

Argument and Analysis Section 82

ENGL 1B

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/22/2024

Contact Information

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Course Information

When Harold Bloom famously postulated that Shakespeare had “invented the human,” he was arguing that it was the writer, the artist, who had uncovered our kindness and malice, our compassion and apathy. It was the artist who had expounded our ‘fullness,’ not only in our contradictions, but also in our supposed autonomy and superiority among all other species. But Bloom was also suggesting that the state of being human wasn’t necessarily fixed or inherent. Instead, it was a tenuous demarcation that had been created and could presumably be undone.

Our humanities departments have long maintained an anthropocentric view, in which we, humans, constitute and mitigate the world in which we live and reign. But recently, writers, artists, and theorists have been calling that perspective into question, asking not only what it might mean to be human in an era of digitized selves and medical breakthroughs, but whether we, through techno-scientific invention and intervention, have unwittingly devised our own end.

In this class, we will read four short stories that lend themselves well to new questions about what it has meant to be human and how that meaning/understanding may be shifting. The stories are largely science fiction, some of which seemed to predict the world we now occupy, and all of which will have us challenging our ideas about our place in the world. You can find PDFs of each story below:

E.M. Forster's "The Machine Stops" (1909)

Ray Bradbury's "A Sound of Thunder" (1952)

Philip K. Dick's "We Can Remember It For You Wholesale" (1966)

Octavia E. Butler's "Bloodchild" (1995)

These stories are not what you'd call light reading. They will raise difficult questions about human rights - and who has rights to them. Where is the line, we'll ask, between right and wrong? We will discuss how each story portrays the human and challenges or upholds our current understanding of humanity. We will draw from literary theory to situate these stories within extant academic discourses and evaluate whether the human can survive the posthuman world it is constructing.

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>).

AI Policy

OUR CLASS POLICY RE CHATGPT AND OTHER GENERATIVE AI:

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice.

Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. **If you are unsure, ask!**

STUDENT ROLE:

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;
2. know the consequences of violating the Academic Integrity Policy;
3. know the appeal rights and procedures to be followed in the event of an appeal;
4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy

here: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>
[Generative Artificial Intelligence \(Chat GPT\) Links to an external site.](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)
(<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>[%20Generative%20Artificial%20Intelligence%20\(Chat%20GPT\)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)).

WHAT YOU SHOULD KNOW ABOUT AI PLATFORMS:

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data “scraped” from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute). AI writing platforms have become savvy enough to write essays, create apps, help with

excel, and nearly any conceivable writing situation that relies on linguistic patterns. In this class, we'll practice learning and thinking with them. ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls

Disclosure Agreement

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.
- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
 - Fixed spelling and grammar
 - Changed the structure or order
 - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

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

There's no need to purchase any books for this course. Instead, all readings and materials will be posted in Canvas Modules.

Course Requirements and Assignments

For this class, you will complete a total of four major assignments:

- 1) Literary Analysis: "The Machine Stops" - 10 points
- 2) Webpage: Is "A Sound of Thunder" and/or "We Can Remember It For You Wholesale" a warning or sign of hope? - 10 points
- 3) Framed Analysis: "Bloodchild" - 10 points
- 4) Self-Reflection and Online Portfolio - 5 points

In addition, you will complete a number of out-of-class minor assignments, each of which will be worth 1 point. Note: late minor assignments will not be accepted for credit.

Grading Information

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help

us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.

If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will do well in this course. If you turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will suffer.

*Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in **on time**. You will not receive credit for missed, incomplete, or late minor assignments. The three course-specific major assignments (literary analysis of "The Machine Stops," webpage about the warning or message of hope in "A Sound of Thunder" and/or "We Can Remember It For You Wholesale," and framed analysis of "Bloodchild") will be graded out of 10 points; we will break down the requirements of each assignment and the conventions of each genre you need to meet to achieve each point value (1-10). This means that while major assignments will be assessed for things like development, organization, and coherence, a lower grade will not be weighted enough to affect your successful completion of the course (so long as you are keeping up with the minor assignments). You will also complete a self-reflection essay and online portfolio at the end of the semester that will be graded out of 5 points.*

You are guaranteed success in this class if:

