

San José State University
Department of English & Comparative Literature ENGL 1B: Argument and Analysis
Spring 2020

Course and Contact Information

Instructor:	Sheree Kirby
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Office Hours:	T 1:30-2:30 /Th 9:15-10:15 (or by appointment)
Class Days/Time:	Section 9 10:30-11:45 Section 11 12:00-1:15
Classroom:	BBC 124
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better This course is not open to students who have successfully completed ENGL 2.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Course Management Page (Canvas) and one.SUSU

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking Canvas for class announcements for updates. Please contact me through Canvas messaging with any questions or concerns. If Canvas is not available, then contact me through one.SJSU email.

ENGL 1B Course Description

General Course Description:

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

Specific Section Description:

Most of us can cite how technology has helped us access information and entertainment; it has also aided us with transportation and communication; and it has led to improvements in various industries, including medicine, agriculture, design, energy management, etc. Digital technology has undoubtedly assisted individuals, corporations, and organizations in a variety of ways in a relatively short period of time, and it will continue to do so. However, today's fast-evolving technologies have also given rise to several very serious concerns about how individuals, societies, economies, and governments have been and/or will be impacted due to unforeseen and potentially harmful decisions made by those in control of many of these technologies. We will begin by studying media literacy and why it is especially important today for us to be critical consumers and careful sharers. Then we will dive into the most

serious concerns regarding the ubiquity of surveillance, the erosion of privacy, and the effects and potential effects of technology on agency, equality, diversity, jobs, democracy, and emotional and physical well-being. Finally, we will explore how individuals, governments, and tech companies can work to minimize damage and promote healthy, fair, and balanced policies.

ENGL 1B 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 Learning Objective (CLO)

1. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (from ENGL dept. C2 course learning goals)
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. (from ENGL dept C2 course learning goals)
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.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing 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 genders and from different 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.

ENGL 1B Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you 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.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Grade %
Diagnostic Essay	500	3	N/A
Critical Analysis Website (outline/draft/revision)	1,500	1-3	15
Op-ed Argument (proposal, annotated bibliography draft/revision)	1,500	1-3	20
Reflection and Response <i>Your Happiness was Hacked</i>	1,000	1-3	15
Individual Privacy Analysis/Critical Reflection/ Response	1,000	1-3	20
Group Presentation/Mapping project	500	1-3	5
Participation (discussions/activities/group work in class), homework, written reading responses in and out of class, quizzes	1,500	1-3	15
Class Reflection (Completion of Assessment Portfolio), revision	750	1-3	10

Required Texts

Painless Grammar 4th ed., Rebecca Elliott, PhD. ISBN: 978-1-4380-0774-8

Your Happiness was Hacked, Vivek Wadhwa and Alex Salkever ISBN: 978-1-5230-9548-1

New York Times (student subscription – 1month free and \$4.00 each subsequent month)

<https://www.nytimes.com/subscription/education/student>

Required Materials and Access

1B Spiral Notebook

Folder

Reliable access to printer

Pens, pencils, highlighters, stapler

One large green book

Microsoft Office (Free to Students) Download at <https://www.microsoft.com/en-us/education/products/office>

Classroom Protocol

Please arrive **prepared and on time** for every session with your texts, homework, laptop/tablet, and other necessary materials. Come ready to fully participate class activities and discussion; your assignments should be read, and, if hard copies are due, they are stapled and ready to turn in. Sessions may begin with quizzes, reading assignments, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to ask me questions about anything that is not clear to you. If I don't have an answer, I will find one and get back to you.
- Students are encouraged to share insights and opinions during class discussions. Respect for each other is key here.

- If you miss a class, please contact a classmate for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to take notes during every class session. Much of what you will learn and will be tested on will come from lectures, class discussions, and in-class exercises.
- Bring Laptops/tablets to class. Computers must be used solely for the work we are doing in this class. Abiding by the rules of technology is part of your participation grade.
- Cell phones are to be silenced and put away unless you are specifically asked to have them out for an in-class assignment or other reason that you have discussed with me before class.
- Sleeping is not allowed in class. Please get enough sleep so you are able to participate fully.
- Recording, filming, or photographing any parts of lectures or course material requires my permission and that of any students or guests.

