

Argument and Analysis Section 09

ENGL 1B

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 09/01/2023

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

Office Hours: Office hours are available to help you. This is dedicated time to ask further questions, get individual help, or check in. I'm available in through the zoom link on the syllabus during my office hours and by appointment.

Email: As a courtesy please email me to inform me of an absence or to ask questions about your assignments. Put our course name and section number or time/date of our course in the subject of your email. Emails will be a common mode of communication in your professional career; in preparation for that please include a salutation and address me by name in your email and sign your emails with your name. Use your best prose (capitalization, punctuation, and complete sentences) so that your writing is easy to read. These are professional courtesies and good practice in a common genre you will use for your future careers.

Attendance: We will do activities in our class sessions, for which you will receive points. If you miss in class activities you will miss available points for that class section. There will not be make-ups for these assignments. You are responsible for any missed instruction. Please check Canvas, reach out to myself or

a peer for any missed content.

Illness: In the case that you become ill or injured, please provide me documentation. Advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from in-person lectures and make changes as needed. Students who miss significant portions of in-class instruction will not pass the class so please reach out and maintain communication. You also can create a course message board in Canvas to request and share notes and information about our class meetings.

Late work and make-ups: You will need a documented, excused absence for any work that is not turned in on the due date. Late papers without an excused absence will be marked down a letter grade for each class period they are late. We all have demanding schedules and in our class we will practice some flexibility but must also be mindful of our class schedule and agreed upon due dates.

COVID-19 protocols: Please observe the [university's health and safety protocols](#) so we can have a healthy semester together.

Plagiarism: To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author with an in-text citation; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy. Plagiarism will result in automatic failure of the assignment, and a possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

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

Course Specific Description: *Social Justice and Activism:* In our section of English 1B, we will examine literary and film responses and activism related to social justice issues in today's world. We will read about the historical, philosophical, and political contexts to examine the works and the ethical concerns they raise about issues of justice and equity many of which are still relevant today. As you do this you will be asked to choose a social justice issue within your communities to analyze and then become an active participant in through your writing.

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 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

Parable of the Sower by Octavia Butler

R.U.R (Rossum's Universal Robots) by Karel Capek (available online at <https://www.gutenberg.org/files/59112/59112-h/59112-h.htm> (<https://www.gutenberg.org/files/59112/59112-h/59112-h.htm>))

You can find used/new copies of *Parable of the Sower* at most local bookstores. R.U.R can also be found online through Project Gutenberg, but up to you what type of version (physical or digital) is better for you to use.

Other articles, short stories, and poetry will be available online and/or through Canvas.

We will also consult Purdue Online Writing Lab website for grammar and documentation conventions.

Other technology requirements / equipment / materials

In this course you will need regular access to the internet. You will be using Canvas regularly and will also need access to a word processor (Word, Google Docs). Please come to class prepared to use technology as needed, but only when needed.

If you need help accessing technology resources, the library does have materials that can be checked out. Feel free to reach out to me if you have any difficulties.

Course Requirements and Assignments

Assignment	Word Count	CLO	Grade %
Rhetorical Analysis (includes process materials)	1000-1250	1-4	25%
Argumentative Essay (includes process materials)	1250-1500	1-4	25%
Multimodal Presentation of Final Paper	n/a	1-4	10%

Assignment	Word Count	CLO	Grade %
Rhetorical Analysis (includes process materials)	1000-1250	1-4	25%
Argumentative Essay (includes process materials)	1250-1500	1-4	25%
Discussion Posts (10)	1000 (100ea)	1,2	10%
In Class Engagement	n/a	1-3	15%
Library Intro and Assignment	250	3,4	5%
Final Portfolio (Includes self reflection essay)	500	1,2	10%

In-class Activities and Participation (CLOs 1-3): In class we will have class discussions and participate in a number of writing activities meant to help you with your major writing projects for which you will receive participation points. These points cannot be made up so attendance is essential to receive credit. Point values for the writing activities will be indicated in Canvas.

Peer Review Workshops and Essay Revision (CLOs 2-4): For the three major essays, you will complete a rough draft and participate in a peer-review workshop. You will work with a peer to help identify strengths and weaknesses, while offering suggestions for improvements. Both the rough draft and the peer review will be worth points towards the total project.

Discussion Posts/Hypothesis Readings/Quizzes (CLOs 1-4): Four our reading assignments this semester you will be completing reading notes (usually in Hypothesis) and/or completing a discussion post regarding the reading or a related topic. These will be due before class in order to be prepared for in class engagement activities. Discussion posts should be at least a healthy paragraph demonstrating thoughtfulness to the prompt regarding the assigned reading or discussion topic. You will have 12 discussion posts opportunities but only 10 will be graded, the extra two can either be thrown out or be completed for extra credit.

Major Essays and Other Assignments: Major essays and other assignments will be given assignment sheets (descriptions of the assignment and rubric) in class when initially assigned.

Final Portfolio: 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.

✓ Grading Information

Grade	Percentage
A+	97-100%
A	93-96%
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	59% and below

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week 1

M 8/21: n/a

W 8/23: n/a

Week 2

M 8/28:

W 8/30:

Week 3

M 9/4: Labor Day No Class

W 9/6:

In Class: Intro to Rhetorical Analysis. Why is writing important?

Assign: Why do you write? Due 9/11

Read: George Orwell, "Why I Write" <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/why-i-write/>

Week 4

M 9/11:

In Class: Social Ethics, Activism, and Our Responsibility

Rhetorical Analysis of The Atlantic Article.

Discussion Post #1: For our first discussion post I want you to consider how you engage personally in social ethics. Are you involved in activism? What responsibility do you feel we have on social media? Consider the article we read in your discussion. Please respond thoughtfully to at least one of your peer's discussion posts in addition to your own.

Read: <https://www.theatlantic.com/ideas/archive/2023/07/twitter-threads-new-suggested-rules/674709/>

W 9/13:

In Class: Social Ethics: AI, ChatGPT and Technology

Why All the Drama? -Intro to drama

Discussion Post #2: Think through your current community (personal, familial, social, cultural, etc.) or future career/industry. What is an issue that is close to you that may require ethical consideration? Have you thought about these implications before? In what ways are you already engaging in these issues? Please respond thoughtfully to at least one of your peer's discussion posts in addition to your own.

Read: RUR (Rossum's Universal Robots) by Karel Capek <https://www.gutenberg.org/files/59112/59112-h/59112-h.htm>

Week 5

M 9/18:

In Class: Assign Essay 1 Rhetorical Analysis

Read:

W 9/20:

Week 6

M 9/25:

W 9/27

Week 7

M 10/2:

W 10/4:

Week 8

M 10/9:

W 10/11:

Week 9

M 10/16:

W 10/18:

Week 10

M 10/23:

W 10/25:

Week 11

M 10/30:

W 11/1:

Week 12

M 11/6:

W 11/8:

Week 13

M 11/13:

W 11/15:

Week 14

M 11/20:

W 11/22: No Class Thanksgiving Break

Week 15

M 11/27:

W 11/29:

Week 16

M 12/4:

W 12/6: Last Day of Instruction