

# Argument and Analysis

## ENGL 1B

Spring 2026 Section 22 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/31/2026

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Friday 10:00am to 12:45pm

Boccardo Business Center 223

### Contact Information

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Instructor:	Elizabeth (Liz) Asbornio
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Office Location:	FOB 218
Office Hours:	W 10:30am to 11:30am F 1:00pm to 2:00pm

### Course Information

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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).

#### 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 and Other Media:** In addition to being writing intensive, ENGL 1B is also a reading course. You will read or watch 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 of the assigned media serve as useful models of writing for academic, general, and specific audiences.
- **Oral Presentation:** You will present your argumentative essay orally to class 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

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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

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## Canvas

Students must have access to 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

This is an in-person class. Your final grade will depend on your participation in in-class activities, among other tasks.

**Please send me an email ahead of class time** if

- You are going to be late or miss class, or
- You need to leave early

Depending on your circumstances, I can mark work Excused or advise you about partial credit.

**Regardless of absences (excused or otherwise), all students are expected to keep up with assignments.**

**Note-Taking Buddy:** At the beginning of the semester, you will be partnered with someone who sits near you. That person will be not only your Think/Pair/Share partner but also your note-taking buddy—if you miss class, that is your go-to person for finding out what you missed. You will want to exchange contact information for outside communications.

## 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.

We will be reading aloud in class. I understand this produces anxiety in some people. That is why we are doing it. This is a safe space to practice reading and presenting out loud to a group—an ability you will need in most, if not all, of your future classes. Use this opportunity to exercise your full voice and build your presentation skills. You will not be graded on how well you read or present. We're just doing it for the practice.

When your classmates read aloud or present their writing, 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>

[. \(https://www.sjsu.edu/english/frosh/program-policies.php\).](https://www.sjsu.edu/english/frosh/program-policies.php)

## Program Information

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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 \(https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Goals

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

## Course Learning Outcomes (CLOs)

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### 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

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### 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 reading and writing classes as prerequisites to enrolling in English 1B, my assumption is that you have previously studied grammar, usage, and style rules. Therefore, the bar for clean, coherent writing is higher than in a beginning English class.

However, some students want to continue working on their language skills or wish to refresh their mechanics. 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*.
- 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>

## ✓ Grading Information

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### 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.

### ACADEMIC INTEGRITY (the original AI)

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

### ARTIFICIAL INTELLIGENCE (emphasis on "Artificial")

We will explore how to use ChatGPT for researching your subjects of interest, jump-starting the prewriting and drafting processes, and smoothing out the mechanics of your original compositions.

***However, generative AI must not be used to write your reflections, your essays, or anything else.***

I am interested only in your original thinking. If I want to know what ChatGPT thinks about something, I'll ask it. I'm asking YOU what YOU think about the stuff we read, watch, and discuss. So your writing should be in your authentic voice, not in that of the person who programmed the robot.

Draft your essay paragraphs yourself first. Then, if you believe that my comprehension depends on your having an outside proofreader, you can ask a human to proofread for you (peer review is built into this class) or pass your text through ChatGPT and ask it to correct your grammar and spelling. But don't let it rewrite for you!

I will address violations of SJSU's Academic Integrity policy as they become evident, 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>.

### ASSIGNMENT VALUES

Four major research and writing projects constitute 70% of your grade:

1. Annotated Bibliography with Outline and Abstract (~3000 words)	20%
2. Critical Analysis Essay (1,000 words)	20%
3. Argumentative Essay (group) (1,000 words)	20%
4. Culminating Experience*: Self-Assessment Portfolio (500-600 words)	10%

Three more areas of assignments and classwork constitute the other 30% of your grade:

Media Responses (200 x 14 = 2800 words)	10%
Essay-Writing Reflections (200 x 3 = 600 words)	10%
In-Class Activities (Think/Pair/Shares, worksheets, peer reviews)	10%
	<b>100%</b>

**\*Culminating Experience:** In ENGL 1B, in lieu of a final exam, 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 your new composition skills in future learning; and you will submit your portfolio to the English Department.

## 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 classroom instruction and course-related activities.

## LATE POLICY

Email me immediately when you know something is going to be turned in late. Work turned in late without previous notice will have points deducted as follows:

- Late (4 or fewer days late): 1 point deducted per day late, rounded down to the nearest half.
- Very Late (5 or more days late): The maximum possible points will be the equivalent of a C.

## Extensions

To request an extension on an individual assignment deadline, email me before the due date with an explanation and an estimated date of submission.

There are no extensions for group essay work (drafts, peer reviews, revisions).

## EXTRA CREDIT

There are two ways to earn extra credit (EC) in this class:

1. Take my self-paced Grammar Boot Camp, available on the Assignments page. Successful completion of each quiz is guaranteed if you purchase the recommended textbook: Diana Hacker and Nancy I. Sommers, *A Writer's Reference*. (The reading assignments are based on the 10th edition, but subsequent editions will have the same content, although perhaps in different sections.)

Points will accumulate as you take the open-book quizzes. Do as many of these assignments as you want, based on your interest and time. **The impact of this EC work on your final grade depends on the number of points you accumulate.**

2. Attend one free workshop or event offered by SJSU's

- Digital Humanities Center; see <https://library.sjsu.edu/digitalhumanities/learn>
- Writing Center; see <https://www.sjsu.edu/writingcenter/workshops-events/index.php>

For **three points of EC**, you must complete the reflection assignment, which you can find on the Assignments page.

## University Policies

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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

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This schedule is subject to change with fair notice; students will receive an email notifying them of any change to a due date.

