

# Argument and Analysis Section 29

## ENGL 1B

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

### 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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## 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.

Specific Section Description:

Writing and Reading the City – In this course, we will use literature, critical essays, and our own analytical projects to explore and better understand the city. What does an author's representation of their urban surroundings say about their identity or moment in history? How has the city impacted the way we think and behave? How have different disciplines sought to comprehend or improve urban life? We will keep these questions in mind as we consider ways to re-imagine San Jose.

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](https://www.sjsu.edu/english/frosh/program-policies.php).

## Extension/Peer Review Workshops/Late Work

### Extension Policy

I will grant extensions (no questions asked) for the following assignments. Extensions can be requested at any EXCEPT on the day that the assignment is due:

**Essay # 1: Rhetorical Analysis**

**Essay # 2: Literary Analysis**

**Essay # 3: Argumentative Paper**

All other assignments must be submitted by the times listed on this syllabus and Canvas.

**Peer Review Workshops:** The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

Late papers for Major Essays will be docked half a letter grade each day they are late. Late papers for credit/half credit/no credit assignments (all responses, reflections, etc.) will receive half credit if submitted late.

## Absence Policy

You do NOT need to excuse absences with me over email. I do not take attendance, meaning I do not require notification when you miss class.

If you are absent, please note that I DO NOT review what was missed over email. Instead, you can catch up with what you missed via any of the following options:

- email another person in the class

- review the slides that I post to Canvas
- schedule an office hours appointment with me

## 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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Available for Purchase through Canvas page

*The Beautiful Things That Heaven Bears*, Dinaw Mengestu (ISBN: 978-1594482854)

*A Small Place*, Jamaica Kincaid (ISBN: 978-0374527075)

Other required readings can be found either linked in the syllabus or as PDFs in Canvas.

## Course Requirements and Assignments

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Assignment Word Count and Learning Goals

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Grade %
Essay # 1: Rhetorical Analysis*	1,000-1,250	1-3	20
Essay # 2: Literary Analysis*	1,000-1,250	1-3	20
Essay # 3: Argumentative Paper*	1,500-1,750	1-3	25
Diagnostic Survey	250	1-3	2.5
Poetry Response	250	1-3	2.5
ASP Analysis Activity	250	1-3	2.5
Library Portal Training	N/A	1	2.5

<i>TBTTTB</i> Analysis Activity	250	1-2	2.5
JSTOR Activity	N/A	1	2.5
Documentary Activity	250-500	1-3	2.5
Workshop Reflections	300 (100x3)	3	7.5
<b>Individual Tour Stop Analysis</b>	500	2-3	5
Group Tour Presentation	N/A	2-3	2.5
<b>Class Reflection*</b>	500	1-3	2.5

\* - assignment requires rough draft and final draft

**Bolded** – letter-grade assignments

**Writing Portfolio:** At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

## ✓ Grading Information

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

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

## 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.

## Course Schedule

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This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	<b>In Class:</b> Introduction  <b>On Canvas:</b> Diagnostic Essay Due 1/31, 11:59PM
2	1/29	<b>In Class:</b> Introduction  <b>On Canvas:</b> Diagnostic Essay Due 1/31, 11:59PM
2	1/31	<b>Read:</b> Jonah Lehrer, " <a href="#">A Physicist Solves the City</a> " (PDF on Canvas under Files)  <b>In Class:</b> Discuss Rhetorical Situation

