

Course Syllabus/[SU22: ENGL-1B Sec 61 - Argument and Analysis](#)

Welcome to Critical Thinking and Writing:

ENGL 1B Argument and Analysis

Summer 2022 1B Section 61 asynchronous

June 1-July 1, 2022

Instructor: Sherri Harvey 650-269-1288 (my cell)

Please limit text to 7:30 and 5 Monday-Friday.

Turnaround time for your work: 3 days.

English 1B is a writing course that explores argumentation and analysis through the study of literary, rhetorical, and professional texts. You will develop the habits of mind required to analyze texts and write persuasively from and about them. You will practice prewriting, organizing, composing, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

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 is open to (1) students majoring in Biochemistry, Marine Biology, Geology and Engineering (Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, General, Industrial and Systems, Materials, Mechanical, Software); and (2) transfer students who have completed GE Area A3 (Critical Thinking) requirement and still need to take the second semester of

English composition for GE Area C2. For further guidance, refer to [What to Take After English 1A](#)

[\(Links to an external site.\)](#)

ENGL 1B is not open to students who successfully completed ENGL 2. Based on AP, CLEP, and IB scores, students may be exempt from taking ENGL 1B. Please consult the [Credit by Exam chart](#)

[\(Links to an external site.\)](#)

to see if you are eligible for exemption.

Prerequisite: ENGL 1A or 1A-F/S (with a grade of C- or better)

Satisfies GE Area C2: Letters

Sustainability, Accidental Advocates, and You!

LEARN HOW to advocate for the health of our planet.

Course Theme: BECOME AN ACCIDENTAL ADVOCATE: SAVING THE PLANET

We will explore our own cognitive biases that inform us of the differences between what we think and how we are influenced. We will examine rhetoric and language and how the things around us (the media, YOUTUBE, Social Media, COMICS, poems, and memes to think about the forces in society that shape our biases, and consider how awareness and education affect those biases.

Through a series of integrated reading, writing, and oral assignments, you will engage in complex issues that require critical thinking and argumentation. Building on English 1A, you will extend your study of stylistic and grammatical conventions in formal writing. Using essays, videos, and memes, we will explore how the things we read, see, watch, and understand shape how we see our place in the world and how we can shape it for future generations. Working with a group, you will adopt a topic related to SUSTAINABILITY in the first week of class and, through a series of assignments, you will explore that topic in preparation for a final, mixed-media, ADOBE--CREATED research project in the form of a website or a digital short that explores, highlights, discusses and presents that topic from different lenses.

You can access ADOBE SPARK for free online, but you also have the option to download Adobe software for free with an SJSU account. If you would like to use Adobe Premiere Rush to create a movie or your research project, you will need to download it. Adobe Spark lives online.

You will be working all semester toward your final research project, a MULTI-MODAL compilation of text and writing using some form of ADOBE software to design and implement this project. You will focus on how the world around us uses language, images, and memes to make an argument. In our digital world, mastering skills both in writing and speaking as well as adding mastery of digital resources in order to engage in the argument around you will be an important task for graduating from SJSU.

SOME GREAT QUESTIONS TO KEEP TRYING TO ANSWER throughout the course Where does my own way of thinking about any topic come from? How can I better articulate my opinion and engage in the discussions going on around me? Can I respectfully and wholeheartedly disagree and still listen to another position? What is at stake? How can I use the tools of a digital economy to serve me after graduating from college? And lastly, how can I play a role in the issues of sustainability that are plaguing all of us today?

We will use Canvas to share files and information as well as to submit work. Please plan on checking Canvas regularly in order to keep up with the class. Please note: you will have a variety of assignments ONLINE and will submit everything through CANVAS. If you need help, see me!

Required Texts/Readings

[All We Can Save](#)

[\(Links to an external site.\)](#)

This is the library link.

Johnson, & Wilkinson, K. K. (2020). *All we can save : truth, courage, and solutions for the climate crisis* (1st ed.). One World.

[All We Can Save](#)

[\(Links to an external site.\)](#)

Amazon Link

All We Can Save is the Campus book available free on campus.

All incoming first-year students will receive a free copy during orientation.

Check with Kim Huynh if you did not get a copy.

Recommended:

[Seeds of Hope](#)

[\(Links to an external site.\)](#)

by Jane Goodall

[Video](#)

[\(Links to an external site.\)](#)



can be viewed as well.

