Argument and Analysis Section 06
ENGL 1B

Spring 2025   In Person   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/30/2025

🕐 Course Information

ENGL 1B COURSE THEME

Navigating the Digital Age: The Role of Technology in Shaping Society, Identity, and the Future

This theme unifies the three units while emphasizing critical analysis and argumentation. It invites students to explore how technology influences their generation, evaluate its promises and perils, and consider its broader implications for humanity. Here's how it aligns with each unit:

1. **Unit 1: Harmful Effects of Social Media on Gen Z**
   Focuses on the immediate, personal, and societal impacts of technology, particularly on mental health, self-perception, and interpersonal relationships.

2. **Unit 2: Technology and the Future of Humanity**
   Shifts to examining both the benefits and risks of emerging technologies like artificial intelligence, encouraging students to evaluate its ethical, economic, and societal implications.

3. **Unit 3: AI and Technology: Promise or Peril?**
   Expands the perspective to consider the long-term effects of technological advancements on global issues, such as sustainability, human identity, and ethics.

🖥 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

::Classroom Expectations

Class sessions are brief and require your full attention. To ensure a productive learning environment, please follow these guidelines:

- Technology Use:

    - Cell phones must be set to silent and stored out of sight upon entering the classroom. All earpieces or earbuds should be removed.
    - Laptops and tablets may only be used to access course readings and assignments. Activities such as checking email, browsing social media, or gaming are not permitted.
- Respectful Participation:
  Students are expected to actively and respectfully participate in class discussions, listen attentively to others, and offer comments that are appropriate and constructive.

- Professionalism and Courtesy:
  I expect students to demonstrate consideration and courtesy toward their peers and instructor. Professors should be addressed appropriately, and all communication—both in person and via email—should be professional.

- Disruptive Behavior:
  Disruptive actions, such as inappropriate use of technology or disrespectful conduct, may result in being asked to leave the classroom.

:: Attendance

Attendance is mandatory. I understand that illnesses and emergencies happen in everyone's life, but this class is designed to be interactive and participatory. You can't participate if you aren't here. According to [University policy F69-24 (https://www.sjsu.edu/senate/docs/F15-12.pdf)](https://www.sjsu.edu/senate/docs/F15-12.pdf): "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class."

:: Tardiness

Punctuality is important for maintaining a positive and productive classroom environment. I provide crucial information and reminders at the beginning of each class, and arriving late can cause students to miss valuable content that contributes to their success in the course. To minimize disruption and ensure that all students receive the full benefit of each session, please make every effort to arrive on time.

- Students who arrive more than **five minutes late** will be marked as **tardy**.
- **Frequent tardiness** (more than **three instances**) may result in a **grade penalty** or being marked absent for the day.

- If you know you'll be late, please **inform me in advance** (via email or Canvas) whenever possible.

Note: If you are consistently late due to circumstances beyond your control (e.g., work schedule), please reach out to me so we can discuss possible accommodations.

:: Late Policy

Assignments are due at the beginning of the class for which they are due.

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 Goals

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.

📊 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 and Materials

- There is **no required** textbook for this course; instead, I have uploaded all readings onto Canvas. You will be required to read these materials. You must bring these readings to class, for I will be asking you specific questions and pointing out key passages from the text.
- A journal for class notes, writing exercises, daily observations, workshop responses, etc.

- Dictionary and Thesaurus. Being writers, it is important to know what words mean and to vary your word choice. You should own both. There are free apps available.
- Access to a desktop, laptop, or tablet.

☰ Course Requirements and Assignments

::Course Assignments Overview

- Reading
  Reading will be assigned for every class, and you are expected to complete it before our scheduled meetings. This course requires not only a significant amount of reading but also deep engagement with the material. Surface-level comprehension will not suffice; a thorough understanding is necessary to contribute meaningfully to class discussions. Falling behind on the reading will hinder your ability to participate effectively and may impact your overall success in the course.
- Major Writing Assignments
  There are three major writing assignments, one of which includes a presentation. Detailed guidelines, expectations, and rubrics will be provided for each assignment in Canvas under the course schedule (Modules) and Assignments sections.

- Reader Responses
  Students will complete three reader responses throughout the course. These assignments are designed to engage critically with the readings and will be graded based on thoughtfulness, clarity, and relevance to the course material.

