

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B: Argument and Analysis, Section 16, Spring 2018**

**Course and Contact Information**

|                                  |   |                                       |
|----------------------------------|---|---------------------------------------|
| <b>Instructor:</b>               | Jillian Murphy  |                                       |
| <b>Office Location:</b>          | Faculty Office Building, room 221   |                                       |
| <b>Telephone:</b>                | 408.924.5079  |                                       |
| <b>Email:</b>                    | Jillian.Murphy@sjsu.edu   | <b>**please contact me by email**</b> |
| <b>Office Hours:</b>             | MW 2:45-3:45 and by appointment   |                                       |
| <b>Class Days/Time:</b>          | MW 1:30pm-2:45pm  |                                       |
| <b>Classroom:</b>                | Sweeney Hall 411  |                                       |
| <b>Prerequisites:</b>            | <i>GE Area A2 with grade of C- or better. This course is not open to students who have successfully completed ENGL 2.</i> |                                       |
| <b>GE/SJSU Studies Category:</b> | GE C2 Humanities—Letters  |                                       |

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course website. You are responsible for regularly checking Canvas and the messaging system through MySJSU to learn of any updates.

**ENGL 1B Course Description**

ENGL 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.

**This Course:** What is technology? In our current age of innovation, do we embrace new technological advancements unquestioningly? Could we slow them down if we wanted to? We will explore the ethics of technology, engaging questions and analyzing arguments from voices in literature, business, science, journalism, film, television and more. Work in this class will encourage us to not only probe the possibilities of questions asked by others, but to ask our own questions and seek answers through research and discussion.

**ENGL 1B Learning Outcomes (GELO)**

**GE A3 Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

## ENGL 1B Course Content

**Writing:** Students write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments give students repeated practice in prewriting, drafting, revising, and editing. ENGL 1B requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

This class will also include informal writing tasks that will give you focused practice with the skills or topics most relevant to the classwork at that point in the course. **These informal assignments will contribute to your participation/homework grade and can not be made up if missed.**

**Critical Thinking:** In addition to focusing on how to write arguments, ENGL 1B also teaches students how to analyze and evaluate texts critically. More specifically, students practice

- evaluating arguments for purpose, audience, rhetorical strategies, conclusions;
- evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political);
- evaluating their own understanding of ideas by identifying their own interpretative lens.

**Reading:** In addition to being writing intensive, ENGL 1B is also a reading course. Students are to read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials can also be assigned to help situate the historical and cultural contexts in which the primary texts were created. All reading must be completed **before** class, and all students should be prepared with the text in class.

**Oral / Multimodal Project:** Students must complete an assignment that has an oral component. Students will be evaluated on the logic of the argument as well as the presentation's delivery. A multimodal project combines multiple modes—linguistic, visual, aural, spatial, visual—to address a particular audience for a particular purpose.

**Workshops:** Workshops give us a chance to collaborate and share feedback on our writing to grow individually and as a group. Print two copies of your essay draft and bring it to the peer-review workshop. **If you miss a workshop without *\*\*prior\*\** approval from your instructor, your final essay will be graded down one letter grade.**

**Final Evaluation:** Your final assignment will be a writing portfolio with your work from this semester, to be compiled and turned in on Canvas. There are four elements to the writing portfolio:

1. A self-reflection essay
2. An appendix referencing assignments that support the reflections in the essay
3. A writing assignment from a previous writing course (English 1A or the Reflection on College Writing)
4. A full final essay from this course

**Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different cultural backgrounds, socio-economic backgrounds and genders.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details can be found in [University Policy S12-3](#).

You will get specific descriptions for the essays throughout the semester as they are assigned, and we will discuss each assignment in class.

| Assignment   | Grade Value | Word Count | GELO | CLO |
|--|-------------|------------|------|-----|
| Participation and homework                                       | 20%         | 2000+      | 1-3  | 1-6 |
| Essay #1 (In class essay revision) (including process materials) | 20%         | 1500       | 1-3  | 1-6 |
| Midterm Presentation   | 20%         | 500        | 1-3  | 1-6 |
| Research paper (Including process materials)                     | 30%         | 3000       | 1-3  | 1-6 |
| Final Portfolio  | 10%         | 1000       | 1-3  | 1-6 |

## Grading Information

### Grading Policy

All work must be submitted on time, before the beginning of the class period. If an emergency arises, you must contact me before the deadline to establish a new due date at my discretion. **Work turned in during or after our class period on the date it was due will be graded down half a letter grade. Unexcused late work will be graded down a full letter grade for every day it is late. Assignments turned in more than a week after the due date will earn a “0.”**

All take-home assignments must be submitted online via Canvas before the start of class. Participation will be scored based on your contributions to the learning we do together as a class each day, including warm-up writing, discussions, group work and in-class activities.

