

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Section 05, Spring 2020**

**Course and Contact Information**

<b>Instructor:</b>	Peter O’Sullivan
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<b>Office Hours:</b>	Mondays and Tuesdays 10:30 – 11:30AM
<b>Class Days/Time:</b>	Mondays and Wednesdays 9:00 – 10:15AM
<b>Classroom:</b>	BBC 121
<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

**Faculty Web Page and MYSJSU 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 MySJSU 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.

Section-Specific Course Description

For this course, we are going to explore the idea of representation in the media, more specifically, what it means to stray away from your typical white, cis-gendered, heterosexual male protagonists and look at stories, books, movies, comics, and television that features other faces in the main role.

**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 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.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

## **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>.

## **Essays**

There will be three out of class essays throughout this semester: two in response to the books we are reading and one research based essay. Each of these essays will include multiple drafts. All essays must be typed in either a .doc or .docx format and turned into canvas for credit. Word counts and works cited lists must also be included. Each assignment will have a set of directions available on canvas at least two weeks before the due date for the first draft. That set of instructions is a contract between you the student and me the teacher. It outlines my expectations; the purpose behind the assignment; and specific parameters for failing, passing, or exceeding in terms of performance.

## **Reading**

Reading will be assigned for **every** class. You are responsible for doing the reading before we meet each week. Not only must you read a lot of material, but also you must read deeply, beyond the surface, and understand the material. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class

## Participation

In addition to quizzes, I will be measuring participation through discussions on Canvas. The online discussion forums are designed to inspire dialogue about the material, elicit questions about sections you find confusing, and even discuss the relationships between our readings and our assignments. You get credit for participating in the discussions each week, but please don't let the potential for meaningful discourse go to waste. If you only participate for the grade, then you've let the discussions become nothing more than busy work.

## Group Vlog Assignment

Rather than make this class solely about writing academic papers, which is far from what I want of this class, I'm including a group video blog or vlog project. In your groups, you are to produce a script and film a 5 to 10 minute vlog. The degree of technical proficiency in the creation of this vlog will simply be icing. I'm much more concerned with content. Your group will also produce a script, wherein each individual is responsible for at least one specific section. That script will be turned in as part of the writing requirement.

## Final Assessment

This class will also have as its final assessment individual presentations about your research assignment. These presentations will be held on the day of the final.

### Assignment Word Count and Learning Goals

*Bolded word counts indicate final revisions.*

Assignment	Word Count	GELO
Definition Essay Rough Draft	500	1,2,3
Definition Essay Final Draft	<b>1250</b>	1,2,3
Rhetorical Analysis Essay Rough Draft	500	1,2,3
Rhetorical Analysis Essay Final Draft	<b>1250</b>	1,2,3
Research Essay Rough Draft	500	1,2,3
Research Essay Final Draft	<b>1500</b>	1,2,3

## Required Texts/Readings

### Textbook

- Jemison, N.K. *The Fifth Season*. Orbit, 2015
- Wilson, G. Willow and Adrian Alphona. *Ms. Marvel, Vol 1: No Normal*. Marvel Comics,

### Other Readings.

Additional readings, including, but not limited to, commentary, reviews, and analyses of these works and other Superman stories will be found on Canvas.

## Grading Policy

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, 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.

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

### Grade Distribution

Rough Drafts:	10%
Final Drafts:	50%
Portfolio:	10%
Group Project:	20%
Participation:	10%
<b>TOTAL:</b>	<b>100%</b>

### Extra Credit

There is no extra credit given in this course.

### Late Policy

I do not accept late assignments. Certain assignments, like final drafts, will have two due dates: a first day to turn in and a last day to turn in. Otherwise, no late work will be accepted.

### Classroom Protocol

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for social media and video games, I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty-five minutes into a class period. If you're going to miss half the class, you might as well miss all of it. I will eject anyone who walks in after the thirty-five-minute mark.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## ENGL 1B Spring 2020 Course Schedule

Schedule is subject to change. Changes will be announced on Canvas.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27/20	Introduction; Syllabus; Icebreaker
1	1/29/20	Why is representation important?
2	2/3/20	Jemison: Prologue and Chapter 1
2	2/5/20	Jemison: Chapter 2 and 3
3	2/10/20	Jemison: Chapter 4 and 5
3	2/12/20	Jemison: Chapter 6 and 7
4	2/17/20	Jemison: Chapter 8 and 9
4	2/19/20	Jemison: Chapter 10 and 11
5	2/24/20	Jemison: Chapter 12 and 13
5	2/26/20	Jemison: Chapter 14 and 15
6	3/2/20	Jemison: Chapter 16 and 17
6	3/4/20	Jemison: Chapter 18 and 20
7	3/9/20	Jemison: Chapter 20 and 21
7	3/11/20	Jemison: Chapter 22 and 23
8	3/16/20	Ghostbusters 2016
8	3/18/20	Ghostbusters Cont.
9	3/23/20	Star Wars: The Last Jedi
9	3/25/20	Star Wars Cont.
10	3/30/20	NO CLASS

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	4/1/20	SPRING BREAK
11	4/6/20	Wilson: Ms Marvel
11	4/8/20	Ms. Marvel cont.
12	4/13/20	Assign Group Projects
12	4/15/20	Group Projects
13	4/20/20	Group Projects
13	4/22/20	Group Projects
14	4/27/20	<b>No Class</b>
14	4/29/20	Group Projects
15	5/3/20	Group Projects
15	5/5/20	Group Projects
16	5/11/20	Last Day of Class.
Final Exam	5/18/20	Turn in Portfolio