- 1. You complete the majority of all minor assignments, including reading responses and outlines and drafts of all your work. **Note: Minor assignments that are submitted late will be given 0/1.***
- 2. You abide by the protocol we establish as a writing/learning community.*
- 3. You work cooperatively and collegially in groups.*
- 4. You complete all major and minor assignments **on time**. Except:*
- 5. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.*
- 6. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.*
- 7. You provide thoughtful peer feedback during workshops and commit yourself to other collaborative work.*
- 8. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).*
 - 1. Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.*

Your grade will correspond to your percentage in the "Total" column in Canvas. This will combine points received for minor and major assignments. The breakdown is as follows:

A: 94-100% A-: 90-93% B+: 88-89% B: 84-87% B-: 80-83% C+: 78-79%

C: 74-77% C-: 70-73% D+: 68-69% D: 64-67% D-: 60-63% F: 59% and lower

Plea:

I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible, in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student. If the contract is invoked, it is to ensure the student a passing grade (C-), not to allow the student to make up enough assignments to achieve a desired grade.

CONTRACT AGREEMENT: *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.*

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

Please note: This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas, so be sure to enable notifications. Every assignment and activity will be published with due dates and times. To make the schedule as easy to navigate and remember as possible, all minor assignments will be due at the end of the day on Tuesdays. Late minor assignments will not be accepted.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/21	Video 1: Course Introduction Due Tuesday, 8/27, 11:59 pm: “Week 1” Activities in Canvas Modules

2	W 8/28	Video 2: Literary Analysis: "The Machine Stops" Due Tuesday, 9/3, 11:59 pm: "Week 2" Activities in Canvas Modules
3	W 9/4	Video 3: Literary Analysis: "The Machine Stops" Due Tuesday, 9/10, 11:59 pm: "Week 3" Activities in Canvas Modules
4	W 9/11	Video 4: Literary Analysis: "The Machine Stops" Due Tuesday, 9/17, 11:59 pm: "Week 4" Activities in Canvas Modules
5	W 9/18	Video 5: Literary Analysis: "The Machine Stops" Due Tuesday, 9/24, 11:59 pm: "Week 5" Activities in Canvas Modules
6	W 9/25	Video 6: Webpage: "A Sound of Thunder" and "We Can Remember It For You Wholesale" Due Friday, 9/27, 11:59 pm: Literary Analysis: "The Machine Stops" Due Tuesday, 10/1, 11:59 pm: "Week 6" Activities in Canvas Modules
7	W 10/2	Video 7: Webpage: "A Sound of Thunder" and "We Can Remember It For You Wholesale" Due Tuesday, 10/8, 11:59 pm: "Week 7" Activities in Canvas Modules
8	W 10/9	Video 8: Webpage: "A Sound of Thunder" and "We Can Remember It For You Wholesale" Due Tuesday, 10/15, 11:59: "Week 8" Activities in Canvas Modules
9	W 10/16	Video 9: Webpage: "A Sound of Thunder" and "We Can Remember It For You Wholesale" Due Tuesday, 10/22, 11:59: "Week 9" Activities in Canvas Modules
10	W 10/23	Video 10: Webpage: "A Sound of Thunder" and "We Can Remember It For You Wholesale" Due Tuesday, 10/29, 11:59 pm: "Week 10" Activities in Canvas Modules
11	W 10/30	Video 11: Framed Analysis: "Bloodchild" Due Friday, 11/1, 11:59 pm: Webpage: "A Sound of Thunder" and "We Can Remember It For You Wholesale" Due Tuesday, 11/5, 11:59 pm: "Week 11" Activities in Canvas Modules

12	W 11/6	Video 12: Framed Analysis: "Bloodchild" Due Tuesday, 11/12, 11:59 pm: "Week 12" Activities in Canvas Modules
13	W 11/13	Video 13: Framed Analysis: "Bloodchild" Due Tuesday, 11/19, 11:59 pm: "Week 13" Activities in Canvas Modules
14	W 11/20	Video 14: Framed Analysis: "Bloodchild" Due Tuesday, 11/26, 11:59 pm: "Week 14" Activities in Canvas Modules
15	W 11/27	Thanksgiving - Enjoy your week off!
16	W 12/4	Video 15: Self-Reflection Essay and Online Portfolio Due Friday, 12/13, 11:59 pm: Framed Analysis: "Bloodchild" and "Self-Reflection Essay and Online Portfolio"