

Argument and Analysis Section 16

ENGL 1B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

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

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.

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:

This class introduces students to a sampling of literature in its four major genres: short story, poetry, novel, and drama. Through reading and writing, students will learn to analyze and evaluate literature as well as gain an appreciation for literature and its exploration of the human experience. Reading and writing the human experience – In this course, we will use literature, critical essays, and our own analytical projects to explore and better understand the human experience. What does an author's representation of their characters say about their identity or moment in history? How does the author reveal the society in which they live? How has the characters actions impacted the way we think and behave? How have different disciplines sought to comprehend or improve the human condition? We will keep these questions in mind as we move through each piece of literature.

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>).

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

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 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.

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

Required Texts

Available for purchase through the bookstore

The Awakening by Kate Chopin ISBN: 978-0-451-52448-5

Othello by William Shakespeare ISBN: 978-0-451-52685-4

Portable Literature by Laurie Kirszner and Stephen Mandell ISBN: 978-1-111-83904-8 (Eighth/Nineth edition)

Other required readings can be found as PDFs in Canvas.

Course Requirements and Assignments

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 Learning Goals

All assignments due to Canvas unless otherwise instructed.

Tests (GELO 1-3)	200 points
------------------	------------

Assignment Word Count and Assignment GELO.

Peer Revisions (GELO 2-3)	75 points
Essays (GELO 1-3) word count 1,500	300 points
Miscellaneous (Quizzes, Responses, Et cetera) (GELO 1-3)	125 points
Participation	100 points

Writing Portfolio: At the end of the semester, you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Annotated Bibliography of Student Work	50 points
Self-Reflection	50 points
Writing Portfolio Submission	100 points

1B, Argument and Analysis, Spring 2023, Course Schedule

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Readings in BLACK are 8th EDITION</p> <p>Readings in BLUE are 9th EDITION</p>
Wed.	1/25	Course Introduction. <i>The Giving Tree</i> .
Mon.	1/30	<p>Class discussion.</p> <p>Homework: Read pages 2-6 and 62-73.</p> <p>Read pages 2-6 and 66-79.</p> <p>"Chapter 1: Reading and Writing about Literature"</p> <p>"Chapter 4: Understanding Fiction," "Hills Like White Elephants"</p>
Wed.	W:2/1	<p>Class discussion.</p> <p>Homework: Read pages 110-127 in <i>Portable Literature</i>.</p> <p>Read pages 123-142 in <i>Portable Literature</i>.</p> <p>"Chapter 4: The Boundaries of Fiction" page 79-80</p> <p>"Chapter 7: Plot," "The Story of an Hour," and "How to Talk to Girls at Parties"</p>
Mon.	2/6	<p>Class discussion.</p> <p>Homework: Read pages 138-147, 152-164 <i>Portable Literature</i>.</p> <p>Read pages 156-166, 172-187 in <i>Portable Literature</i></p> <p>"Chapter 8: Character," "A&P," and "Gryphon"</p>
Wed.	2/8	<p>Homework: Read pages 171-175, and 180-197 in <i>Portable Literature</i>.</p> <p>Read pages: 195-198, 205-225 in <i>Portable Literature</i>.</p> <p>"Chapter 9: Setting," "This is What it Means to Say Phoenix Arizona," "I Stand Here Ironing"</p>
Mon.	2/13	<p>Class discussion.</p> <p>Homework: Read pages 198-224 in <i>Portable Literature</i>.</p> <p>Read pages 226-256 in <i>Portable Literature</i>.</p> <p>"Chapter 10: Point of View," "Big Black Good Men," and "The Cast of Amontillado"</p>

