

# Argument and Analysis

## ENGL 1B

Spring 2026 Section 20 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/15/2026

### Contact Information

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Instructor: Lilly Chen

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Office: Clark Hall 408G

To contact me, please message me on Canvas or by e-mail.

For a faster response, please message using the Canvas inbox feature.

#### Office Hours

Monday, 9:00 AM to 10:00 AM, Clark Hall 408G

### 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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# ENGL 1B

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 A3 (Critical Thinking) requirement and still need to take a second semester of English composition for GE Area C2.

This course is not open to students who have successfully completed ENGL 2.

**Prerequisite:** ENGL 1A or Stretch English (with a grade of C- or better)

Satisfies GE Area C2: Letters

## 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.

## 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.

# 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 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.

## Final Examination or Evaluation

In ENGL 1B, 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.

# Expectations and Teaching Philosophy

Because you are a college student, I expect you to be prepared and complete the assignments listed in this course. Our classroom is a learning environment, and while you are learning from me, I will also be learning from *you*. Weekly discussions should be interactive; pose your own questions, responses, thoughts, and reflections. There is no such thing as a bad idea or comment; however, derogatory comments are unacceptable. I will not tolerate foul, offensive, and inappropriate language as well as accusing, attacking, or patronizing styles of writing.

As we are in a writing course and are corresponding with others through writing, you need to write in a professional and academic manner. Please use Standard Written English (e.g., no slang, no abbreviations, etc.), and be aware of your writing tone. Everyone must remain respectful, courteous, and open-minded to another's opinions. We are working together as a group to learn from the materials as well as from one another.

# Late Assignments

If an assignment is submitted within 24 hours after the due date, the assignment can be accepted for up to 80% of the total score. Submitted within 48 hours after the due date, the assignment can be accepted for up to 50% of the total score. After 48 hours of the due date, students will need to contact me and seek approval to submit an assignment for partial credit. **This policy only applies to assignments that allow late submissions.**

# Turnitin

Plagiarizing is using some else's words or ideas as your own and will not be tolerated. Students will receive a zero on an assignment if they use another's words or ideas or use a previous essay that they have submitted in a previous class that used Turnitin. Any reference to another's ideas needs appropriate documentation. This means whenever you quote an author or even use words directly

from a source, you need to give credit to that source. If the words are said best by the author, then use quotation marks around the exact words and document accordingly. Even if you do not copy word for word, you must document if using another's ideas. Documentation must be written in MLA style.

## AI Policy

Unauthorized use of artificial intelligence (AI) including Grammarly or Grammarly Pro is not allowed in this course except when the instructor approves of its use. Submissions with a Generative AI probability score of 20% or higher will not receive an initial grade. The AI detection percentage will be shared with the students for their review to discuss the report and its findings. If there was a violation of AI usage in the assignment, students must notify the instructor within 48 hours after the initial grading, obtain approval, and submit a revised assignment that does not rely on AI-generated content.

## Attendance

Success in this course directly relates to regular attendance. Attendance and make-up work are **your responsibility**. Students are expected to attend and participate in all class activities throughout the length of the course and to contact the instructor if failure to do so.

## E-mailing the Instructor

I will *do my best* to respond to my e-mails within 48 hours of receiving them. If the e-mails are sent at odd hours of the night or on the weekends, I most likely will not respond quickly.

Please be professional and use proper etiquette in your e-mails. See Canvas for more guidelines and examples. I will not respond to the nature of your request if the e-mail is disrespectful, dismissive, accusatory, or hurtful. Instead, I will refer you here to my syllabus and the e-mail guidelines on Canvas on how to appropriately communicate with me.

## Withdrawal/Drop

It is the responsibility of the student to drop the class. Students should never rely on the instructor to drop them from a class for non-attendance.

## 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>).

## Instructor Circumstances

I want to share my exciting news that I am pregnant and due July 2026.

Due to my circumstances, please keep in the mind of the following:

- We will abide by University policy regarding mask requirements in the classroom. Currently, wearing a mask in the classroom is optional. I will be wearing a mask at all times. If the University updates their mask policy anytime throughout the semester, I will keep you informed.

- If you do not feel well to come to class, you do not need to attend class. Please let me know as soon as possible of your missing attendance so we can discuss what you have missed.
- There may be times I will need to leave for bathroom breaks during class time.
- There may be times I will need to have a small snack in the classroom during class time.

Please let me know if you have any questions or concerns! Thank you for your understanding and patience!

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

## Course Learning Outcomes (CLOs)

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### GE Area C2: 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 C2 Learning Outcomes

Upon successful completion of a C2 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 Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

## Course Materials

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All readings will be accessible on Canvas. You need to have access to the Internet, a frequently checked e-mail account, and Microsoft Word.

