

San José State University
Department of English and Comparative Literature
English 1B, Critical Thinking and Writing (GE A3), Spring 2015

Course and Contact Information

Instructor:	Robert F. James
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Office Hours:	Tuesday / Thursday 9:30-10:30 am, and by appointment
Class Days/Time:	Tuesday / Thursday 10:30-11:45, Section 23 1:30-2:45, Section 45 4:30-5:45, Section 62
Classroom:	Section 23: BBC 122 Section 45: BBC 122 Section 62: BBC 123
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

GE A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 1B Course Description

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

ENGL 1B Section 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.

ENGL 1B Learning Outcomes and Course Content

GE A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students 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. effectively 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; and
5. effectively 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).

ENGL 1B Course Learning Goals (CLO)

Upon successful completion of the course, students will be able to:

1. discuss complex ideas clearly, logically, persuasively;
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate;
3. identify the different kinds of argument and the kinds of evidence appropriate to each one,;
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources;
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear;
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies; and
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their 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: Students 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 students 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. Assignments include both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

Required Texts/Readings

Textbook

Course Reader available from Maple Press

The Things They Carried, by Tim O'Brien

Other Readings

Articles and handouts available through class, electronic communication, and peer handouts
Current events articles and discussions, as they arise, relevant to the course theme

Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B.

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

ENGLISH 1B Section-Specific 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>.

Written Assignments:

Students will complete a number of informal and formal writing assignments.

1. In-class essays: Students will write two short argumentative essays in class. These essays will derive from class discussions around both course theme and current events.
2. Short Writing Task: Students will complete five informal writing assignments designed to provide practice identifying and applying the different rhetorical, logical, and grammatical concepts discussed in class. These essays will relate directly to course readings.
3. Formal Essays: Students will write two, substantial out-of-class essays. The first will be a semester-long research project arguing a topic devised in class that is relevant to the theme of *The American Dream*. The second essay will be a critical analysis of a character from *The Things They Carried* in which students critically examine the relevance of that character to the book as a whole. Each essay will go through at least one revision.

Reading: In addition to being an intensive writing course, English 1B is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. The assigned readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if the daily reading is not completed.

Each class meeting will begin with a critical discussion of current events. These topics will be provided by students from readings of reputable news sources.

Oral Presentation: As a culminating course activity, students will argue orally in support of or in opposition to an issue discussed in class. Presentations must contain a visual design element.

Grammar & Reading Quizzes: There will be several unannounced quizzes, which will test your completion and comprehension of the required reading assignments and grammatical principles.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-class essay #1: Analysis of Class Discussion	350	2, 3, 4, 5	1, 2, 5, 6
In-class essay #2: Analysis of Class Discussion	350	2, 3, 4, 5	1, 2, 5, 6
Short Writing Task (4 x 450 words)	1800	2, 4, 5	1, 3, 8
Essay #1: Research Paper Initial Draft	1250	1-5	1-8
Essay #2: Research Paper Final Draft	2000	1-5	1, 3, 5-8
Essay #3: Analytical Essay	1000	1-5	1-8
Reading & Grammar Quizzes	250	3-5	1, 4, 6, 8
Oral Presentation	10-15 mins	2, 3, 5	1, 2, 4-6, 8

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.

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.

Total point value for the course is 1000. 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 essay #1	diagnostic
In-class essay #2	10%
Short Writing Tasks	15%
Research Paper Draft	15%
Research Paper Final	15%
Analytical Essay	15%
Oral Presentation	15%
Quizzes	5%
Participation	10

Course Grade Point Values

1000-930	A
929-900	A-
899-870	B+
869-830	B
829-800	B-
799-770	C+

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

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.

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 accept an email submission as evidence of the assignment's completion; however, you are still responsible for turning in a hardcopy at the next class meeting you attend. I respond to all email submissions. If you do not get a reply from me within 12hrs, you must assume I did not receive it. **Lost email submissions are not valid excuses for late or missing assignments.** You will still be held responsible.

Lateness: Late assignments will not be accepted unless you have arranged with me **before the due date.** This includes illnesses. **Computer excuses are not acceptable in this class.** Except in extreme cases of illness or

emergencies, there will be NO make-up quizzes or exams unless you have arranged other accommodations with me before the exam date. 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.

Extra Credit: There are no opportunities for extra credit in this course.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

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 at

http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at www.sjsu.edu/english/comp/policy/index.html

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes
- Accommodation to Students' Religious Holidays

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. 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 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.

ENGLISH 1B Daily Schedule
(Subject to change with fair notice)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th Jan 22	Introduction Syllabus Handouts
2	T Jan 27 Th Jan 29	In-Class Diagnostic Essay The Art and Craft of Persuasion Writing Essays
3	T Feb 3 Th Feb 5	Research Analyzing Visual Arguments Group Presentations RESEARCH PAPER: TOPIC PROPOSAL
4	T Feb 10 Th Feb 12	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
5	T Feb 17 Th Feb 19	American Dreams “Wealth” –Andrew Carnegie “Let America Be America Again” –Langston Hughes “Harlem” –Langston Hughes
6	T Feb 24 Th Feb 26	Images of Gender and Family “Rusk v. State” “Marriage is a Fundamental Right” –Thomas Stoddard “Reserve Marriage for Heterosexuals” –Bruce Fein RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY
7	T Mar 3 Th Mar 5	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

Week	Date	Topics, Readings, Assignments, Deadlines
8	T Mar 10	Work and Play “Serving in Florida” –Barbara Ehrenreich
	Th Mar 12	Justice and Civil Liberties “Civil Disobedance” –Henry David Thoreau RESEARCH PAPER: ROUGH DRAFT DUE
9	T Mar 17	War and the Enemy “These Are the Times That Try Men’s Souls” –Paine
	Th Mar 19	“Gettysburg Address” –Abraham Lincoln “The War Prayer” –Mark Twain
10	Mar 24-26	Spring Break
11	T Mar 31	Argumentation in Fiction
	Th Apr 2	Introduction to <u>The Things They Carried</u>
12	T Apr 7	The Things They Carried
	Th Apr 9	RESEARCH PAPER: FINAL DRAFT DUE Analytical Essay Discussion: Character Analysis
13	T Apr 14	The Things They Carried
	Th Apr 16	The Things They Carried
14	T Apr 21	The Things They Carried
	Th Apr 23	The Things They Carried
15	T Apr 28	The Things They Carried
	Th Apr 30	The Things They Carried
16	T May 5	ANALYTICAL ESSAY DUE Group Presentation Discussion
	Th May 7	Presentation workshop
17	T May 12	Semester wrap-up discussion
		Final Culminating Activity: Oral Presentations (date / time tba)