Plus various online linked articles with each module

Course Objectives

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

- **locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;**
- **present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;**
- **locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas;**
- **identify and critically evaluate the assumptions in and the context of an argument;**
- **distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).**

- Use Adobe Spark and Premiere Rush with confidence!
- Work effectively in a group

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.

PLEASE NOTE: This course focuses on DIGITAL READINESS as well.

Reading: *Readings should not only engage the themes of your course so that they become part of the writing process, but readings should also include useful models of writing for academic, general, and specific audiences. The majority of the reading should be devoted to analytical, critical, and argumentative texts. Your goal in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of argumentative writing.*

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 interpretive lens.

Research: This will include a library orientation to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: You will be responsible for creating a group presentation using Google Docs that will expect you to teach the class about your interpretation of a chosen poet by a contemporary poet. You will, essentially, teach the class as you demonstrate your knowledge of the implications and nuances of poetry. Your topic will be the topic you have chosen in relation to sustainability. You will support your ideas with multi-media sources as you work together to uncover your own interpretation of your

chosen poem. You will create an Adobe Spark page for presenting your findings. You will be graded by evaluative comments, addressing issues of both content and presentation, and will substantively remark on the logic of the argument as well as the presentation's delivery.

Additionally, if you do NOT UNDERSTAND the comments I make on your assignments, please schedule an appointment to discuss your ideas with me. Let's talk about them!

WHAT YOU CAN EXPECT FROM ME:

I will be prepared for class, and I will be respectful of you and your opinions. This class is based on a community of learners, which means we will depend upon each other to support and inform one another. When discussing content with the class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

LET'S HAVE A BLAST!!! Make learning a way of life!

ESSAY FORMAT: We will submit everything through Canvas. Please make sure you follow MLA format.

PLEASE NOTE: Do not email any of your assignments to me. Everything should be submitted in Canvas.

RESEARCH PROJECT: Mandatory group presentation required by creating an Adobe Spark Page and using Zoom to record and submit the presentation.

Your final research project will have a number of components, all of which will count toward the final grade.

FINAL EXAM: Assessment:

All students completing ENGL 1B will submit a self-reflection essay and portfolio as a final assessment exercise for the course. Your portfolio allows you to show the writing program faculty the progress you have made, as a reader and writer, to accomplish specific course learning objectives.

GRADING SCALE: you must pass with a C- or better for credit!

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>

D 600 to 629 60 to 62%
minus

University Policies

Per [University Policy S16-9](#)

[\(Links to an external site.\)](#)

(<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](#)

[\(Links to an external site.\)](#)

(<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 Summary:

Date	Details	Due
	Calendar Event	
Thu Jan 27, 2022	SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm

Tue Feb 1, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Thu Feb 3, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Tue Feb 8, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Thu Feb 10, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Tue Feb 15, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm

Thu Feb 17, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Tue Feb 22, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Thu Feb 24, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Tue Mar 1, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm
Thu Mar 3, 2022	Calendar Event <u>SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing</u>	7:30am to 3:30pm

Tue Mar 8, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Thu Mar 10, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Tue Mar 15, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Thu Mar 17, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Tue Mar 22, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm

Thu Mar 24, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Tue Mar 29, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Thu Mar 31, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Tue Apr 5, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Thu Apr 7, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm

	Assignment Extra Credit Option 3: LitArt.org 25 points possible	due by 11:59pm
	Assignment Extra Credit Options 1 & 2	due by 11:59pm
Tue Apr 12, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Thu Apr 14, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Tue Apr 19, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9 am) - Critical Thinking and Writing	7:30am to 3:30pm
Thu Apr 21, 2022	Calendar Event SP22: ENGL-2 Sec 01, (7:30) 10 (1:30) , & 18 (9	7:30am to 3:30pm

[am\) - Critical Thinking and Writing](#)

Calendar Event

Tue Apr 26, 2022 [SP22: ENGL-2 Sec 01, \(7:30\) 10 \(1:30\) , & 18 \(9 am\) - Critical Thinking and Writing](#) 7:30am to 3:30pm

Calendar Event

Thu Apr 28, 2022 [SP22: ENGL-2 Sec 01, \(7:30\) 10 \(1:30\) , & 18 \(9 am\) - Critical Thinking and Writing](#) 7:30am to 3:30pm

