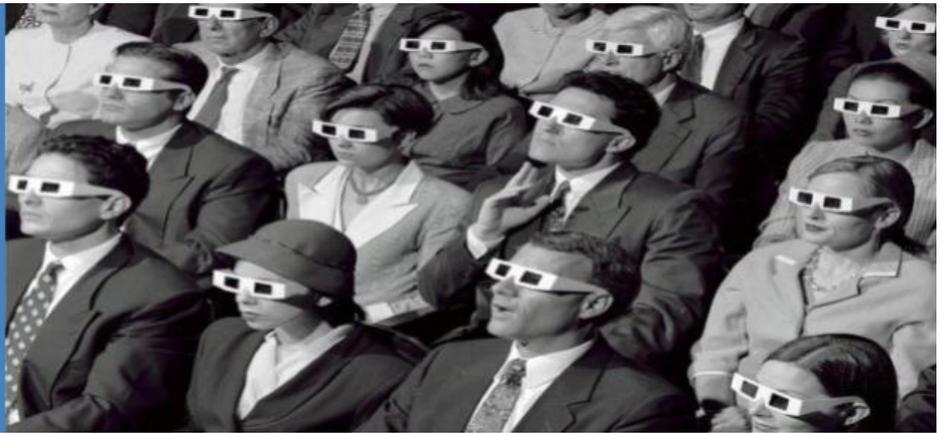


ENGL 1B: Argument & analysis



San José State University Department of English & Comparative Literature ENGL 1B: Argument and Analysis, Section 19, Spring 2022

Course and Contact Information

Instructor: Dr. Kristian O'Hare

Office Hours Link: <https://sjsu.zoom.us/j/8719216308>

Email: kristian.ohare@sjsu.edu

Office Hours: MW 11am-12pm and W 3-4pm

Class Days/Time: MW 12-1:15pm

Classroom: <https://sjsu.instructure.com/courses/1474183>

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 completed ENGL 2.

GE/SJSU Studies Category: GE C2 Humanities—Letters

Course Management 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.

Online Format

Our course will be meeting synchronously during our assigned course meeting time unless otherwise noted by myself. You can access our Zoom sessions via the course Canvas page. Please contact me immediately if you have any concerns about connecting to Zoom.

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, organizing, composing, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

Specific-Section Description

Popular culture is a term that once characterized mass-produced or lowbrow culture: pop music, potboilers and page-turners, movies, comics, advertising, radio, and television. Its audience was the masses. Opposite popular culture were highbrow forms of entertainment: opera, fine art, classical music, traditional theater, and literature. These were the realm of the wealthy and educated classes. Today, the line between high and pop culture has blurred. Most people realize that pop culture asks many of the same questions that high culture does: Does it say something new? Does it tell us about ourselves? In ENGL 1B, we will focus on interpreting popular culture; because popular culture is part of our everyday lives, we often take for granted its profound effects on us.

ENGL 1B GE 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.
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.
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 interpretive 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 fortyfive 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>.

:: Essays

Throughout the semester, you will be required to write three (3) essays. The topic(s) and guidelines for each of the assigned essays will be posted in the course schedule (Modules) and in Assignments section a few weeks prior to the scheduled due date. All essays must be typed in either a .doc or .docx format and turned into canvas for credit. The set of instructions outlines my expectations and the purpose behind the assignment. I will also include a rubric that will break down the 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

:: *Canvas Discussion Posts*

You must submit **five** Discussion Board Posts over the course of the semester in which you will answer prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (200+ words) to the posted prompt and write a comment (50+) words responding to one of your peer’s responses.

:: *Peer-Review Workshops*

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. You will share rough drafts of your writing in class on each workshop date as listed on the class schedule. If you miss a workshop, your essay will be graded down one full letter grade.

:: *Class Participation*

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. You add value to the class by participating in discussions, writing insightful critiques, and carefully listening. It is my fervent wish that everyone participate actively in our conversations. Participating in a discussion is a skill that can, and should, be learned.

:: *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.

