Argument and Analysis Section 09
ENGL 1B

Spring 2025   In Person   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/22/2025

🖥 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

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

Class Participation

The more you come to class, the more you will learn. Our class meets on campus and your attendance is expected. Your participation is worth 15 percent of your overall grade.

We will define what constitutes "participation" as a class. After we come to an agreement, I will create a rubric that clearly outlines what you will need to do to earn full credit.

If you are struggling to attend and/or participate actively in our course, just reach out to me via email or in person. I understand that life happens and I'm happy to make adjustments and support your learning.

Class Atmosphere

Our classroom is a learning environment where everyone's right to explore ideas needs to be respected.

There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What is wrong is being disrespectful to anyone in our class or actively suppressing a colleague's ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

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.

Avoid Plagiarism by Asking Questions

Plagiarism is when you take someone else's words or ideas and pass them off as your own. While plagiarism is wrong, asking about it is not! If you are not sure if something counts as plagiarism or not, go ahead and ask me, either in class, individually before or after class, or via email.

After teaching for many years, it is pretty obvious to me when a writer forgets to cite a source or does not understand how to cite a source correctly. It also obvious when a writer blatantly inserts someone else's language or ideas into their own writing. If I find a case of plagiarism that is not the result of misunderstanding or incorrect citation, I am required to refer you to the university for disciplinary action.

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

All materials for our course will be provided to you digitally on Canvas. There is no textbook to purchase for our course.

⁝≡ Course Requirements and Assignments

UNIT 1: ASSESS YOURSELF

We begin the semester by **assessing our current knowledge and skills** in research, reading, note taking, and drafting.

You will produce a short **persuasive essay** making an argument based on your current knowledge and experience. Later in the semester, you will return to this essay to assess your own development as a researcher, reader, and writer.

UNIT 2: DEVELOP

In this unit, we will spend time **developing our skills finding reliable information online, reading primary and secondary sources, and trying various note taking methods**. Then we assess the value of your reading notes by using them to draft.

You will use what you have read to **write a persuasive essay** in which you practice making an argument and using evidence from both your personal experience and what you have read to back it up.

UNIT 3: REMIX

In this unit, we will build on what we have learned by **transforming our arguments into a webpage using Adobe Express** tools provided free through SJSU. You will collaborate in small teams to draft and revise a webpage that explains and demonstrates how to tell if an online source is reliable or not. This task will require you to apply the lessons you have learned in the beginning of the course while developing new skills in team work and project management.

We will present our webpages in class to see the range of strategies we used to make this information appealing to a wide audience.

UNIT 4: REFLECT

Finally, **you will create an ePortfolio in which you reflect upon your progress** toward our course learning goals.

This assignment is shared by all students in the first-year writing program and is our final project. We will not hold a traditional final exam in class.

✔ Grading Information

My teaching philosophy is that assessment should always be an **explicit and transparent** process.

This means that:

1. You should always know the expectations for assignments ahead of time.
2. It should be clear to you why you received the numerical grade that you did.

3. You are invited to talk about your grades with me at any time, no questions asked or appointments needed.

With this teaching philosophy in mind, here is the assessment process I have designed for our course:

1. **You will see a rubric for each assignment in our course ahead of time** so you can plan how to meet the expectations for each task.
2. **You will receive a grade and a completed rubric for each task that you submit. For your major assignments, you will receive a grade, a completed rubric, and written feedback.**
3. **I will be holding weekly office hours on this semester on Zoom.** Feel free to join me there, whether you have made an appointment of not, to discuss grades privately. You can also ask me questions after class and via email.

Breakdown

Grade Breakdown by Course Modules

ASSESS YOURSELF	15 percent
DEVELOP	30 percent
REMIX	30 percent
REFLECT	10 percent
PARTICIPATE	15 percent

Instead of giving weight to individual assignments, I have opted to assign credit to the Canvas modules in which each major assignment is housed. Grading this way gives you credit for all of the prep work that goes into each writing assignment.

In other words, as a writing teacher, I value the writing process rather than solely the final product, so I have designed the assessment practices of this course to reflect that.

🏛 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.