Argument and Analysis Section 12
ENGL 1B

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/27/2024

👤 Contact Information

Instructor:	Dr. Katherine D. Harris, Professor of Literature & Digital Humanities
Email:	katherine.harris@sjsu.edu
Office Location:	Faculty Offices Building, Rm. 214
Office Hours:	*By appointment only* - check here (https://calendar.app.google/SrQ4nBZD4KUg27Pq6) to book a spot
	In-person & via Zoom

🕐 Course Information

In-Person class meeting

Tuesday, Thursday, 3:00 PM to 4:15 PM, BBC 221

💻 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

Preparation

Students are expected to arrive to class on time and prepared to engage in that day's activities. Preparedness includes their having done the assigned reading and online assignments as per the class schedule and Canvas. Electronic devices such as laptops and tablets are highly encouraged, as they can be excellent tools for writing, research, and note taking.

Please bring your sketchbook to every class meeting.

Use of AI

Some writing can be outsourced to generative AI tools, but they can't generate a lot of the kinds of writing that professionals need to do. The point of this course is that professionals often use research and writing as tools in their own thinking and problem solving, as well as to communicate in situations where AI tools do not perform well – communicating about current, often unique, situations, problems, progress, and solutions. Your own abilities to research and communicate effectively will still have a vital role in your academic and professional success!

At the beginning of the course, we will co-create a class agreement on the use of AI tools that ensures everyone has knowledge of their benefits and limitations; understands the appropriate use of them; and is clear on policies and procedures for their use. (See [sample community agreement (https://docs.google.com/document/d/1WpCeTyiWCPQ9MNCsFeKMDQLSTsg1oKfNIH6MzoSFXqQ/edit#heading=h.oio9fphey5pp)](https://docs.google.com/document/d/1WpCeTyiWCPQ9MNCsFeKMDQLSTsg1oKfNIH6MzoSFXqQ/edit#heading=h.oio9fphey5pp))

The co-created class agreement will align with SJSU's academic integrity policies and procedures. We will revisit the agreement throughout the semester to ensure all students have a shared understanding of expectations and policies while recognizing we will hold differing personal and professional views on AI.

**The text of this policy borrowed from EDUC2760 University of Queensland (UQ), Australia and Ros Woodhouse (Effective writing and research in information technology; York University). Both are under a Creative Commons Share Alike License.

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).

Course Goals

Politics of Representation: Past, Present & Future

For this semester, we will address a theme that will guide all of our discussions, critical thinking, assignments, and gatherings. In addition to the student learning goals, we are working on this idea that a "text" is more than the written word. We will experience public art on campus, attend a theatrical performance, attend a lecture by an artist, visit the San Jose Museum of Art, and "read" a graphic novel. We will record thoughts and ideas in both informal media forms and formal written work with an adventure into the multimodal (https://digitalpedagogy.hcommons.org/keyword/Multimodal) essay format.

📊 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

No need to purchase any books or materials.

All of the written texts, videos, essays, and/or articles will be freely available online so that we may read and discuss the latest in both visual and written materials.

Sketchbook

You will be provided with a bound sketchbook at the start of the semester. **Please bring this to every class session and/or meeting with Dr. Harris**. At certain points in the semester, Dr. Harris will review your sketchbook to understand your progress and learning style.

📋 Course Requirements and Assignments

Weekly Discussion Posts

Weekly discussion posts allow you an opportunity to explore an idea, text, visual material, performance, or exhibit. We will often begin this work in your sketchbook and move to a discussion post. Many posts will require uploading a photo of your sketchbook pages as well as 250 written words. There will be 10 discussion posts in total each worth 10 points.

Major Assignments

There will be three major assignments over the course the semester. These assignments will include scaffolding assignments with which you will build your final written and [multimodal (https://digitalpedagogy.hcommons.org/keyword/Multimodal)](https://digitalpedagogy.hcommons.org/keyword/Multimodal) drafts. Since this course is graded more on process than product, your scaffolding assignments will account for 50% of your grade, while your final products will be worth significantly less.

Analysis of "Texts"

Because our lives are filled with visual and fast-paced moving images, we will define "text" as any material that can be viewed, read, discussed, and analyzed. The *texts* for discussion will include newspaper articles, blog posts, journal articles. In addition, we will study and analyze multimedia or visual "texts." Finally, we may even read mixed media texts from social media to help us understand the diverse world of visual representation. Reading and analysis will be assigned for **every** class and is due before class starts on that particular day. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class. (We will not spend class time summarizing these materials.)

We will spend a class session creating a community guidelines for the use of generative artificial intelligence tools (e.g., ChatGPT) to summarize materials.

Participation

Because our class sessions are discussion-based, from the first day of class, your participation in each class meeting is imperative. Because everyone learns and participates differently, below is a guide for achieving your desired participation grade:

- To earn a "C," do the minimum: read and prepare assigned materials so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned materials thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret materials, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A.

You will have an opportunity for a mid-semester check-in discussion post in which you will explain what grade level you have *earned* thus far with evidence. At that point, you will have an opportunity to aspire to more. At the conclusion of the semester, you will submit a discussion post that discusses

where you fall on this grade spectrum based on evidence from your in-class performance.

