

**San Jose State University**  
**Department of English and Comparative Literature**  
**ENGL 1B 08 (47788) Argument and Analysis**  
**Aug 19, 2022-Dec 6, 2022**

**Course and Contact Information**

Instructor(s): Joseph Navarro

Office Location: FOB 220

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Office Hours: Thursdays 1:00PM-4:00PM

Class Days/Time: TuTh 9:00AM - 10:15AM

Classroom: Boccardo Business Center 122

Prerequisites: Completion of GE Area A2 or Writing Enrollment Category I/II/III or postbaccalaureate or ENGL 1A or ENGL 1AS with a C- or better. ENGL 1B is not open to students who successfully completed ENGL 2 (C or better).

GE/SJSU Studies Category: Satisfies GE Area C2: Letters

**Course Description**

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.

**Course Goals**

1. This course will be driven through an intellectual framework of personal inquiry. The syllabus, course content and lectures will utilize the personal interests of each learner to guide the emerging writing and research process.
2. Students will write and research on a relevant Topic based on a contemporary social issues, movement, debate, or problem.
3. Students will explore the history of a Topic in the state of California of their preference exploring and unpacking the evolution of the Topic through the history of the region.
4. Students will complete an ethnographic analysis of their topic in the state of California of their preference and further research regional and global differences—tracing the Topic between different cultures and societies.
5. Students will contribute to a digital platform in the development of a Digital Short in response to their writing and to publish their fieldwork and research from the term.

**GE Learning Outcomes (GELO)**

ENGL 1B also measures the learning goals of GE Area C2, 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
3. responses;
4. write clearly and effectively.

### **Course Learning Outcomes (CLO)**

1. Develop and carry out research projects, and locate, evaluate, organize, and incorporate
2. information effectively. (from ENGL dept. C2 course learning goals)
3. Use a critical lens to read a variety of literary, rhetorical, and professional works of the human
4. intellect and imagination.
5. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content,
6. the context, and the nature of the subject. (from ENGL dept C2 course learning goals)
7. Explain how a text both frames and is framed by a variety of critical lenses: cultural,
8. historical, socio-economic, political, and personal.
9. Demonstrate how humanistic methods of reasoning and arguing can prepare students to meet
10. the global challenges facing scientists and engineers.

### **Required Texts/Readings**

Course Reader located on Canvas

### **Other technology requirements / equipment / material**

- Notebook
- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Laptop or Desktop Computer (there are also several computer labs on campus)

### **Course Requirements and Assignments**

#### **Modules**

The term is staged through four projects. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and community research. In all, the four major assignments will form the core of your research of an Issue in California.

- Project 1 – Literature Review- Project 1 is a literature review of resources related to the Topic in California. Once you have identified your writing and research subject in California, you will start selecting resources that support your interest in the Issue for one reason or another (it might be the purpose of the study and its findings, the context and/or population studied, the theoretical approach used in the study, etc.).
- Project 2—Historical Analysis- For Project 2 you will historically analyze your Topic in California. This essay will explain the evolution of the Topic in California through the history of the region.
- Project 3—Ethnographic Analysis- for Project 3 you will complete an ethnographic analysis. This essay will research regional and global differences—tracing the Topic in California between different cultures and societies.
- Project 4—Digital Short- For Project 4 you will pull from your previous three assignments and develop a scholarly argument around an issue in the state of California in the form of a Digital short. The Digital short should pull from your three (3) Formal assignments and your informal assignments as evidence. You should reflect on the progression of your research, and look forward to where this research might head next?

## Universal Design of Learning (UDL)

As an alternative to the main essays, the UDL Portfolio will be utilized for those who fall behind and are unable to complete the primary course structure. The assignments point total do not equal the larger portfolio-based projects, but they are enough to help you earn an “C” if you do well with the other course components. UDL responses are due by the end of the term. The directions are set on each of the submission folders.

## Digital short (Youtube)

Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

## Grading Information (Required - Delete the word “Required” in final draft)

| Grade   | Percentage |
|---------|------------|
| A plus  | 96 to 100% |
| A       | 93 to 95%  |
| A minus | 90 to 92%  |
| B plus  | 86 to 89 % |
| B       | 83 to 85%  |
| B minus | 80 to 82%  |
| C plus  | 76 to 79%  |
| C       | 73 to 75%  |
| C minus | 70 to 72%  |
| D plus  | 66 to 69%  |
| D       | 63 to 65%  |
| D minus | 60 to 62%  |

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

## Classroom Protocol

**Messaging:** Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page for daily and weekly messages and announcements.

## Late work

All late work is accepted and will receive an automatic (-10 point) deduction prior to being graded.

