

# Argument and Analysis

## ENGL 1B

Spring 2026 Section 21 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/24/2026

### Contact Information

---

- Instructor: Dr. Kristian O'Hare
- Email: [kristian.ohare@sjsu.edu](mailto:kristian.ohare@sjsu.edu)
- Office Location: [Faculty Office Building \(FOB\) 215](https://www.google.com/maps/place/Faculty+Offices+Building/@37.3346036,-121.8848429,17z/data=!3m1!4b1!4m5!3m4!1s0x808fccb90f698713:0xc1c8bc36cc853ee6!8m2!3d37.3345994!4d-121.8826542?shorturl=1)  
(<https://www.google.com/maps/place/Faculty+Offices+Building/@37.3346036,-121.8848429,17z/data=!3m1!4b1!4m5!3m4!1s0x808fccb90f698713:0xc1c8bc36cc853ee6!8m2!3d37.3345994!4d-121.8826542?shorturl=1>)
- Office Hours: M W 1:30pm - 2:30pm in office, Tuesdays in Zoom 1:30-2:30pm, or by appt in Zoom
- Class Meeting Time/Location: MW 3-4:15pm / Boccardo Business Center Room 225

### Course Information

---

#### ENGL 1B Theme

This course explores how technology shapes attention, identity, and human judgment. Through the study of social media discourse, science fiction as cultural argument, and contemporary debates about artificial intelligence, students will analyze how technologies influence mental health, learning, communication, and ethical decision-making—particularly for Gen Z.

### 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

---

### Classroom Expectations & Community Guidelines

Our time together is limited and meaningful. Let's commit to creating a respectful, focused, and supportive learning environment where everyone can grow as thinkers, writers, and collaborators.

---

#### Technology Use

- Phones must be silenced and put away when class begins. Please remove earbuds or earpieces unless otherwise approved for accessibility. Note: When we watch news stories or other media, you will not even be allowed to use laptops or tablets. Lastly, I will have analogue days, in which no technology will be allowed; I will print out assigned readings and hand out paper for those who need it to take notes or for in-class writing.
  - **Laptops and tablets** are welcome for course-related tasks (readings, notes, assignments). Personal browsing, gaming, checking email, or using social media during class is not permitted.
- 

#### Respectful Participation

- Be present. Listen actively. Contribute thoughtfully.
  - Engage with both peer and published work with curiosity and care.
  - Give feedback that is specific, constructive, and focused on helping the writer grow—never on tearing them down.
- 

#### Professionalism & Courtesy

- Communicate with respect, whether in person, in writing, or online.
  - Address your instructor and classmates appropriately. Keep emails and messages professional.
- 

#### Disruptive Behavior

- Repeated disruptions, disrespectful behavior, or misuse of technology may result in being asked to leave class.
  - We all have off days—just communicate if something is going on. We're here to support each other.
-

# Our Classroom Community

We are a community of writers. This classroom is a space for exploration, honesty, and growth—not for harsh judgment. We honor confidentiality: what's shared in class stays in class.

We listen as thoughtfully as we speak. We ask questions that invite conversation. We approach each other's work—and our own—with curiosity and compassion.

Above all, we strive to hold one another to a standard of kindness.

## Attendance Policy and Late Work

### Attendance

Your presence matters. This class depends on discussion, collaboration, and shared engagement—and it's more meaningful for everyone when we're all here and involved.

That said, I understand that life happens. Illness, emergencies, or university-sponsored events (such as athletic travel) may occasionally prevent you from attending. If that's the case, please notify me as soon as possible, and we'll discuss how to handle any missed work.

Sleeping in, skipping class, or general absences without cause don't fall into this category.

If you know in advance that you'll be missing class for a university-related commitment, reach out early so we can make a plan for staying on track.

Per **University Policy F69-24**:

*"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 benefits for all members of the class."*

Important Note: Attendance, punctuality, and engagement are part of your **Participation & Engaged Practice grade (100 points)**. Frequent absences, tardiness, or missed in-class work will lower this grade.

For full details on how attendance and engagement are evaluated, see the [Participation & Engaged Practice Rubric](https://sjsu.instructure.com/courses/1619956/pages/participation-and-engaged-practice-rubric-100-points). (<https://sjsu.instructure.com/courses/1619956/pages/participation-and-engaged-practice-rubric-100-points>)

---

### 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 Work

Assignments are due on or before the due date. You're welcome to turn in work early.

Late submissions will lose **10 points per day** unless you've arranged an extension in advance due to extenuating circumstances.

