

Argument and Analysis

ENGL 1B

Fall 2025 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 11/20/2025

Class Day and Time:	F 9:30am to 12:15pm
Location:	Clark Building 308

Contact Information

Instructor:	Elizabeth (Liz) Asbornio
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Office Location:	FOB 218
Office Hours:	Th 10:45am to 11:45am F 12:45pm to 1:45pm

Course Information

English 1B is a writing course that exposes students to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, students 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 were created and interpreted. Students practice prewriting, drafting, revising, and editing, and they practice reading closely in a variety of forms, styles, structures, and modes.

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 1B (Critical Thinking) requirement and still need to take a second semester of composition for GE Area 3B (Humanities).

This course is not open to students who have successfully completed ENGL 2.

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

Satisfies GE Area 3B: Humanities

Semester Theme

The theme for this semester is just societies. We will explore questions such as

- What is a just society?
- Who is responsible for fostering just societies?
- What have been the positive and negative impacts of technology on communities?
- What is our role as students, teachers, and general citizens to use our education and skills to help foster just societies at the local, state, national, and/or global level?

Assignments aim to help you answer these questions with a focus on the following:

- **Critical Thinking:** This course 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.
- **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 6,000 words, at least 4,000 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.
- **Oral Presentation:** You will be presenting your arguments orally to class both as an individual and as part of a group. To help you prepare for your presentation, we will watch and learn from a series of important speeches, and you will have the opportunity to practice in class beforehand.

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.

Satisfies 3B. Humanities (Formerly Area C2).

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

Grading: Letter Graded

Note(s): ENGL 1B is not open to students who successfully completed ENGL 2.

* Classroom Protocols

Canvas

Course materials such as syllabus reading assignments are in the Canvas Learning Management System. For help with using Canvas, see the Canvas Student Resources website:
<https://www.sjsu.edu/cfeti/software/canvas/student-resources/index.php>

Attendance and Participation

I will take roll at the beginning of every class. Although your attendance cannot be graded, your participation in class activities and your contribution to your group's essay will affect your grades.

If you know you are going to be late or miss class for any reason, please send me an email ahead of time to let me know.

Regardless of absences (excused or otherwise), all students are expected to keep up with homework and in-class reading and writing assignments. Group members have a particular responsibility to stay in touch with their groupmates while collaborating on their essay.

Safe Space

This classroom will be a safe space for students of all ethnicities, genders, orientations, political affiliations, faith beliefs, ages, abilities, and favorite sports teams. No disrespect of class members will be tolerated. If we are discussing an edgy topic, choose your words and speak with care. When your classmates read aloud or present their writing in class, allow them to build their verbal confidence by demonstrating courteous patience.

Cell Phones and Other Devices

To facilitate classroom participation, please put your phone and other distractions away. Specifically,

- Do not respond to text messages, emails, or other communications.
- Do not play video games.
- Do not browse the internet or social media unless you are conducting online research for one of our writing projects.

If you receive an emergency call or text, please take the phone outside.

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

Please see the "Course Learning Outcomes (CLOs)" and "Program Information" elsewhere in this syllabus.

Course Learning Outcomes (CLOs)

GE Area 3B: Humanities

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 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. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

3B (Humanities) courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

GE Area 3B Learning Outcomes

Upon successful completion of a 3B 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 Requirement

ENGL 1B requires a minimum of 6,000 words, at least 4,000 of which must be in revised final draft form.

Course Materials

Required Materials

- Laptop computer or other device with the Canvas app. Laptops can be rented from King Library 1st Floor Circulation Desk.
- Paramount Pictures Corporation. (2006). *An Inconvenient Truth* [96-minute documentary]. YouTube. <https://www.youtube.com/watch?v=8ZUoYGAI5i0>. This can be rented for less than \$5 on the site.
- Bradbury, Ray. (2018). *Fahrenheit 451* (60th Anniversary Edition). Simon & Schuster. ISBN: 978-1-4391-4267-7 (ebook).

Recommended Materials

Because you've taken English 1A and previously studied grammar, usage, and style rules, the bar for clean, coherent writing is higher this semester. To refresh your mechanics as needed, any of the following will provide everything you need to know, including how to format your essays in MLA or APA style:

- Hacker, Diana, and Nancy I. Sommers. *A Writer's Reference*. Any format; most recent edition is always preferable.
- SJSU Writing Center, Resources, <https://www.sjsu.edu/writingcenter/resources/index.php>
- Purdue University Online Writing Lab (OWL), <https://owl.purdue.edu/owl/index.html>

Course Requirements and Assignments

Course Requirements are outlined in this syllabus under “Grading Information.”

