

Argument and Analysis Section 84

ENGL 1B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/22/2023

Contact Information

Virtual Office Hours:	Tuesday & Thursday: 1:00pm to 2pm (by appointment)
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Lecturer: Dr. ZEHLIA BABACI-WILHITE

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Zoom

[https://sjsu.zoom.us/j/82774221397?](https://sjsu.zoom.us/j/82774221397?pwd=QXIGL2dQKytqTXJpSmNZMGFLSGJXQT09)
[pwd=QXIGL2dQKytqTXJpSmNZMGFLSGJXQT09](https://sjsu.zoom.us/j/82774221397?pwd=QXIGL2dQKytqTXJpSmNZMGFLSGJXQT09)

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.

GE Area(s): C2. Humanities

Prerequisite: ENGL 1A or ENGL 1AS with a C- or better.

ENGL 1B is not open to students who successfully completed ENGL 2.

Letter Graded

* Classroom Protocols

Online Etiquette

1. Zoom brings the classroom into your home, but while on camera, you are nevertheless in a public space. Therefore, **we ask that you present yourself online as you would in an actual classroom.** Please be fully dressed, for instance, and refrain from eating. We recognize that there's little to be done about the cat sauntering across your keyboard, or family members moving around in the background, but we appreciate the things you do to create a positive, professional learning environment for yourself and others.
2. Additionally, just like in a classroom, **we are asking for your active attention.** This means closing all windows other than Zoom, and refraining from toggling between other programs or apps. This is different from passively interacting with your screen.
3. When not speaking, please mute your microphone. This will avoid ambient noises making their way into our discussions. When in

class, **I encourage you to keep your video on.** If you have any concerns about doing so, and add your picture (as professional as possible).

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 Goals

ENGL 1B is an introductory writing course that focuses on the relationship between language and logic when composing arguments. We will focus on Science, Technology, Engineering and Mathematics (STEM) versus Science, Technology, Engineering, Arts and Mathematics (STEAM) as well as Natural Language Processing (NLP). Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Course Learning Outcomes (CLOs)

GE Area C2: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area C2 Learning Outcomes

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Textbook to buy with the learning platform

- Babaci-Wilhite, Zehlia. Learning Critical Thinking Skills Beyond 21st Century For Multidisciplinary Courses. Purchase your course materials here: <https://store.cognella.com/96535>

Order the book as soon as possible to receive the quizzes access code

- <https://owl.excelsior.edu/>

Other Readings

- Other readings and videos provided throughout the semester through Canvas

☰ Course Requirements and Assignments

ENGL 1B Learning Outcomes(GELO)

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

- (1) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- (2) Use a critical lens to read a variety of literary, rhetorical, and professional works of the human intellect and imagination.
- (3) Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
- (4) Explain how a text both frames and is framed by a variety of critical lenses: cultural, historical, socio-economic, political, and personal.
- (5) Demonstrate how humanistic methods of reasoning and arguing can prepare students to meet the global challenges facing scientists and engineers.

✓ Grading Information

Assignment Word Count and Learning Goals

Assignment	% Worth	Word Count	GELO
Research Outline and Proposal	50	250	1-3
Essay #1: Rhetorical analysis	150	750	1-3
Outline/Draft Essay #1	50	250	1-3
Essay #2: Research argument	150	750	1-5
Outline/Draft Essay #2	50	250	1-5
Multimodal Presentation (Group)	50	10 minutes	1-3

Multimodal Presentation (Individual)	50	5 minutes	1-5
Reading/Quizzes (25 points per quiz)	150	1500	1-5
Workshops: Library/Peer Review	100	1500	1-5
Final Portfolio	100	750	TBD
Participation/Discussion	100	N/A	1-5
Total	1000		

Breakdown

Grading Policy

Specify your grading policy here. Include the following:

- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that particular assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system
- There is no extra credit for this course except for the ones using the camera
- Percentages for each assignment are in the section under "Assignment word count and weight"
- Late work will be reduced accordingly
- Must receive a C- or higher to pass the course

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

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

Students must receive a C- or higher to pass the course

Grade	Range	Notes

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
Module 1: Introduction		
1	W 1/25	<ul style="list-style-type: none"> · Welcome to English 1B · Introductions and Icebreakers · What we will do during our zoom class: Your questions about the Syllabus · Discussion on our class topic: Education and STEM/STEAM, our textbook and the active learning platform for the quizzes. · The class will break up into small groups of 3-5 and discuss a selected topic to develop a research project on STEM versus STEAM (proposal and presentation) · Read Research/Outlining (https://owl.excelsior.edu/)
	Homework	<i>For next time.</i> Write a short-biography to be posted on Canvas, read the syllabus and the Writing Process (https://owl.excelsior.edu/) and order the book