## 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

---

### 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 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

---

### Assigned Readings

There is no required textbook for this course. Instead, all assigned readings will be available on Canvas under the Modules section. You are expected to bring each reading to class—either as a printed copy or on a device—as we will be analyzing passages closely and engaging in guided discussions.

---

### Journal

You should maintain a dedicated journal, paper AND digital, for:

- Class notes
- In-class writing and exercises
- Group work and workshop responses

This journal will also support your graded Journal Assignment, which is an important part of the course.

---

### Device Access

You'll need regular access to a desktop, laptop, or tablet for reading, writing, and submitting assignments via Canvas. If you anticipate any issues accessing a device, please speak with me early in the semester so we can explore available campus resources.

## Course Requirements and Assignments

---

### Major Assignments Overview

#### 1. Journal Writing & Reflection

**Length:** Approx. 1000-1500 words total (MLA format)

**Type:** Ongoing, individual

You'll complete 5 **journals** throughout the semester to help you engage with course content, track your learning, and connect personal experience to broader cultural conversations.

- **Journals (5 total – 10 pts each):**  
Informal responses (200–300 words) that allow you to reflect on readings, class discussions, your digital habits, and current events. While grammar doesn't have to be perfect, thoughtful engagement is expected.
-

## 2. Social Media Diary + Reflective Essay

**Length:** 600-750 words (MLA format)

**Type:** Individual

Track your social media habits over the course of 5 **days**. Then write a **personal-reflective essay** examining how your digital routines shape your understanding of truth, information, and bias in the digital age.

---

## 3. Digital Boundaries & Attention Project

**Length:** 1–1.5 pages (written reflection) + group presentation

**Type:** Individual experiment + group discussion

Experiment with one small digital boundary (e.g., app limits, notification changes, phone-free study time) for approximately 5–7 days. Then write a reflective analysis examining what you noticed about attention, focus, habits, and resistance, and evaluate whether this strategy could realistically work beyond you—as a campus norm or broader generational response.

---

## 4. Why This Text Still Matters: Science Fiction Analysis

**Length:** 500–750 words (MLA format)

**Sources:** One course text only

**Type:** Individual analytical essay

Choose one science fiction text from this unit (a Ray Bradbury story or a *Black Mirror* episode). Write an argument explaining why this text still matters—what it reveals about technology and human behavior that remains relevant today. Rather than summarizing the plot, analyze how the text anticipates patterns we now recognize in contemporary life, and briefly connect its insight to a present-day example or concern.

---

## 5. Op-Ed / Public Argument (AI Focus)

**Length:** 750–1,000 words (MLA format *or* real-world publication style)

**Presentation:** 3–5 minutes in class

**Type:** Individual

Write a persuasive op-ed on a topic related to artificial intelligence and its impact on Gen Z. Your goal is to inform or persuade a public audience by taking a clear stance and using a strong, authentic voice, compelling evidence, and a clear structure. The project includes a brief in-class presentation in which you summarize your argument, explain why the issue matters now, and highlight what you want your audience to reconsider or question.

---

# Reading Expectations

Reading is a core part of this course. Expect to read for every class—sometimes short articles, sometimes videos or interviews, sometimes longer essays. These readings are selected to connect directly with your digital life and give you tools to write with insight and substance.

You are expected not just to read, but to read *closely and critically*. Skimming won't prepare you for discussion or writing. If you're ever unsure about a reading, bring your questions—we'll work through them together.

## Participation & Engaged Practice

Participation in this course is based on consistent attendance, punctuality, and active engagement in class activities. This includes in-class writing, group work, peer review, and discussion.

Participation is not based on how often you speak in front of the class, but on visible effort and involvement in the work of the course. In-class writing and activities may be collected for completion credit and cannot be made up if missed.

Attendance and punctuality are essential to earning participation points. Repeated absences or tardiness will significantly affect this portion of the grade.

## Peer-Review

Peer review is a required part of the writing process in this course. For major assignments, you will participate in structured peer-review workshops where you exchange drafts, give written feedback, and reflect on revisions. These sessions are designed to help you see your work from a reader's perspective and strengthen your argument, clarity, and organization before final submission.

To earn full credit, you must:

- Submit a complete draft by the peer review deadline
- Provide thoughtful, specific comments on your partner's draft
- Write a brief reflection on the feedback you received and how you plan to revise

Peer review activities are graded for completion and engagement (10 points each) and cannot be made up if missed. Please treat your peer's work with respect and approach the process with care and honesty.

## Final Evaluation (no exam)

In ENGL 2, 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.



# Time Commitment

Success in ENGL 2 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.