Wed.	2/15	<p>Homework: Read pages 244-250 and 256-268 in <i>Portable Literature</i>.</p> <p>Read pages 281-288, 295-310 in <i>Portable Literature</i></p> <p>“Chapter 11: Style, Tone, and Language” and “A Good Man is Hard to Find”</p>
Mon.	2/20	<p>Class discussion.</p> <p>Homework: Read pages 283-289 and 296-316 in <i>Portable Literature</i>.</p> <p>Read pages 328-334 and 344-367 in <i>Portable Literature</i></p> <p>“Chapter 12: Symbol, Allegory, and Myth,” “Everyday Use,” and “Cathedral”</p>
Wed.	2/22	TBD
Mon.	2/27	<p>Class discussion. Essay Assignment #1.</p> <p>Homework: Read pages 328-351 and 6-43 in <i>Portable Literature</i>.</p> <p>Read pages 381-409 and 6-48 in <i>Portable Literature</i></p> <p>Chapter 13 “Theme,” “A Worn Path,” and “Doe Season”</p>
Wed.	3/1	<p>Class discussion. Drafting.</p> <p>“Chapter 1: Writing About Literature”</p> <p>“Chapter 2: Writing Literary Arguments”</p>
Mon.	3/6	<p>Class discussion. First Drafts Due #1/Peer Revision.</p> <p>Homework: Read pages 416-433 in <i>Portable Literature</i>.</p> <p>Read pages 488-507 in <i>Portable Literature</i></p> <p>“Chapter 15: Understanding Poetry”</p>

Wed.	3/8	<p>Class discussion.</p> <p>Homework: Read pages 436-438, 442-445, 460-467 in <i>Portable Literature</i>.</p> <p>Read pages 510-512, 516-519, 534-541 in <i>Portable Literature</i></p> <p>"Chapter 16: Voice"</p> <p>"Chapter 17: Word Choice, Word Order"</p>
Mon.	3/13	<p>Homework: Read pages 481-494, 504-527 in <i>Portable Literature</i>.</p> <p>Read pages 553-567 and 575-599 in <i>Portable Literature</i></p> <p>"Chapter 17: Word Choice, Word Order"</p> <p>"Chapter 19: Figures of Speech"</p>
Wed.	3/15	<p>Final Draft Due #1.</p> <p>Class discussion.</p> <p>Homework: Read pages 536-554, 558-569, 583-590 in <i>Portable Literature</i>.</p> <p>Read pages 609-628, 632-644, 660-668 in <i>Portable Literature</i></p> <p>"Chapter 20: Sound"</p>
Mon.	3/20	<p>Class discussion.</p> <p>Homework: Read pages 558-569 and 583-590 in <i>Portable Literature</i>.</p> <p>Read pages 632-644 and 660-668 in <i>Portable Literature</i></p> <p>"Chapter 21: Form"</p> <p>"Chapter 21: Open Form"</p> <p><i>(Some readings differ. Make sure we read the same thing.)</i></p>
Wed.	3/22	<p>Class discussion. Essay Assignment #2.</p> <p>Midterm Prep.</p>
Mon.	3/27	Spring Break
Wed.	3/29	Spring Break
Mon.	4/3	<p>Class discussion. Midterm.</p> <p>Homework: Read: <i>The Awakening</i> pages 1-??</p>

Wed.	4/5	Class discussion. First Drafts Due #2/Peer Revision Homework: Read: <i>The Awakening</i> pages ??-??
Mon.	4/10	Homework: Read pages: 1215-1224 in <i>Portable Literature</i> Read pages 1334-1344 in <i>Portable Literature</i> "Appendix: Using Literary Criticism in Your Writing" -Reader-Response -Feminist Criticism -Marxist Criticism -Psychoanalytic Criticism In-class presentations
Wed.	4/12	Final Drafts Due #2
Mon.	4/17	Class discussion. Essay Assignment #3
Wed.	4/19	Workshopping.
Mon.	4/24	Rough Draft Due of Essay Assignment #3. Peer Review.
Wed.	4/26	Class discussion. Read: Acts I and II from <i>Othello</i>
Mon.	5/1	Class discussion. Read: Acts III and IV from <i>Othello</i>
Wed.	5/3	Class discussion. Read: Act V from <i>Othello</i>
Mon.	5/8	Watch <i>Othello</i> in class.
Wed.	5/10	Final Drafts Due #3

Mon.	5/15	Final preparation.
Final	TBD	Final: Exam and Timed Essay

✓ Grading Information

Grading Policy

This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (hardcopy is preferred and recommended). If you do not attend class, you will not be participating, which will reflect on your final grade.

Peer Review Workshops: 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 completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

Late papers for Major Essays will be docked a full letter grade each day they are late. Late papers for credit/half credit/no credit assignments (all responses, reflections, etc.) will not be accepted.

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

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.

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.

A (93-100)	A- (90-93)	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

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

Class Days/Time:	Monday/Wednesday 4:30 PM-5:45 PM
Classroom:	BBC-130