Assignments for this course are described on the Assignments page.

Grading Information

Writing Evaluation

Writing is both an art and a science. The imagining process is the art; the mechanics of putting your ideas on paper or screen is the science. This course gives you permission to explore your ideas from all angles, think about how best to express them, and then translate those thoughts into sentences, paragraphs, and a cohesive whole. Your major essays will undergo rounds of peer and instructor review for suggested improvements before you submit your final work.

Your work will earn grades based on rubrics for each project; to see the grading criteria, refer to the Rubrics page of our course.

Assignment Values

The four research and writing projects constitute 70% of your grade:

1. Annotated Bibliography with Outline and Abstract	20%
2. Critical Analysis Essay	20%
3. Argumentative Essay (group)	20%
4. Culminating Experience: Self-Assessment Portfolio*	10%

Three more areas of assignments and classwork (which includes active participation) constitute the other 30% of your grade:

Media Responses	10%
Essay-Writing Reflections	10%
In-Class Activities	10%
	100%

***Culminating Experience:** In ENGL 1B, our learning culminates in creating a digital portfolio. You will gather samples of your writing that demonstrate your learning; you will write a reflection essay that explains what you have learned, how you learned it, and how you will use it in future learning; and you will submit your

portfolio for consideration to other people in the first-year writing program. This is your chance to identify and articulate what you've learned and what you'll take forward into future learning/writing experiences.

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, and course-related activities.

Late Policy

Work turned in late without previous arrangement will have points deducted.

To request an extension on an individual assignment deadline, please email me at least one week before the due date with an explanation and an estimated date of submission. There are no extensions for the group essay.

Extra Credit

There is one extra credit (EC) event available this semester, worth five points, which may be applied at the end of the semester wherever you request them to be applied:

- Attend a session of the Digital Literacy Workshop on September 2 or 3. Registration is available at "Jumpstarting Digital Literacy with Adobe Express," <https://new.express.adobe.com/webpage/NP8QoZ6fCwxSn>.
- Write a reflection on how you might apply the skills you learned in your classes or in your career.

See the Assignments and Discussions pages for more information and the reflection prompt.

Academic Integrity

I assume that students approach their college careers with the intention of earning their grades honestly. I will treat your work as your own unless there is some obvious reason for me to think otherwise.

I will address a student's violation of SJSU's Academic Integrity policy as needed, which in extreme or unresolved situations can affect grades. For SJSU's policies on plagiarism, including the use of AI-generated text, see "Academic Integrity" at <https://ischool.sjsu.edu/faculty-handbook-academic-integrity>.

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<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.

Course Schedule

This schedule is subject to change with fair notice; students will receive an email notifying them of major changes.

When	Topic	Notes
F 8/22	Class Meeting 1	Welcome and Introduction to English 1B Syllabus In-Class Activity 1: Literacy Narrative **** 15-Minute Break **** Think/Pair/Share #1 In-Class Activity 2: SJSU Writing Center Homegrown Handout "Academic Language" In-Class Activity 3: Purdue Online Writing Lab (OWL) Punctuation Exercise Writing Workshop
F 8/29	Class Meeting 2	Think/Pair/Share #2 Introduce Project 1 (P1): Annotated Bibliography In-Class Activity 4: SJSU Writing Center Homegrown Handout "AI Writing in Academics" In-Class Activity 5: SJSU Writing Center Homegrown Handout "Analytical and Critical Writing" Writing Workshop
Extra Credit Sept. 2 or Sept. 3 Student Union Ballroom	Digital Literacy Workshop	Attend a Digital Literacy Workshop for extra credit. See the Assignments and Discussions pages for more information and the reflection prompt.

