Argument and Analysis

ENGL 1B

Fall 2025   Sections 06, 85   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/20/2025

🕐 Course Information

About Me:

I have worked as a lecturer of writing for ten years (10), eight (8) with UCSC and SJSU. I have a PhD in Composition and Applied Linguistics and an MFA in Writing and Poetics--my BA is in English. My research and writing interests include anti-racism, critical pedagogy, and writing. I love to read, my favorite authors are Octavia Butler, Gabriel Garcia Marquez, Haruki Murakami and Thomas Pynchon. I swim, run and hike. I have a yoga and meditation routine, and I am a vegan.

Course Reader (located on Canvas)

Technology requirements / equipment / material

- Headphones (Required)
- Notebook
- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Access to a computer
- Zoom application

Diversity Statement

This course is grounded in the idea that the human experience is defined by an intersectional and positional understanding of existence. Intersectional in that every individual is comprised on multiple, intersecting identities. Positional in that each one of these identities creates the opportunity for both privilege and oppression within society. The ethical root of this praxis within this course begins with critical race theory (CRT) and the idea that education in the United States is built upon white supremacist and racist constructs. First, within the institutional barriers to access that are the legacy of colonialism and racial/ethnic segregation. Second, within the epistemological racism rooted in colonial and racist ideologies of

eurocentrism, white-supremacy, xenophobia, and other marginalizing behavior like sexism, misogyny, homophobia, transphobia to name but a few. This ethical alignment is a dedication to the openness of the educator-learner ecology—an awareness of the unique, situated experience of every individual that is involved. This pedagogical lens demands an active anti-racist pedagogy, which vigilantly seeks to dismantle barriers to access and other remanent of institutional and epistemological racism.

AEC Accommodations

This course emphasizes an Intersectional and Positional approach to learning. This means that disability and access are important considerations for student success. The course is structured to meet every student's learning style and strives to create a classroom space where all students can succeed, including students with disabilities or other needs. If you have a disability or think you have a disability and need accommodations to succeed in this course, I encourage you to contact the Accessible Education Center (AEC) and/or speak with me as soon as you can. (The AEC is located in College Professional and Global Education (CPGE) Building, 2nd Floor, by phone at (408) 924-6000 or by email at aec-info@sjsu.edu). Here is a link to the website: https://www.sjsu.edu/aec/

🖥 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

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).

Academic Dishonesty and Plagiarism

For this course, the use of any form of Generative A.I. sourced content (ChatGPT, Grammarly, etc.) will be considered an act of academic dishonesty.

The Norton Field Guide describes plagiarism as "using other people's words and ideas without acknowledgment" (The Norton Field Guide 491). Specifically, plagiarism occurs when "(1) using another writer's words or ideas without acknowledging the source, (2) using another's writer's exact words without quotation marks, and (3) paraphrasing or summarizing someone else's ideas using language or sentence structures that are too close to theirs" (The Norton Field Guide 495).

Right to Remove

If any student becomes a threat or impediment to the health, safety, and educational growth of the class, a fellow classmate, or the instructor—the instructor, the program and the department reserve the right to remove the student from the course. Furthermore, the issue will be documented and taken to the university for further review.

Grading Scale

A letter grade system of A to F will be used, including pluses and minuses. Formal writing assignments will be evaluated by your professor; final grades will be calculated using this scale..

Letter Grade/ Points	Letter Grade/ Points

A	94-100	C+	77-79
A-	90-93	C	70-76
B+	87-89	D	60-69
B	84-86	F	59 and below
B-	80-83		

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 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 Requirements and Assignments

Course Structure and Weekly Deadlines

The course is structured between two (2) types of assignments: low stakes and high stakes

- Low stakes assignments, the bulk of the course, you are eligible to revise for additional credit. The only points you would not be able to make up would be for any late penalties.
- High stakes assignments are quizzes, project rough draft material, and the final draft of each projects. You are unable to revise these assignments and the grades are final.

Most assignments will have a soft deadline of the Sunday the week that they are assigned. *Some assignments may have longer or shorter due dates, ensure that you are opening the assignment guidelines and double checking the dates on the submission folders.*

Week 1	*8/31*	Week 7	*10/12*	Week 13	*11/23*
Week 2	*9/7*	Week 8	*10/19*	Week 14	*11/30*
Week 3	*9/14*	Week 9	*10/26*	Week 15	*12/7*

Week 4	*9/21*	Week 10	*11/12*	*Week 16*	*12/8*
Week 5	*9/28*	*Week 11*	*11/9*		
Week 6	*10/5*	*Week 12*	*11/16*		

11/11 – School Holiday – No Class

11/27 – School Holiday – No Class

11/30—Final Deadline for Project 1 Late Work and Revisions

12/7—Final Deadline for Project 2 Late Work and Revisions

Attendance

The course is pedagogical structured on the principle of the "Flipped Classroom". In this structure, the course work and lectures are provided weekly through the Canvas system. Each class session will function as a Lab. Within the Lab structure you may

- Attend in person. In this scenario you will arrive to class and check-in with my regarding what you attend to accomplish for the day's session, and begin work.
- Attend online via Zoom. In this scenario you log-in to the class Zoom session and check-in with my regarding what you attend to accomplish for the day's session, and begin work.

