

Argument and Analysis

ENGL 1B

Spring 2026 Section 10 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/23/2026

Contact Information

Welcome to English 1B!

Contact info:

kristin.fitzpatrickzell@sjsu.edu

Office Hour Information:

I will hold office hours on Zoom on Wednesdays from 9:30-11:10 a.m.

This is the office hour link: <https://sjsu.zoom.us/j/2239875288>

Appointments are recommended and drop-ins are always welcome.

Course Information

Meeting times and location:

T/TH 1:30-2:45 p.m. in Sweeney Hall 242

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

Course Policy on Generative AI

In this course, no usage of AI tools will be allowed. This includes tools such as Grammarly, ChatGPT, and other generative AI tools.

Assignments that appear to be written with the use of such tools will not be reviewed or accepted and will receive a zero grade.

The reason for this is that these tools often hinder the creative thinking process that is so important, especially in the early “invention” stages of a writer’s process. All steps of prewriting, drafting, peer reviewing, revising, and editing must be shown, explained, and presented. No use of AI tools is allowed at any point in the process. Please trust your own abilities and challenge yourself to create your own unique work.

This is a multimodal class, so “writing” for us is not just text on the page. You will be completing handwritten and hand drawn assignments, on paper and on the whiteboard with markers. In addition, you will complete multimodal assignments electronically. You will make videos, slide presentations, and oral presentations by yourself and in groups. You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes. You won’t always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

Community Agreements

At the beginning of the course, **we will spend some time creating community agreements.** These are agreements we will make together and put in writing so that we have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: physical, intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment.

Everyone will be expected to follow the community agreements throughout the semester. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

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 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

3B classes require a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

The FREE required book for this course is *There There* (<https://research-ebsco-com.libaccess.sjlibrary.org/c/wm4vue/ebook-viewer/epub/msvcfovjwf?location=https%25253A%25252F%25252Fresearch-ebsco-com.libaccess.sjlibrary.org%25252Fc%25252Fwm4vue%25252Fsearch%25252Fdetails%25252Fmsvcfovjwf%25253Fdb%25253Dnlebk&auth-callid=8b46c6fc-48bc-4780-870a-a2bcc936f9d4>) by Tommy Orange.

You can access the ebook through MLK Library at this link:

<https://research-ebsco-com.libaccess.sjlibrary.org/c/wm4vue/ebook-viewer/epub/msvcfovjwf?location=https%25253A%25252F%25252Fresearch-ebsco-com.libaccess.sjlibrary.org%25252Fc%25252Fwm4vue%25252Fsearch%25252Fdetails%25252Fmsvcfovjwf%25253Fdb%25253Dnlebk&auth-callid=8b46c6fc-48bc-4780-870a-a2bcc936f9d4>

We will also read a selection of essays, articles, and instructional resources (provided for free on Canvas).

Course Requirements and Assignments

Minor (Low-stakes) Assignments:

- reading responses
- discussion posts
- in-class exercises
- process journals

-prewriting/precreating steps (outlines, etc.)

Major Assignments:

Project #1: Multimodal Rhetorical Analysis of an article related to *There There*

Project #2: Multimodal Comparative Analysis of *There There* and a work by another assigned author

Project #3: Multimodal Argumentative Proposal Project: Pilot Podcast Episode about community stories

Project #4: Digital Portfolio Project

✓ Grading Information

English 1B

Kristin FitzPatrick Ezell

Grading Contract:

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop processes to help us, including prewriting/precreating, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, **we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.**

The default grade for this course is a "B+." If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a "B+." If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive spoken or written feedback from your peers and writing coach for each major assignment. All work (major and minor assignments) will be awarded one point for completion and meeting requirements. **Revised**

assignments **MUST** be revised significantly in order to receive credit. Any final draft that is not significantly revised will receive a grade of zero.

You are guaranteed a “B+” if you meet the following conditions:

1. You complete, at a satisfactory level or above, 88% of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be made up as the result of an absence.
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol/community agreements we establish as a writing/learning community.
4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete and submit all major and minor assignments on time.
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.
7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed “missed.” You will not receive credit for missed work.
8. You receive a 1/1 on all minor assignments and 10/10 on all major essays/writing projects.
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising). Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

****NOTE: The B+ grade is contingent on your behavior as an engaged member of our learning community.**

“A” Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an “A” as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation “exceeds expectations” on your final portfolio reflection.

