

Argument and Analysis Section 18

ENGL 1B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/11/2023

Contact Information

Instructor:	Christopher Dizon
Office Location:	Faculty Office Building 115
Telephone:	408-924-4117
Email:	Christopher.J.Dizon@sjsu.edu
Office Hours:	By appointment on Wednesday 3:00 to 5:00 PM

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

We will develop a classroom etiquette and discuss what elements are necessary for a safe and respectful learning environment. This information will be posted in Canvas on a collaboration page set up for the discussion of classroom norms.

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>).

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

To sharpen our use of argument and analysis, we will explore game play and how a variety of authors employ this concept through a diverse selection of media. Using critical dexterity and rhetoric, we will practice composing logical deductions and formal arguments. As we examine and respond to a variety of texts across genres, we will form essential questions to foster adaptive learning. This class will adopt rhetorical tools like enthymemes and syllogisms while looking towards essential questions to frame inquisitive learning. For example, what is the purpose of a game? How do speakers engage an audience with the use of play? Using the concept of gamification, this class will explore critical thinking through the lens of analytical reading, rhetorical writing, and gamified investigations.

📊 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/Materials

"Her Story" by Sam Barlow available via the app store/playstore/steam*

In addition to analyzing the visual novel, "Her Story," we will also examine a variety of texts and media in the genres of short fiction, critical essays, films, episodes, and short clips which will be available via canvas or viewed in class for rhetorical analysis.

Also, please bring a laptop or smartphone to class for use during collaborative projects, and a notebook with a writing utensil.

✓ Grading Information

Critical Analysis Essay (20 points)

Outline and draft proposal: 5 points

Rough Draft: 5 points

Full Draft + Peer review: 5 points

Revision + Draft letter: 5 points

Argumentative Essay (20 points)

Outline and draft proposal: 5 points

Partial draft: 5 points

Full Draft + Peer review: 5 points

Revision + Draft letter: 5 points

Multimodal Presentation (20 points)

Outline and draft proposal: 5 points

Digital Submission: 5 points

Presentation: 10 points

Assignments: In-Class Activities + Homework (30+ points)

Each week, short assignments are distributed as scaffolding tasks that fold into larger projects. Typical assignments include readings and reflective prompts. In addition, collaborative in class work will be assigned with reflective prompts assigned afterwards. Assignments close for submissions after their due date is elapsed.

E-Portfolio (10 points)

Annotated Bibliography 5

Reflection Essay 5

Total points possible: 100

Determination of Grades

- Grades will be determined for the course by the scores of three major writing projects, discussion board posts, minor assignments, in-class reflections and submission of the e-portfolio.
- While some minor assignments may be turned in late, points earned on peer review workshop dates cannot be made up. Similarly, missed attendance for in-class collaborative work and reflections will be marked as incomplete. However, if an emergency occurs, please let me know a day in advance, and we will work together to find a solution.

A = will be worth 90 to 100 percent of the points possible.

B = will be worth 80 to 89 percent of the points possible.

C = will be worth 70 to 79 percent of the points possible.

D = will be worth 60 to 69 percent of the points possible.

F = will be worth 0 to 59 percent of the total points possible.

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 Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed 1/25	Introduction: Syllabus + Classroom Norms The purpose of games Infopower literacy quiz Read + Respond: "The Knowers" by Helen Phillips https://electricliterature.com/the-knowers-helen-phillips/
2	Mon 1/30	Critical Analysis Essay Overview Prewriting + Arrangement: Mind mapping Keywords
2	Wed 2/1	Top 5 Games: Analysis/Enthymemes/Syllogisms Read + Respond: "Omelas" by Ursula K. Le Guin + "The Lottery" by Shirley Jackson
3	Mon 2/6	Visual Rhetoric Claims/evidence/reasoning Random Rhetorical Encounters

Week	Date	Topics, Readings, Assignments, Deadlines
3	Wed 2/8	Critical Analysis Essay Outline + Proposal due Read + Respond: "Love + Twine" by Anna Antropy
4	Mon 2/13	Visual Rhetoric + Analogy + Memes Hyperbole + Explaining Analysis to a Friend
4	Wed 2/15	Rhetorical Appeals, Analysis + Scientific Method "Her Story" Introduction
5	Mon 2/20	"Her Story" Review + Analysis Random Rhetorical Encounters
5	Wed 2/22	Critical Analysis Essay Rough Draft + Peer Review
6	Mon 2/27	Revision (ideas/writing) + Persuasive speaking + Werewolf Rhetoric Closing thoughts on "Her Story."
6	Wed 3/1	Exam 1, Part 1 Werewolf Rhetoric
7	Mon 3/6	Exam 1, Part 2 Rhetoric War I: Evitable Snap Critical Essay Revision + Draft Letter due
7	Wed 3/8	Argumentative Essay Overview Read + Respond: "Escape from Spiderhead" by George Saunders https://www.newyorker.com/magazine/2010/12/20/escape-from-spiderhead
8	Mon 3/13	Random Rhetorical Encounters Sci-fi Start-Up

Week	Date	Topics, Readings, Assignments, Deadlines
8	Wed 3/15	Argumentative Essay Outline + Proposal due Read + Respond: "Zimmerland" by Nanakwame Adjei-Brenyah https://lithub.com/zimmer-land/ + "The Joy of Virtual Violence" by Cara Ellison and Brendan Keogh
9	Mon 3/20	Visual Rhetoric Violence + Games + Escapism: Alice in Borderland
9	Wed 3/22	Visual Rhetoric Violence + Games + Social Politics: Squid Games Random Rhetorical Encounters Read + Respond: "The End of Gamers" by Dan Golding
10	Mon 3/27	Spring Recess: No class meeting
10	Wed 3/29	Spring Recess: No class meeting
11	Mon 4/3	Multimodal Presentation Overview Random Rhetorical Encounters
11	Wed 4/5	Argumentative Essay Rough Draft + Peer Review Read + Respond: "Pre-simulation Consultation XF007867" by Kim Fu https://www.wnyc.org/story/too-hot-for-radio-kim-fu-presimulation-consultation-xf007867/ https://open.spotify.com/episode/6H80eYRyMp8EeGhfbmILhR
12	Mon 4/10	Rhetorical Analysis + Argument: Class Boss Monster
12	Wed 4/12	Exam 2, part 1 Rhetoric War II: Class Boss Monster

Week	Date	Topics, Readings, Assignments, Deadlines
13	Mon 4/17	Exam 2, part 1 Werewolf Rhetoric 2 Argumentative Revision + Draft Letter due
13	Wed 4/19	Multimodal Presentation Outlines due E-portfolio: Annotated Bibliography
14	Mon 4/24	Visual Rhetoric: Ready Player One part 1
14	Wed 4/26	Visual Rhetoric: Ready Player One part 2 E-portfolio: Reflection Essay
15	Mon 5/1	Multimodal Presentations Random Rhetorical Encounters
15	Wed 5/3	Multimodal Presentations Random Rhetorical Encounters
16	Mon 5/8	Multimodal Presentations Random Rhetorical Encounters
16	Wed 5/10	Exam 3, part 1 Rhetoric War 3: Humans VS Zombies
17	Mon 5/15	Exam 3, part 2: Werewolf Rhetoric 3 Last Day of Class