

# Argument and Analysis Section 11

## ENGL 1B

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/16/2024

### Course Description and Requisites

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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

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#### 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

## 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.

## CSU Faculty Strike

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. We will be going on strike from January 22 – January 26. We demand management gives us a fair contract that recognizes the dignity of CSU faculty, staff, and students. Our working conditions are student learning conditions; we seek to protect both. For further information go to: [www.calfac.org/strike](http://www.calfac.org/strike).

## Program Information

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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)

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## 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

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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

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Below are descriptions of the four major assignments in our course. Before each assignment, you will receive a detailed prompt which we will review in class. We will also spend our class time preparing to meet the goals of these assignments.

### **Assignment 1: Tracking the Conversation Essay (Written individually)**

In an essay, you will synthesize the texts we have read in the first few weeks of class and make connections between them. You will compose this essay individually.

### **Assignment 2: Annotated Bibliography**

This assignment is your individual contribution to the research you will conduct in teams to prepare for your research report. You will prepare a single annotated bibliography entry individually and be evaluated individually.

### Assignment 3: Research Report (Written collaboratively in research teams)

You will compose this essay as a team, practicing the collaborative writing skills you will need to acquire for most careers.

### Assignment 4: Self-Reflection Essay and ePortfolio

Like all students enrolled in ENGL 1B, you will write a Self-Reflection Essay and create an e-Portfolio on Canvas for this course. You will create your e-Portfolio individually. This assignment will serve as your final project of the semester (instead of a traditional final exam).

## ✓ Grading Information

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### Grade Breakdown by Course Modules

DEVELOP	30 percent
RESEARCH	20 percent
WRITE	25 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.

## Criteria

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 or not, to discuss grades privately. You can also ask me questions after class and via email.

## University Policies

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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.