjsu.edu/counseling>.

Course Schedule for ENGL 1-B: Argument and Analysis*

* This outline is a provisional sketch of our semester; it is subject to change. **See Canvas for full instructions and due dates for all assignments.** A helpful guide to Canvas can be found here: <https://community.canvaslms.com/docs/DOC-10701>. For important university-wide dates and deadlines (e.g., add-drop), see the San José State University Spring 2019 Academic Calendar at <http://www.sjsu.edu/registrar/calendar/2192/index.html>.

January 28-February 20: Close Reading and Analysis

Monday 2/11: In-class peer reviews of close reading essays
Wednesday 2/20: **Final essay due by 11:59pm**

February 25-March 27: Texts in Context: Research and Analysis

Monday 2/25: In-class research tutorial
Wednesday 3/20: In-class peer reviews
* Start researching your artist's work and background over the weekend and break

April 1-5: SPRING BREAK *Woot! Woot!*

April 8-24: Artist Profiles

Wednesday 4/17: In-class Peer Reviews
Wednesday 4/24: **Final essay due**

April 29-May 8: Artist Profile Presentations

Monday, May 13: Last class meeting: Work on Reflection essay and Final Portfolio

Wednesday, May 15: Final Portfolio due by 11:59pm!