

Argument and Analysis Section 14

ENGL 1B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/30/2023

Contact Information

World Masterpieces

Class Location: Boccardo Business Center 128

Class Meeting: TR 10:30-11:45am

Dr. Mostafa Jalal

Email: mostafa.jalal@sjsu.edu

Office: Faculty Office Building 224

Phone: (408) 924-4430

Website: <https://www.sjsu.edu/english/faculty/all-faculty.php#J> (<https://www.sjsu.edu/english/faculty/all-faculty.php#J>)

Office Hours

TR 12:00-1:00pm, and by appointment

Faculty Office Building 224, and on Zoom

Course Description and Requisites

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

GE Area(s): C2. Humanities

Prerequisite: ENGL 1A or ENGL 1AS with a C- or better.

ENGL 1B is not open to students who successfully completed ENGL 2.

Letter Graded

* Classroom Protocols

ENGL 1B

ENGL 1B is open to (1) students majoring in Marine Biology, Biochemistry, Geology, and Engineering (Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, General, Industrial and Systems, Mechanical, and Software); and (2) transfer students who have completed GE Area A3 (Critical Thinking) requirement and still need to take a second semester of English composition for GE Area C2.

This course is not open to students who have successfully completed ENGL 2.

Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

Satisfies GE Area C2: Letters

ENGL 1B 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 equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and 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.

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

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Time Commitment

Success in ENGL 1B is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 1B, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>).

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

Expanded Course Description and Goals:

This class considers certain famous works of literature that have really made a difference in our human story and history. Over the centuries, all over the world, brilliant pieces of texts have been written and shared that have illuminated and enlightened our knowledge and perspectives on life, love, and, really, what it means to *be*. There are foundational genres of poetry, fiction, and creative non-fiction. Stories in narrative prose, plays, and performance. Most often, the works that inspire us contain both common and mysterious qualities, and we are often left in a sense of wonder. There are tangible qualities we can relate to, such as the images, setting, and various sensory details. There are also many intangible aspects that remain commonly unknown, including questions of psyche and theories of the larger universe. Students will discover what others have sought, and possibly found, in their own explorations through a thorough analysis of a variety of texts. Students will thoughtfully consider facets of these works by questioning their perspectives, whether these ideas have changed them in any way, and why these notions remain at the forefront of our human experiences. Over the course of this class, students will read creative, critical and complex texts from a variety of places all over the globe and in a multitude of voices, and will produce insightful, original and individual work, maturing our practice of analysis and argumentation.

This course will largely focus on readings, discourse, and clear, cohesive writing. We will learn how to encounter and enter these texts, discuss how and why they are written, and write our own personal, intimate, and important papers responding to what we have found to be inspiring. We will discover the fundamentals of world masterpieces throughout it all. Some of these texts are cornerstones of our human history, and we will learn the skills of studying them as we set forth on this magical journey of scholarship ourselves.

At the end of this course, students will have gained a further understanding of world masterpieces, its influences on, and places in English literature, and its role in providing varying perspectives to those who seek larger answers. We will aim to consider these elements as we sharpen our analytical and argumentative skills in our own expedition of becoming critical thinkers and writers.

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and

4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Required Texts and Resources:

1. Lunsford, Andrea, John J. Ruskiewicz, and Keith Walters. *Everything's an Argument*. Ninth Edition with Readings. (ISBN: 978-1319244477).
2. Puchner, Martin (ed.) et al. *The Norton Anthology of World Literature*. Fourth Edition. (ISBN: 978-0393265903).
3. Printing and viewing resources for course readings, videos, assignments, and other material that are posted in Canvas.

Course Requirements and Assignments

Writing Assignments:

Each of the three essays will be examples of polished, revised versions that have been peer- and instructor- reviewed. Essays should have a clear and concise thesis, a well-organized paragraph structure, and proper formatting.

1. Personal Narrative (2-3 pages): Please consider the larger theme of this course. Have you read any famous pieces before? Which locations, eras, cultures, and/or texts would you like to read and understand further? Think deeply and write from the heart.
2. Rhetorical Analysis (Essay #1, 3-4 pages): Consider one of the texts we have read in class thus far and provide a coherent, meaningful analysis of the text that details the author's thesis, the text's rhetorical situation, and Aristotle's appeals.
3. Synthesis and Argument (Essay #2, 4-6 pages): Take one or more of the texts we have reviewed in class thus far and formulate a unique argumentative essay that supports or challenges the text(s). This essay should draw upon supporting evidence from the text(s) and relevant scholarly sources.
4. Final Critical Paper (Essay #3, 5-7 pages): For this final assignment, please compose a thoughtful and thoroughly researched essay that details your views and perspectives on a particular notion or idea from a text we have read. Have we encountered similar views in our other class readings? Have we read texts that challenge these views? Find and discuss these concepts in your essay with supporting evidence from scholarly sources.
5. Reading Response Questions.
6. Writing Portfolio.
7. In-class peer-review and critique of essays for revision.
8. In-class activities and writing assignments.

Grading Information

Class Grades:

- | | |
|---|-----|
| 1. Renaissance Narrative Reflection (2-3 pages): | 10% |
| 2. Rhetorical Analysis Paper (Essay #1, 3-4 pages): | 15% |
| 3. Synthesis and Argumentative Paper (Essay #2, 4-6 pages): | 20% |
| 4. Final Paper (Essay #3, 5-7 pages): | 30% |
| 5. Reading Response Questions: | 15% |
| 6. In-class peer-review, activities and assignments: | 5% |
| 7. Participation: | 5% |

93-100% = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+

83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59% = F

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<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.