Assignment Word Count and Learning Goals

ASSIGNMENTS	WORD COUNT	GELO
Essay #1*	1000-1250	1-3
Essay #2*	1250-1500	1-3
Essay #3*	2000-2500	1-3
Canvas Discussion Posts X5	250+ Words Each/1250+ Words Total	1-3

In-Class Writings, Prewriting Activities, Group Discussion Questions, Peer Review Workshops	2000 Words	1-3
Final Oral Presentation/Multimodal	Varies	1-3
Portfolio Self-Reflection and Bibliography	500-750 words	1-3

* - assignment requires rough draft and final draft

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.

Grading Policy

The department's standard grading scheme consists of the following: "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. Here are some of the general guidelines:

- A range (100-90): Original. Well-developed, highly imaginative, and intellectually stimulating. Shows a keen understanding of techniques discussed in class. An impressive initial effort; revision displays rigorous consideration of workshop critiques. Very few spelling and grammatical errors that might distract the reader.
- B range (89-80): Original. Shows a serious attempt to utilize the techniques discussed in class, but could benefit from further revision in terms of language, structure, polish, etc. Revision displays some rigorous consideration of workshop critiques. Very few spelling and grammatical errors that might distract the reader.
- C range (79-70): Somewhat lacking in originality. Demonstrates some attempt to utilize the techniques discussed in class, but is left underdeveloped or unpolished. Revision shows minimal effort and/or disregard for workshop critiques. Contains enough spelling, and grammatical errors to distract the reader.
- D range (69-60): Lacks originality. Demonstrates little imagination and regard for elements of craft. Shows little to no evidence of revision. Contains enough typographical, spelling, and grammatical errors to distract the reader.
- F range: Failure to submit work, or plagiarized work.

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)

Unless I make changes and announce otherwise, the overall breakdown of graded assignments will be calculated as followed:

- **Canvas Discussion Posts: 10 points each**
- **Essay #1/American Consumerism: 50 points**
 - **Group Oral Presentation/Multimodal: 50 points**
- **Essay #2/Gender, Race, & Sexuality in TV/Film: 100 points**
- **Essay #3/Culture, Conflict, & Contradiction in the U.S.A.: 100 points**
 - **Oral Presentation/Multimodal: 50 points**
- **Self-Reflection/Assessment Portfolio Submission: 25 points**
- **In-Class Writings, Group Work, Participation: Factors into your final grade. If you are active in class, you will get a boost on your final grade. If you are not active and miss many sessions, your final grade will be affected.**

No grade haggling: I do not negotiate grades. If you are concerned with your grade and want to know how to do better in the future, I welcome appointments to discuss possible strategies for improvement.

Late Policy

Assignments are due at the beginning of the class for which they are due. **No late assignments will be accepted.**

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.”

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Zoom Class Protocol

Live sessions via Zoom are required each week. You should make every attempt to attend these sessions in real time. The sessions will not be recorded.

Here are the requirements and expectations for our live meetings:

- Click on the Zoom link at least 10 mins prior to the start of our live session.
- Mute your mic upon entry into the room.
- Video allows for us to see each other, make connections, and form a community of learners. You should turn on your camera in order to actively engage in our classroom community and get full participation points. In breakout rooms, video is necessary to monitor participation and foster communication.

- During open discussion, please feel free to raise your hand and speak out when you have a question or comment.
- Cell Phones. Turn off cell phones or put them on silent mode during the Zoom live sessions.
- For more information on how to conduct yourself and manage the tech during our live sessions, check out https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvas_Spring2020.pdf
- For help with using Canvas see Canvas Student Resources page http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources

Recording Zoom Classes

I will not be recording our Zoom sessions this semester. All my lectures will be made available on Canvas. Our Zoom class sessions will incorporate participation on assigned readings and viewings, group discussion work, and in-class activities; none of these can be made up at a later time.

- If you miss a Zoom session due to internet connectivity issues or other disruptions, you should notify me, and we can discuss what was missed and can be made up.

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Etiquette

Lastly, all students are expected to treat everyone in class with respect and in general to behave in a reasonable, responsible, and courteous manner at all times. This means observing the customary rules that govern polite, civilized behavior. I expect everyone to do the following:

- Arrive promptly and stay in the classroom for the duration of the class meeting, unless you are ill or have an emergency; this holds true for all classroom activities. If you must leave class early for some reason, please let me know in advance.
- Do the reading and writing assignments before class time so that you come to class prepared to contribute to and participate in discussions.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a [free equipment](#) loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Technical Difficulties

If they arise, please notify me and let me know how (and if) I can help. You should also contact the SJSU technical support for Canvas:

Technical Support for Canvas

Email: ecampus@sjsu.edu

Phone: (408) 924-2337

<https://www.sjsu.edu/ecampus/support/>

ENGL 1B, Argument and Analysis, Spring 2022 Course Schedule

Reading assignments must be completed by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas.