Late Work

You may miss one out-of-class reading response each semester without penalty and one in-class participation day without penalty. Just write “Fee Pass” on your in-class or out-of-class reading log for that particular date.

However, late essay and project drafts, peer reviews, and final revisions will result in the drop of one grade on the completed assignment. The reason is that your classmates and I are counting on you to get that information to us by a specific time so we may finish our own work and respond to drafts in a timely manner. Getting work done earlier rather than later will help avoid penalties as work is due whether or not you are in class.

Grading Policy

What you learn in this class will depend on every member’s participation, so you need to be here and be prepared to talk. Participation also includes having readings and assignments completed and available in class (either hardcopy or on computer/tablet as required). If you do not attend class, you will not be participating, which will reflect on your grade. Class participation cannot be made up.

The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade. 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.

Grading Criteria

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 and 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.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

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

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, counseling etc. Please read:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Relevant policies for FROSH English can also be found at

http://www.sjsu.edu/english/frosh/program_policies/index.html

Instructor Use of Student Work

Anonymized portions of student drafts or writing responses will be used to demonstrate specific concepts and facilitate learning. Identifiable examples will only be used with the student’s express permission.

Note on Course Readings and Projects

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

1B, Argument and Analysis, Spring 2020, Course Schedule

Detailed weekly assignments are posted to Canvas prior to the first class each week. Assignments are due at the next class session unless otherwise noted. See Canvas Assignments or Canvas Discussions for **homework (HW)** and exercises in **Painless Grammar (PG)**. This schedule is subject to change with fair notice depending on the needs of the class. You are responsible for any change notifications made in class and/or on Canvas Announcements or messaging.

1B Spring 2020 Course Schedule

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
1	1.23.20	Introduction and Course Overview. HW —500-word diagnostic essay. Please complete survey. Submit both to Canvas.
2	1.28.20	Class brainstorm session – digital technology advantages and drawbacks. HW —Introductory texts on rhetoric and logic. Read/watch, summarize, and reflect. Note that texts can be written, audio, audiovisual, or visual.

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
2	1.30.20	Discuss rhetorical situation, rhetorical appeals, and logical reasoning. Introduce fallacies. HW --Recognizing fallacies. Learn the most common logical fallacies for team competition. Read texts, reflect/respond on recognizing fallacies. Find a fallacy in one news article and one tweet. PG --Read and annotate pages 1-24. Do brain ticklers 1 and 2.
3	2.4.20	Logical Fallacies team competition. Link to media literacy. Discussion: Fake News, biased news, misleading news, outright lies, and/or otherwise flawed news. Examples. Why is media literacy so important? HW --Readings and interactive work on media literacy. Respond/reflect in your reading log as assigned. Familiarize yourself with five reliable fact checking sites, the media bias chart, and a checklist of how to spot fake news. https://www.makeuseof.com/tag/true-5-factchecking-websites/ https://www.adfontesmedia.com/static-mbc/?v=402f03a963ba
3	2.6.20	Media literacy discussion, sources, effects of fake news, misinformation, disinformation and confirmation bias. Fractious. https://www.youtube.com/watch?v=rR7j11Wpjiw Disinformation HW --Read/watch and respond to assigned texts on media literacy. HW --Find one article that you surmise contains misleading, biased and/or otherwise flawed news. See assignment on Canvas Discussions. PG —Read and annotate pages 25-57. Do brain ticklers 3, 4, and 5.
4	2.11.20	Media Literacy. Personal, social, economic, political implications. Website analysis. Example and discussion. HW --Choose a media website as instructed from Media Bias Fact Check list of “questionable sources.” Write a one-page response about why you chose this website to analyze and what evidence suggests that this website is fake, misleading, biased, or otherwise flawed. Write a rough outline of assignment.
4	2.13.20	Analysis of websites continued. Look at student examples. HW --Write a strong draft of your analysis. Submit to Canvas and to your group members no later than noon on Sunday, 2.16.20, so group members can offer comments directly on the work and include a one-paragraph summary of strengths and opportunities for improvement, due 2.18.20. See details on Canvas Assignments.
5	2.18.20	Website analysis workshop. Assign Part I Privacy Mapping Project: GDSR General Data Protection and Regulation and CCPA California Consumer Protection Act. Choose companies for personal information gathering and analysis. HW --Read NYT Privacy Law article on Canvas. 2. Request your personal information collected, shared, and sold from the companies you chose. Copy your company’s CCPA amendment. Label the document. Include a screen shot of the link you clicked to request your information or a screenshot of the email you wrote to request your information. (Note that companies have up to 45 days to comply. So we will return to this project at later in the semester.) Bring Laptops for next class.
5	2.20.20	Privacy and surveillance, discussion and exercise. NYT privacy project.