Course Schedule

Course Calendar and Schedule:

This is a tentative schedule for this semester. Reading and writing assignments can and likely will change to better suit the needs of our class discussions. Please be sure to attend class regularly and visit our course information on Canvas to note any changes to the syllabus.

**In order to preserve course flexibility, only major assignment dates appear in the calendar below. A more detailed assignment calendar may be provided as the semester progresses, and these calendar dates may be adjusted. Additionally, if and when schedule permits, we will try to visit the university's Writing Center and the Rev. Dr. Martin Luther King, Jr. Library.*

***In the schedule below, I have detailed a suggested and advanced reading schedule for you. It is very ambitious. I encourage you to read at this accelerated pace and dive deeply into these texts and ideas. Because they are indeed deep, we will focus on a selection of them and read at a much more expanded pace within the classroom, discussing major points along the way. This does not mean we are not intellectually covering all of these works and ideas comprehensively within the scope of this course; you and I can discuss any text in robust detail during office hours and conferences. Furthermore, as you do read ahead, if there is a text you would like us to focus upon in class, please let me know and I will make sure we do just that.*

Week 1:

Welcome to our class

Introduction of course & syllabus

Introduce Favorite Work of Literature assignment

Week 2:

Review and present on Favorite Work of Literature

What is rhetoric? Review *They Say/I Say* preface & chapter 1

Entering the conversation and understanding the argument: rhetorical situation & context

Read and discuss: William Shakespeare's *Romeo and Juliet*

Week 3:

Introduce Personal Narrative Reflection

Discuss William Shakespeare's *Romeo and Juliet*

Discuss sentence clarity in argumentation; paragraph unity & structure

Review *They Say/I Say* chapter 2

Selecting words: language variety & word choice: action verbs

Read and discuss: William Shakespeare's *Romeo and Juliet*

Week 4:

Begin draft work; peer critique of Personal Narrative Reflection

Discuss thesis statements & topic sentences

Continue discussion of rhetoric: Aristotelian appeals & rhetorical triangle

Review *They Say/I Say* chapters 3 & 4

Read and discuss: William Shakespeare's *Romeo and Juliet*

Week 5:

Personal Narrative Reflection due

Introduce Rhetorical Analysis Paper

Discuss forming & structuring argumentative essays

Discuss organizing paragraphs

In-class activity

Begin draft work; peer critique draft of Rhetorical Analysis Paper

Read and discuss: *The Epic of Gilgamesh*

Week 6:

Continue draft work; peer critique draft of Rhetorical Analysis Paper

Discuss *The Epic of Gilgamesh*

Exploring evidence and evaluating credibility for supporting arguments

Review *They Say/I Say* chapter 5

Read and discuss: *The Epic of Gilgamesh*

Week 7:

Discuss Information Literacy

Discuss Homer's *The Iliad & The Odyssey*

Discuss secondary & scholarly sources

Discuss synthesizing & mapping arguments

Read and discuss: Homer's *The Iliad & The Odyssey*

Week 8:

Rhetorical Analysis Papers due

Introduce Synthesis & Argumentation Paper

Discuss Homer's *The Iliad & The Odyssey*

Continue in-class writing assignment

Review *They Say/I Say* chapter 6

Read and discuss: Homer's *The Iliad & The Odyssey*

Week 9:

Draft work: Synthesis & Argumentation Papers

Discuss Geoffrey Chaucer's *The Canterbury Tales*

Review *They Say/I Say* chapter 7

Read and discuss: Geoffrey Chaucer's *The Canterbury Tales*

Week 10:

Discuss Geoffrey Chaucer's *The Canterbury Tales*

Draft work; peer critique second draft of Synthesis & Argumentation Paper

Review *They Say/I Say* chapter 8

Read and discuss: Geoffrey Chaucer's *The Canterbury Tales*

Week 11:

In-class research assignment

Discuss advanced methods of finding, evaluating and comparing scholarly sources

Discuss Confucian texts

Review *They Say/I Say* chapters 9 & 10

Read and discuss: Confucian texts

Week 12:

Synthesis & Argumentation Paper due

Introduce Final Critical Paper

Review *They Say/I Say* chapters 11 & 12

Discuss strategies and techniques for revision

Discuss selections by Hafiz and Rumi

Read and discuss: Selections by Hafiz and Rumi

Week 13:

Draft work: Final Critical Paper

Review *They Say/I Say* chapters 13 & 14

Discuss strategies and techniques for revision

Discuss selections by Hafiz and Rumi

Read and discuss: Selections by Hafiz and Rumi

Week 14:

Begin Conferences

Continue discussing strategies and techniques for revision

Discuss selections of international poetry

Read and discuss: Selections of international poetry

Week 15:

Review *They Say/I Say* chapters 15 & 16

Draft work; peer critique draft of Final Critical Paper

Discuss Sandra Cisneros's *The House on Mango Street*

Read and discuss: Sandra Cisneros's *The House on Mango Street*

Week 16:

Review *They Say/I Say* chapter 17

Discuss Sandra Cisneros's *The House on Mango Street*

Read and discuss: Sandra Cisneros's *The House on Mango Street*

Review Learning Objectives: Now what can we do with what we have learned?

Wrap-up of course

Week 17:

Finals Week

Final Critical Paper & Final Portfolios due

**Classes for the Spring 2023 semester end on Monday, 15 May 2023.*