

Argument and Analysis

ENGL 1B

Spring 2026 Section 07 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/14/2026

Contact Information

Instructor(s):	Dr. Adrienne Eastwood
Office Location:	FOB 102
Telephone:	(408) 924-4509
Email:	Adrienne.Eastwood@sjsu.edu
Office Hours:	Mondays and Wednesdays, 10:30-11:45 a.m. and by appointment.
Class Days/Time:	Mondays and Wednesdays, 12:00-1:15 p.m.
Classroom:	Sweeney Hall, 444

Course Information

Course Description: 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.



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.

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* Classroom Protocols

Please arrive on time and have the materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are required.

Classroom Etiquette: Students should ask questions and be prepared to engage with the professor and their fellow students.

AI/ChatGPT/Plagiarism: While there may be some assignments (i.e., preliminary research, presentations) where AI use would be allowed, it is **not permitted on any essay or other written assignment in this class**. The act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, a critical thinker, and a creator—all skills that will serve you in your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. Make no mistake: using AI as a replacement for your own insight and engagement with the material will keep you from developing the skills you will need to be competitive and successful in the workplace. I know some of you use programs

like Grammarly or Quill to check your assignments before submitting, but as these are also examples of AI, they are also not permitted in this class. I do not deduct points specifically for grammar mistakes, and I am more concerned with you writing in your own original voice. Therefore, if I suspect or detect the use of AI on written assignments for this class, your grade will be significantly impacted. Repeated infractions will lead to a failing grade. Further action may be taken by the University per [F 15-7](#).

Late policy: Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please contact me.

I do not accept emailed assignments under any 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

GE Area 3B: Humanities

Area C Arts and Humanities courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. C2 Humanities courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance.

GE Area 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

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

Textbooks

Grann, David. *The Wager: A Tale of Shipwreck, Mutiny, and Murder*. New York. Doubleday. 2023. ISBN 978-0-385-53426-0.

Additional readings will be provided on Canvas

Other Readings

- A handbook of English grammar, punctuation, and style guidelines (recommended)
- MLA guidelines are available here: <https://owl.english.purdue.edu/owl/resource/747/01/>
- SJSU Writing Center, Resources, <https://www.sjsu.edu/writingcenter/resources/index.php>

Other technology requirements / equipment / material

Students in this class will be completing two in-class essays using booklets (available in yellow, green, or blue from the student center). Please buy a few of these to use on these exams.

Course Requirements and Assignments

Participation: A portion of your grade will be based on your participation in class. In order to receive an A or a B in participation, you must come to class on time and with the required materials. Active participation in this class will include asking questions about the content, participating in break-out groups, making requisite online discussion posts, responding to quizzes, and other activities. (GEALOs 1, 2, and 3)

Grammar Quizzes: Over the semester, you will be taking 5 online grammar quizzes worth 5% of your grade. These are on basic points of grammar, punctuation, and composition. (GEALO 4)

Essays: Our class will have two major essays: the Textual Analysis paper (Essay 1) and the Argumentative essay (Essay 2). Each essay will involve several steps: a topic submission, a rough draft, a peer review, and a final. The Textual Analysis will involve engaging in a thorough close reading of a descriptive passage, with an analysis of linguistic choices and an evaluation of their various effects. The Argumentative essay will be on a topic of your choosing inspired by the course readings. This essay will include a research element, since it will involve external research on the topic you select; therefore, in addition to the plan, the rough draft, and the peer review, this paper will also include an annotated bibliography. (GEALOs 1, 2, 3, and 4)

Acceptable topics should be based on a contested historical narrative that has at least two distinct, viable arguments from credible sources (more on this later).

Reading Responses: Periodically you will be required to post a response to the assigned readings on the Canvas website (a minimum of 300 words). These will be used to stimulate your thoughts on the texts. They will count towards 5% of your overall grade. The point of these exercises is to give you the opportunity to engage more fully with some of the questions raised by the texts we will study. Ideas you come up with in these assignments can help fuel your essay work. (GEALO 2)

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Deep Dive Presentations: In addition to regular daily participation, all students are required to make a short, informative presentation to the class on a topic of their choice that is related to our reading of Grann's book. Presenters should plan on conducting some additional research on their topic to provide the class with more detail about the various topics mentioned in the book. Options might include:

Methods for enlisting sailors for service in 17th century England

Ship-making standards in 17th century England

Description of life onboard a ship

Mapmaking/navigation

Additional biographical information about a particular sailor (e.g., John Byron)

Wager Island itself

The indigenous peoples of Patagonia

And so on.

These presentations will be given at the beginning of class every Wednesday in the first half of the semester, starting in Week 5. A sign-up sheet will be provided for you in Module 2 to select your time slot, and the topic and mode of presentation is up to you. For this assignment, you will be synthesizing available/published information on your topic, so AI use here is appropriate. Remember, however, to cross-check your findings. (GEALOs 2 and 3)

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Presentations on Topics for Essay 2: In the second half of the semester, students will be responsible for creating a second presentation—this time one that describes their topic for Essay 2, and for presenting this to the class. This presentation should take the form of a power-point (or similar) slide Additional direction

and a sign-up sheet will be provided. (GEALOs 2 and 3)

“Success in this course 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.”