Week	Date	Topics, Readings, Assignments, Deadlines
2	W 2/1	<p style="text-align: center;">Module 2: Reading and Writing</p> <ul style="list-style-type: none"> · Quiz on your syllabus · Introduction to reading techniques: Chapter 1 · <i>Reading:</i> How do you read? Practice active reading · <i>Writing:</i> How do you write an outline? Practice active writing · Class activity: What are the elements of your project? · Each student will take 2-3 minutes to present his/her project and discuss what s/he found most significant about the project conducted so far.
	Homework	<i>For next time.</i> Read Prewriting Strategies (https://owl.excelsior.edu/) and write an outline of your research proposal. <i>Complete the quiz of chapter 1</i>
3	W 2/8	<ul style="list-style-type: none"> · Short presentation of your research project/outline · Assigning Peer Review groups · Respond to your peers' project · Class activity: Continue to analyze the elements of your research project with references · Discuss the new chapter you read to inspire your peers · How to use APA format versus MLA
	Homework	Post your outline on Canvas for an open discussion and then read Citation and Documentation (https://owl.excelsior.edu/)
4	W 2/15	<p>Module 3: Presentation</p> <ul style="list-style-type: none"> · Power Point presentation on Language in Education and STEM vs STEAM · Discussion and activity: What is the purpose of STEAM education and what are the 21st century critical thinking skills? · In class research: resources on different literacies (visual literacy, digital literacy, science literacy, virtual literacy and critical literacy)
	Homework	<i>For next time:</i> Read Argument and Critical Thinking (https://owl.excelsior.edu/) Read a new chapter 2 or 3. <i>Complete the quiz of a new chapter (2 or 3)</i>
5	W 2/22	<i>Library Workshop:</i> Take notes
	Homework	<i>For next time:</i> Post your notes on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
6	W 3/1	<ul style="list-style-type: none"> Pre-writing activities: Post an article or a video on STEAM education in the Discussions on Canvas related to our readings. Please include a paragraph of at least 200 words in which you summarize the article and explain why you think it is important- Peer review a post Discuss and update your presentation
	Homework	<i>For next time:</i> Post your research proposal on Canvas and prepare your power-point presentation- Read a new chapter 4 or 5 and <i>complete a quiz on a new selected chapter 4 or 5</i>
7	W 3/8	Multimodal Group Presentations
	Homework	<i>For next time:</i> Read a new chapter 6 or 7 and <i>complete a quiz on a new selected chapter 6 or 7</i>
8	W 3/15	Module 4: Essay#1 <ul style="list-style-type: none"> Read and reflect on the writing prompt for your rhetorical analysis essay Start your outline: Summarizing, paraphrasing, and quoting. Discuss your outline with your peers and the chapters you read Be inspired by one of the post you read demonstrating the learning outcomes of: <u><i>Gelo 1 and 3</i></u> Inspire each other and discuss APA format Practice on how to use APA
	Homework	<i>For next time:</i> Read rhetorical Styles (https://owl.excelsior.edu/) as well as a new chapter 8 or 9 or 10 and <i>complete a quiz on a new selected chapter 8, 9 or 10</i>
9	W 3/22	Group Workshop <ul style="list-style-type: none"> Peer Review groups Respond to your peers' final Essay Discuss APA format and video/podcast
	Homework	<i>For next time:</i> Post your notes. Complete the outline of your Essay and start your draft essay #1- Read a new chapter 11, 12 or 13 and <i>complete a quiz on a new selected chapter 11, 12 or 13</i>
10	W 3/29	SPRING RECESS

Week	Date	Topics, Readings, Assignments, Deadlines
	Homework	<i>For next time.</i> Complete the final draft of your Essay and Post it on Canvas and Read a new chapter and <i>complete a quiz on a new selected chapter 14 or 15.</i>
11	W 4/5	<p>Module 5: Individual Presentation and Essay#2</p> <ul style="list-style-type: none"> · Select a chapter for your Multimodal Individual Presentations · Read and reflect on the writing prompt for your research argument essay · Discuss the chapters you read · Start your outline
	Homework	<i>For next time.</i> Prepare your presentation and post your outline on Canvas, respond to two of your peers.
12	W 4/12	<ul style="list-style-type: none"> · Discuss your outline and start your first draft Essay#2 · Demonstrating the learning outcomes of: <i>Gelo 3, 4 and 5</i> · Practice on how to use MLA and APA (Revision) · Assigning Peer Review groups.
	Homework	<i>For next time.</i> Submit your outline on Canvas Class activity: Summarizing, paraphrasing, and quoting
13	W 4/19	Multimodal Individual Presentations 2
	Homework	<i>For next time.</i> Complete the first draft of your Essay #2
14	W 4/26	Workshop to complete the Essay #2
	Homework	<i>For next time.</i> Complete and submit your final draft Essay#2 on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
15	W 5/3	<p>MODULE 6: e-Portfolio</p> <ul style="list-style-type: none"> · In-Class: Demonstrating the learning outcomes of: <i>Gelo 1-5</i> · E-Portfolio prewriting activity: Integrating evidence into your e-Portfolio · Assemble and prepare the inventories and the outline for the Self Reflection Essay and e-Portfolio · Write a practice essay in preparation for the Final Self-Reflection Essay that is the centerpiece of your e-Portfolio · Discussion and Informal Peer Review. · You will be uploading the Final e-Portfolio.
	Homework	<i>For next time.</i> Complete your e-Portfolio
16	W 5/10	DUE: Final e-Portfolio to submit on Canvas (with the e-Portfolio materials for your assessment).