When	Topic	Notes
F 9/5	Class Meeting 3	<p>Think/Pair/Share #3</p> <p>In-Class Activity 6: SJSU Writing Center Homegrown Handout "Lateral Reading"</p> <p>In-Class Activity 7: Canvas Menu "Your Research Resources"</p> <p>In-Class Activity 8: SJSU Writing Center Homegrown Handout "Analytical Thesis Statements"</p> <p>In-Class Activity 9: SJSU Writing Center Homegrown Handout "Essay Outline Template"</p> <p>Writing Workshop</p>
F 9/12	Class Meeting 4	<p>Think/Pair/Share #4</p> <p>In-Class Activity 10: Purdue OWL "MLA Works Cited Page: Basic Format"</p> <p>In-Class Activity 11: SJSU Writing Center Homegrown Handout "Annotated Bibliographies"</p> <p>Writing Workshop</p>
F 9/19	Class Meeting 5	<p>Think/Pair/Share #5</p> <p>Introduce Project 2 (P2): Critical Essay</p> <p>In-Class Activity 12: SJSU Writing Center Homegrown Handout "Plagiarism: Understanding Quoting, Paraphrasing, and Citing"</p> <p>Refer to Purdue Online Writing Lab (OWL) poster "Should I Cite This?"</p> <p>Writing Workshop</p>

When	Topic	Notes
F 9/26	Class Meeting 6	<p>Think/Pair/Share #6</p> <p>In-Class Peer Review: Annotated Bibliography (P1) thesis statement or statement of purpose</p> <p>Mini-Lecture:</p> <ul style="list-style-type: none"> • What is rhetoric? • What is a rhetorical situation? • What is a rhetorical move? <p>In-Class Activity 13: SJSU Writing Center Homegrown Handout "Effective Argumentation: Premises and Conclusions"</p> <p>In-Class Activity 14: SJSU Writing Center Homegrown Handout "Argumentative Writing and Using Evidence"</p> <p>Writing Workshop</p>
F 10/3	Class Meeting 7	<p>Think/Pair/Share #7</p> <p>Introduce Project 3 (P3): Persuasive Argument</p> <p>Assignment of Trios for Group Persuasive Argument</p> <p>Writing Workshop</p> <p>*****</p> <p>In-Class Activity 15: Guest speaker panel presentation and discussion: Connecting the humanities to the sciences</p>
F 10/10	Class Meeting 8	<p>Think/Pair/Share #8</p> <p>In-Class Peer Review: Annotated Bibliography (P1) outline</p> <p>Writing Workshop</p>

When	Topic	Notes
F 10/17	Class Meeting 9	<p>Think/Pair/Share #9</p> <p>In-Class Peer Review: Critical Essay (P2) thesis statement, outline, and introduction</p> <p>In-Class Peer Review: Argumentative Essay (P3) thesis statement and outline</p> <p>In-Class Activity 16: SJSU Writing Center Homegrown Handout "Presentation Writing"</p> <p>Writing Workshop</p> <p>CUT OFF FOR TURNING IN ANY MISSING FIRST-HALF WORK WITHOUT LATE PENALTY.</p>
F 10/24	Class Meeting 10	<p>In-Class Peer Review: Critical Essay (P2) body paragraph 1</p> <p>In-Class Peer Review: Argumentative Essay (P3) introduction and body paragraph 1</p> <p>Writing Workshop</p>
F 10/31	Class Meeting 11	<p>In-Class Peer Review: Annotated Bibliography (P1) progress check</p> <p>In-Class Peer Review: Critical Essay (P2) body paragraph 2</p> <p>In-Class Peer Review: Argumentative Essay (P3) body paragraphs 2 and 3</p> <p>Writing Workshop</p>
F 11/7	Class Meeting 12	<p>Think/Pair/Share #10</p> <p>Writing Workshop: P2 and P3 progress checks</p> <p>In-Class Peer Review: Critical Essay (P2) body paragraph 3</p> <p>In-Class Peer Review: Argumentative Essay (P3) conclusion and Works Cited</p>
F 11/14	Class Meeting 13	<p>Think/Pair/Share #11</p> <p>In-Class Peer Review: Annotated Bibliography (P1) abstract</p> <p>In-Class Peer Review: Critical Essay (P2) conclusion and Works Cited</p> <p>Introduce Culminating Experience (1B Assessment Portfolio)</p> <p>Presentation Workshop</p> <p>Writing Workshop</p>

When	Topic	Notes
F 11/21	Class Meeting 14	Think/Pair/Share #12 Oral Presentation of Argumentative Essays (4 groups)
F 11/28	THANKSGIVING HOLIDAY: NO CLASS!	
F 12/5	Class Meeting 15	Think/Pair/Share #13 Oral Presentation of Argumentative Essays (4 groups)
W 12/10	Culminating Experience	In lieu of a final exam, English 1B students complete a self-reflection portfolio. See Assignments for details.