San José State University

College of Humanities and the Arts · English & Comparative Literature

Argument and Analysis
ENGL 1B

Fall 2025   Section 02   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/22/2025

👤 Contact Information

Instructor:	Sarah Prasad
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Office Hours:	Tuesday and Thursday 9-10am in FOB 212, Wednesdays 11:30-12:30pm via Zoom To [book office hour appointments: https://calendar.app.google/gR8R2yLKsikDE9AH7 (https://calendar.app.google/gR8R2yLKsikDE9AH7)](https://calendar.app.google/gR8R2yLKsikDE9AH7) Or: by appointment via Zoom or Canvas Chat Zoom: *[https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09 (https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09)](https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09)* Password: *PRASAD*
Class Day/Time:	Section 2: TR 1:30-2:45 pm
Classroom:	BBC 123

🖥 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

Success in this Course: *I want you to be successful in this course.* Throughout the course, you will have readings, discussion prompts, preparation assignments, drafts, and final papers to complete and submit. **To be successful, follow the weekly schedule and watch for reminders from Canvas.** I recommend **logging in and looking at the Modules at least three times per week** to complete your work. Most important is to follow the daily schedule to know what tasks are ahead.

Access to Computers and the Internet: It is your responsibility to get to a computer to complete your work on time. Go to school, your local library, or a friend's house if your computer crashes or your Internet goes down. Additionally, the library loans devices if you need one: [https://library.sjsu.edu/student-computing-services (https://library.sjsu.edu/student-computing-services)](https://library.sjsu.edu/student-computing-services). If you have concerns about completing any of the assignments in this course, please contact me well in advance of the due date.

Participation and Active Learning: This class is set up to meet in-person twice a week. You are expected to attend. Many parts of the course are on Canvas but nothing can replace the in-class activities and lessons, some of which may have points attached to them. Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot be present for a particular class, check Canvas and/or the daily schedule for what you missed. Perhaps contact a dependable classmate to get updated on what you missed. Also, I can meet with you on Zoom for an hour session, which would be about the time it would take to re-teach everything. You are responsible for all homework whether you are in class or not. Note: some in-class work will be assigned points which cannot be made up outside of class.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an essay). A "good faith" draft is 50% of the total word count for the assignment and shows careful thought and planning even though it may be unfinished.

Late Work: All assignments will receive a minimum grade of approximately 30-50% even if nothing is turned in. If the work is completed late, it will receive a 90% maximum grade.

All assignments will be open for 24 hours after the due date, during which time you can turn in work with no penalty.

Late work is allowed, but you must send me an email 24 hours prior to the deadline. Of course, there is always flexibility for extreme situations.

Classroom Etiquette: Please remove and mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community. Thank you!

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)](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

Prasad Reader

Digital reader of grammar and other lessons.

- **Availability:** In Canvas "Important Documents" module

- **Price:** Free in the Canvas "Important Documents" module

Other Readings

- **Availability:** Posted in Canvas
- **Price:** Free in the Canvas

✔ Grading Information

Breakdown

This course must be passed with a C- or better as a CSU graduation requirement.

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D	69-65	F	64-0		

Essays and Writing	50%
Quizzes	10%
Midterm	5%
Homework	10%
Annotated Bibliographies	15%
Assessment Reflection Portfolio	10%

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Annotated Bibliographies, for RBE	Various	Various	350 each, 1050 total	15%	1-4
(Research-based Exploration) RBE, Section 2	11/13	n/a	500	included in RBE below	1-4
Midterm	n/a		300	5%	2-4
(Research-based Exploration) RBE	11/18	11/25	1200	20%	1-4
Short Story Analysis	9/18	9/25	700	15%	2-4
RBE AI Depiction Analysis	10/30	11/6	500	15%	2-4
Final	n/a	12/16	500	10%	1-3
Quizzes	n/a	n/a	n/a	10%	1-4
HW	n/a	Various	2000	10%	1-4

Criteria

Criteria

The following are the criteria by which essays are typically evaluated in first-year writing courses:

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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

AI Policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. (Otherwise, you should refrain from using such tools.) When using generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. Here is the link for the MLA guide for citing AI: https://style.mla.org/citing-generative-ai/

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

This course will require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, you will be in violation of SJSU academic integrity policy. Please act with integrity, for the sake of both your personal character and your academic record.

Beware of the limits of AI (ChatGPT and others)

- If you provide the minimum effort prompts, you will get low quality results. You will need to refine prompts to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or a fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of SJSU academic integrity policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or the circumstances.

AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism.

- If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own.
- If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own.
- Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.
- Failure to do so is in violation of the SJSU academic integrity policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.

Questions/concerns about grades

If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.
- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your assignment.

🏛 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

For the most current version, go to [this link (https://docs.google.com/document/d/1YmPaLbHHPgVkJVtT_6cQ9Ahz4Wzgc56_NK_W1QpODj4/edit?usp=sharing)](https://docs.google.com/document/d/1YmPaLbHHPgVkJVtT_6cQ9Ahz4Wzgc56_NK_W1QpODj4/edit?usp=sharing).

