SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Argument and Analysis

ENGL 1B

Spring 2026   Section 15   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/21/2026

👤 Contact Information

Instructor: Dr. Colton Saylor

Email: colton.saylor@sjsu.edu

Please give me 24 hours to respond to an email. If I do not respond within that window, please feel free to message again

Office Hours

Tuesday, Thursday, 12:00 PM to 1:00 PM, Office Hours Link: https://sjsu.zoom.us/j/8767305039?pwd=VWdZNGhFWitEazVFVit0aHhwZVp4UT09

Pass code for Zoom: 009822

All Office Hours will be on Zoom; Waiting Room will be activated, meaning I will let students in one at a time

💻 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

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.

Specific Section Description:
Writing and Reading the City – In this course, we will use literature, critical essays, and our own analytical projects to explore and better understand the city. What does an author's representation of their urban surroundings say about their identity or moment in history? How has the city impacted the way we think and behave? How have different disciplines sought to comprehend or improve urban life? We will keep these questions in mind as we consider ways to re-imagine San Jose.

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.

Late Work

Rough drafts for each of our major essays are due on the due date specified on the syllabus--no exceptions.

Final drafts for Essay #1 will be deducted at a rate of 5% per day late.

Final drafts for Essay #2 will not be accepted after the specified due date as the semester will have ended

Late submissions for credit/half credit/no credit assignments will receive half credit.

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).

Absence Policy

Like any college class, attendance is **crucial** in order to do well.

That said, please DO NOT excuse absences with me over email.

If you are absent, please note that I DO NOT review what was missed over email. Instead, you can catch up with what you missed via any of the following options:
- email another person in the class
- schedule an office hours appointment with me

Major Essays

Our class will have two major essays: the Textual Analysis paper and the Argumentative Essay. Our class will spend multiple sessions building up to each paper. This process will include a Peer Review Workshop (where you will share a draft of at least 50% completion with another colleague).

Each paper will have a rough draft submission deadline (this date will fall after our Peer Review Workshop). This due date is a hard deadline, meaning it cannot be extended. For each of these rough draft submissions, I will be providing detailed annotations, audio feedback, three Areas of Improvement (AoIs), and a grade (out of 100, in 2.5% increments).

Each paper will also have a final draft submission deadline. If you submitted a rough draft for each paper, this second submission is optional: if you are happy with your first grade, for example, you do not have to resubmit a revision of the paper. I will be grading these revisions primarily based on the three AoIs that I provided to the first draft. If the revision shows improvement in these areas, the new grade will be higher (how high depends on how well the feedback is implemented. A revised submission can either receive the same grade as the previous draft or a higher grade--it can never be lower (unless the revised paper includes plagiarized content).

Note: If you are happy with your first grade from your rough draft, you do not have to submit a final draft--if your submission for that final draft is blank, I'll just transfer the first grade to the final grade automatically.

AI Policy

In this class, we are working together to become better writers, readers, and thinkers. In that spirit, no use of any artificial intelligence will be allowed on any of your assignments. I know some of you use programs like <u>Grammarly or Quill</u> to check your assignments before submitting, but as these are also examples of AI, <u>they are also not permitted in this class.</u> I do not deduct points specifically for grammar mistakes, and I am more concerned with you writing in your own original voice. Despite their marketing, these programs damage that voice rather than enhance it.

I will be using turnitin.com (SJSU's approved plagiarism detector) to help me check assignments for any use of AI. As I know turnitin is not perfect, I'll also be using my own knowledge of our course, our texts, and common sense.

Any usage of AI in any capacity to complete an assignment will be treated as plagiarism.

≡ 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).

ᵢᵢᵢ Course Learning Outcomes (CLOs)

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

Available for Purchase through Canvas page

Uncanny Valley: A Memoir, Anna Wiener (ISBN-10: 0374278016; ISBN-13: 978-0374278014)

Other required readings can be found linked in the syllabus

🗒 Course Requirements and Assignments

Assignment Word Count and Learning Goals

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Outcomes	Grade %	Due Date
Diagnostic Response	300	1	2.5	1/24, 11:59PM
Library Portal Training	N/A	4	2.5	1/27, 11:59PM
San Jose Rhetorical Situation Response	300	1	5	1/30, 11:59PM
Critical Tour Guide - Presentation	N/A	1-3	2.5	Slides due on day of presentation by end of class
Critical Tour Guide - Write-up*	750	1-3	5	2/14, 11:59PM
Uncanny Valley Response # 1	300	1-3	5	2/25, 11:59PM

