

**San José State University**  
**Department of English & Comparative Literature ENGL 1B: Argument and Analysis,**  
**Section 07, Spring 2020**

**Course and Contact Information**

Instructor:	Dr. Colton Saylor
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Office Hours:	Tues and Thurs, 10:30AM-11:30AM (or by appointment if necessary)
Class Days/Time:	Tues and Thurs, 9:00AM-10:15AM
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:

Writing and Reading the City – In this course, we will use literature, critical essays, and our own analytical projects to explore and better understand the city. What does an author’s representation of their urban surroundings say about their identity or moment in history? How has the city impacted the way we think and behave? How have different disciplines sought to comprehend or improve urban life? We will keep these questions in mind as we consider ways to re-imagine San Jose.

### **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 Learning Objective (CLO)**

1. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (from ENGL dept. C2 course learning goals)
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. (from ENGL dept C2 course learning goals)
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.

### **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

All assignments due to Canvas unless otherwise instructed.

### Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Grade %
Essay # 1: Rhetorical Analysis*	1,000-1,250	1-3	20
Essay # 2: Theoretical Analysis*	1,000-1,250	1-3	25
Essay # 3: City Proposal *	1,500-1,750	1-3	30
Diagnostic	500	1-3	2.5
Poetry Response	500	1-3	2.5
Documentary Response	500	1-3	2.5
Individual Tour Stop Analysis	500	2-3	5
Group Tour Presentation	N/A	2-3	5
Tour Project Reflection	500	3	2.5
Class Reflection* (Completion of Assessment Portfolio)	500	1-3	2.5
Library Portal Training	N/A	CLO 1	2.5

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.

### Required Texts

#### Available for Purchase through Canvas page

*There, There*, Tommy Orange (ISBN: 978-0525520375)

*A Small Place*, Jamaica Kincaid (ISBN: 978-0374527075)

[\*The Just City Essays \(Available for Free\)\*](#)

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

### Grading Policy

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.

**Peer Review Workshops:** The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

Late papers for Major Essays will be docked half a letter grade each day they are late. Late papers for credit/half credit/no credit assignments (all responses, reflections, etc.) will not be accepted.

Students must receive a C- or higher to pass the course

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](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, Argument and Analysis, Spring 2020, 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	1/23	<b>Introduction</b> <b>Diagnostic Essay Due 1/27</b>
2	1/28	<b>Read:</b> Jonah Lehrer, <a href="#">“A Physicist Solves the City”</a> ; Richard Florida, <a href="#">“Why Cities Matter”</a> <b>Review:</b> <a href="#">Excelsior OWL: “Traditional Outlining”</a> ; <a href="#">“On Paragraphing”</a> ; <a href="#">Purdue OWL: “Rhetorical Situations”</a>
2	1/30	<b>Read:</b> Langston Hughes, <a href="#">“Second Generation: New York”</a> Edna St. Vincent, <a href="#">“City Trees”</a> Margaret Atwood, <a href="#">“The City Planners”</a> <b>Poetry Response Due 2/2</b>
3	2/4	<b>Read:</b> <b>Read:</b> <i>TJC</i> : “Defining the Just City Beyond Black and White”; “Urban Spaces and the Mattering of Black Lives”
3	2/6	<b>Read:</b> Shoshanna Saxe, <a href="#">“I’m an Engineer, and I’m not Buying into ‘Smart’ Cities”</a> <b>Library Training Test Results due 2/10, 11:59PM</b>
4	2/11	<b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 1-19)
4	2/13	<b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 23-74)
5	2/18	<b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 77-81)
5	2/20	<b>Peer Review Workshop (Paper #1 Final Draft Due 2/26)</b>
6	2/25	<b>Read:</b> Joan Didion, <a href="#">“Notes from a Native Daughter”</a> ; James Baldwin, <a href="#">“The Harlem Ghetto”</a>
6	2/27	<b>Read:</b> <i>There, There</i> (pp. 15-78)
7	3/3	<b>1:1 Conferences</b>
7	3/5	<b>1:1 Conferences</b>

8	3/10	<b>Read:</b> <i>There, There</i> (pp. 81-155)
8	3/12	<b>Read:</b> <i>There, There</i> (pp. 159-225)
9	3/17	<b>Read:</b> <i>There, There</i> (pp. 226-290)
9	3/19	<b>Peer Review Workshop (Paper #2 Final Draft Due 3/28)</b>
10	3/24	<b>Read:</b> Emily Raboteau, “Know Your Rights!” (PDF on Canvas); <i>TJC</i> : “Up From the Basement: The Artist and the Making of the Just City”
10	3/26	<b>Watch In-Class:</b> <i>Parts Unknown</i> , “San Francisco” <b>Documentary Response Due 3/27</b>
11	3/31	<b>SPRING BREAK</b>
11	4/2	<b>SPRING BREAK</b>
12	4/7	Alexandra Lange, <a href="#">“How to Be an Architecture Critic”</a> <b>Google Tour Orientation</b> <b>Assign Tour Project</b>
12	4/9	<b>Prepare Walking Tour Presentations (In-class)</b> <b>Individual Tour Stop Analysis Due 4/12</b>
13	4/14	<b>Group Tour Presentations</b>
13	4/16	<b>Group Tour Presentations</b> <b>Tour Project Reflection due 4/24</b>
14	4/21	<b>Read:</b> Jeremiah Johnson, <a href="#">“Are Shared Scooters Good for the Planet?”</a> ; <i>TJC</i> : “A City That is Blue, Green, and Just All Over”;
14	4/23	<b>Read:</b> Danny Crichton, <a href="#">“A Bounty of Convenience—and, Maybe, Opportunity”</a> ; Shoshanna Saxe, <a href="#">“I’m an Engineer, and I’m not Buying into ‘Smart’ Cities”</a>
15	4/28	<b>Peer Review Workshop</b>
15	4/30	<b>Presentations and Portfolio Prep</b>
16	5/5	<b>Presentations and Portfolio Prep</b>
16	5/7	<b>Presentations and Portfolio Prep</b>
	5/19	<b>ePortfolio due 9:30AM</b>