

Argument and Analysis Section 11

ENGL 1B

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

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

OUR CLASS POLICY ON GENERATIVE AI

Generative AI programs like ChatGPT and GrammarlyGo can and should be used as resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, polishing drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them.

SAN JOSE STATE UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

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)

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.

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>).

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

TECH MATERIAL:

For this class, you will need a laptop or tablet. You can borrow these devices without cost for the semester or academic year through SJSU's Instructional Resource Center (IRC).

READING MATERIAL:

If you are a freshman, you should have received the campus reading selection, *Darius the Great is Not Okay*. You can also check out a hard copy from our campus library or get a free electronic version of the book. All other readings will be posted in Canvas modules.

☰ Course Requirements and Assignments

This semester, we'll have a total of four major assignments: a short story analysis, a persuasive piece on the function of literature, a formal book review, and self-reflection. In addition, we will have in and out of class minor assignments (readings, reading responses, workshops, etc.) that act as steps in the writing process for each of our major assignments.

✓ Grading Information

Determination of Grades

Grading Contract:[\[1\]](#)

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 miss in-class activities, 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 receive half credit for late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements for each assignment and the conventions of each genre you need to meet to achieve each point value (1-5). This means that while major assignments will be assessed for things like development, organization, and coherence, they will not be weighted enough to have a huge bearing on your overall course grade (so long as you are keeping up with the minor assignments).

You are guaranteed success in this class if:

1. You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all your work. **Note: In-class assignments cannot be made up as the result of an absence.**
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol we establish as a writing/learning community.
4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete all major and minor assignments on time. **Except:**
6. You may turn out-of-class minor assignments in late for half credit.
7. You may turn in one major assignment late per semester.
8. 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.
9. You receive a 1/5 on all major assignments.
10. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
11. 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 in-class and out-of-class minor assignments as well as those for 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.

[1] 1 Adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

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

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 out-of-class minor assignments (apart from those from Week 2) will be due at the start of class Mondays. Late work, including in-class activities, will be accepted up to one week after the due date for half credit.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 8/21	Course Introduction

1	W 8/23	<p>In-class Activity: Who is Amy Tan?</p> <p>Discuss what constitutes literature, what do we expect to get out of it, and why does it matter?</p> <p>Discuss ethical use of ChatGPT</p>
2	M 8/28	<p>DUE: Week 1 Canvas Discussion(s)</p> <p>In-class Activity: Unpack the prompt for Essay 1</p> <p>What is summary and how and why do we integrate it in academic writing?</p>
2	W 8/30	In-class Activity: Review our summaries of Amy Tan's "Rules of the Game"
3	M 9/4	Labor Day: Campus Closed
3	W 9/6	<p>DUE: Week 2 Canvas Discussion(s)</p> <p>In-class Activity: What are the major themes in Amy Tan's "Rules of the Game"?</p>
4	M 9/11	<p>DUE: Week 3 Canvas Discussion(s)</p> <p>In-class Activity: What is analysis and how do we integrate it in academic writing? How do we integrate quotations in our writing?</p>
4	W 9/13	In-class Activity: Review Article 1 – What is the main argument and through which subclaims does the author support it?
5	M 9/18	<p>DUE: Week 4 Canvas Discussion(s)</p> <p>In-class Activity: What is synthesis and how do we integrate it in academic writing?</p>
5	W 9/20	In-class Activity: Review Article 2 – What is the argument and through which subclaims does the author support it?
6	M 9/25	<p>DUE: Week 5 Canvas Discussion(s)</p> <p>In-class Activity: Brainstorm/prewrite for Essay 1</p>
6	W 9/27	In-class Activity: Workshop Drafts for Essay 1
7	M 10/2	<p>DUE: Week 6 Canvas Discussion(s)</p> <p>In-class Activity: Unpack the prompt for Essay 2</p> <p>Who is Adib Khorram?</p>
7	W 10/4	In-class Activity: Review our summaries of Chapters 1-8 of <i>Darius the Great is Not Okay</i> and our quotations from the reading

8	M 10/9	DUE: Week 7 Canvas Discussion(s) In-class Activity: Discuss Darius's relationship to his family members; what do we learn about his family's cross-cultural dynamic and the characters' representations of masculinity and femininity? How do we connect to the chapters' themes, including mental health/depression, and characters?
8	W 10/11	In-class Activity: Review our summaries of Chapters 9-17 of <i>Darius the Great is not Okay</i> and our quotations from the reading
9	M 10/16	DUE: Week 8 Canvas Discussion(s) In-class Activity: Discuss some of the challenges Darius faces as he again struggles to fit in, this time in a new linguistic/cultural environment. How important is language to feelings of belonging?
9	W 10/18	In-class Activity: Brainstorm/prewrite for Essay 2
10	M 10/23	DUE: Week 9 Canvas Discussion(s) In-class Activity: Workshop Drafts for Essay 2
10	W 10/25	In-class Activity: Unpack the prompt for Essay 3 Read through book reviews
11	M 10/30	DUE: Week 10 Canvas Discussion(s) In-class Activity: Review our summaries of Chapters 18-26 of <i>Darius the Great is Not Okay</i> and our quotations from the reading
11	W 11/1	In-class Activity: What is the importance of Star Trek in the book? What does it mean for Darius, his dad, and now Laleh? How can outer space serve as a metaphor for otherness?
12	M 11/6	DUE: Week 11 Canvas Discussion(s) In-class Activity: Review our summaries of Chapters 27-32 of <i>Darius the Great is Not Okay</i> and our quotations from the reading
12	W 11/8	In-class Activity: Discuss Darius's feelings of alienation; how do we feel about Deborah Stevenson's claim that "the book doesn't give the reader much distance from him [Darius], so his persistent overreactivity and self-loathing darken and cloud the reading experience as well as his own"?
13	M 11/13	DUE: Week 12 Canvas Discussion(s) In-class Activity: Discuss themes of mental health, cross-culturalism, assimilation/alienation and identify possible approaches to Essay 3
13	W 11/15	In-class Activity: Brainstorm/prewrite for Essay 3
14	M 11/20	DUE: Week 13 Canvas Discussion(s) In-class Activity: Workshop Drafts for Essay 3

14	W 11/22	Thanksgiving Holiday: Campus Closed
15	M 11/27	DUE: Nothing! ◀◀ In-class Activity: Unpack the prompt for the Self-Reflection Essay and Annotated Bibliography
15	W 11/29	In-class Activity: Take stock of the work we've done and the skills we've acquired: which activities, assignments, and readings correspond to the course learning objectives?
16	M 12/4	DUE: Week 15 Canvas Discussion(s) In-class Activity: Brainstorm/prewrite for Self-Reflection Essay and Annotated Bibliography
16	W 12/6	In-class Activity: Submit Self-Reflection Essay and Annotated Bibliography to Canvas