

Argument and Analysis Section 02

ENGL 1B

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

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: Visit my scheduled Zoom office hours or make an appointment if you would like extra help. See the contact information above for details.

Email: Please email me to inform me of an absence or to ask questions about assignments. Put our course name and section number or time/date of our course (for example: Sect 2, T/TR 9:00 am) in the Subject of your email. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. Gregory*, or *Hello Professor Gregory*) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.

Attendance: We will do activities in our live class sessions, for which you will receive points. There are no make-ups for these assignments. If you are absent, email me so I can advise about missed instruction. Check Canvas for announcements too.

Illness: In the case that you become ill or injured, please provide me documentation from county or university officials or healthcare professionals. Advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from the in-person lectures and also adapt assignments as needed so you don't lose points. If you will be out for a prolonged period due to serious illness or injury, it is your responsibility to withdraw or to communicate with me regularly your intentions to stay in the course and to complete the assigned work during the semester. Writing courses operate on the premise that in order to develop reading, writing, and critical thinking skills, students need to engage in consistent, rigorous, and collaborative practices for extended periods of time. And the grading system is set up to reward continual participation in the course, with the requirement of all major assignments completed with a passing score. When various circumstances prevent students from engaging in this process, they are not building their skills and there is no way to measure their progress. Students who miss significant portions of in-class instruction will not pass the class. Students must keep up with the reading and homework posted in Canvas, and complete work throughout the semester. I encourage our class to create a course message board to request and share notes and information about our class meetings and email me with questions.

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. These policies are in place to be fair to your classmates who also have demanding schedules. Provide documentation (doctor's note, etc.) to excuse an absence.

Classroom and online conduct: Please be courteous in our live classes and in your written online responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. When critiquing one another's work online, offer constructive and kind advice. During our in-person classes, put away laptops and phones unless otherwise permitted. These are distractions from the lecture and class activities.

Plagiarism: You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in SJSU's Office of Student Conduct's [Academic Integrity Policy](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) is regarded as another form of plagiarism. AI generated submissions cannot achieve a passing grade in this course. Your individual effort to master reading and writing is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society. If are unable to perform the written work in this class independent of AI technology, you are jeopardizing your good standing in this class and in the university. Plagiarism will result in automatic failure of the assignment, and possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty.

If you are unsure about whether some portion of your work may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. 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:

Weird Science: In this section of English 1B, we will examine the literary and film responses to specific scientific developments and theories related to human biological life from the 19th century to the present. We'll read about the historical, philosophical, and political contexts to examine the artistic works and the ethical concerns they raise about the scientific interventions and advances in human biology and health.

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.

Course 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 are 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.

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

Technology requirements / equipment / material

Regular access to the internet and Canvas and a word processor.

Notebook and pen.

Required Texts/Readings

In addition to *Frankenstein* listed below, all other required reading and video materials are provided for you in our Canvas course. Click on the assignments as listed in our weekly schedule. The links to the materials are within the assignments.

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

Frankenstein: Or the Modern Prometheus

Author: Mary Shelley

Publisher: Penguin Classics

ISBN: 978-0-141-43947-1

Availability: Campus bookstore and online vendors

Price: \$10 new; various used

Be sure to buy this specific edition. Buy it as soon as possible as we will read this text in our first unit.

Course Requirements and Assignments

Major Writing Assignments (CLOs 1-4): For each major writing assignment, you will be given a prompt with specific guidelines. Total points for the major assignment are distributed across separate drafting assignments, including thesis and outline, paragraphs, rough draft, and final draft. For example, the final draft may only be worth 55 points, while the remaining 45 points are distributed across drafting stages; in total the assignment is worth 100 points. Because the points are awarded in stages, it's important to participate in the drafting process to get as many points possible for the assignment. Both rough and final drafts must be typed, using MLA documentation style. All final essays must be submitted to Turnitin.com via Canvas to check for plagiarism.

Major Writing Assignments	Word Count
Unit 1: <i>Frankenstein</i> analysis	1000
Unit 2: In-Class Short Answer Response-- Genetic science and ethics analysis	1000
Unit 3: AI and bioenhancements argument	1200
Final self-reflection essay and e-portfolio	750

In-class Activities and Participation (CLOs 1-3): In class, we will have class discussion and do a number of writing activities—some announced, some not—related to our lecture and reading 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 are indicated in Canvas.

Peer Review Workshops, Instructor Feedback, and Essay Revision (CLOs 2-4): For major writing assignments, you will write a complete rough draft to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's essays and offer suggestions for improvement. You will be awarded points for both having the draft and reviewing your classmates' work. Additionally, I will be giving students feedback on rough drafts. Review your feedback to revise for the final draft.

Reading Responses, Discussion Posts, Cornell Notes (CLOs 1-4): For our reading assignments this semester, you will compose a reading response, discussion post, and/or take Cornell notes. Usually these are due before class to encourage you to read, but occasionally we'll do them during or after class. Reading responses and Discussion posts should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtfulness in response to the prompt and assigned reading. See the rubric in Canvas for the Cornell notes.