- In-Class Work
  Students are expected to participate actively in group discussions, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities related to the readings or discussions. Participation in in-class work is essential and cannot be made up if missed.

:: Class Participation

Active participation is essential to success in this course. Participation will be assessed based on your engagement during class discussions, group work, in-class writing exercises, and overall contribution to the learning environment. Your participation grade will reflect the quality and consistency of your contributions, as well as your involvement in group activities.

:: 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.

:: Assignment Word Count and Learning Goals

Social Media Diary Assignment	500-750	2-5
Major Writing Assignment #1: Critical Analysis of a Social Media Platform*	750-1000	2-5
Major Writing Assignment #2: Constructing an Argument on Dystopian Societies in Literature*	1000	1-5
Major Writing Assignment #3: Argumentative/Research Essay on AI*	1000-1250	1-5
In-Class Writings, Prewriting Activities, Group Discussion Questions, Peer Review Workshops	2000 Words	2-5
Reader Responses (3)	1000-1500	1-5
Portfolio Self-Reflection and Bibliography	500	1-5

*- assignment requires rough draft and final draft

✔ Grading Information

Grading scale: Grades are automatically calculated on Canvas, using the following scale: A (100-94%), A- (93-90%), B+ (89-87%), B (86-84%), B- (83-80%), C+ (79-77%), C (76-74%), C- (73-70%), D+ (69-67%), D (66-60%), F (59% and lower)

Your grade in Canvas is not representative of your grade in this course: I factor in overall performance (participation, professionalism, attendance, etc.). No grade haggling. I do not negotiate grades. If you are concerned with your grade (especially by midterm) and want to know how to do better in the future, I welcome appointments to discuss possible strategies for improvement.

Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments will be calculated as followed:

- Social Media Diary (25 points)

- Major Writing Assignment #1: Critical Analysis/Group Project (100 points)
- Reader Response #1: Are Warning Labels on Social Media Necessary (5 Points)
- Major Writing Assignment #2: Constructing an Argument/Dystopian Lit (100 Points)
- Reader Response #2: Tech, Relationships, and Identity (10 Points)
- Major Writing Assignment #3: Argumentative/Research on AI (100 Points)
- Reader Response #3: Fear or No Fear of AI (10 Points)
- Self-Reflection/Assessment Portfolio Submission (20 Points)
- Attendance and Participation (100 points)
  Your active participation in class is essential to your success in this course. Participation will be assessed based on the following criteria:
  - **Attendance**: Regular attendance is expected. Absences may affect your ability to engage in class activities and discussions.
  - **Class Discussions**: Participation in discussions is vital for the exchange of ideas and development of critical thinking. Your contributions should be thoughtful, respectful, and relevant to the topic at hand.
  - **In-Class Writing**: Engaging in in-class writing exercises allows you to apply concepts and practice writing techniques.
  - **Group Work**: Collaborative work with peers fosters teamwork and enhances learning. Active involvement is expected during group activities.
  Points will be awarded based on your engagement and contribution in each of these areas throughout the semester.

SJSU Academic Integrity Policy

A student's commitment to learning, as evidenced by his or her enrollment at San Jose State University, and the University's Academic Integrity Policy require all students to be honest in their academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found [here (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf). The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

ON ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI) TOOLS USAGE

Since reading, writing, and critical thinking are integral to the learning outcomes of this course, all assignments must reflect your own work, intellectual effort, and personal expression. The use of artificial intelligence tools—such as ChatGPT, Grammarly, Quillbot, or any similar systems—to generate, rewrite, or

substantially reword your work is strictly prohibited. These tools can alter your unique voice, style, and tone, which are essential to your development as a writer and thinker.

Using AI systems to complete assignments or significantly modify your work undermines the critical thinking, writing, and revision process—key skills you will need for success in this course and in academic and professional settings. Such practices violate the University's Academic Integrity Policy and will be treated as plagiarism.

Students should keep a comprehensive draft history as a precaution. This is the easiest way to protect the integrity of your work in the age of AI. Any submissions that contain evidence of AI usage will require an instructor conference, either in person or via Zoom.

If you have questions about what constitutes a violation of this statement, please contact me.

🏛 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

Schedule/Calendar below is subject to change. Always check Canvas for the most up to date information on assignments, readings, and due dates.