I do not accept PDFs, Google Docs, Pages (iPad format word processor), or RTF.

Please bring an electronic device (e.g., laptop) to every class meeting as we will use Canvas for in-class activities.

## Course Requirements and Assignments

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**Class Participation:** Be engaged in class discussions and complete in-class activities on time.

**Essays and In-Class Writing Assignments:** There are three majors essays assigned throughout the semester: definition, rhetorical analysis, and contextual analysis. We will also do various writing assignments.

Assignment	Word Count	Learning Goals
Definition Essay	1,000-1,250	2, 3, 5
Rhetorical Analysis	1,250-1,500	2, 3, 4
Contextual Analysis	1,500-1,750	1, 2, 4
Visual Analysis Presentation	N/A	2, 3, 4
Writing Assignments	150-500 (per response)	2, 4, 5

**\*\*Final Project:** Your final project will be a writing portfolio that will consist of your writing assignments done throughout the course and a self-reflection essay.

## ✓ Grading Information

*Assignments and point value are listed below. Requirements for essays will be handed out later. Please review the course requirements and the effect of poor attendance on the final grade. Grades will be promptly posted on Canvas.*

*\*\*Please make sure to follow the word limit for each assignment. You will be severely penalized if you go under or over the word limit. I will dock off points if you go over the word limit which includes name, title, and Works Cited page.*

### Estimated Points

Discussion Questions (5 @ 20)	100 pts
Journals (2 @ 50)	100 pts
Writing Assignments	250 pts
Essay Peer Reading Sessions (3 @ 25)	75 pts
Definition Essay	100 pts
Rhetorical Analysis	100 pts
Contextual Analysis	100 pts
Visual Analysis Presentation	100 pts
Final Writing Portfolio	75 pts

\*To figure your grade, add the points you have accumulated and divide by the total points possible at that time.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>

<i>Grade</i>	<i>Percentage</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

## Criteria

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.



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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*In order to ensure the achievement of course objectives and learning outcomes, I reserve the right to change or alter the course assignments or requirements as necessary. All assignments and assigned readings are due the date on which they appear. Requirements for assignments and essays will be posted on Canvas.*

## Course Schedule

Week	Date	Topics, Readings, Assignments, and Deadlines
1	1/26	Syllabus, Course Introduction
1	1/28	Journal
2	2/2	Sports: Philosophy, Symbolism, and Representation
2	2/4	Due: Discussion Question 1
3	2/9	Sports: Cultural and Media Influence Introduce Definition Essay
3	2/11	Library Tour
4	2/16	Issues: Coronavirus and Money Due: Discussion Question 2

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, and Deadlines</b>
4	2/18	Definition Essay Peer Revision  Due: Definition Essay Rough Draft
5	2/23	Introduce Rhetorical Analysis
5	2/25	Issues: Gender Inequality and Transgender Athletes  Discussion Question 3
6	3/2	Final Writing Portfolio  Due: Definition Essay
6	3/4	Rhetorical Analysis Topic Workshop
7	3/9	Issues: Ethics  Due: Discussion Question 4  Journal 1
7	3/11	Library Orientation
8	3/16	<i>Linsanity</i> documentary
8	3/18	<i>Linsanity</i> documentary
9	3/23	Rhetorical Analysis Peer Revision  Due: Rhetorical Analysis Rough Draft
9	3/25	Future: Esports or Olympics  Due: Rhetorical Analysis  Discussion Question 5, go over final assignments

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, and Deadlines</b>
3/30 - 4/1		Have a safe and wonderful spring break!
11	4/6	Introduce Contextual Analysis/Visual Analysis Presentation
11	4/8	Thesis Workshop  Due: Thesis Statement for Contextual Analysis  Contextual Analysis Proposal
12	4/13	Visual Analysis Presentations  Due: Annotated Bibliography
12	4/15	Visual Analysis Presentations  Due: Journal 2
13	4/20	Visual Analysis Presentations
13	4/22	Visual Analysis Presentations
14	4/27	Visual Analysis Presentations
14	4/29	Contextual Analysis Peer Revision  Due: Contextual Analysis Rough Draft
15	5/4	Contextual Analysis Second Peer Revision  Due: Contextual Analysis Second Rough Draft
15	5/6	Go over the final portfolio

Week	Date	Topics, Readings, Assignments, and Deadlines
16	5/11	<p>Questions</p> <p>Due: Contextual Analysis</p>
Final Week	5/13	ePortfolios Due on Canvas by 10:30am