Final Examination or Evaluation (CLO 2):

In ENGL 1B, the semester's lessons culminate in a digital Reflection and Portfolio Assignment. In this assignment, you gather samples of your writing that demonstrate your learning and write a reflection essay that explains what you have learned, how you learned it, and how you will use it in future learning. Then you submit your portfolio to the first-year writing program. This is your chance to identify and articulate what you've learned and what you'll strive for moving forward as a reader and writer.

✓ Grading Information

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>88 to 89 %</i>
<i>B</i>	<i>83 to 87%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>78 to 79%</i>
<i>C</i>	<i>73 to 77%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>68 to 69%</i>

<i>Grade</i>	<i>Percentage</i>
<i>D</i>	<i>63 to 67%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% and below</i>

Assignments	Points
Unit 1 Essay	100
Unit 2 In Class Short-Answer Response	75
Unit 3 Essay	120
Final Self-Reflection Essay	40
Reading & writing homework and in-class activities	65*
Total	400*

*Note: These points are approximate, depending on how many activities we do throughout the semester.

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	Date	Major Writing Assignments and Deadlines
1	Th, 1/23	<p>Major Writing Assignments and Deadlines</p> <ul style="list-style-type: none"> • <i>Please consult the Modules in Canvas for more detailed up-to-date, week-by-week assignments and deadlines.</i> • <i>Assignment due dates are subject to change and students will be notified in advance.</i> • <i>All reading and homework assignments are available in Canvas.</i> • <i>"Before Class" are the assignments you should have completed before coming to class that day. "In Class" indicates the focus of the day's lecture, although we also do unannounced activities. "After Class" is an assignment due on a day other than a day our class meets.</i> <p>First Day of Instruction:</p> <ul style="list-style-type: none"> • Intro to course • Unit 1: Scientific Revolution and <i>Frankenstein</i>
2	Tu, 1/28	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Essay Prompt 1 • Read Key Concepts from the Era <p>In Class:</p> <ul style="list-style-type: none"> • Enlightenment Slideshow • Brainstorm: Basis of Natural Law
	Th, 1/30	<p>Before Class:</p> <ul style="list-style-type: none"> • Preread for <i>Frankenstein</i> • Read <i>Frankenstein</i> V1, Letters 1-4 and Chs 1-3 (pp. 13-50) <p>In Class:</p> <ul style="list-style-type: none"> • Sample Paragraph <p>After Class: Due Midnight Jan. 31</p> <ul style="list-style-type: none"> • Paragraph comparing novel to our concept reading

3	Tu, 2/4	<p>Before Class:</p> <ul style="list-style-type: none"> • Guided reading questions • Read Frankenstein V1, Chs 4-8 and V2, Ch 1 (pp. 51-98) <p>In Class:</p> <ul style="list-style-type: none"> • Group questions
	Th, 2/6	<p>Before Class:</p> <ul style="list-style-type: none"> • Guided reading questions • Read Frankenstein V2, Chs 2-6 (pp. 99-129) <p>In Class:</p> <ul style="list-style-type: none"> • Write a paragraph • How to quote
4	Tu, 2/11	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Frankenstein V2, Chs 7-9 and V3, Chs 1-3 (pp. 130-178) • Discussion question • Read excerpt from Ellis's "Fictions of Science" • Re-read Smith's "Frankenstein and Natural Magic" (see Week 2: Key Concept Reading>"Natural Philosophy") <p>In Class:</p> <ul style="list-style-type: none"> • Group questions <p>After Class: Due Midnight Feb. 11</p> <ul style="list-style-type: none"> • Paragraph on Frankenstein's Science (working paragraph for your paper)
	Th, 2/13	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Frankenstein V3, Chs 4-7 <p>In Class:</p> <ul style="list-style-type: none"> • Paper resources <p>After Class: Due Midnight Feb. 15</p> <ul style="list-style-type: none"> • Thesis and outline for essay

5	Tu, 2/18	<p>Before Class:</p> <ul style="list-style-type: none"> • Rough draft for Essay 1 <p>In Class:</p> <ul style="list-style-type: none"> • Peer review
	Th, 2/20	<p>Start Unit 2: Genetic Science and Ethics</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read about your upcoming in-class short answer response (Unit 2 exam) <p>In Class:</p> <ul style="list-style-type: none"> • Watch documentary: "The Eugenics Crusade" • Write a response to the documentary
6	Tu, 2/25	<p>Before Class:</p> <ul style="list-style-type: none"> • Read excerpts from Lombardo's "The Power of Heredity and the Relevance of Eugenic History" • Read excerpts from Stern's "Instituting Eugenics in California" <p>In Class:</p> <ul style="list-style-type: none"> • Notes on Lombardo's and Stern's texts on eugenics
	Th, 2/27	<p>Before Class:</p> <ul style="list-style-type: none"> • Read prereading on the Tuskegee experiment and excerpts from Lombardo and Dorr's "Eugenics, Medical Education, and the Public Health Service" • Read excerpts from Stern's "Instituting Eugenics in California" • Cornell notes on reading
7	Tu, 3/4	<p>In Class:</p> <ul style="list-style-type: none"> • Eugenics slideshow • Watch Aldous Huxley interview