Week	Date	Readings, Assignments, and Due Dates
One	M Jan 27th	• Go over Course Syllabus, Expectations, and Introductions
One	W Jan 29th	• Daily Writing: The Role of Technology in Everyday Life • READING DUE: Judy Estrin's "I Helped Create the Internet, and I'm Worried About What It's Doing to Young People" • HOMEWORK: Social Media Diary Assignment
Two	M Feb 3rd	• WATCH: Surgeon general calls for social media warning labels amid teen mental health crisis • READING DUE: How Parents Can Help Teens Navigate Social Media

Two	W Feb 5th	[READER RESPONSE #1: Are Warning Labels on Social Media Necessary?](#) [READING DUE: What a Social Media Warning Label Can't Do (What%20a%20social%20media%20warning%20label%20can%E2%80%99t%20do)](#) [READING DUE: Warning Labels on Social Media Should Be Applauded](#)
Three	M Feb 10th	- DUE: Social Media Diary Assignment [READING DUE: The complicated ties between teenage girls and social media — and what parents should know](#) - In-Class Activity: SOAPSTONE and Rhetorical Appeals
Three	W Feb 12th	[WATCH: "The Anxious Generation" Author: Social Media Is Spreading Mental Illness](#) [READING DUE: I'm Worried About the Boys, Too](#) - SHARE: Major Assignment #1 [Major Writing Assignment #1: Critical Analysis of a Social Media Platform (Group Project)](#)
Four	M Feb 17th	In-Class: Go over Sample Critical Analysis of Social Media Platform
Four	W Feb 19th	Work Day: Presentation Prep
Five	M Feb 24th	Presentations
Five	W Feb 26th	Presentations
Six	M Mar 3rd	- DUE: Major Writing Assignment #1 - In-Class Activity: Dystopian Technology Brainstorm (GROUP WORK) [READING DUE: Ray Bradbury's "The Pedestrian"](#)
Six	W Mar 5th	[READING DUE: Philip K Dick's "Autofac"](#)

Seven	M Mar 10th	• READING DUE: Ken Liu's "The Perfect Match"
Seven	W Mar 12th	• WATCH: Black Mirror Episode "Be Right Back" • Reader Response #2: Technology, Relationships, and Identity
Eight	M Mar 17th	• READING DUE: Sarah Shun-lien Bynum's "Likes" (HANDOUT)
Eight	W Mar 19th	• WATCH: Black Mirror Episode "Nosedive"
Nine	M Mar 24th	• READING DUE: Andrea Chapela's "The Wait"
Nine	W Mar 26th	• Peer Review: Major Writing Assignment #2
Ten	M Mar 31st	• SPRING BREAK
Ten	W April 2nd	• SPRING BREAK
Eleven	M April 7th	• In-Class Activity: "AI in Our Lives" – Reflecting on AI's Impact • READING DUE: The Complete Beginners' Guide to Artificial Intelligence
Eleven	W April 9th	• WATCH: How artificial intelligence affected our lives in 2024 • READING DUE: The Age of AI has begun
Twelve	M April 14th	• WATCH: Experts debate level of threat AI advances pose to humanity • READING DUE: Two recent surveys show AI will do more harm than good • READING DUE: Why men shouldn't control artificial intelligence • Major Assignment #2 DUE

Twelve	W April 16th	- WATCH: 'Godfather of AI' on dangers technology poses to society - READING DUE: No Reason To Fear AI - READING RESPONSE #3: Fear or No Fear of AI
Thirteen	M April 21st	- WATCH: The ChatGPT Revolution | CBS Reports - READING DUE: How ChatGPT robs students of motivation to write and think for themselves
Thirteen	W April 23rd	- WATCH: How Large Language Models Like ChatGPT Work - WATCH: How AI is Transforming Education - READING DUE: Why I'm Not Scared of ChatGPT
Fourteen	M April 28th	WATCH: A.I. Revolution (part 1)
Fourteen	W April 30th	WATCH: A.I. Revolution (part 2)
Fifteen	M May 5th	- Sample Works Cited Page for Final Paper - Counterargument and Rebuttal
Fifteen	W May 7th	Peer Review: Major Writing Assignment #3
Sixteen	M May 12th	Discuss Final Projects
Sixteen	F May 16th	# Final Paper and E-Portfolio Submitted by 11:59pm.