

San José State University – Spring 2019
Department of English & Comparative Literature
English 1B: Composition and Literature Sections 09, 10, 12, and 18

Instructor:	Robert F. James
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Office Hours:	T/R 1330-1500 and by appointment
Class Days/Time:	10 SH 413: T/R 1030-1145 12 BBC 121: T/R 1200-1315 18 BBC 121: T/R 1500-1615 09 BBC 121: T/R 1630-1745
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing
Required Materials:	Course Reader available at Maple Press early semester The Things They Carried, Tim O'Brien College-level dictionary A composition book for in-class writing assignments A <i>non-laminated</i> , 2-pocket folder for turning in written work

ENGL 1B Course Description

General Course Description

English 1B is a writing course that explores argumentation and analysis through the study of literary, rhetorical, and professional texts. You will develop the habits of mind required to analyze texts and write persuasively from and about them. You will practice prewriting, drafting, revising, and editing, and you will practice 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 “The American Dream.” Students will read and write about the theme from a variety of perspectives, including diverse ethnic, socioeconomic, geographic, and academic backgrounds. Class discussions will explore if The American Dream exists today. If it does, how is it defined? And perhaps more importantly, we will discuss how to achieve this dream. We will read and analyze important arguments for The American Dream from influential figures throughout American history, such as the Founding Fathers, prominent industrialists, essayists, satirists, Civil Rights leaders, entrepreneurs, muck rakers, and a lot of people you’ve probably never heard of. This course is not a “sit and learn” type of course. The most valuable commodity you have is your own opinion. The goal of this course is to help you develop your opinion and also to articulate it effectively and persuasively.

Learning Outcomes (GELO)

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

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 1B also is a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Multimodal: 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. 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>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-class Writings	1500	2,3,4,5
Revision of In-Class Writings	1500	2,3,4,5
Group Projects	1800	2,4,5

Essay #1: Research Paper Initial Draft	1200-1500	1-5
Essay #2: Research Paper Final Draft	2000-2500	1-5
Essay #3: Analytical Essay	1000	1-5
Oral Presentation	10-15 min	2,3,5

Required Texts/Readings

Course Reader available from Maple Press
 The Things They Carried, by Tim O'Brien

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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.

At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Value</u>	<u>Percentage</u>
In-class Writings/Revisions	20%
Group Writing Tasks	10%
Research Paper Draft	10%
Research Paper Final	15%
Analytical Essay	15%
Oral Presentation	10%
Participation	20%

Late Papers:

No late papers will be accepted. If you must miss class, even due to illness or last-minute emergency, it is your responsibility to get your paper to the instructor on time. A late paper will automatically receive a grade of 0. When the assignment is turned in, the zero will be factored into the overall grade as an F.

NO PAPERS WILL BE ACCEPTED AS EMAIL ATTACHMENTS.

Participation:

A healthy percentage of your grade relies on your classroom participation. Participation, as graded in my classroom, involves actively engaging in all classroom discussions in a thoughtful way. Being able to articulate

your understanding of arguments as well as formulating your own opinions is an important way to demonstrate internalization of course material. The percentages above may, at the instructor's discretion, be adjusted to reflect real-time changes in the classroom. Assignments and participation may be increased or decreased in importance, and will be explained in class.

Special Exceptions:

Each semester, students encounter a variety of on- and off-campus problems and challenges. Illnesses occur. Family emergencies happen. Anxieties, fears, and doubts all play a roll in our performance in an academic setting. As these challenges arise, students often ask for and expect exceptions to the grading and paper policies. Leniency creates a problem in the classroom, however. And it is unfair to those students who are present and participating to allow another student to receive special treatment. As such, I will work with students as challenges arise. But that work is limited to helping students catch up, not receive special treatment. To succeed in a college setting, academics have to be a priority. Sometimes, it is impossible to make school the priority it needs to be. Life gets in the way. One of the greatest lessons to learn in this setting is how to navigate challenges as they arise, not seek out ways to circumvent responsibilities as a result.

Classroom Protocol

Here's the deal. I'm old. I'm also old-fashioned. Don't disrespect the classroom. That statement means to show up prepared to participate in the class, think critically, and be fully engaged with the discussion for the day. Here are a few things to keep in mind:

Attendance: University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class." A healthy part of your grade comes through your participation in course discussions. While I'm not grading you on attendance, and there may be days on which I do not actively take role, it should go without saying that it is impossible to receive full points for participating if you are not in attendance.

Cell Phones: Class only lasts an hour and fifteen minutes. You can, I'm sure, survive sans communication for this period of time. Leave your cell phones and computers turned off, please. You may think that you are texting surreptitiously, but you're not. Trust me. If your cell phone rings in class or if I see you texting, you will be asked to surrender your phone for the remainder of class. If you do not wish to surrender your phone, you will be asked to leave the class.

Leaving the Classroom: Once class has started, please do not leave. Anyone leaving class will be asked not to return. It is disruptive to class discussions when students are walking in and out of class. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities. Again, class is only an hour and fifteen minutes. Plan accordingly.

Sleeping: If you are having difficulty staying awake, please stand at the back of the classroom. It may seem silly, but it can help if you've had a long day or night prior to class. Do what you need to in order to be an active participant in our discussions.