For both modes of attendance, in order to receive full points for the day, you must be present at the beginning of class for Roll Call. This includes Zoom attendance in which you are required to turn on your Camera for attendance and then you may turn off for the remainder of the session. Failure to abide by both steps will result in a no credit for the day, failure to abide by one (1) of the two (2) steps will result in half credit.

- For in class attendance, it is required that you arrive with headphones. I will also circulate during the session to support you one-on-one with your work. Failure to utilize the class time for work or disruption of the class session will result in a removal from the class.
- For Zoom attendance, you will be unable to communicate with the instructor or utilize the Chat feature. You will need to attend class and office hours for one-on-one support.

The first fifteen (15) minutes of each session and the final fifteen (15) minutes of each session may be utilized for announcements, additional lectures, and assignments.

Canvas

The course will develop through four (4) modules (1A, 1B, 2A, 2B) that contain the lectures, readings, quizzes, assignments and additional material. In order to move from one module to the next you will need to view and/or complete the assignments and quizzes for a certain number of points. The requirements are posted below the assignment name and will note whether the item must be :

- "Viewed" - you must read the item
- "Submitted" - you must submit a draft of the item
- "Score at least" - you must submit a draft of the item and you will need to earn up to the minimum point total listed.

Peer Review and Feedback

Questions regarding class material and assignments; lectures; and feedback will need to be addressed during class or during office hours.

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.
- You will be unable to revise the Peer Review for Project 1 and you will be expected to revise the Peer Review for Project 2.

Participation and Word Count

All assignments unless otherwise noted will have a **350-word minimum word count** requirement.

The Participation Grade is calculated out of 100. The final score considers:

Your Percentage of Attendance

- Classes missed
- Late arrivals

How much late work you submitted

- The total amount of assignments submitted past the deadline

How much work you are missing

- The total amount of "0" you have for assigned work

Your final grade in terms of the total performance to date with the course work and material.

This course allows for the use of technology during the class session.

Absence

If you need to miss class take the follow steps and I will excuse your absence:

1. **Email me in advance as to why you are missing class.**
2. **Explain how you will access the work on Canvas**
3. **Set a deadline for when you will complete the work**

Failure to attend class sessions will impact your grade.

Late Work

All late work past the designated **Soft Deadline (Weekly Sunday Deadline)** is accepted and will receive an automatic (-**5** point) deduction prior to being graded.

- For each assignment that you submit past Soft Deadline in a later Project, your work will receive an additional (-5). For example, late work from Project 1 will receive (-5) if turned in during Project 1 and (-10) if submitted in Project 2.

- The **Hard Deadline (Final Deadline)** is the Project 2 deadline. You will be unable to submit work past this point in the term.
- I am unable to provide an Incomplete at the end of the term.

Messaging

Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page.

Emails regarding content within the course for lecture materials and assignments will respond with a request to attend office hours.

✔ Grading Information

Projects

Project 1—Literature Review- Once you have identified your research interests in relation to your Topic and Issue in California you will start researching and annotating Peer Reviewed resources that support your interest in the Topic for one reason or another (it might be the purpose of the study and its findings, the context and/or population studied, the theoretical approach used in the study, etc.). You will be provided with three (3) resources, and must choose two (2) for your project. You will then locate two (2) additional Peer Reviewed Scholarly Journal Articles that explore your Topic within a City or County of California. The Topics include:

- - Racism: Prison Industrial Complex and Palestine
  - Racism: Prison Industrial Complex and Public Health
  - Racism: Abolitionism
  - Racism: Language and Literacy
  - Racism: Education
  - Racism: Genetic Science
  - Racism: Geosciences
  - Racism: Psychological and Developmental Sciences
  - Racism: Algorithms and Data Science
  - Racism: Corporations and Global Business
  - Racism: Finance and Accounting
  - Racism: Small Business and Entrepreneurship

Professional Development unit - students choose a job or internship and begin developing a portfolio of material to support the application process. This includes:

- Cover Letter

- Curriculum Vitae

- Resume

- LinkedIn Profile

- Video Resume

Project 2—Digital Short- For Project 2 you will pull from your previous essay and assignments to develop a scholarly argument around One (1) or more Stakeholder's view of your Topic within a City, County, or State in the form of a Digital short. The Digital short should pull from your Literature Review. You should reflect on the progression of your research, and look forward to where this research might head next?

- Digital short (Youtube): Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

Resources

- Peer Connections Tutoring and mentoring services. SSC 600, (408)924-2587
- Writing Center Writing resources, workshops, and one-on-one tutoring sessions in the Library and https://www.sjsu.edu/writingcenter/
- Health and Wellness https://www.sjsu.edu/campus-life/health-and-wellness.php
- UndocuSpartan https://www.sjsu.edu/undocuspartan/
- SJSU Cares Resources https://www.sjsu.edu/sjsucares/resources/index.php

Sexual Harassment Reporting
Title IX requires higher education institutions to take necessary precautions to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported.

- For more information and resources, go to: http://notalone.sjsu.edu/

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.