3	2/5	<p><b>Read:</b> Langston Hughes, "<a href="#">Second Generation: New York</a>"</p> <p>Edna St. Vincent, "<a href="#">City Trees</a>"</p> <p><b>In Class:</b> Discuss Poetry</p> <p><b>On Canvas:</b> Poetry Response Due 2/7, 11:59PM</p>
3	2/7	<p><b>Read:</b> Shoshanna Saxe, "<a href="#">I'm an Engineer, and I'm not Buying into 'Smart' Cities</a>" (PDF on Canvas under Files)</p> <p><b>In Class:</b> Intro Rhetorical Analysis</p> <p><b>On Canvas:</b> <a href="#">Library Training</a> Test Results due 2/11, 11:59PM</p>
4	2/12	<p><b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 1-19)</p> <p><b>In Class:</b> Introduce <i>ASP</i>, Assign Rhetorical Analysis</p>
4	2/14	<p><b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 23-74)</p> <p><b>In Class:</b> Discuss <i>ASP</i></p> <p><b>On Canvas:</b> Complete <i>ASP</i> Activity (Due 2/16, 11:59PM)</p>
5	2/19	<p><b>Read:</b> Jamaica Kincaid, <i>A Small Place</i> (pp. 77-81)</p> <p><b>In Class:</b> Finish Discussing <i>ASP</i></p>
5	2/21	<p><b>In Class:</b> Peer Review Workshop</p> <p><b>On Canvas:</b> Complete Workshop Reflection #1, Due 2/22, 11:59PM</p> <p>Rhetorical Analysis Essay Final Draft Due 2/27 , 11:59PM)</p>
6	2/26	<p><b>In Class:</b> Thesis Workshop</p>
6	2/28	<p><b>In Class:</b> Literary Analysis Intro; Gentrification Intro</p>
7	3/4	<p><b>Read:</b> Dinaw Mengestu, <i>The Beautiful Things That Heaven Bears</i> (Ch. 1-5)</p> <p><b>In Class:</b> Discuss <i>TBTHB</i>; Assign Literary Analysis</p>
7	3/6	<p><b>1:1 Conferences</b></p>



8	3/11	1:1 Conferences
8	3/13	<p><b>Read:</b> Dinaw Mengestu, <i>The Beautiful Things That Heaven Bears</i> (Ch. 6-11)</p> <p><b>In Class:</b> Discuss <i>TBTHB</i></p> <p><b>On Canvas:</b> Complete Literary <i>TBTHB</i> Activity (Due 3/15, 11:59PM)</p>
9	3/18	<p><b>Read:</b> Dinaw Mengestu, <i>The Beautiful Things That Heaven Bears</i> (Ch. 12-16)</p> <p><b>In Class:</b> Discuss <i>TBTHB</i></p>
9	3/20	<b>In Class:</b> Thesis Workshop #2
10	3/25	<p><b>In Class:</b> Peer Review Workshop #2</p> <p><b>On Canvas:</b> Complete Workshop Reflection #2, Due 3/26, 11:59PM</p> <p><b>Literary Analysis Essay Final Draft Due 3/31, 11:59PM</b></p>
10	3/27	<b>In Class:</b> Assign Tour Project
11	4/1	<b>NO CLASS - SPRING BREAK</b>
11	4/3	<b>NO CLASS - SPRING BREAK</b>
12	4/8	<b>In Class:</b> Prepare Tour Presentations
12	4/10	<b>In Class:</b> Prepare Tour Presentations
13	4/15	<p><b>In Class:</b> Group Tour Presentations (Groups 1-3)</p> <p><b>On Canvas:</b> Individual Tour Stop Analysis Due 4/18, 11:59PM</p>
13	4/17	<b>In Class:</b> Group Tour Presentations (Groups 4-6)

14	4/22	<b>In Class:</b> Argumentative Essay Intro; Assign Final Essay
14	4/24	<b>Watch in Class:</b> <a href="#">My Brooklyn</a> on Kanopy  <b>In Class:</b> Discuss <i>My Brooklyn</i>  <b>On Canvas:</b> Complete Documentary Activity (Due 4/26, 11:59PM)
15	4/29	<b>Read:</b> Joe Cortright, " <a href="#">In Defense of Gentrification</a> "; Robin Abcarian, " <a href="#">They Discover, They Gentrify, They Ruin</a> " (PDFs on Canvas under Files)  <b>In Class:</b> Discuss Readings
15	5/1	<b>In Class:</b> JSTOR Workshop  <b>On Canvas:</b> Complete JSTOR Activity (Due 5/3, 11:59PM)
16	5/3	<b>In Class:</b> Thesis Workshop #3
16	5/8	<b>In Class:</b> Peer Review Workshop #3  <b>On Canvas:</b> Complete Workshop Reflection #3, Due 5/9, 11:59PM; <b>Final Paper Due 5/15, 11:59PM</b>
17	15/13	<b>In Class:</b> In-Class Office Hours and Portfolio Prep  <b>Class Reflection Final Draft Due 5/17, 11:59PM</b>
	5/20	<b>ePortfolio due 5/20, 2:30PM</b>