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
		<p>Surveillance capitalism documentary. Shoshana Zuboff on surveillance capitalism VPRO Documentary. 50 minutes. Take notes as assigned. https://www.youtube.com/watch?v=hIXhnWUmMvw HW—Finish documentary if necessary. See Canvas for response/reflection. HW—Read assigned texts, including Zuboff’s NYT opinion piece from 1.24.20, and follow response/reflection assignment. https://www.nytimes.com/2020/01/24/opinion/sunday/surveillance-capitalism.html PG—Read and annotate pages xxxx and brain tickler 5 if you have not completed it, plus pages 79-102. Do brain ticklers 6 and 7.</p>
6	2.25.20	<p>Discuss surveillance capitalism and associated concerns: potential personal, social, cultural, political, and economic. Brainstorming. NYT Privacy Project. Behavioral manipulation: social media experiments. Introduce op-ed assignment. What do you think are the biggest concerns with regard to artificial intelligence in the next five or ten years? HW--1. Read/watch brief assigned texts and respond/reflect according to assignment. HW--2. Revise your website analysis essay with your peers’ comments and any of your own new insights. Submit to Canvas and bring a hard copy to class (I will collect it in the library).</p>
6	2.27.20	<p>Library Day HW--Watch <i>The Great Hack</i> (see detailed response assignment prior to watching.) Then read and respond to prompt for https://medium.com/join-scout/the-rise-of-the-weaponized-ai-propaganda-machine-86dac61668b PG—Read and annotate pages 103-115, and pages 136-144. Do brain ticklers 8 and 11.</p>
7	3.3.20	<p>Discuss <i>The Great Hack</i> and relationship to surveillance capitalism and AI. Definitions. Intentional privacy intrusions. Group activity. The Power of Big Data and Psychographics https://www.youtube.com/watch?v=n8Dd5aVXLCc&feature=emb_title HW—Read/watch and reflect/respond to texts, per assignment on Canvas.</p>
7	3.5.20	<p>Artificial Intelligence potential effects on jobs, equality, discrimination, oppression, individual emotional and financial health, insurance, credit, democracy, etc. here and abroad. Op-ed brainstorming and prewriting. HW—What is your most pressing concern about surveillance capitalism and/or artificial intelligence? Op-ed brainstorming and prewriting on surveillance capitalism and/or artificial intelligence: See Canvas Assignments for details. PG—Read and annotate pages 248-257. Do brain tickler 21.</p>
8	3.10.20	<p>Class discussion. Op-ed examples. Outlining and drafting an op-ed. Inclusion of supporting sources. Introductions and conclusions. In-class writing. HW—Write a very detailed outline of your op-ed. Review assignment for details.</p>
8	3.12.20	<p>Questions? A look at outlines. Grammar, mechanics, and usage. HW—Write a strong draft of your op-ed. Submit to Canvas and to group members by 3.15.20 at noon. Make sure to embed sources/hyperlinks. Group members will comment thoughtfully on drafts for each peer. Return drafts with comments to each group member, and submit drafts with comments (as a single document) to Canvas by 3.17.20.</p>
9	3.17.20	<p>Op-ed Workshop</p>

