

Argument and Analysis

ENGL 1B

Spring 2026 Section 80 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/25/2026

Contact Information

Course and Contact Information

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|---------------------------|---|
| Instructor: | Dr. Zehlia Babaci-Wilhite |
| Email: | Zehlia.babaci-wilhite@sjsu.edu |
| Virtual Office Hours: | Tuesday & Thursday: 2:00 pm to 3:00pm (by appointment) |
| Class Days/Time: | Tuesday: 6:00-8:45pm |
| Classroom: | Zoom URL: https://sjsu.zoom.us/j/87889841273?pwd=77qAbGwUuAHe2CKQEPzZpZeV97pEMz.1 |
| Prerequisites: | GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better |
| GE/SJSU Studies Category: | GE A3 / Critical Thinking and Writing |

Course Information

ENGL 1B Course Description

ENGL 1B is an introductory writing course that focuses on the relationship between language and logic when composing arguments. We will focus on Artificial Intelligence with a focus on Science, Technology, Engineering and Mathematics (STEM) versus Science, Technology, Engineering, Arts and Mathematics (STEAM) as well as Natural Language Processing (NLP) and Natural Language Understanding (NLU), A.I. Alpha Schools, Crypto currencies and Film Festivals through Arts and Adobe. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

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 equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. *You will be reading chapters and complete quizzes weekly.*

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures and distinguish common logical fallacies in critical thinking.

Reading: In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing and critical thinking.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

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 Protocols

Please do your part to help us all foster a welcoming and supportive zoom classroom environment. We will do our best work when everyone feels comfortable enough to participate. Blatant displays of disrespect undermine the sense of community we need to learn and to share what we learn from each other. When we disagree, let's do so respectfully and sincerely. We will be studying the art of effective communication throughout this semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, s/he will be asked to leave for the remainder of the zoom class session. Behavior that fits this description include offense comments directed at your peers or me, sleeping during class, talking with your peers about things unrelated to the class, or focusing your attention on electronic equipment rather than the class activity or discussion.

The class policies have been developed over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Deadlines** must be honored; otherwise, *the grade might be reduced accordingly*.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use Canvas to advise you of my absence. *I cannot accept papers via email.* Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you are not in class (for whatever reason), *you miss that work opportunity and points*. Out of class assignments may be made up only with documentation of a

compelling reason for missing the planned work in the first place.

- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success and mandatory.
- **Arriving Late or Leaving Early:** Please don't do it. It is disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you must leave early for some reason, make sure to tell me in advance.
- For attendance: [University Policy F-69-24](#).

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 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

Required Texts

Textbook to buy with the learning platform, check at the library or buy it online

- Babaci-Wilhite, Zehlia (2021). Learning Critical Thinking Skills Beyond 21st Century for Multidisciplinary Courses. Purchase your course materials here: <https://store.cognella.com>

Order the book as soon as possible to receive the quizzes access code

- <https://owl.excelsior.edu/>

Other Readings

- Other readings and videos provided throughout the semester through Canvas

Course Requirements and Assignments

ENGL 1B Course Requirements and Assignments

SJSU classes are designed such that to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities and completing assignments.

Assignment Word Count and Learning Goals

| Assignment | % Worth | Word Count | GELO |
|--------------------------------------|---------|------------|------|
| Research Project | 50 | 250 | 1-3 |
| Essay #1: Rhetorical analysis | 150 | 750 | 1-3 |
| Outline/Draft Essay #1 | 50 | 250 | 1-3 |
| Essay #2: Research argument | 150 | 750 | 1-5 |
| Outline/Draft Essay #2 | 50 | 250 | 1-5 |
| Multimodal Presentation (Group) | 50 | 10 minutes | 1-3 |
| Multimodal Presentation (Individual) | 50 | 5 minutes | 1-5 |
| Reading/Quizzes (25 points per quiz) | 150 | 1500 | 1-5 |
| Workshops: Library/Peer Review | 100 | 1500 | 1-5 |
| Final Portfolio | 100 | 750 | TBD |
| Participation/Discussion | 100 | N/A | 1-5 |
| Total | 1000 | | |

✓ Grading Information

Grading Policy

Specify your grading policy here. Include the following:

- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system
- There is no extra credit for this course except for the ones using the camera
- Percentages for each assignment are in the section under "Assignment word count and weight"
- Late work will be reduced accordingly
- Must receive a C- or higher to pass the course

The department's standard grading scheme consists of the following: "Requirements for assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment

Students must receive a C- or higher to pass the course

| Letter grade | Percentage | GPA |
|--------------|------------|--------------|
| A+ | 97–100% | 4.33 or 4.00 |
| A | 93–96% | 4.00 |
| A- | 90–92% | 3.67 |
| B+ | 87–89% | 3.33 |
| B | 83–86% | 3.00 |
| B- | 80–82% | 2.67 |
| C+ | 77–79% | 2.33 |
| C | 73–76% | 2.00 |
| C- | 70–72% | 1.67 |
| D+ | 67–69% | 1.33 |
| D | 63–66% | 1.00 |
| D- | 60–62% | 0.67 |
| F | 0–59% | 0.00 |