# 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 MySJSU 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>).

## ✓ 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 and Reflection Essay (40 points)
  - Journals (5 X 10/50 points)
  - Digital Boundaries/Brain Rot Interventions Group Project (40 points)
  - Why This Text Still Matters: Science Fiction Analysis (100 points)
  - Op-Ed/Public Argument (AI focus) w/ presentation (125points)
  - Self-Reflection/Assessment Portfolio Submission (20 Points)
  - Participation and Engaged Practice (100 points)
-

# 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 \(https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-Z.pdf\)](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-Z.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

This is an argument and analysis course, not a copyediting course. While clarity and correctness matter, I will not grade primarily on grammar or surface-level polish. Occasional errors are expected and acceptable. I will comment on grammar or mechanics only when issues are frequent or severe enough to interfere with meaning, credibility, or readability.

I'll be honest: in an age when writing can be instantly polished by AI, I value the presence of human error. Imperfect sentences often reveal thinking in progress—and that thinking matters more in this course than flawless prose.

Your grade will be based primarily on analysis, argumentation, use of evidence, organization, revision, and engagement with course texts and ideas—not on perfectly polished prose.

Because polished language is not the primary basis of evaluation, using AI tools to rewrite, smooth, or “upgrade” your writing is unnecessary and inappropriate for this course. The goal is for *you* to practice making rhetorical and analytical choices, not to submit language generated or refined by an algorithm.

---

## A Note on Grammarly and Similar Editing Tools

You may use Grammarly or similar tools **only after completing a full draft on your own**. These tools may be used to identify spelling, punctuation, or basic grammar issues—not to rewrite sentences, suggest alternate phrasing, adjust tone, or restructure your writing.

This course does not reward overly polished or professionalized prose. Writing that shows evidence of thinking, struggle, and revision is far more valuable here than writing that sounds flawless but generic.

Because Grammarly and similar tools now rely on AI, extensive or automated edits may be flagged by Turnitin as AI-assisted writing. You are responsible for all language choices in your final submission.

If you use Grammarly or a similar tool, you must:

- Keep your original draft
- Be able to explain what changes you made and why
- Review suggestions individually (auto-accept, rewrite, or “improve clarity” features are not permitted)

Because AI-assisted editing tools often make invisible changes, their use can trigger questions about authorship. Using these tools in ways that obscure your own thinking or revision process undermines the purpose of this course.

---

## Draft History Requirement

All major writing assignments in this course require proof of process. You must be able to provide evidence of your drafting and revision history upon request.

Acceptable draft history may include:

- Saved file versions
- Google Docs version history
- Tracked changes
- Workshop drafts with peer or instructor feedback
- In-class writing or outlines
- Screenshots showing stages of revision

Submitting work without any draft history—especially work that appears to have been rewritten or polished using AI tools—undermines the learning goals of this course. If you are unable to provide draft history when asked, the assignment may receive an automatic zero (F), regardless of the quality of the final submission.

---

## Academic Integrity and Transparency

Using AI in place of your own reading, thinking, drafting, or revision violates the University’s Academic Integrity Policy and will be treated as plagiarism.

To protect the integrity of your work:

- Keep a clear draft history for each assignment
- Ask questions about any “gray areas” *before* submitting your work

- When in doubt, prioritize showing your thinking over sounding polished

I would always rather have a conversation early than question your work later.

## 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	Dates	Overview
One	M Jan 26 and W Jan 28	<ul style="list-style-type: none"> <li>• Writing Ourselves &amp; Technology</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-one-overview?module_item_id=17472143">Week One Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-one-overview?module_item_id=17472143">https://sjsu.instructure.com/courses/1622743/pages/week-one-overview?module_item_id=17472143</a>).</li> </ul>
Two	M Feb 2 and W Feb 4	<ul style="list-style-type: none"> <li>• Diagnosing the "Problem"</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-two-overview?module_item_id=17472144">Week Two Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-two-overview?module_item_id=17472144">https://sjsu.instructure.com/courses/1622743/pages/week-two-overview?module_item_id=17472144</a>).</li> </ul>
Three	M Feb 9 and W Feb 11	<ul style="list-style-type: none"> <li>• When Arguments Enter the Public Sphere</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-three-overview?module_item_id=17472145">Week Three Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-three-overview?module_item_id=17472145">https://sjsu.instructure.com/courses/1622743/pages/week-three-overview?module_item_id=17472145</a>).</li> </ul>
Four	M Feb 16 and W Feb 18	<ul style="list-style-type: none"> <li>• When Concern Becomes Policy – Phone Bans in Schools</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-four-overview?module_item_id=17472146">Week Four Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-four-overview?module_item_id=17472146">https://sjsu.instructure.com/courses/1622743/pages/week-four-overview?module_item_id=17472146</a>).</li> </ul>