### Determination of Grades

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. **To receive credit for this course, you must earn a C- or higher.**

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: 1) content (this includes maturity and sophistication of thought); 2) organization; and 3), expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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.

|                |
|----------------|
| 93% - 100% = A |
| 90% - 92% = A- |
| 87% - 89% = B+ |
| 83% - 86% = B  |
| 80% - 82% = B- |
| 77% - 79% = C+ |
| 73% - 76% = C  |
| 70% - 72% = C- |
| 67% - 69% = D+ |
| 63% - 66% = D  |
| 60% - 62% = D- |
| 0% - 59% = F   |

### Classroom Protocol

As college students, you are responsible for your success in this course. In order to most improve your writing and grade, you should be present for class on-time, attentive to instruction, engaged in discussions and activities, and caught-up with all coursework. Participation is key to our collaborative learning environment, so I expect you to be civil and respectful toward myself and the other students in the class.

We will be writing and reading in every class, so bring the necessary materials to every meeting. Laptops, tablets and smart devices will be encouraged as tools for word-processing and research during in-class activities. Engage with these tools responsibly and appropriately; if they become a distraction or interruption, I reserve the right to suspend their use as necessary.

**Please note:** Sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

### Resources

**Writing Center:** The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**Technology:** SJSU offers a variety of options for free access to technology on campus. The IT Service desk lab in CL 102 has over 40 computers with dozens of programs you can use for multimodal or creative assignments. The Library also has computers that you can use for free for word processing and internet access, as well as equipment loans at Student Computing Services on the fourth floor.

**SJSU Counseling Services:** The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at [www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/).

**Academic Integrity:** Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

## Required Texts

Our class will engage a wide variety of texts from a wide variety of voices. Assigned texts will be uploaded to Canvas or linked in the syllabus. Be prepared to discuss and engage these texts in every class, accessing them either on your technology of choice or by printing them out and bringing them with you.

You will also be assigned a number of “texts” from film and television. Apart from those we view together in class, you will be able to access all of these films and shows on the streaming site **Netflix**.

## Other Readings

Lunsford, Andrea. *Everyday Writer*. (Find your free Digital copy under the “writer’s help” tab on Canvas.)

You will locate and evaluate other readings online as needed for classwork and essays.

## Technology Requirements

You will need daily access to a computer or laptop with internet access for readings, classwork and in-class writing. You will also need to be able to access Canvas not only for readings and assignments, but for any important announcements from the instructor. For information about rentals, see “resources” above.

## English 1B: Argument and Analysis, Section 16, Spring 2018 Course Schedule

The focus of our class is your improvement, so I reserve the right to change the schedule with fair notice in order to best fit the needs of the class. Make sure to bring the day’s texts and all relevant materials to class every day.

**Assignments are listed below on their due dates.**

**Complete all reading and turn in homework on Canvas before the start of class.**

| Week | Date                    | Topics, Readings, Assignments, Deadlines   |
|------|-------------------------|--|
| 1    | Wednesday<br>January 24 | Introduction, syllabus review  |
| 2    | Monday<br>January 29    | <b>Read:</b> Johnson, “ <a href="#">The role of ethics in science and engineering</a> ”<br>Al-Rodhan, “ <a href="#">The Many Ethical Implications of Emerging Technologies</a> ” |
| 2    | Wednesday<br>January 31 | <b>In Class: In Class Essay (Argumentative ICE) (bring laptop)</b><br><b>Read:</b> French, “ <a href="#">Your New Best Friend: AI Chatbot</a> ”                                  |