Week	Tuesday	Thursday
1		8/21 Benchmark due 8/24 The Syllabus Commit to attendance on Thursday 12/4 for the "final experience" Getting to know you and the class Getting to know your writing: reviewing the Benchmark assignment Creating a slide about you including: A. Screenshot with you outside FOB 212 my office door, B. Screenshot of Eng 2 in Modules, C. 2+ pictures that are you, represent you, and/or show who you are, ie: interests, etc) HW: Finish your slide HW: Complete the Benchmark if it's not already done, due Sunday 8/24

2	8/26 AI: What it is, how to use it. Discussion: pros and cons, perceptions and misperceptions Theme of the course Looking at an article: ["Coverage of well-being within artificial intelligence…" (Lillywhite & Wolbring)](.). How to read a research article (using headings) From the Database EbscoHost Getting into the Database–why do we go there? How to get the citations. HW: Read the article. Consider if we should accept this source or not. HW Reading textbook (AT 51-52, 128-132)	8/28 Looking at the Slideshows (individual student's slides) Checking in – textbook attendance (Eng 2) Freewrite: Is this article worth our time or not? Give reasons. Groups discuss and vote. What can we do to help us analyze? Lateral reading lesson, including Click Restraint Tools to use: Charts and Checkers Groups apply Lateral Reading to the class article. HW: Continue the Lateral Reading on the class article. Bring material to the next class to finish the analysis.
3	9/2 Adobe Day Attend any Adobe Training session "Jumpstarting Digital Literacy" in the Student Union Ballroom. See Announcements for more details.	9/4 Review of Adobe session and products Returning to the class article Getting familiar: using the [Analysis Worksheet](.) What is Analysis? (AT pp 128-132 with Gdoc handout) Evaluative Annotated Bibliographies: who, what, where, when, why In addition, format and structure: comparing and contrasting these two: [Mood Booster](.) and [Holidays](.) Groups work on assembling the group Annotated Bibliography. What Adobe product will you use to present the Annotated Bib?

4	9/9	9/11
	Last group session to polish the Group Ann Bib.	Choosing which is "better" of the stories and analysis.
	Two short stories assigned (50/50 split): The Golden Elephant (by Kai-Fu Lee) and Valedictorian (by N.K. Jemisin).	Switching to the other side – groups address why their choice is not better in some ways.
	Lateral search on the authors.	How do we persuade? Means of Persuasion
	Previewing the stories via the Introductions. Groups report out what they take from the Introduction.	Reviewing the Short Story Analysis prompt.
	How to read actively – practice 30 mins.	Activity on Paragraph Focus
	Groups convene to discuss the story in connection with human intellect and imagination.	HW: Begin a draft of the Short Story Analysis
	Being careful of your work: Plagiarism. Definition, consequences, and being careful.	
	HW: Plagiarism Tutorial	
	HW: Plagiarism Tutorial Quiz	
	HW: Group Ann Bib due	
	HW: Read the story that you were not assigned in class: The Golden Elephant (by Kai-Fu Lee) or Valedictorian (by N.K. Jemisin).	
5	9/16	9/18
	Perfecting the thesis	PR page 10 skit.
	Brainstorm as a group – what do we already know about Thesis Statements?	Prep for Peer Review. What language do we need to use this time: Thesis, concession, means of persuasion.
	Thesis statements – PR pp 7-8 How do we do thesis statements differently in college?	Peer Review: Short Story Analysis
	Concession – how to incorporate the other side. Prasad Reader pgs. 32-34	Preview: AT pp. 181-199 Getting into MLA format
	HW: Incorporate lessons on thesis and concession into the Short Story Analysis draft	HW: Read AT pp. 181-199 Getting into MLA format
		HW: Review feedback from MsP and respond in Canvas Comments

6	9/23	9/25
	What are all the styles out there (MLA, etc)	Starting the RBE – Research Based Exploration. Understanding the steps of the process.
	MLA – what is it?	
	Source info, MLA Works Cited Page, and In-Text Citation	Brainstorming about you and all your parts. What communities do you belong to and what do those communities offer you? What are their components and attributes?
	Reminder of the database and how to get the MLA info there. (Lillywhite & Wolbring	
	Once we have the MLA info, what part of it do we use for the in-text citation?	Using the database to explore, get some options for a topic.
	One author vs. multiple vs. no author	Example with mental health and gardening (play with other terms such as adding women, etc). Example of student using AI to find a topic – too disconnected. So this time, set aside AI.
	How to deal with page numbers in an online source. (Use (Lillywhite & Wolbring article as an example.	
	Reviewing Quote, Paraphrase, Summary	Proposal: reviewing RBE: Step One: Choosing your Topic and the Proposal
	"Quiz" PR pp 21. Just like with AI, you need to know enough to be able to check.	HW: Final Draft of theShort Story Analysis due