Five	M Feb 23 and W Feb 25	<ul style="list-style-type: none"> <li>Choosing Less — Digital Minimalism and Anti-Tech Responses</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-five-overview?module_item_id=17472147">Week Five Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-five-overview?module_item_id=17472147">https://sjsu.instructure.com/courses/1622743/pages/week-five-overview?module_item_id=17472147</a>).</li> </ul>
Six	M Mar 2 and W Mar 4	<ul style="list-style-type: none"> <li>Digital Boundaries and Brain Rot Interventions</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-six-overview?module_item_id=17472150">Week Six Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-six-overview?module_item_id=17472150">https://sjsu.instructure.com/courses/1622743/pages/week-six-overview?module_item_id=17472150</a>).</li> </ul>
Seven	M Mar 9 and W Mar 11	<ul style="list-style-type: none"> <li>Ray Bradbury — Fiction as Cultural Argument</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-seven-overview?module_item_id=17472151">Week Seven Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-seven-overview?module_item_id=17472151">https://sjsu.instructure.com/courses/1622743/pages/week-seven-overview?module_item_id=17472151</a>).</li> </ul>
Eight	M Mar 16 and W Mar 18	<ul style="list-style-type: none"> <li>Black Mirror — Metrics, Memory, and Control</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-eight-overview?module_item_id=17472160">Week Eight Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-eight-overview?module_item_id=17472160">https://sjsu.instructure.com/courses/1622743/pages/week-eight-overview?module_item_id=17472160</a>).</li> </ul>
Nine	M Mar 23 and W Mar 25	<ul style="list-style-type: none"> <li>Synthesis, Comparison, Argument</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-nine-overview?module_item_id=17472164">Week Nine Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-nine-overview?module_item_id=17472164">https://sjsu.instructure.com/courses/1622743/pages/week-nine-overview?module_item_id=17472164</a>).</li> </ul>
Ten	M Mar 30 and W Apr 1	<ul style="list-style-type: none"> <li>SPRING BREAK!</li> </ul>
Eleven	M Apr 6 and W Apr 8	<ul style="list-style-type: none"> <li>AI in Education — Help, Harm, and the Line Between Them</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-eleven-overview?module_item_id=17512428">Week Eleven Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-eleven-overview?module_item_id=17512428">https://sjsu.instructure.com/courses/1622743/pages/week-eleven-overview?module_item_id=17512428</a>).</li> </ul>
Twelve	M Apr 13 and W Apr 15	<ul style="list-style-type: none"> <li>AI, Mental Health, and Emotional Support</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-twelve-overview?module_item_id=17512430">Week Twelve Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-twelve-overview?module_item_id=17512430">https://sjsu.instructure.com/courses/1622743/pages/week-twelve-overview?module_item_id=17512430</a>).</li> </ul>
Thirteen	M Apr 20 and W Apr 22	<ul style="list-style-type: none"> <li>When Companionship Is Automated</li> <li><a href="https://sjsu.instructure.com/courses/1622743/pages/week-thirteen-overview?module_item_id=17513617">Week Thirteen Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-thirteen-overview?module_item_id=17513617">https://sjsu.instructure.com/courses/1622743/pages/week-thirteen-overview?module_item_id=17513617</a>).</li> </ul>

Fourteen	M Apr 27 and W Apr 29	<ul style="list-style-type: none"> <li>• Drafting, Peer Review, and Public Voice</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-fourteen-overview?module_item_id=17520832">Week Fourteen Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-fourteen-overview?module_item_id=17520832">https://sjsu.instructure.com/courses/1622743/pages/week-fourteen-overview?module_item_id=17520832</a>).</li> </ul>
Fifteen	M May 4 and W May 6	<ul style="list-style-type: none"> <li>• Revision + Presentations (Day 1)</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-fifteen-overview?module_item_id=17520833">Week Fifteen Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-fifteen-overview?module_item_id=17520833">https://sjsu.instructure.com/courses/1622743/pages/week-fifteen-overview?module_item_id=17520833</a>).</li> </ul>
Sixteen	M May 11	<ul style="list-style-type: none"> <li>• Presentations (Day 2) and Final Class Session</li> <li>• <a href="https://sjsu.instructure.com/courses/1622743/pages/week-sixteen-overview?module_item_id=17520835">Week Sixteen Overview</a> (<a href="https://sjsu.instructure.com/courses/1622743/pages/week-sixteen-overview?module_item_id=17520835">https://sjsu.instructure.com/courses/1622743/pages/week-sixteen-overview?module_item_id=17520835</a>).</li> </ul>