College of Humanities and the Arts · English & Comparative Literature

Argument and Analysis

ENGL 1B

Fall 2025   Section 83   Fully Online   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/22/2025

👤 Contact Information

Welcome to English 1B!

Contact info:

kristin.fitzpatrickezell@sjsu.edu

Office Hour Information:

I will hold office hours on Zoom on Wednesdays from 9:30-11:10 a.m.

This is the office hour link: https://sjsu.zoom.us/j/2239875288

Appointments are recommended and drop-ins are always welcome.

🕐 Course Information

This is an **asynchronous online course**, so there will be **no synchronous meetings**.

You will need to read the materials, turn in assignments by the posted deadlines, and communicate with me and your classmates via email, discussion boards, and Zoom.

💻 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.

Satisfies 3B. Humanities (Formerly Area C2).

Prerequisite(s): ENGL 1A or ENGL 1AS with a C- or better.
Grading: Letter Graded

Note(s): ENGL 1B is not open to students who successfully completed ENGL 2.

✳ Classroom Protocols

Community Agreements

Although this is an asynchronous online course, we will interact with each other on Canvas Discussions, through email, Zoom, and possibly other platforms, so we need to establish a shared understanding of the tone we want to set and keep in our conversations. At the beginning of the course, **we will spend some time creating community agreements.** These are agreements we will make together and put in writing so that we have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: physical, intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment.

Everyone will be expected to follow the community agreements throughout the course. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

CLASS POLICY ON GENERATIVE AI

The SJSU AI Overview page on the SJSU AI Writer Toolbox site states that "AI should never be used to generate writing from scratch; that's not what learning writing skills is about. It is never acceptable to have an AI chatbot write your papers for you."

Generative AI programs like ChatGPT and GrammarlyGo are not recommended 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, identifying errors in our 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. **This course is designed to strengthen your writing skills, and the only way to do that is to write your work yourself in your own unique voice.** Keep in mind that for assignments written by hand, these tools will not be available.

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. It cannot write a paper that will sound uniquely yours in response to a unique prompt, so using it to generate text is not very helpful.

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.

As AI is emerging in the workforce, you will likely encounter and use AI. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. You will be responsible for any final product and limitations or potential biases from LLMs. **You will also be responsible for disclosing when and how you used AI in the Student AI Disclosure [SAID form](#) every time you turn in an assignment.**

Misusing AI (i.e., using it to write any part of the essay without significant contributions or revision by you) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask! **Always consult the AI Ethics [“Should I Use AI?” flowchart](#).**

Remember: this is a multimodal class. “Writing” for us is not just text on the page. You will be completing handwritten and hand drawn assignments, on paper and on the whiteboard with markers. In addition, you will complete multimodal assignments electronically. You will make videos, slide presentations, and oral presentations by yourself and in groups. **You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes.** You won't always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

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

<u>Diversity:</u> 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.

<u>Writing:</u> 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 3B: Humanities

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 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. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

3B (Humanities) courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

GE Area 3B Learning Outcomes

Upon successful completion of a 3B 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 requirement

3B classes require a minimum of 1500 words in a language and style appropriate to the discipline.

📘 Course Materials

The FREE required book for this course is *There There* [(https://research-ebsco-com.libaccess.sjlibrary.org/c/wm4vue/ebook-viewer/epub/msvcfovjwf?location=https%25253A%25252F%25252Fresearch-ebsco-com.libaccess.sjlibrary.org%25252Fc%25252Fwm4vue%25252Fsearch%25252Fdetails%25252Fmsvcfovjwf%25253Fdb%25253Dnlebk&auth-callid=8b46c6fc-48bc-4780-870a-a2bcc936f9d4)](https://research-ebsco-com.libaccess.sjlibrary.org/c/wm4vue/ebook-viewer/epub/msvcfovjwf?location=https%25253A%25252F%25252Fresearch-ebsco-com.libaccess.sjlibrary.org%25252Fc%25252Fwm4vue%25252Fsearch%25252Fdetails%25252Fmsvcfovjwf%25253Fdb%25253Dnlebk&auth-callid=8b46c6fc-48bc-4780-870a-a2bcc936f9d4) by Tommy Orange.

You can access the ebook through MLK Library at this link:

https://research-ebsco-com.libaccess.sjlibrary.org/c/wm4vue/ebook-viewer/epub/msvcfovjwf?location=https%25253A%25252F%25252Fresearch-ebsco-com.libaccess.sjlibrary.org%25252Fc%25252Fwm4vue%25252Fsearch%25252Fdetails%25252Fmsvcfovjwf%25253Fdb%25253Dnlebk&auth-callid=8b46c6fc-48bc-4780-870a-a2bcc936f9d4

We will also read a selection of essays, articles, and instructional resources (provided for free on Canvas).

☰ Course Requirements and Assignments

Assignments:

All assignment submissions must be accompanied by a complete [Student AI Disclosure (SAID) form/certificate](#).

Minor (Low-stakes) Assignments:

-reading responses

-discussion posts

-in-class exercises

-process journals

-prewriting/precreating steps (outlines, etc.)