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
		HW --Read and annotate "The Machine Stops," by E.M. Forster. Note the themes in the story and anything you feel is relevant to today. See Canvas for assignment.
9	3.19.20	Group discussions and sharing with class. Respond to questions about themes in Forster's story. Include story specifics to back up your claims. Introduce <i>Your Happiness Was Hacked</i> . Overview of book. Brainstorm. Tristan Harris TED Talk. https://www.youtube.com/watch?v=C74amJRp730 South Korea Teen Internet Rehab Camp https://www.youtube.com/watch?v=tM8jee4r5fg HW --Read and annotate YHWH pages 1-62. See Canvas for writing response prompt to "How Technology Removes our Choices" and "Technology Addiction." HW — Revise your op-ed with your peers' comments in mind as well as your own new insights. Submit to Canvas. Bring a hard copy to class.
10	3.24.20	Discuss <i>Your Happiness was Hacked</i> . Activity. Consider why so many tech execs limit screen time for their children and send their kids to low-or-no tech schools. HW --Read and annotate YHWH pages 62-93. See Canvas for writing response/reflection assignment.
10	3.26.20	Discuss website analysis drafts. Group and class discussion. Review reading and writing assignments for this project. Discuss "Online Technology and Play." HW —Finish reading <i>Your Happiness was Hacked</i> and complete all relevant assignments by 4.7.20. See Canvas.
11	3.31.20	Spring Break 3.30.20 to 4.3.30 Yay!
11	4.2.20	Spring Break 3.30.20 to 4.3.20. Still Yay!
12	4.7.20	Due: <i>Your Happiness Was Hacked</i> assignments. Wrap up. Privacy/surveillance mapping project details and timeline. HW —Write a draft of the individual portion of the project. See assignment.
12	4.9.20	Privacy mapping project. Group work. Plan additional group work on project. HW —Complete individual portion of project.
13	4.14.20	Privacy mapping project. Group Work. Prepare for the Hackathon. HOCs to LOCs. HW —Finish preparations for the Hackathon.
13	4.16.20	Hackathon HW —Write your final revision of your op-ed essay based on what you have learned from peers, instructor, and your own new insights. Follow HOCs to LOCs revision strategy. Submit to Canvas. HW —Write your final revision of your website analysis essay based on what you have learned from peers, instructor, and your own new insights. Follow HOCs to LOCs revision strategy. Submit to Canvas.
14	4.21.20	Hackathon reflection/discussion. Portfolio work. Detailed discussion of reflective essay for assessment. HW —Write a detailed outline of your reflective essay based on prompt. Submit to Canvas. Bring a hard copy to class. HW —Make a 1:1 appointment with me on Canvas. Please document appointment in your phone and/or planner. Do to our time constraints and the number of students I will be seeing, chances of making up a missed appointment are slim to none.
14	4.23.20	Portfolio work.

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
		HW --Write a 500-word reflective essay based on prompt. Submit to Canvas by noon on Sunday 4.26.20.
15	4.28.20	Discussion of reflective essays. Strengths and potential improvements. HW —1:1 appointments.
15	4.30.20	Presentations: Mapping projects. HW --Portfolio work. Reflective essay revisions HW --1:1 appointments.
16	5.5.20	Presentations: Mapping projects. Portfolio work. HW —Portfolio Work. Complete portfolio. HW --1:1 appointments.
16	5.7.20	Complete Portfolio work. HW --1:1 appointments.
Final	5.13.20 5.18.20	Portfolio Section 11 Wed. 9:45-noon Portfolio Section 9 Mon. 9:45-noon