

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Section 5 Course # 22967, section 8, Course # 22970 spring 2019**

|                                   |   |
|-----------------------------------|---|
| <b>Instructor:</b>                | Dalia Sirkin  |
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| <b>Office Hours:</b>              | Monday and Wednesday 12:00-1:00 pm and by appointment   |
| <b>Class Days/Time/Classroom:</b> | Section 5: 9:00-10:15 MW DMH 354<br>Section 8: 10:30-11:45 MW DMH 354                         |
| <b>Prerequisites:</b>             | GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better |
| <b>GE/SJSU Studies Category:</b>  | GE C2 Humanities—Letters  |

### **Canvas and MYSJSU Messaging**

Materials such as syllabus and some assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU, Canvas, and university email to learn of any updates.

### **ENGL 1B Course Description**

#### General 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 reading closely in a variety of forms, styles, structures, and modes.

Section-specific course description To provide focus and continuity, the theme of the class is “Creativity and Responsibility.” In addition to several essays and articles, we will read Mary Shelley’s two-hundred-year-old novel *Frankenstein*. The work combines several genres: science fiction, cautionary tale, and moral parable and has become a metaphor for scientific experiment that is performed without regard of its probable or even its unintended consequences. As author and book critic Richard Holmes writes in *The New York Review of Books*: “In the press the term ‘Frankenstein’ is still standard shorthand for science gone wrong, warning of every supposed scientific ‘menace’ from nuclear power to stem cell research and genetic modification. In short, Mary Shelley’s monster has become a modern myth.” As you analyze the diverse readings, record your ideas, feelings, and concerns and reflect on your own experiences and personal response.

### **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. Before you hand in any written assignment, be sure to proofread your work, paying particular attention to the errors you know frequently occur in your own writing. You are encouraged to visit the Writing Center for assistance in your writing.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126 and on the 2<sup>nd</sup> floor of MLK's library. 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.

### **Note Taking**

You should take notes during all classes and on the reading assignments. The ability to take “good” notes requires that you use two clearly defined skills: summarizing—being aware of the main idea or theme of the topic being discussed and of the major points offered in support of the main theme—and paraphrasing—restating these ideas in your own words. The best way to develop these skills is through practice, and we will do some activities in class to help you develop them.

**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; stop occasionally to record your thoughts, reactions, and concerns in individual sheets of your Double Entry Response Journal. Include your impressions about the characters—what you learn about them, how they affect you—and about the key issues and events which the story explores. Write your questions, list the points you understand as well as other points that are less clear. Your Response Journal will come in handy when you discuss the story in class, write your research paper, or explore a related topic that interests you.
- *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 discuss questions of public interest and will present your arguments orally to class both as part of a group and as an individual.

## 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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 an essay that analyzes aspects of the texts. 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—revision of in class essay, research paper outline, and final draft--must be typed, in 12 point font with 1 inch margins, double-spaced, must follow MLA style. A hard copy of all out of class assignments must be submitted **stapled** by the beginning of class **and** on Canvas on the dates they are due. In addition to submitting your work on Canvas, essays will be submitted to Turnitin for verification.

**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 following site may be helpful for your research: [libguides.sjsu.edu/english1B](http://libguides.sjsu.edu/english1B) and Excelsior Online Writing Lab at <https://owl.excelsior.edu/>

The three 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:** Full Sentence Outline. To help you structure and organize your essay, you will create an outline that shows how you plan to build your argument. The format may look like this:
- a. Title and introduction of a subject or problem (a definition or background may be useful)
  - b. Presentation of the facts of the case, 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. Acknowledgment and rebuttal of opposing claims and evidence
  - e. Summary of the case and, if pertinent, a call to action.
- Part III:** Revised final draft and works cited page

- **Portfolio [Save all work done in this class for further use.]**  
To complete the course, you must submit an Eportfolio where you reflect on the work you have produced in English 1B during the semester and throughout your college career. You may consider 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 the appendix of evidence.

### Final Exam/Oral presentation

For this culminating course activity, you will take something you have made, something you have learned at some point this semester, and use it to claim a moment for yourself. It could be a word, a picture, a poster, or anything you deem significant. 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.

*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        |
|---|------------|-----------|--------------------|
| Diagnostic essay [not graded]   | 500        |           | 0%                 |
| Participation: activities/discussions, free writes, & peer review workshops | 400        |           | 100 points (10%)   |
| 10 Reading Responses (RR)   | 2000       | GELOs 2-5 | 200 points (20%)   |
| Midterm/in class essay  | 750        | GELOs 2-5 | 150 points (15%)   |
| Revision of in class essay  | 750        | GELOs 2-5 | 100 points (10%)   |
| Research paper full Sentence Outline  | 500        | GELOs 1-5 | 100 points (10%)   |
| Multimodal—video group project  | 250        | GELOs 2-3 | 100 points (10%)   |
| Research Paper--Final draft   | 1250       | GELOs 1-5 | 200 points (20%)   |
| Final exam/oral presentation  | n/a        | GELOs 2-3 | 50 points (5%)     |
| Totals  | 6400       |           | 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
- Shelley, Mary. *Frankenstein: Norton Critical Edition*, Norton, W. W. & Company, Inc. Second Edition 2012 ISBN: 978-0-393-92793-1 available used and new on Barnes & Noble and Abebooks.
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 available at the Spartan Bookstore /Electronic edition ISBN: 9781457633423
- Two large green examination booklets -- for the diagnostic and midterm-- are 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. The department's standard grading scheme consists of the following: "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 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.