Major Assignments:

Project #1: Multimodal Rhetorical Analysis of an article related to *There There*

Project #2: Multimodal Comparative Analysis of *There There* and a work by another assigned author

Project #3: Multimodal Argumentative Proposal Project: Pilot Podcast Episode about community stories

Project #4: Digital Portfolio Project

✔ Grading Information

English 1B

Kristin FitzPatrick Ezell

Grading Contract:

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 processes to help us, including prewriting/precreating, 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.**

The default grade for this course is a "B+." 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 receive a "B+." 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 be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive spoken or written feedback from your peers and writing coach for each major assignment. All work (major and minor assignments) will be awarded one point for completion and meeting requirements. **Revised assignments MUST be revised significantly in order to receive credit. Any final draft that is not significantly revised will receive a grade of 0.**

You are guaranteed a "B+" if you meet the following conditions:

1. You complete 88% of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. 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/community agreements 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 and submit all major and minor assignments on time, accompanied by a completed Student AI Disclosure form/certificate.
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.
7. 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.
8. You receive a 1/1 on all minor assignments and 10/10 on all major essays/writing projects.
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising). Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

**NOTE: The B+ grade is contingent on your behavior as an engaged member of our learning community.

"A" Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an "A" as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation "exceeds expectations" on your final portfolio reflection.

Grades Lower Than "B+": "B," "C," "D," or "F" grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignments. You are not eligible for a "B+" unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), 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 (before breaching the contract), 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.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was 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

Kristin FitzPatrick Ezell

English 1B

Fall 2025 schedule

Fall

Week	Focus	Readings to be completed by the week's start if not otherwise noted	Assignments are all due before midnight on the date specified (unless otherwise noted)

Week 1: starts August 20 – partial week	Introduction to course and each other	None	None
Week 2: starts August 25	Develop Project #1	Read There There, chapters: Dear Reader through Dene Oxendene Selected essays and articles	Introductions Discussion Reading Response, Topic idea for Project #1
Week 3: starts September 1	On September 2 or 3, please attend "Jumpstart Digital Literacy" workshop Develop Project #1	Read There There, chapters: Part I, Opal through Edwin Black Selected essays and articles	Outline for Project #1 summary of work done during digital literacy workshop
Week 4: starts September 8	Complete First Draft of Project #1	Read There There, chapters: Part II, Bill Davis through Calvin Johnson Selected essays and articles	First Draft of Project #1 Peer Review

Week 5: starts September 15	Revise Project #1	Read There There, chapters: Part II, Jacquie Red Feather through Interlude Selected essays and articles	Almost-Final Draft of Project #1 Reading Response/Discussion
Week 6: starts September 22	Finish Module 1, Begin Module 2	Read There There, chapters: Tony Loneman through Jacquie (end of Part II) Selected essays and articles	Final Draft of Project #1 Due Reading Response/Discussion
Week 7: starts September 29	Develop Project #2	Read There There, chapters: Part III, Opal through Octavio Selected essays and articles	Reading Response/Discussion Outline for Project #2
Week 8: starts October 6	Complete First Draft of Project #2	Read There There, chapters: Part III, Daniel Gonzales through Blue Selected essays and articles	First Draft of Project #2 Peer Review

Week 9: starts October 13	Revise Project #2	Read There There, chapters: Part III, Thomas Frank; Part IV, Orvil through Octavio Selected essays and articles	Almost-Final Draft of Project #2 Reading Response/Discussion
Week 10: starts October 20	Finish Module 2, Begin Module 3	Read There There, chapters: Part IV, Edwin through Jacquie Selected essays and articles Sample Proposal Arguments	Final Draft of Project #2 Due Topic Idea for Project #3 Obtain permissions from podcast interviewees
Week 11: starts October 27	Develop Project #3	Read There There, chapters: Part IV: Blue to end of book Selected essays and articles Sample Proposal Arguments Self-directed Research for Project #3	Conduct and Record Podcast (Project #3) Interviews Outline for Project #3 Podcast Script and Proposal Argument

Week 12: starts November 3	Complete First Draft of Project #3	Sample Proposal Arguments Self-directed Research for Project #3	First Draft of Project #3 Peer Review
Week 13: starts November 10	Revise Project #3	Sample Proposal Arguments Self-directed Research for Project #3	Almost-Final Draft of Project #3 Reading Response/Discussion
Week 14: starts November 17	Finish Module 3, Begin Module 4	Portfolio Instruction Materials	Final Draft of Project #3 Due
Week 15: starts November 24 – partial week - Thanksgiving	Develop Project #4	Portfolio Instruction Materials Revisit Previous Modules' readings	Project #4 Outline Due
Week 16: starts December 1 – conference/consultation week	Complete First Draft of Project #4	Revisit Previous Modules' readings	First Draft of Project #4 Due

Week 17: starts December 8 –	Revise Project #4		Almost Final Draft of Project #4
Week 18: starts December 15 -	Final Portfolio (Project #4) Due on Wednesday, December 17 by 11:59 p.m.		Final Portfolio (Project #4) Due