Essay Format: All essays must be typed and double-spaced (1 inch margins, TimesNewRoman, 12 pt font). **Handwritten essays are not acceptable.** All essays require a cover page with the title in bold, 22-point font, centered halfway down the page. Your name will appear in 18-point font two returns below your title. Course information including my name, course day and time, and date of essay centered at the bottom of the page. All

pages of the essay will include a header of student's last name and a footer of a centered page number. Do not number cover page. **No late papers will be accepted.**

Email Submissions: Hardcopies of all formal essays are required. I do not print essays for students. If you cannot make it to class, I will not accept an email submission. You are still responsible for turning in a hardcopy at the next class meeting you attend.

Short Essays and In-Class Writings: You will be writing most every class period. In-class writings will be checked prior to leaving the classroom on the day of the assignment. These assignments and their revisions cannot be made up. If you miss a class, you will not receive credit for the writing assignment. This zero will be factored into the grading percentages listed above.

100% Completion: In order to receive a passing grade, all writing assignments must be completed for this class. Even though you will not receive a grade for missed writing assignments, the work still must be done. In the event assignments are missed, it is the student's responsibility to obtain the prompt and complete the assignment. The grade will still be factored as a zero, but the work will be credited. Each semester, students have trouble with this part of the syllabus. An otherwise "A" paper will be factored as a zero if it is turned in late. However, the paper must be completed and turned in to receive a passing course grade. If, at the end of the semester, a student has not turned in all assignments, that student will receive a course grade of "F." This policy applies to all writing assignments.

Lateness: Late assignments will not be accepted. This includes illnesses. **Computer excuses are not acceptable in this class.** Each semester, students approach me regarding travel dates at the end of the semester or during the semester. Be aware that your education is a priority. However, I am not a baby sitter. Should you choose to leave instruction for any reason, this choice is yours. Travel, holidays, or family plans are not acceptable reasons to miss any class period, including the final exam period.

Final Exam: Because final exams involve oral presentations, I will not allow late admittance to the classroom once the final exam period has begun. You must attend and present your final exam during the assigned time. Failure to do so will result in a 0 for the assignment and a failing grade for the class.

Portfolio: All written work must be retained for the duration of the semester, including rough drafts and any graded/returned assignments.

Extra Credit: There are no opportunities for extra credit in this course. All assignments must be completed to receive a passing grade for 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/english/frosh/program_policies/index.html>

English 1B, Spring 2019 Assignment Calendar

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 24	Introduction

Week	Date	Topics, Readings, Assignments, Deadlines
		Syllabus
2	January 29	In-Class Writing: Bring Composition Book The Art and Craft of Persuasion Writing Essays Critical Thinking
3	February 5	In-Class Writing: Bring Composition Book Research Analyzing Visual Arguments Group Presentations DUE: Revisions RESEARCH PAPER: TOPIC PROPOSAL
4	February 12	In-Class Writing: Bring Composition Book Identities “Join or Die” –Benjamin Franklin “Origins of Anglo-Americans” –De Tocqueville Identities “A Tapestry of Hope” –Jeanne Houston “The Cult of Ethnicity” – Arthur Schlesinger DUE: Revisions
5	February 19	In-Class Writing: Bring Composition Book American Dreams “Wealth” –Andrew Carnegie “Let America Be America Again” –Langston Hughes “Harlem” –Langston Hughes DUE: Revisions
6	February 26	In-Class Writing: Bring Composition Book Images of Gender and Family “Rusk v. State” “Marriage is a Fundamental Right” –Thomas Stoddard “Reserve Marriage for Heterosexuals” –Bruce Fein DUE: Revisions

Week	Date	Topics, Readings, Assignments, Deadlines
		RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY
7	March 5	In-Class Writing: Bring Composition Book Work and Play “Women and Economics” –Charlotte Perkins Gilman “Office Politics” –Ellen Lupton Work and Play “The Mason” –Studs Terkel “Bricklayer’s Boy” –Alfred Lubrano DUE: Revisions
8	March 12	In-Class Writing: Bring Composition Book Work and Play “Serving in Florida” –Barbara Ehrenreich Justice and Civil Liberties “Civil Disobedience” –Henry David Thoreau DUE: Revisions RESEARCH PAPER: ROUGH DRAFT
9	March 19	In-Class Writing: Bring Composition Book War and the Enemy “These Are the Times That Try Men’s Souls” –Paine “Gettysburg Address” –Abraham Lincoln “The War Prayer” –Mark Twain DUE: Revisions
10	March 26 APRIL 1-5	In-Class Writing: Bring Composition Book Argumentation in Fiction Introduction to <u>The Things They Carried</u> DUE: Revisions SPRING BREAK
11	April 9	In-Class Writing: Bring Composition Book The Things They Carried

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>The Things They Carried</p> <p>DUE: Revisions</p>
12	April 16	<p>In-Class Writing: Bring Composition Book</p> <p>The Things They Carried</p> <p>DUE: Revisions</p> <p>RESEARCH PAPER: FINAL DRAFT</p>
13	April 23	<p>In-Class Writing: Bring Composition Book</p> <p>The Things They Carried</p> <p>DUE: Revisions</p> <p>THANKSGIVING BREAK</p>
14	April 30	<p>In-Class Writing: Bring Composition Book</p> <p>DUE: Revisions</p> <p>Presentation Discussions and Presentations</p>
15	<p>May 7</p> <p>MAY 9</p>	<p>ANALYTICAL ESSAY DUE</p> <p>Presentations</p> <p>Semester Wrap-up/Final Exam Prep</p> <p>LAST DAY OF INSTRUCTION</p>
Final Exam	Consult MySJSU	<p>Final Exams are scheduled by class meeting day/time. You MUST be in attendance for the final exam. Do NOT ask to be excused.</p>