	Th, 3/6	<p>Before Class:</p> <ul style="list-style-type: none"> • Read excerpts from "Designing a Brave New World" • Read Chs 1 and 2 of Huxley's novel Brave New World • Discussion: Brave New World and Good Breeding <p>After Class:</p> <ul style="list-style-type: none"> • Watch Gatta at home over the weekend/before our next class
8	Tu, 3/11	<p>Before Class:</p> <ul style="list-style-type: none"> • Watch Gattaca <p>In Class:</p> <ul style="list-style-type: none"> • Polish your final draft • Paragraph on Gattaca <p>After Class:</p> <ul style="list-style-type: none"> • Final Draft Unit 1 Essay due by midnight 3/11
	Th, 3/13	<p>In Class:</p> <ul style="list-style-type: none"> • Prep for in-class short answer response next Tue
9	Tu, 3/18	<p>In Class:</p> <ul style="list-style-type: none"> • Short Answer Response (exam) on Unit 2
	Th, 3/20	<p>Start Unit 3: Artificial Intelligence and Bioenhancements</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read Essay Prompt 3 • Read Introduction to Unit 3 • Read Vigo's "The Ethics of Transhumanism and the Cult of Futurist Biotech" <p>In Class:</p> <ul style="list-style-type: none"> • Write response to Vigo's essay • Watch Ted Talk

10	3/25	<p>Before Class:</p> <ul style="list-style-type: none"> • Reading Questions for "The People of Sand and Slag" • Read short story by Bacigalupi: "The People of Sand and Slag" • Read Poole's "The Myth and Reality of the Super Soldier" <p>In Class:</p> <ul style="list-style-type: none"> • Group discussion
	3/27	<p>Asynchronous Class: No in-person meeting</p> <p>Complete the following work in Canvas by midnight:</p> <ul style="list-style-type: none"> • Connecting "The People of Sand and Slag" to Poole's article
11	<p>Tu, 4/1</p> <p>Th, 4/3</p>	<p>Spring Break--No Class</p>
12	Tu, 4/8	<p>Before Class:</p> <ul style="list-style-type: none"> • Reading Questions for "The People of Sand and Slag" • Read short story by Matheson: "Deus Ex Machina" • Read Jordan's "The Czech Play That Gave Us the Word 'Robot' " <p>In Class:</p> <ul style="list-style-type: none"> • Listen to Ted Radio Hour: Exploring How We Think: Mind, Body, Spirit--Part 1 • Connecting "Deus Ex Machina" to Jordan's article
	Th, 4/10	<p>Before Class:</p> <ul style="list-style-type: none"> • Reading Questions for "Fondly Fahrenheit" • Read short story by Bester: "Fondly Fahrenheit" • Read Netburn's article "Verily the Computer Sayeth unto You" <p>In Class:</p> <ul style="list-style-type: none"> • Connecting "Fondly Fahrenheit" to Netburn's article

13	Tu, 4/15	<p>In Class:</p> <ul style="list-style-type: none"> • Connecting Topics to the Stories • Write a research topic proposal paragraph
	Th, 4/17	<p>Before Class:</p> <ul style="list-style-type: none"> • Draft a body paragraph for Essay 3 <p>In Class:</p> <ul style="list-style-type: none"> • Paper resources
14	Tu, 4/22	<p>Before Class:</p> <ul style="list-style-type: none"> • Working Outline and Thesis for Essay 3 <p>In Class:</p> <ul style="list-style-type: none"> • MLA Documentation Style • Help with the Works Cited Page for Essay 3
	Th, 4/24	<p>Before Class:</p> <ul style="list-style-type: none"> • Rough draft for Essay 3 <p>In Class:</p> <ul style="list-style-type: none"> • Peer review
15	Tu, 4/29	<p>Start Unit 4: Self-Reflection and ePortfolio</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Accept the Invitation to Engl 1B Spring 2025 Assessment <p>In Class:</p> <ul style="list-style-type: none"> • Introduction to the Self-Reflection Essay and Drafting Help
	Th, 5/1	<p>In Class:</p> <ul style="list-style-type: none"> • Creating the ePortfolio--Bring your laptops
16	Tu, 5/6	<p>In Class:</p> <ul style="list-style-type: none"> • Draft your Self-Reflection Essay

	Th, 5/8	Last Day of Class Final Draft of Unit 3 Essay due
Final ePortfolio due	Tu, 5/20	All items for the final ePortfolio are due at the end of the final exam period for our class: Tu, 5/20 10:30 am