

Argument and Analysis Section 10

ENGL 1B

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

Contact Information

Instructor: Professor Javier Cortez

Email: javier.cortez@sjsu.edu

Class Days/Time: TR/12:00 - 1:15 PM

Classroom: Boccardo Business Center 221

Office Location: Faculty Office Building 219

Office Hours: TR/ 3:00 - 4:30 PM (Fridays by appointment via Zoom)

Course Description and Requisites

ENGL 1B is the second course in the two-semester composition sequence. Students develop college-level critical reading and writing skills through the study of a variety of texts. Students practice strategies of argumentation and analysis, incorporating critical thinking and rhetorical strategies. The course includes writing assignments totaling a minimum of 6000 words and instruction in proper citation. In this course, students will develop their capacity for analysis and argument through research-based writing, collaborative inquiry, and rhetorical evaluation.

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

GE Area: C2

Classroom Protocols

Argumentation & Community Standards

This course centers on public discourse, debate, and the ethical construction of argument. You are expected to engage with ideas that may conflict with your personal beliefs, political identity, or ethical worldview. This is not a passive classroom—we **require conversational presence, intellectual humility, and willingness to engage with rigorously researched opposing views.**

However, disagreement must remain civil and grounded in evidence. **We do not entertain hate speech, disinformation, or rhetoric rooted in racism, sexism, homophobia, xenophobia, transphobia, or other forms of bigotry.** These do not qualify as valid counterpoints in academic argumentation. This course privileges intellectual challenge—not harm.

Diversity: This class strives to be an inclusive learning environment where diversity is respected and valued. We welcome students of all races, ethnicities, genders, sexual orientations, abilities, religions,

and backgrounds.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: Reading is a crucial component of ENGL 1A. Students will engage with a range of texts, developing strategies for critical reading, annotation, and rhetorical analysis. Be prepared to take on dense text materials that will consume a time commitment outside of our instructional days.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment: Success in ENGL 1A 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 1A, 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.

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 MyJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

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>

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.
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: None. All readings and materials will be posted in Canvas.

Device & Internet: Regular access to Canvas and campus email.

Word Processor: Ability to submit files as .docx or .pdf (see Submission Standards).

Notebook/Journal: Bring to every class for in-class writing.

Zoom: Install the current Zoom app for online office hours.

Recommended (not required): cloud storage (e.g., Google Drive).

Access & Accessibility: If you have limited tech access or need materials in an alternate format, email me. I'll ensure materials are accessible and provide alternatives as needed.

Assignments and Grading Breakdown

Total Points: 1000

Grading Scale (whole letters only):

A = 900-1000 | B = 800-899 | C = 700-799 | D = 600-699 | F = 0-599

This course does not use plus/minus grading.

Assignment	Total Pts	Grade Pct	Word Count
MA1: Evaluative Annotated Bibliography	150 pts	15%	1,000-1,200
MA2: Argumentative Research Analysis	150 pts	15%	2,500-3,000
MA3: AI and Argumentation	150 pts	15%	1,000-1,200
Rhetorical Argument Group Project	100 pts	10%	750-1,000
Final Portfolio + Reflection Letter	50 pts	5%	1,200-1,500

Total Assignments - 600 points total (60% of final grade)

Final submissions only are graded here.

Labor/process components are assessed separately.

MA=Major Assignment

1. Evaluative Annotated Bibliography: The Credibility Factor

Points: 150

Word Count: ~1,000-1,200

Grade Pct: 15%

Description: Students build an annotated bibliography with six total sources: three credible, three non-credible.

Each entry must include:

- Source summary
- Credibility analysis using rhetorical criteria
- Classification as primary, secondary, or tertiary
- APA citation

Purpose: Evaluates source credibility and introduces rhetorical evaluation.

2. Argumentative Research Analysis

Points: 150

Word Count: ~2,500-3,000

Grade Pct: 15%

Description: Students select a researchable issue and craft an argument using academic sources.

Emphasis on:

- Strong Positionality and Thesis
- Clear logic
- Counterargument and rebuttal
- Proper integration and citation (APA)

Purpose: Assesses argumentation, synthesis, and rhetorical reasoning.

3. AI and Argumentation: Method Report & Model Review

Points: 150

Word Count: ~1,000-1,200

Grade Pct: 15%

Description: Students use generative AI to simulate an argument on their research topic.

Must submit:

- Chat log (appendix)
- AI Methods Report: prompts, iterations, tools used
- Critical review of AI performance: identify bias, accuracy issues, premature concessions, etc.

Purpose: Engages students with AI critically, assessing its rhetorical limits.

4. Rhetorical Argument Group Project

Points: 100

Word Count: ~750-1,000 (individual written component only)

Grade Pct: 10%

Description: Small groups (No more than five per group) present a multimedia argument on a current issue.

Deliverables include:

- Group slide deck
- Oral presentation
- Individual written reflection on rhetorical strategy, teamwork, and argument construction

Purpose: Applies rhetorical analysis collaboratively and orally.

5. Final Portfolio + Reflection Letter

Points: 50

Word Count: ~1,200-1,500 (letter + evidence commentary)

Grade Pct: 5%

Description: Students compile selected course artifacts and submit a reflective letter that argues how their rhetorical awareness, writing process, and evaluative skills evolved.

Must Include:

- Reference course vocab (audience, exigence, ethos, etc.)
- Include appendix with cited artifacts (e.g., excerpts from drafts or assignments)

Purpose: Synthesizes and demonstrates metacognitive awareness and rhetorical growth.

