

San José State University
English Department, College of Liberal Arts
English 1B, Spring Semester, 2015

Course and Contact Information

Instructor: Ed Sams
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Office Hours: TTH 9-10:15 a.m., Noon-1:15 p.m.
Class Days/Time: TTH 7:30, 10:30 a.m.
Classroom: BBC 124 (Sect. 4), BBC 123(Sect. 20)
Prerequisites: Passage of Written Communication 1A (C or better) or approved equivalent.

GE/SJSU Studies Category: Written Communications C3/A3

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/Edwin.Sams>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

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. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Course Goals and Student Learning Objectives

Upon successful completion of this 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 source
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
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

GE 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
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).

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.](http://www.sjsu.edu/senate/docs/S12-3.pdf)

Course Content

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 6000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 6000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors.

Reading: The reading in English 1B includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. However, other readings may include poetry, fiction, and drama.

Research: English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use

library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

Diversity: The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Adding and dropping classes

Required Texts/Readings

The Bedford Handbook. Eds. Diana Hacker & Nancy Sommers. 9th Edition. Print

The Everyday Writer. Ed. Andrea A. Lunsford. Bedford-St. Martin's. 5th Edition. Online

The Millennium Reader. Eds. Stuart & Terry Hirschberg. 5th Edition. Print

A good collegiate dictionary. Three exam booklets and one final exam yellow booklet.

Classroom Protocol

Students are expected to be in their seats when class begins. They should have all the necessary books ready for class activities and discussion. The day's assignments should have been read and assigned homework typed and ready to turn in. There is no provision for late work. Please turn off your cell phones and pagers during class. Computers in class should be used only for note-taking.

Academic policies

You are responsible for reading the SJSU academic policies available online:
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Assignments and Grading Policy

Grading: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect

F=50: Writing that is off-topic, late, brief

Final Average will be determined by the breakdown of these grades:

One 1000-word in-class essay at 10% to be graded on the A-F scale.

One 1000-word out-of-class essay at 10% to be graded on the A-F scale.
One 2000-word research paper at 30% to be graded on the A-F scale.
Five preliminary drafts between 500-1000 words each to be graded on the A-F scale at 10%.
Ten quizzes at 10% to be graded on the 100-point scale.
Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.
One final exam at 20% to be graded on the A-F scale.

(Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.)

University Policies

Drop Deadline: February 3rd
Add Deadline: February 10th

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
 - It is suggested that the green sheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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.”

(Just ask.)

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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Plagiarism

Using the words, ideas, and information of another without attribution is plagiarism. Plagiarism is literary theft and academic cheating. Students who turn in work that is plagiaristic (especially borrowed language without quotes and without MLA citations) will fail the course and be reported to office of Student Conduct and Ethical Development.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based

tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. 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. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	Intro, syllabus, Diagnostic Essay (SLO 1, 6) (CLO 1,2) (GELO 4)
2	1/27	Bed. 34, MR 181 (SLO 1, 4) (CLO 6) Quiz, Bed. 3 (SLO 1) (CLO 5) (GELO 2)
3	2/3	MR 653, 532, 50 (SLO 4) (CLO 3,7, 8) (GELO 4) Bed. 37, online “Love is a Fallacy” (SLO 4) (CLO 3, 7, 8) (GELO 2)
4	2/10	Quiz, Bed. 6, MR 211, 574 (SLO 5) (CLO 3, 7, 8) (GELO 2,4,5) Bed. 23, MR 267 (SLO 5) (CLO 3, 7, 8) (GELO 3, 7, 8)
5	2/17	Quiz, Bed. 50, 28, outlines (SLO 2, 5)(CLO 6) (GELO 1) Quiz, Bed. 51-52, MR 320 (SLO 2, 3, 4)(CLO 6) (GELO 2, 3)
6	2/24	Bed 11, topics due, drafts(SLO 3, 5) (CLO 1,5) Quiz, Bed. 53-54 (SLO 2, 4) (CLO 4) (GELO 1, 3)
7	3/3	Library/Persuasive Argument due (SLO 2, 5, 6) (CLO 1,3,5,6,8) (GELO 1)Bed. 12, 55, MR 415 (SLO 2, 3, 4) (CLO 4,8) (GELO 1)
8	3/10	Bed. 56a, MR692, outline due (SLO 2,3) (CLO 4, 8) (GELO 1) Quiz, Bed. 56b, MR 250 (SLO 2,3) (CLO 4) (GELO 1)
9	3/17	Bed. 24, note cards, in-class annotated bibliography Quiz, Bed. 39, 57 (SLO 2, 3(CLO 4, 5) (GELO 1) (SLO 1, 2, 3) (CLO 3, 5, 6, 7, 8) (GELO 1)
10	3/24	SPRING BREAK
11	3/31	Quiz, MR 163, drafts (SLO 2, 3, 4) (CLO 1, 5) (GELO 1) Research Papers due (SLO 1, 2, 3, 4) (CLO 1, 2, 3, 4, 5, 6, 7, 8) (GELO 1, 2, 3, 4,5)
12	4/7	<i>Rear Window</i> , online Woolrich <i>Rear Window</i> , Woolrich (SLO 4) (CLO 1, 2, 8) (GELO 3, 5) (SLO 4) (CLO 1, 2, 8) (GELO 2, 3)
13	4/14	MR 673 Bed 7 (SLO 4) (CLO 1, 3 6) (GELO 2) (SLO 1, 4, 5) (CLO 1, 3, 8) (GELO 2, 3)
14	4/21	Bed 13, outline due (SLO 1, 4, 5)(CLO 1, 2, 8) (GELO 2, 3) Quiz, MR 796 (SLO 1, 3, 4, 5) (CLO 1, 2, 8) (GELO 3, 4)
15	4/28	in-class critical essay (SLO 1, 2, 4, 5) (CLO 1, 2, 3, 5, 6, 8) (1, 2, 3) Bed. 25, Final Exam Prep (SLO 1, 5, 6) (CLO 1, 2, 5 6 8) (GELO 2, 4, 5)
16	5/5	Practice Final (SLO 1, 5, 6) (CLO 1, 2, 3, 5, 6) (GELO 2, 3, 5) Holistic Scoring of Practice Final (SLO 1) (CLO 3, 6, 7, 8) (GELO 4, 5)
17	5/12	Quiz, MR 361, WST prep (SLO 1, 5) (CLO 6) (GELO 2)
Final Exam		Section 4: Tuesday, May 19 in BBC 124 from 7:15-9:30 Section 20: Wednesday, May 20, in BBC 123 from 9:45-Noon