7	9/30	10/2
	Brainstorm on the board – what topic(s) are you considering?	Returning to Annotated Bibs – this time on your own.
	Groups consider – is the topic narrow enough? Feedback to revise. Using the database to explore.	Reviewing the Prompt for RBE: Step Two: the Research
	Drafting the Proposal (on paper)	Finding articles in the database.
	Peer Review – what are the main components that you need to look for when reviewing?	Why is the Exit Ticket faulty reasoning – I should get all As @ SJSU because I got all As in HS?
	HW: Complete RBE: Step One: Choosing your Topic and the Proposal	Faulty Reasoning: AT pp. 147-155
		Groups create slides, complete handout
		Looking at the class article – do we find any of the faulty reasonings in there? Or can we find them in other places?
		Exit ticket: Why does Faulty Reasoning happen?
		HW: Quiz for Faulty Reasoning
8	10/7	10/9
	Inductive and Deductive Reasoning, using "Practice" Gdoc	What movies/shows, etc have you been watching lately? Give summary (1-2 sentences then analysis).
	Then [video](#)	Separate out the genres.
	In class quiz (slides)	Other genres plus Narrative in detail with a Gdoc chart
	Looking at the class article – where do we find each? Or other places?	Finding examples for the genres in things we've read/watched.
	Exit ticket – Gdoc handout on Inductive/Deductive Reasoning	Looking at the class articles for genres
	HW: Ann Bib #1 with some identification of Inductive/Deductive Reasoning and/or Faulty Reasoning	Exit ticket: Why do we need genres? Ask AI and then consider what you can add to the response.

9	10/14	10/16
	Groups check in – what are you finding in your exploration on your topic?	Midterm – your topic and AI
	How can we connect what we are finding about AI?	
	Prep for the Midterm	
	HW: Ann Bib #2 with some identification of Inductive/Deductive Reasoning and/or Faulty Reasoning and/or genre of writing	
10	10/21	10/23
	Now that you have all your sources, time to compile the Works Cited Page.	Draw a picture of your topic now that you have a better understanding of your RBE topic.
	Reviewing PR pg 24 in groups	Share drawings with the group.
	Then Peer Review on your Works Cited Page.	Next step: let's use AI to make a depiction of your RBE topic.
	Next step: Create the RBE Prewriting Gdoc starting with the ideas from Ann Bibs #1-3	Using Firefly, Chat GPT, or Gemini.
	Looking at all the ideas in front of you, do you see a way to organize them? Which ideas are working together and which need to be on their own?	Adding your image to the class slideshow and presenting it to your group. What do you like and not like about your product?
	Working with one student's example	Review the prompt: RBE AI Depiction Analysis.
	HW: Post your Works Cited Page	What are the main points you would address? Creating the outline.
		HW: Draft the essay.
11	10/28	10/30
	Present your RBE AI Depiction, highlighting its success or lack of success in depicting your topic.	Peer Review on RBE AI Depiction Analysis.
		Intro and Conclusions – finding some that don't work, some that do work
		Analyzing the Criteria
		HW: Post your rough draft on RBE AI Depiction

12	11/4	11/6
	Argument in class. Gathering ideas supporting living on campus vs. off campus, Elon Musk changing the world. Salmon fishing, feet washing, intermittent fasting, something else they don't want to do.	Returning to the RBE topic
		Starting the Writing Process. Reviewing the RBE: Step 3: the Writing Process.
	Arguing one side then switching.	Returning to the draft we started previously with the quotes. Focus on Section 2 of the Rogerian RBE essay.
	Argue one side, MsP argues against in Classical and Rogerian. How do the two styles feel to the audience?	
		HW: Final Draft of the RBE AI Depiction Analysis
	Rogerian Structure	
		HW: Draft Rogerian RBE Essay Section 2
	Videos (link and link)	
	Outlining another argument in Rogerian (maybe "should light rail passes be free to students"?)	
13	11/11	11/13
	Holiday	Peer Review: Rogerian RBE Essay Section 2
		How to deal with Section 1? Groups discuss, then larger class discussion.
		Outlining Section 1
		Considering Section 1.5 – Concession
		HW: Continue the writing process to add Sections 1 and 1.5
14	11/18	11/20
	Peer Review Sections 1, 1.5, and 2	Next project: Consider how AI can be used with your RBE topic. Could it help or hinder or both?
	Brainstorming Intro and Conclusion in Narrative style	
		Groups address one topic at a time.
	HW: Continue the writing process to complete the RBE	
		Brainstorming on the board.
		Starting an Adobe project to show the ideas
15	11/25	11/27
	Presenting your Adobe product with AI and your RBE topic.	Thanksgiving holiday
	HW: Post the final draft of the RBE with all sections	

| 16 | 12/2

Any remaining presentations of Adobe product with AI and your RBE topic.

FW: How has your understanding of AI changed this semester? How has your perception of AI changed this semester?

Next steps: The Final – a rough overview

Next steps: After English 2 – UDW DSP for 100W course in your major. | 12/4

Last Day of Classes

The "Final Experience" Prep for Final

Preparing documents (Save As with new titles and add page numbers) and writing the Works Cited in the Final Reflection.

How to work with the GELO

SOTEs |
| Finals | Eng 1B Section 2: December 16 | Grades due: December 18 |