Final Assessment

Our final assessment will be in the form of a portfolio, due on the day of the final. This portfolio will consist of four parts: a major assignment from this class, an annotated bibliography of your own work, and a reflective essay.

Writing Assignments & Word Count

Assignment	Word Count	CELO
Weekly Discussion Posts (10)	2500	2
Public Art as Resistance Process Assignments	1000	1,2,3
Public Art as Resistance Final Product	**1000**	1,2,3
Visual Storytelling Process Assignments	1000	1,2,3
Visual Storytelling Final Product	**1000**	1,2,3
Cabaret & Politics Process Assignments	1000	1,2,3
Cabaret & Politics Final Product	**1000**	1,2,3,4
Visualizing Abolition as Art Bonus	500	1,2,3
Reflective Essay	**500**	1,2,3

✔ Grading Information

Requirements for particular assignments will vary, but in all cases grades on the written final product will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

Final products will be graded on the traditional A-F scale. Discussion posts will be worth 10 points each (for 10 overall posts). Process assignments will be graded using a rubric provided in Canvas.

Late Policy

Each assignment has a designated due date. Any assignment received after that due date will get a grade but no written comments. To receive comments on a late assignment, you must come to office hours or make an appointment. The last day to turn in any assignment is December 9th.

Criteria

Distribution of grades for this semester.

Type	Weight
Process	50%
Product	20%
Participation	10%
Discussion Posts	10%
Portfolio	10%

🏛 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

ENGL 1B Fall 2024 Course Schedule

This is a general outline of our course topics and events that are focusing our theme. Assignments, texts, and due dates will be in Canvas via our modules on the [Home (https://sjsu.instructure.com/courses/1595842)](https://sjsu.instructure.com/courses/1595842) page.

Schedule is subject to change. Changes will be announced on canvas.

When	Module	Topic	Notes
8/22	Module 1	Part 1	Post-its: What do you value about critical thinking & writing?
8/27	Module 1	Part 2	Syllabus, sketchbooks, & [Public Art as Resistance (https://www.sjsu.edu/ha-public-art-tou](https://www.sjsu.edu/ha-public-art-tou)
8/29	Module 2	Public Art	Making things with Dr. Mary Anderson (guest artist)

9/3	Module 2	Public Art Tour	Explore Arch of Dignity & Victory Salute with Dr. Mary Anderson (guest artist)
9/5	Module 2	Public Art Tour	Explore 100Block Murals with Dr. Mary Anderson (guest artist); meet off-campus @ 300 S
9/10	Module 2	Public Art	Read prior to class: "Writers as Architects (https://archive.nytimes.com/opinionator.blogs architects/)"
9/12	Module 1	Interlude: Talk about AI	Read prior to class: "Exploring AI for Social Good (https://blogs.sjsu.edu/newsroom/2023, with-yu-chen/)," & sample course agreement (https://docs.google.com/document/d/1WpCeTyiWCPQ9MNCsFeKMDQLSTsg1oKfNIH - bookmark AI@SJSU (https://library.sjsu.edu/ai?mkt_tok=NjYzLVVLUS05OTgAAAGVFX-dlOn4gtujww2016AnMTgKsybazcn1W0BdbfISPxjyK4UobYTz-bbxm-UeH-B9ViXosVxN8vw3gbHTTYwBZf3TEOahD_1auSP6hTBVdZ8#news) (SJSU library)
9/17	Module 2	Public Art	Readings tbd; check Canvas for assignments
9/19	Module 2	Public Art	Readings tbd; check Canvas for assignments
9/24	Module 2	Public Art	Readings tbd; check Canvas for assignments
9/26	Module 2	Public Art	Readings tbd; check Canvas for assignments
10/1	Module 3	Visual Storytelling	*Decide which graphic novel by Gene Leun Yang (text to be provided)*
10/3	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments
10/8	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments
10/10	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments
10/15	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments
10/17	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments
10/22	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments

10/24	Module 3	Visual Storytelling	*No class on 10/24 -- Attend evening lecture on 10/25 with Gene Leun Yang*
10/29	Module 3	Visual Storytelling	Readings tbd; check Canvas for assignments
10/31	Module 4	Cabaret & Politics	*Prepare for discussions about the musical, Cabaret, and fascism*
11/5	Module 4	Cabaret & Politics	*Watch dress rehearsal or attend evening performing (tbd)*
11/7	Module 4	Cabaret & Politics	Readings tbd; check Canvas for assignments
11/12	Module 4	Cabaret & Politics	Readings tbd; check Canvas for assignments
11/14	Module 4	Cabaret & Politics	Readings tbd; check Canvas for assignments
11/19	Module 4	Cabaret & Politics	Readings tbd; check Canvas for assignments
11/21	Module 4	Cabaret & Politics	Readings tbd; check Canvas for assignments
11/26	Module 5	Visualizing Abolition	Explore [online exhibit (https://sjmusart.org/visualizing-abolition)](https://sjmusart.org/visualizing-abolition)
11/28		Thanksgiving	No class
12/3	Module 5	Visualizing Abolition	Visit San Jose Museum of Art for private tour
12/5	Module 6	Final Portfolio	Discuss reflection essay
12/11	Module 6	Final Portfolio	Turn in final portfolio to English 1B assessment.