- *Hard deadline*- Assignments posted with a due date have a hard deadline and must be submitted accordingly.
- *Soft deadline* – Within each units all assignments without a posted due date are due at the end of the module. For example, within Module 1 all assignments that do not have a posted deadline will not be considered late until the first essay from Module 1 is due.

Note: The purpose of this arrangement is to allow for the submission of late work, but to understand that there is a penalty for failing to meet the deadline. First, you will only receive this opportunity for late work if you

communicate in advance that you will be submitting late. Second, you will be able to utilize this small penalty, but large privilege to develop your own schedule for time management in relation to the structure I have provided.

## Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

## Participation

If you need to miss class take the follow steps and I will excuse your absence:

1. Email me in advance as to why you are missing class.
2. Explain how you will access the work on Canvas
3. Set a deadline for when you will complete the work

Failure to attend class sessions will impact your grade.

## University Policies

Per [University Policy S16-9](#), 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>). Make sure to visit this page to review and be aware of these university policies and resources.

## Additional Information

### Writing Center

The Writing Center is staffed by knowledgeable Writing Specialists who are trained to assist students to become better writers. Visit [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter) to schedule a virtual 1:1 tutoring session or view the numerous homegrown handouts

### Wellness Resources

- Student Wellness Center: <https://www.sjsu.edu/wellness/>
- Student Health Center: [https://www.sjsu.edu/medical/index.php?utm\\_source=studenthealth&utm\\_medium=301&utm\\_campaign=studenthealth-reorg](https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)
- CalFresh: <https://www.sjsu.edu/sjsucares/get-assistance/calfresh.php>
- Counseling and Psychological Services: <https://www.sjsu.edu/counseling/index.php>
- Additional Resources from SJSU: <https://www.sjsu.edu/sjsucares/resources/index.php>

## Schedule of Major Assignments

|   | <b>Assignments, Activities, Readings, Other Work</b>  |
|---|---|
| <b>Week 1</b><br><b>8/23-8/25</b>         | Research Workshop <ul style="list-style-type: none"> <li>● Research Workshop Assignments               <ul style="list-style-type: none"> <li>○ Source Documentation</li> <li>○ Source Identification Activity</li> </ul> </li> </ul> Begin Project 1 |
| <b>Week 2</b><br><b>8/30 – 9/1</b>        |   |
| <b>Week 3</b><br><b>9/6 – 9/8</b>         |   |
| <b>Week 4</b><br><b>9/13 – 9/15</b>       | Peer Review 1 – Outline and Rough Draft; Peer Responses   |
| <b>Week 5</b><br><b>9/20 - 9/22</b>       | Final Draft of Module 1 Due<br>Begin Project 2  |
| <b>Week 6</b><br><b>9/27 – 9/29</b>       |   |
| <b>Week 7</b><br><b>10/4 – 10/6</b>       | Peer Review 2—Outline and Rough Draft; Peer Responses<br>Final Draft of Project 2 Due   |
| <b>Week 8</b><br><b>10/11-<br/>10/13</b>  | Begin Project 3   |
| <b>Week 9</b><br><b>10/18-<br/>10/20</b>  |   |
| <b>Week 10</b><br><b>10/25-<br/>10/27</b> | Peer Review 3—Draft of Professional Portfolio Material<br>Final Draft of Project 3 Due  |
| <b>Week 11</b><br><b>11/1-11/3</b>        | Begin Project 4   |
| <b>Week 12</b><br><b>11/8-11/10</b>       |   |
| <b>Week 13</b>                            |   |

|                                     |                               |
|-------------------------------------|-------------------------------|
| <b>11/15-<br/>11/17</b>             |                               |
| <b>Week 14<br/>11/22-<br/>11/24</b> | Fall Break<br>- No Class 24th |
| <b>Week 15<br/>11/29-12/1</b>       |                               |
| <b>Week 16<br/>12/6</b>             | End of Term<br>Project 4 Due  |