Date	Readings, Assignments, Deadlines
Wed January 26th	Go over course syllabus, schedule, Getting Started module Introductions
Monday January 31st	Unit 1: American Consumerism Review: Critical Thinking Read: Laurence Shames' "The More Factor" <i>Handout Writing Assignment: Essay #1 Rhetorical Analysis of an Ad</i>
Wed February 2nd	Review: Rhetorical Situation and Appeals Read: James Twitchell's "What We Are to Advertisers" <i>**Discussion Post #1 is due</i>
Monday February 7th	Review: Visual Rhetoric Read: Stephen Craig's "Men's Men and Women's Women"
Wed February 9th	Read: Jia Tolentino's "How 'Empowerment' Became Something For Women to Buy"
Monday February 14th	Presentations
Wed February 16th	Presentations

Monday February 21st	Lecture: Formal VS Informal Writing Peer-Review: Rough Draft-Essay #1: Ad Analysis <i>**Rough Draft: Essay #1 is <u>due Monday, Feb 21st by 12pm.</u></i>
Wed February 23rd	Watch and Discuss: Episode of PEN15 <i>**Essay #1 is <u>due Friday February 25th by 11:59pm.</u></i>
Monday February 28th	Unit 2: The Culture of American TV and Film Review: How to Cite TV Series and Films in MLA Read: Roxane Gay's "The Bar For TV Diversity Is Too Low"
Wed March 2nd	Read: Roxane Gay's "The Careless Language of Sexual Violence" <i>**Discussion Post #2 is <u>due</u></i>
Monday March 7th	Review: Coordination and Subordination Read: Samantha Allen's "How HBO's 'Euphoria' and Model Hunter Shafer Created the Most Interesting Trans Character on TV"
Wed March 9th	Read: Matt Zollar Seitz's "The Offensive Movie Cliche That Won't Die"
Monday March 14th	Read: Jessica Hagedorn's "Asian Women in Film: No Joy, No Luck"
Wed March 16th	Read David Denby's "High School Confidential: Notes on Teen Movies" <i>**Discussion Post #3 is <u>due</u></i>
Monday March 21st	Read TBA
Wed March 23rd	Lecture: PIE Paragraph Method Peer-Review: Rough Draft-Essay #2 (TV and Film/Pop Culture) <i>**Rough Draft: Essay #2 (TV and Film/Pop Culture) <u>due Wednesday March 23rd by 12pm.</u></i> <i>**Essay #2 (TV and Film/Pop Culture) is <u>due Friday March 25th by 11:59pm.</u></i>
Monday March 28th	SPRING BREAK
Wed March 30th	SPRING BREAK
Monday April 4th	Unit #3: Culture, Conflict, and Contradiction in the U.S.A. Read: Chuck Klosterman's "My Zombie, Myself"

Wed April 6th	Read: George Packer's "Celebrating Inequality"
Monday April 11th	Read: Kwame Anthony Appiah's "What Does It Mean To "Look Like Me"?"
Wed April 13th	Read: Michael Omi's "In Living Color: Race and American Culture" **Discussion Post #4 is <u>due</u>
Monday April 18th	Read: Zahir Janmohamed's "Your Cultural Attire"
Wed April 20th	TBA
Monday April 25th	Review: Signal Phrases Read: Alicia Eler's "There's a Lot More to a Selfie Than Meets the Eye"
Wed April 27th	Review: The Art of Revision Read: Nancy Jo Sales' "From the Instamatic to Instagram: Social Media and the Secret Lives of Teenagers" **Discussion Post #5 is <u>due</u>
Monday May 2nd	Peer-Review: Rough Draft-Essay #3 **Rough Draft: Essay #3 <u>due Monday May 2nd by 12pm.</u>
Wed May 4th	Presentation Prep Day
Monday May 9th	PRESENTATIONS
Wed May 11th	PRESENTATIONS
Monday May 16th	Work on Final Projects *Due: Essay #3 and Portfolio to be submitted