Grades Lower Than “B+”: “B,” “C,” “D,” or “F” grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignments. You are not eligible for a “B+” unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

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

Week	Focus	Readings to be completed by the week's start if not otherwise noted	Assignments are all due before midnight on the date specified (unless otherwise noted)
Week 1: 1/22	Introduction to course and each other	None	None

Week 2: 1/25-27	Develop Project #1	Read There There, chapters: Dear Reader through Dene Oxendene Selected essays and articles	Introductions Discussion Reading Response, Topic idea for Project #1
Week 3: 2/3-5	February 5: Library Information Session Develop Project #1	Read There There, chapters: Part I, Opal through Edwin Black Selected essays and articles	Outline for Project #1 summary of work done during digital literacy workshop
Week 4: 2/10-12	Complete First Draft of Project #1	Read There There, chapters: Part II, Bill Davis through Calvin Johnson Selected essays and articles	First Draft of Project #1 Peer Review

Week 5: 2/17-19	Revise Project #1	<p>Read There There, chapters: Part II, Jacquie Red Feather through Interlude</p> <p>Selected essays and articles</p>	<p>Almost-Final Draft of Project #1</p> <p>Reading Response/Discussion</p>
Week 6: 2/24-26	Finish Module 1, Begin Module 2	<p>Read There There, chapters: Tony Loneman through Jacquie (end of Part II)</p> <p>Selected essays and articles</p>	<p>Final Draft of Project #1 Due</p> <p>Reading Response/Discussion</p>
Week 7: 3/3-5	Develop Project #2	<p>Read There There, chapters: Part III, Opal through Octavio</p> <p>Selected essays and articles</p>	<p>Reading Response/Discussion</p> <p>Outline for Project #2</p>

Week 8: 3/10-12	Complete First Draft of Project #2	Read There There, chapters: Part III, Daniel Gonzales through Blue Selected essays and articles	First Draft of Project #2 Peer Review
Week 9: 3/17-19	Revise Project #2	Read There There, chapters: Part III, Thomas Frank; Part IV, Orvil through Octavio Selected essays and articles	Almost-Final Draft of Project #2 Reading Response/Discussion
Week 10: 3/24-26	Finish Module 2, Begin Module 3	Read There There, chapters: Part IV, Edwin through Jackie Selected essays and articles	Final Draft of Project #2 Due Topic Idea for Project #3 Obtain permissions from podcast interviewees
Spring Break: 3/31-4/2	Nothing due	Sample Proposal Arguments	

Week 11: 4/7-9	Develop Project #3	<p>Read There There, chapters: Part IV: Blue to end of book</p> <p>Selected essays and articles</p> <p>Sample Proposal Arguments</p> <p>Self-directed Research for Project #3</p>	<p>Conduct and Record Podcast (Project #3) Interviews</p> <p>Outline for Project #3 Podcast Script and Proposal Argument</p>
Week 12: 4/14-16	Complete First Draft of Project #3	<p>Sample Proposal Arguments</p> <p>Self-directed Research for Project #3</p>	<p>First Draft of Project #3</p> <p>Peer Review</p>
Week 13: 4/21-23	Revise Project #3	<p>Sample Proposal Arguments</p> <p>Self-directed Research for Project #3</p>	<p>Final Draft of Project #3</p> <p>Reading Response/Discussion</p>
Week 14: 4/28-30	Finish Module 3, Begin Module 4	Portfolio Instruction Materials	<p>Project #4 Outline Due</p> <p>First Draft of Project #4 Due</p>

<p>Week 15: 5/5-7</p> <p>conference/consultation week</p>	<p>Develop Project #4</p>	<p>Portfolio Instruction Materials</p> <p>Revisit Previous Modules' readings</p>	<p>Final Portfolio (Project #4) Due Tuesday, May 19 at 3:00 p.m.</p>