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. If an emergency arises that requires you to miss class or any portion of class, you are responsible for contacting the professor and document your absence (doctor’s note, for example). Contact your classmates to get lecture notes, assignments, and to learn about classroom activities and announcements.
- No assignments will be accepted via email.
- To receive credit, all essays and homework assignments must be submitted in person and/or on Canvas by the beginning of class. Late papers will be penalized one full letter grade for each day late.
- 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.

### 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>>

### 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.

**English 1B, Section 5 Course # 22967, section 8, Course # 22970, spring 2019**

**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 Shelley's *Frankenstein*. Reading and writing assignments must be completed by the beginning of class on the dates shown in this schedule.

| <b>Week</b>            | <b>Date</b>    | <b>Topics, Readings, Assignments, Deadlines</b>  |
|------------------------|----------------|--|
| 1                      | M, 1/28        | Introduction: Syllabus and Schedule overview<br>Double-Entry response journal sample   |
| 1<br>Essays            | W, 1/30        | <b>Diagnostic essay—bring large examination booklet</b><br>Adler, “How to Mark a Book”   |
| 2                      | M, 2/4         | Ericsson, “The Ways We Lie” 159-167  |
| 2                      | W, 2/6         | RR #1<br>Hughes, “Salvation” 185-187   |
| 3                      | M, 2/11        | Orwell, “Shooting an Elephant” 272-279<br>Thesis identification and effective paragraphs   |
| 3                      | W, 2/13        | RR #2<br>Burdick, “The Truth about Invasive Species” 79-85   |
| 4                      | M, 2/18        | Klinkenborg, “Our Vanishing Night” 216-219   |
| 4                      | W, 2/20        | RR #3<br>Buckley, “Why Don’t We Complain?” 72-78   |
| 5                      | M, 2/25        | <i>Vanity Fair</i> article “I was Devastated” August 2018 (Canvas)   |
| 5<br>Novel             | W, 2/27        | RR #4<br><i>Frankenstein</i> , Introduction (ix-xviii) & Vol. I, Preface, Letters I-IV, chapters I and II, 5-30  |
| 6<br>Critical<br>essay | M, 3/4         | <i>Frankenstein</i> , Volume I, chapters III-VII, pages 30-60 (end of Volume I)<br>Chris Baldick, <i>Assembling Frankenstein</i> 173-83  |
| 6                      | W, 3/6         | RR #5<br><i>Frankenstein</i> , Vol. II, chapters I-IX, pages 61-105 (end of Volume II)-Rhetorical appeals-<br>The Book of Genesis 2.4-23 ( <i>King James</i> translation) 289-90 |
| 7                      | M, 3/11        | <i>Frankenstein</i> , Volume III, chapters I-IV pages 107-133<br>Anne Mellor, <i>Possessing Nature: The Female in Frankenstein</i> 355-368                                       |
| 7                      | W, 3/13        | RR #6<br><i>Frankenstein</i> , Vol. III: chapter V-VII, the end, pages 133-161<br>George Levine, <i>Frankenstein and the Tradition of Realism</i> 311-16                         |
| 8                      | M, 3/18        | Percy Bysshe Shelley, <i>On Frankenstein</i> 213-5<br>Douglass, “Learning to Read and Write” 125-130   |
| 8                      | W, 3/20        | <b>Midterm-Bring large green book</b><br><b>Review class notes and reading assignments</b>   |
| 9                      | M, 3/25        | “How Your Brain Tricks You Into Believing Fake News,” <i>Time</i> , 8/18 (Canvas)<br>Martin Luther King Library -- mandatory library session                                     |
| 9                      | W, 3/27        | Carr, “Is Google Making Us Stupid?” 87-97  |
| 10                     | <b>MON-FRI</b> | <b>SPRING RECESS</b>   |

| Week              | Date                               | Topics, Readings, Assignments, Deadlines  |
|-------------------|------------------------------------|---|
|                   | <b>APRIL 1-5</b>                   |   |
| 11                | M, 4/8                             | <b>Due: Revision of in class essay</b><br>Coates, “The Paranoid Style of American Policing” 99-102  |
| 12                | W, 4/10                            | RR #7<br>Baldwin, “Notes of a Native Son” 44-64   |
| 12                | M, 4/15                            | Adichie “To My One Love” 17-21 -- Euphemism<br>Staples, “Just Walk on By” 339-342   |
| 13                | W, 4/17                            | RR #8<br>Jefferson, “The Declaration of Independence” (draft 193-4), (final 197-201)<br>Deductive and inductive reasoning                   |
| 13                | M, 4/22                            | Max Schulman, “Love Is a Fallacy” (Canvas)  |
| 14                | W, 4/24                            | RR #9<br>Huxley, “Propaganda Under a Dictatorship” ( <i>Brave New World Revisited</i> , ch V) Canvas  |
| 14                | M, 4/29                            | <b>Due: Research paper full sentence outline peer edit workshop—Bring 2 (two) copies</b>  |
| 15                | W, 5/1                             | Multimodal presentation—video group project   |
| 15                | M, 5/6                             | Multimodal presentation—video group project   |
| 16                | W, 5/8                             | RR #10<br>Ascher, “On Compassion” 40-42<br>Eighner, “On Dumpster Diving” 146-158  |
| 16                | M, 5/13<br>Last day of instruction | <b>Due: Research paper final draft</b><br>David Foster Wallace “This Is Water” Commencement Speech to Kenyon College class of 2005 (Canvas) |
| <b>Final Exam</b> | <b>W, 5/15<br/>Th, 5/16</b>        | <b>Section 8: 9:45-12:00 --Wednesday, 5/15</b><br><b>Section 5: 7:15- 9:30--Thursday, 5/16</b>  |