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

Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| | | Module 1: Introduction |
| 1 | T 1/27 | <ul style="list-style-type: none">· Welcome to English 1B· Introductions and Icebreakers· Discussion on our class topic: Education and STEM/STEAM/NLP/NLU, our textbook and the active learning platform for the quizzes.· The class will break up into small groups of 4/5 and discuss a selected topic to develop a research project on STEM vs STEAM, NLP/ NLU, A.I. Alpha Schools, Crypto currencies, Film Festival and the Arts through Adobe.· Start brainstorming your project and start your outline (1st Phase)· Quiz on your syllabus and download Adobe Express· Read Research/Outlining (https://owl.excelsior.edu/) |
| | Homework | For next time: Write a short biography to be posted on Canvas, read the syllabus and the Writing Process (https://owl.excelsioredu/) and order the book |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| 2 | T 2/3 | <p>Module 2: Reading and Writing</p> <ul style="list-style-type: none"> · Each student will take 2-3 minutes to discuss what s/he found most significant about the project conducted so far (2nd Phase) · Class activity: What are the elements of your project? · <i>Reading:</i> How do you read? Practice active reading: Read chapter 1 · <i>Writing:</i> How do you write an outline? Practice active writing |
| | Homework | <p>For next time: Post your notes on Canvas and read Prewriting Strategies (https://owl.excelsior.edu/).</p> |
| 3 | T 2/10 | <p>ADOBE WORKSHOP: Take notes</p> <ul style="list-style-type: none"> · Discussion and activity: Present your Topic of Interest (3rd Phase) · Class activity: Continue to analyze the elements of your research project · <i>Reading:</i> How do you read? Practice active reading: Read a new chapter · <i>Writing:</i> Practice active writing: start your presentation |
| | Homework | <p>For next time: Post your outline on Canvas for an open discussion and then read Citation and Documentation (https://owl.excelsior.edu/)</p> |
| 4 | T 2/17 | <ul style="list-style-type: none"> · Assigning Peer Review groups · Respond to your peers' project · Class activity: Continue to analyze the elements of your research project · How to use APA format versus MLA |
| | Homework | <p>For next time: Read Argument and Critical Thinking (https://owl.excelsior.edu/) Complete the quiz of chapter 1</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|---|
| 5 | T 2/24 | <p>Module 3: Presentation #1 (Multimodal Group Presentations)</p> <ul style="list-style-type: none"> · Assigning Peer Review groups (4th Phase) · Respond to your peers' project |
| | Homework | <p>For next time: Post your presentation and <i>complete the quiz of a new chapter (2 or 3)</i></p> |
| 6 | T 3/3 | <p>Library Workshop: Take notes</p> |
| | Homework | <p>For next time: Post your notes Canvas and prepare your power-point presentation- Read and <i>complete a quiz on a new selected chapter (4 or 5)</i></p> |
| 7 | T 3/10 | <p>Module 4: Essay#1</p> <ul style="list-style-type: none"> · Read and reflect on the writing prompt for your rhetorical analysis essay · Start your outline: Summarizing, paraphrasing, and quoting. · Be inspired by one of the posts you read demonstrating the learning outcomes of: <u>Gelo 1 and 3</u> · Revise APA format/Practice on how to use APA · Submit your project March 6th (5th phase) |
| | Homework | <p>For next time: Post your outline and <i>complete a quiz on a new selected chapter (6 or 7)</i></p> |
| 8 | T 3/17 | <p>Mid-Term Evaluation</p> <ul style="list-style-type: none"> · <i>Reading:</i> How do you read? Practice active reading: Read a new chapter · <i>Writing:</i> Practice active writing: complete your draft essay #1 |
| | Homework | <p>For next time: Post your draft and read rhetorical Styles (https://owl.excelsior.edu/) and <i>complete a quiz on a new selected chapter (8, 9 or 10)</i></p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|---|
| 9 | T 3/24 | <p>Module 5: Individual Presentation and Essay#2</p> <ul style="list-style-type: none"> · Select a chapter for your Multimodal Individual Presentations · Read and reflect on the writing prompt for your research argument essay · <i>Writing:</i> Practice active writing/ Write an outline <p>Canvas Class activity: Summarizing, paraphrasing, and quoting.</p> |
| | Homework | <i>For next time:</i> Complete your draft essay #1 |
| 10 | T 3/31 | Cesar Chavez: No Class |
| | Homework | <i>For next time:</i> Prepare your presentation |
| 11 | T 4/7 | <ul style="list-style-type: none"> · Start your first draft Essay#2 · Demonstrating the learning outcomes of: <i>Gelo 3, 4 and 5</i> <p>Practice on how to use MLA and APA (Revision)</p> |
| | Homework | <i>For next time:</i> Post your presentation |
| 12 | T 4/14 | <ul style="list-style-type: none"> · Assigning Peer Review groups · Class activity: Summarizing, paraphrasing, and quoting <p><i>SHOWCASE APRIL 17th</i></p> |
| | Homework | <i>For next time:</i> Complete a quiz on a new selected chapter (11, 12 or 13) |
| 13 | T 4/21 | Multimodal Individual Presentations 2 |
| | Homework | <i>For next time:</i> Complete a quiz on a new selected chapter (14 or 15). |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| 14 | T 4/28 | <p>MODULE 6: e-Portfolio</p> <ul style="list-style-type: none"> · In-Class: Demonstrating the learning outcomes of: <i>Gelo 1-5</i> · E-Portfolio prewriting activity: Integrating evidence into your e-Portfolio · Assemble and prepare the inventories and the outline for the Self Reflection Essay and e-Portfolio |
| | Homework | <p>For next time: Complete and submit your final draft Essay#2 on Canvas</p> |
| 15 | T 5/5 | <ul style="list-style-type: none"> · Write a practice essay in preparation for the Final Self-Reflection Essay that is the centerpiece of your e-Portfolio · You will be uploading the Final e-Portfolio |
| | Homework | <p>For next time: Complete your e-Portfolio</p> |
| 16 | | <p>Final e-Portfolio to submit on Canvas</p> |