Labor Markers	Total Pts	Grade Pct
Participation	200 pts	20%
Individual Student Meeting	100 pts	10%
Submission Standards	100 pts	10%

Labor Assessment - 400 points total

I value substantive effort above all else; in this class, **labor means sustained, earnest effort**. This is a workshop course that requires active participation and critical thinking—no busy work; **everything we do is essential**. Labor credit exists because the habits that build writers—showing up, meeting assignment deadlines, submitting work professionally, and engaging in the room—deserve real weight. Major Assignments grade the final product; Labor grades the work that makes that product possible.

You earn Labor points by:

- Showing up prepared and ready to engage
- Meeting assignment deadlines
- Submitting work correctly in Canvas
- Completing the required Week 8-10 individual meeting
- Participating in class through writing tasks, group work, and discussion

You lose Labor points by:

- Submitting assignments late without documentation
- Uploading work in the wrong format or portal
- Being present but failing to engage with class activities
- Repeatedly arriving unprepared for writing workshops, peer reviews, or group work

Please keep in mind: there is no grey area with labor assessments in my class. You either make the effort, or you do not. Your effort is fundamental to passing this course. Here's how we break down labor in this class:

Participation - 200 pts

Full credit is earned through consistent, meaningful engagement with course activities, both in and out of class. **Participation includes:**

- Being present and prepared for class sessions
- Contributing to in-class writing, group work, and discussion
- Completing in-class and online engagement tasks
- Responding thoughtfully during peer review or workshops
- Respecting others and sustaining a productive class environment

Point reductions may occur for:

- Habitual unpreparedness
- Missed in-class tasks without documented excuse
- Disengagement from peer/group work
- Disruptive behavior or consistent failure to contribute

Note: While attendance is expected and affects your ability to participate, no points are deducted solely for absences.

Individual Student Meeting - 100 pts

- Required between Weeks 7-11
- Discuss your progress, writing, and course standing
- Must be scheduled and attended on time
- Missed meetings without rescheduling = 0 pts

Submission Standards - 100 pts

- Submit all work on time in correct format via Canvas (.docx or .pdf)
- -10% per calendar day late; 0 after 7 days
- Excused late work requires documentation and timely communication
- Incomplete/incorrect submissions count late until corrected

Note on Non-Graded Assignments

Some assignments in this course—particularly in-class writing, peer reviews, group work, and certain homework tasks—are ungraded but required. These activities support your learning and are essential to the writing process.

Even though they do not carry points individually, failure to participate in non-graded work will directly impact your Labor Assessment grade, especially under Participation. Consistent engagement in these

University Policies

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

Instructor's Note on Plagiarism and AI Use

Plagiarism can be intentional (turning in someone else's work or undisclosed AI text) or unintentional (missing/incorrect citation). In this course, both are violations.

Why you shouldn't do it:

- I read your work all term and know your voice; sudden mismatches are obvious. Pattern checks and comparison tools also flag problems.
- The consequences are serious: a zero on the assignment and a possible referral to the university conduct office.
- It erodes trust and creates extra work that takes time away from helping you learn.

What counts as plagiarism here:

- Copying or paraphrasing without citation.
- Submitting work you didn't write (friend, paper mill, or AI output) without explicit permission and disclosure.
- Reusing your own past work without asking (self-plagiarism).
- Using AI to generate, draft, outline, or compose any part of your assignments outside of approved assignments and parameters. Any AI-generated composition submitted as your own will be treated as plagiarism, earning a failing grade on the assignment and potentially in the course depending on severity.

What to do instead:

- Email me early; a partial, honest draft beats a perfect fake.
- Ask for a brief extension if you're stuck.
- Use AI only where allowed, and disclose how you used it (tools, prompts, edits).
- If you're unsure about citation or AI use, ask first—ignorance isn't a defense, but it is fixable.

If you ever find yourself considering plagiarism, stop and ask: Can I contact my instructor or use campus support instead? Yes. Always.

Course Schedule

English 1B / Argument and Analysis, Spring 2025

The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.

Week	Date	Tuesday	Date	Thursday
1	8/19	Faculty Prep Day	8/21	Course Intro: Syllabus Day
2	8/26	Class Intro: Building Community	8/28	
3	9/1	No Class (Labor Day)	9/3	Lecture: MA1 Instructions
4	9/9		9/11	MA1 Due (9/12: Fri., 11:59 PM Canvas Submission)
5	9/16		9/18	
6	9/23		9/25	Lecture: MA2 Instructions
7	9/30	ISM Begin	10/2	
8	10/7		10/9	MA2 Due (10/10: Fri., 11:59 PM Canvas Submission)
9	10/14	Group Presentations Begin	10/16	
10	10/21		10/23	Lecture: MA3 Instructions
11	10/28	ISM End	10/30	
12	11/4		11/6	MA3 Due (11/7: Fri., 11:59 PM Canvas Submission)
13	11/11	No Class (Veterans Day)	11/13	
14	11/18	Group Presentations End	11/20	
15	11/25		11/27	No Class (Thanksgiving)
16	12/2		12/4	Final Class Day Portfolio Due (12/8: Mon., 11:59 PM Canvas Submission)

**MA=Major Assignment*

**ISM=Individual Student Meetings*

**No Final for the week of Dec. 8*

**Final Grades Due Dec. 19*

**Grades Posted Dec. 20*