| Week | Date                     | Topics, Readings, Assignments, Deadlines  |
|------|--------------------------|---|
| 3    | Monday<br>February 5     | <b>Read:</b> Butler, "Speech Sounds" (on Canvas)<br>Montepare, " <a href="#">Nonverbal Behavior in the Digital Age: Meanings, Models, and Methods</a> " (also on Canvas)  |
| 3    | Wednesday<br>February 7  | <b>Read:</b> Mullin, " <a href="#">Gene Therapy 2.0</a> "<br>Crayton, " <a href="#">Almost Perfect</a> " (available for free through site)  |
| 4    | Monday<br>February 12    | <b>Due: Rough Draft of Argumentative ICE Revision (bring two printed copies)</b><br><b>In Class:</b> Peer Review Workshop   |
| 4    | Wednesday<br>February 14 | <b>Read:</b> Eisenberg, " <a href="#">A Short Story Written with Thought-To-Text Technology</a> "<br>Urban, " <a href="#">Neuralink and the Brain's Magical Future</a> "  |
| 5    | Monday<br>February 19    | <b>Due: Argumentative ICE (Revision) Final Draft</b><br><b>Assigned:</b> Midterm Presentation   |
| 5    | Wednesday<br>February 21 | <b>Due: Midterm Presentation Proposal</b><br><b>Watch:</b> Brooker, <i>Black Mirror</i> , "Hated in the Nation" (available on Netflix)  |
| 6    | Monday<br>February 26    | <b>Read:</b> Chiang, " <a href="#">The Truth of Fact, the Truth of Feeling</a> " (29 p.)  |
| 6    | Wednesday<br>February 28 | <b>Watch:</b> Schur and Jones, <i>Black Mirror</i> ; "Nosedive" (available on Netflix)  |
| 7    | Monday<br>March 5        | <b>Midterm Presentations</b>  |
| 7    | Wednesday<br>March 7     | <b>Midterm Presentations</b>  |
| 8    | Monday<br>March 12       | <b>Read:</b> Bradbury, "There Will Come Soft Rains" (on Canvas)<br>Le Guin, "The Ones Who Walk Away From Omelas" (on Canvas)<br>Le Guin, " <a href="#">A Rant About 'Technology'</a> "<br><b>Assigned:</b> Research Paper |
| 8    | Wednesday<br>March 14    | <b>Listen:</b> Wells, <i>War of the Worlds</i> (find under " <a href="#">Direct link to audio recording here.</a> ") Download recommended.  |
| 9    | Monday<br>March 19       | <b>Read:</b> Dick, " <a href="#">Second Variety</a> " (33 p.)<br>(Also available as free <a href="#">audiobook</a> )  |
| 9    | Wednesday<br>March 21    | <b>Due: Research Paper Proposal</b><br><b>Complete:</b> Library Tutorials   |
| 10   | Monday<br>March 26       | <b>Spring Recess- no classes</b>  |

| Week       | Date                  | Topics, Readings, Assignments, Deadlines  |
|------------|-----------------------|---|
| 10         | Wednesday<br>March 28 | <b>Spring Recess- no classes</b>  |
| 11         | Monday<br>April 2     | <b>Read:</b> Bearman, “The Rise & Fall of Silk Road” (34 p.)<br><a href="#">Part 1</a> <a href="#">Part 2</a>   |
| 11         | Wednesday<br>April 4  | <b>Read:</b> Kowal, “ <a href="#">Evil Robot Monkey</a> ” (audio version available)<br>Shelley, excerpt from <i>Frankenstein</i> (on Canvas)<br><a href="#">Synopsis and Dramatic Reading of Frankenstein</a> |
| 12         | Monday<br>April 9     | <b>Due: Annotated bibliography of Research Paper</b><br><b>Read:</b> Bachman “ <a href="#">The Lonely Future of Buying Stuff</a> ”  |
| 12         | Wednesday<br>April 11 | <b>Read:</b> Bell, “ <a href="#">Space Traders</a> ” (you can also find it in a text document online)   |
| 13         | Monday<br>April 16    | <b>Due: Rough Draft of Research Paper (bring two printed copies)</b><br><b>In Class:</b> Peer Review Workshop   |
| 13         | Wednesday<br>April 18 | <b>TBA</b>  |
| 14         | Monday<br>April 23    | <b>Read:</b> The Oatmeal, “ <a href="#">It’s Going to be Okay</a> ”<br><b>Watch:</b> <i>Star Trek</i> , “The Best of Both Worlds” (1.5 h) (available on Netflix)  |
| 14         | Wednesday<br>April 25 | <b>Read:</b> Yang, “ <a href="#">Patterns of a Murmuration, in Billions of Data Points</a> ”<br>(audio version available)   |
| 15         | Monday<br>April 30    | <b>Read:</b> Weinstein, <i>Children of the New World</i> , “The Cartographers” (on Canvas)<br>Porter and Heppelmann “ <a href="#">A Manager’s Guide to Augmented Reality</a> ”                                |
| 15         | Wednesday<br>May 2    | <b>Read:</b> Asimov, “The Last Question” (on Canvas)  |
| 16         | Monday<br>May 7       | <b>Due: Final Draft of Research Paper</b><br><b>Assigned: Portfolio and Self-Reflection Essay</b>   |
| 16         | Wednesday<br>May 9    | Preparing portfolios  |
| 17         | Monday<br>May 14      | Preparing portfolios  |
| Final Exam | Tuesday<br>May 22     | <b>12:15-14:30</b><br><b>Portfolio and Self-Reflection Essay Due on Canvas</b>  |