Calendar Event

Tue May 3, 2022 [SP22: ENGL-2 Sec 01, \(7:30\) 10 \(1:30\) , & 18 \(9 am\) - Critical Thinking and Writing](#) 7:30am to 3:30pm

Calendar Event

Thu May 5, 2022 [SP22: ENGL-2 Sec 01, \(7:30\) 10 \(1:30\) , & 18 \(9 am\) - Critical Thinking and Writing](#) 7:30am to 3:30pm

Assignment

due by 11:59pm

 [Final Exam](#)
[Essay/Writing the](#)
[Self-Reflection Essay](#)

Calendar Event

Tue May 10, 2022 [SP22: ENGL-2 Sec 01, \(7:30\) 10 \(1:30\) . & 18 \(9 am\) - Critical Thinking and Writing](#) 7:30am to 3:30pm

Page

Fri Jun 3, 2022 [M0: All We Can Save intro](#) to do: 11:59am

Quiz

 [Module 0 Quiz](#) due by 11:59pm

Discussion Topic

Sun Jun 5, 2022  [M0: Please introduce yourself!](#) due by 11:59pm

Discussion Topic

Mon Jun 6, 2022  [M1: Discussion | FILM ASSIGNMENT: SOLO](#) due by 11:59pm

Quiz

 [Module 1 Quiz](#) due by 11:59pm

Tue Jun 7, 2022	Assignment 🦄. M1: Essay # 1: Diagnostic Essay: Go, Greta! or Oh, No, Greta!	due by 11:59pm
	Assignment 🦄. Module 0 Two big take-aways	due by 11:59pm
Thu Jun 9, 2022	Calendar Event SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment	4pm to 5pm
	Calendar Event Accidental Advocates Project Zoom	9am to 10am
Fri Jun 10, 2022	Assignment 🦄. M1 Start Reading All We Can Save Due by June 10	due by 11:59pm
	Assignment 🐥🐥🐥. M2: Memes Paragraph: Google Doc Group	due by 11:59pm

Mon Jun 13, 2022	Calendar Event SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment	4pm to 5pm
Tue Jun 14, 2022	Discussion Topic     M2: Make contact with your group and get started! Brainstorm ideas and post Jamboard page Group Discussion Post	due by 11:59pm
	Quiz  Module 2 Quiz	due by 11:59pm
	Assignment  End of Module 2 Two big take-aways	due by 11:59pm
Thu Jun 16, 2022	Calendar Event SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment	4pm to 5pm
Fri Jun 17, 2022	Assignment  M2: Part 2 of All We Can Save	due by 11:59pm

	Calendar Event	
	SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment	4pm to 5pm
Mon Jun 20, 2022	Quiz	due by 11:59pm
	🌐. Module 3 Quiz	
	Assignment	
	🐼.🐼.🐼. M2: Memes Spark Page GROUP Visual Rhetoric	due by 11:59pm
Tue Jun 21, 2022	Assignment	due by 11:59pm
	🐼.🐼.🐼. M3: Proposal (a developed plan with argument and types of media you will use) and 5-Source Annotated Bib with at least 2 paragraphs of info. (MUST BE AT LEAST 12 paragraphs TOTAL but will probably be more like 15-20)	
Thu Jun 23, 2022	Calendar Event	4pm to 5pm
	SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment	

Fri Jun 24, 2022 Assignment
[🦄 M3 | Part 3 of All We Can Save](#) due by 11:59pm

Mon Jun 27, 2022 Calendar Event
[SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment](#) 4pm to 5pm

Wed Jun 29, 2022 Assignment
[🐣.🐣.🐣. M4 | Research PROJECT | FINAL DRAFT](#) due by 7:59pm

Thu Jun 30, 2022 Calendar Event
[SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment](#) 4pm to 5pm

Mon Jul 4, 2022 Calendar Event
[SU22: ENGL-1B Sec 61 - Argument and Analysis--Summer 2022--by appointment](#) 4pm to 5pm

Assignment
[🦄. M4: Post Final Project Response/Worth 50 points--scores will be given](#)

[based on thoughtful
commentary/due two weeks
after you present](#)

Assignment

[Rewrite Instructions](#)