When	Topic	Notes
F 1/23	Class Meeting 1	Welcome and Introduction to English 1B  Syllabus  In-Class Activity 1: Personal Literacy Narrative  **** 15-Minute Break ****  Assignment of Think/Pair/Share partners  Think/Pair/Share #1: Just Society  In-Class Activity 2: APA and MLA citation styles (Purdue OWL)



When	Topic	Notes
F 1/30	Class Meeting 2	<p>Think/Pair/Share #2: Civil Rights</p> <p>Read Together: SJSU Writing Center Homegrown Handout "Annotated Bibliographies"</p> <p><b>Introduce Project 1 (P1): Annotated Bibliography</b></p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 3: SJSU Writing Center Homegrown Handout "Lateral Reading"</p> <p>In-Class Activity 4: Canvas Menu "Your Research Resources"</p>
F 2/6	Class Meeting 3	<p>Think/Pair/Share #3: Technology</p> <p>P1 Peer Review: Draft Thesis Statement or Statement of Purpose</p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 5: SJSU Writing Center Homegrown Handout "Annotated Bibliographies"</p> <p>Writing Workshop: P1, Incompletes</p>
F 2/13	Class Meeting 4	<p>Think/Pair/Share #4: United Nations</p> <p><b>Introduce Project 2 (P2): Critical Essay</b></p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 6: SJSU Writing Center Homegrown Handout "Analytical and Critical Writing"</p> <p>Writing Workshop: P1, P2, Incompletes</p>
F 2/20	Class Meeting 5	<p>Think/Pair/Share #5: First Amendment</p> <p>P1 Peer Review: PROGRESS CHECK</p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 7: SJSU Writing Center Homegrown Handout "Analytical Thesis Statements"</p> <p>In-Class Activity 8: Critical Essay Outline</p> <p>Writing Workshop: P1, P2, Incompletes</p>

When	Topic	Notes
F 2/27	Class Meeting 6	<p>Think/Pair/Share #6: Fourteenth Amendment</p> <p>Mini-Lecture</p> <ul style="list-style-type: none"> <li>• What is rhetoric?</li> <li>• What is a rhetorical situation?</li> <li>• What is a rhetorical move?</li> </ul> <p>P1 Peer Review: Draft Outline</p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 9: SJSU Writing Center Homegrown Handout "AI Writing in Academics"</p> <p>P2 Peer Review: Draft Introduction</p> <p>Writing Workshop: P1, P2, Incompletes</p>
F 3/6	Class Meeting 7	<p>Think/Pair/Share #7: Humanities</p> <p>P1 Peer Review: Draft Abstract</p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 10: SJSU Writing Center Homegrown Handout "Academic Language"</p> <p>P2 Peer Review: Draft Body Paragraph 1</p> <p>Writing Workshop: P1, P2, Incompletes</p>
F 3/13	Class Meeting 8	<p><b>P1 DUE</b></p> <p>Think/Pair/Share #8: Your Field of Study</p> <p>In-Class Activity 11: SJSU Writing Center Homegrown Handout "Plagiarism: Understanding Quoting, Paraphrasing, and Citing"</p> <p>P2 Peer Review: Draft Body Paragraph 2</p> <p>***** 15-Minute Break *****</p> <p><b>Introduce Project 3 (P3): Argumentative Essay</b></p> <p>Assignment of Trios for Group Essay</p> <p>In-Class Activity 12: P3 Group Essay Task Assignments</p> <p>Writing Workshop: P2, P3, Incompletes</p>

When	Topic	Notes
F 3/20	Class Meeting 9	<p>P2 Peer Review: Draft Body Paragraph 3</p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 13: SJSU Writing Center Homegrown Handout: "Argumentative Writing and Using Evidence" [P3 Groups]</p> <p>In-Class Activity 14: SJSU Writing Center Homegrown Handout: "Effective Argumentation: Premises and Conclusions" [P3 Groups]</p> <p>Writing Workshop: P2, P3, Incompletes</p>
F 3/27	Class Meeting 10	<p>P2 Peer Review: Draft Conclusion and Works Cited / References</p> <p>***** 15-Minute Break *****</p> <p>P3 Peer Review: Draft Thesis Statement and Outline</p> <p>Writing Workshop: P2, P3, Incompletes</p>
F 4/3	SPRING RECESS: NO CLASS!	<b>P2 DUE SUNDAY 4/5</b>
F 4/10	Class Meeting 11	<p>Think/Pair/Share #9: Censorship</p> <p>P3 Peer Review: Introduction, body paragraphs 1, 2, 3</p> <p>***** 15-Minute Break *****</p> <p>Think/Pair/Share #10: MLK</p> <p>P3 Peer Review (continued)</p> <p>Writing Workshop: P3, Incompletes</p>
F 4/17	Class Meeting 12	<p>Think/Pair/Share #11: Jobs</p> <p>P3 Peer Review: Conclusion and Works Cited / References</p> <p>***** 15-Minute Break *****</p> <p>In-Class Activity 19: SJSU Writing Center Homegrown Handout "Presentation Writing"</p> <p><b>Introduce Culminating Experience (1B Assessment Portfolio)</b></p> <p>Writing Workshop: P3, Incompletes</p>

When	Topic	Notes
F 4/24	Class Meeting 13	<b>P3 DUE</b>  Think/Pair/Share #12: Duarte  Writing Workshop: P3
F 5/1	Class Meeting 14	Think/Pair/Share #13: Effective Public Speaking  Oral Presentation of Argumentative Essays (4 groups)
F 5/8	Class Meeting 15	Oral Presentation of Argumentative Essays (4 groups)
F 5/15	Culminating Experience	<b>REFLECTION ESSAY DUE</b>  In lieu of a final exam, English 1B students complete a self-assessment portfolio. You will be invited to accept a "1B Self-Assessment" course toward the end of the semester. The portfolio is submitted to the English Department, and a copy of your reflection essay is submitted as your "final" (see the Assignments page).