✓ Grading Information

Grading Information

Grading Breakdown:

Participation 10%

Quizzes: 10%

Reader Responses: 5%

In-class essays, 1 & 2 (1,000 words each): 5%

Textual Analysis (1,500 words): 15% total

- Plan (10 points)

- Draft (40 points)

- Final (100 points)

Argumentative Essay (1,500 words): 20%

- Plan (10 points)

- Draft (30 points)

- Annotated Bibliography (10 points)

- Final (150 points)

Deep-Dive Presentation: 5%

Argumentative Essay Presentation: 10%

Final Reflection: 10%

Grading: Your written work will be evaluated according to the following criteria:

1. Intellectual Content: how effectively you complete the assignment, the quality and originality of your ideas
 2. Structure: how effectively and appropriately you organize and develop your ideas
 3. Language and Style: how effectively and appropriately you choose your words (diction) and construct your sentences (syntax)
 4. Conventions: grammar, punctuation, syntax, usage, spelling, and (where appropriate) MLA guidelines.
- Please note:** all written work must demonstrate competency in all of the forms and conventions of standard English in order to receive a passing grade (a C or better).

Your class participation will be assessed as follows:

- A = Regular, helpful questions and comments; fully engaged
- B = Occasional, pertinent questions and responses; good listening
- C = Infrequent, tangential questions or comments; attentive
- D = Rare interaction; disengaged from discussion; not prepared for class
- F = Regularly absent, physically or mentally

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>99- 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

"This course must be passed with a C or better as an SJSU graduation requirement."

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

ENGL 1B, Spring 2026 Reading Schedule (Subject to Change)

Students are required to complete the readings listed prior to class.

Students should aim to keep to this weekly schedule for maximum success.

Course Schedule

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Week 1	1/26	Welcome and introductions
	1/28	Diagnostic in-class essay (bring booklets) (25 points)
Module 1		<p>Complete Quiz 1- Common Grammar Errors</p> <p>Read: "Dogs Build Their Vocabularies Like Toddlers"</p> <p>Read: "The Scientists Making Antacids for the Sea to Help Counter Global Warming"</p>
HOMEWORK: For class week 2, please read the articles in Module 1.		
Week 2	2/2	<p>Information everywhere! How do we process it all?</p> <p>What exactly is a fact, and how can we recognize them?</p>
	2/4	Facts, arguments, and critical analysis
Module 2		<p>Complete Quiz 2 – Clauses/ FANBOYS</p> <p>Read: "The Standard of Living" by Dorothy Parker</p> <p>Deep-Dive Presentations Sign Up Sheet</p>
HOMEWORK: For class week 3, please read the "Standard of Living" in Module 2.		
Week 3	2/9	Descriptive language – poetry
	2/11	Analyzing descriptive language – prose

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Module 3		Directions for Textual Analysis (Essay 1)
Week 4	2/16	Introduction to David Grann's book, <i>The Wager</i> . Discuss Textual Analysis/Form/Structure
	2/18	<i>The Wager, Part I: The Wooden World</i> Literary devices: tone, imagery
Module 4		Complete Quiz 3 – Diction and Word Choice Reader Response 1 Textual Analysis Plan
Week 5	2/23	<i>The Wager, Part Two: Into the Storm</i> Literary devices: word choice (diction), repetition Discuss Textual Analysis Plan
	2/25	Deep-Dive Presentations
	2/28	Textual Analysis Plan Due
Module 5		Reader Response 2
Week 6	3/2	<i>The Wager, Part Three: Castaways</i>
	3 /4	Deep-Dive Presentations Writing/drafting
Module 6		Reader Response 3
	3/7	Draft of Textual Analysis Due

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Week 7	3/9	<i>The Wager</i> , Part Four: Deliverance
	3/11	Deep-Dive Presentations
Module 7		Complete Quiz 4 – Body Paragraphs Reader Response 4
Week 8	3/16	<i>The Wager</i> , Part Five: Judgement
	3/18	Deep-Dive Presentations
Module 8		Complete Quiz 5 Grammar Review Reader Response 5
Week 9	3/23	<i>The Wager</i> Wrap Up
	3/25	Finish Deep Dive Presentations
Module 9		Review: Common Punctuation Errors Review: Using Quotations as Evidence
	3/29	Final Textual Analysis Due by 11:59
SPRING BREAK!!!! 3/30-4/3		
Week 10	4/6	Argumentation Directions for Argumentative Essay/Topics
	4/8	Argument/persuasion

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Module 10		<p>Directions for Argumentative Essay</p> <p>Argumentative Essay Plan</p> <p>SJSU Writing Center Handouts – “Argumentative Writing,” and “Model of Argumentative Writing”</p> <p>NYT Op Ed: “The New Food Pyramid, Brought to you by Big Meat”</p>
HOMEWORK: To prepare for class Week 11, please read the handouts and the Op Ed from Module 10.		
Week 11	4/13	<p>Readings/Op eds, argumentative essays</p> <p>Evaluating sources – what’s credible?</p>
	4/15	Argument continued
	4/19	Plan for Argumentative Essay due
Module 11		<p>Annotated Bibliographies</p> <p>SJSU Writing Center Handout on Annotated Bibliographies</p> <p>Argumentative Essay Draft</p>
Week 12	4/20	<p>Research, writing, and argumentation</p> <p>Discuss Annotated Bibliographies</p>
	4/22	In-class essay 2 – bring booklets (25 points)
Module 12		<p>Peer Review Form</p> <p>Presentation on Essay 2</p> <p>Final Essay</p>

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
	4/26	Annotated Bibliographies Due
Week 13	4/27	Research, writing, and revision
	4/29	Discuss Peer Reviews of Drafts Presentations
	5/3	Rough Drafts Due
Module 13		Final Argumentative Essays Final Reflections
Week 14	5/4	Presentations
	5/6	Presentations
Week 15	5/11	Last day of instruction Final Research Essay Due by 11:59 p.m.
	5/18	Final Reflections Due.