Uncanny Valley Response # 2	300	1-3	5	3/4, 11:59PM
PRW Reflection #1	150	1-3	2.5	3/11, 11:59PM
Essay # 1: Textual Analysis of *Uncanny Valley**	1,250-1,500	1-4	20 (Final Draft Grade)	**Rough Draft Due: 3/14, 11:59PM** **Final Draft Deadline: 4/6, 11:59PM**
Documentary Response	500	1-4	5	3/19, 11:59PM
Google Earth Tour Group Presentations	N/A	1-3	7.5	Each group member submits group slides on day of assigned presentation
PRW Reflection #2	150	1-3	2.5	4/22, 11:59PM
Essay # 2: Argumentative Paper on City Topic of Your Choice	1,500-1,750	1-4	22.5 (Final Draft Grade)	**Rough Draft Due: 4/25, 11:59PM** **Final Draft Deadline: 5/10, 11:59PM**
Final Paper Presentation	N/A	1-3	7.5	in-class, powerpoint slides due on Canvas by end of day you present

Class Reflection*	500-750	1-4	5	5/8, 11:59PM

* - assignment requires rough draft and final draft
Bolded – letter-grade assignments

✔ Grading Information

We will have two different kinds of assignments in this class: **letter-graded** and **credit/half-credit/no credit**.

A **credit/half-credit/no credit** assignment is meant to help you practice and/or reflect on a concept from our class. In general, I will grade these assignments based on the following criteria
Full Credit: the assignment is completed on-time, hits the required word count, and follows the instructions on the assignment description
Half-Credit: the assignment is submitted late OR the assignment does not meet word count OR the assignment does not follow the description's instructions (could be a combination of any of these three)
No Credit: the assignment is not submitted OR the assignment is submitted using AI in any capacity

We will have two **letter-graded** essays. In class, I will discuss specific requirements that each genre of essay demands, but in general, I grade essays based on the following three areas:

Thesis - a strong thesis has a clear and (in our case) argumentative stance and detailed supporting reasons that forecast the essay's general content and structure. A paper with a strong thesis makes it easy to identify what you're arguing and gives your reader a clear picture of how your essay will specifically and uniquely make that case

Analysis - strong analysis means both the inclusion of effective evidence to support your claim as well as clear and specific discussion of that evidence. In a strongly argued paper, each example/point you include from each piece of evidence feels unique in how it builds up your stance but still cohesive with the rest of your essay.

Structure - a paper with a strong sense of structure excels at two levels: the global (the essay as a whole) and the local (each paragraph). At a global level, strong structure means logical arrangement of paragraphs (intro, body, rebuttal, conclusion) in a way that clearly guides the reader from one section to the next (by use of strong topic sentences and, when appropriate, transitions). At a local level, strong structure means arranging each sentence in your paragraph in such a way that each new idea builds logically from the previous ones. In a body paragraph, for example, this means using topic sentences, inclusion of evidence/examples, analysis and/or discussion of those examples, and finally the lead-out of that paragraph.

Your grades for these papers will be out of 100 in 2.5% increments

An A range paper (90-100) is strong in all three of these areas (how high or low in the range depends on how strong or weak these areas are).

A B range paper (80-87.5) is strong in two of these areas, but weak in the third (here again, how or low in the range depends on the strength and/or weaknesses in all three areas)

A C range paper (70-77.5) is strong in one of these areas but weak in the other two (same note as above regarding where in the range the grade falls)

A D range paper (60-67.5) is weak in all three areas

An F grade (0-57.5) will only be given to a non-submitted assignment, a paper guilty of plagiarism (such as AI-use), or a paper submitted so late that the penalties take it to under a 60%.

Final Course Grade Breakdown (I round up or down to the nearest tenth of a decimal point)

A+ (97-100); A (93-96); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

🏛 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

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	**In Class:** Introduction **On Canvas:** Diagnostic Response, due 1/24, 11:59PM; Library Training, due 1/27, 11:59PM

2	1/27	**Read:** "The Era of Urban Supremacy Is Over," Thomas B. Edsall (PDF in 'Readings' Folder) **In Class:** Review the Rhetorical Situation **On Canvas:** San Jose Rhetorical Situation Response (Due 1/30 11:59PM)
2	1/29	**Review:** "The Era of Urban Supremacy Is Over," Thomas B. Edsall (PDF in 'Readings' Folder) **In Class:** Introduce Analysis; Analysis vs Summary
3	2/3	**Read:** Jamaica Kincaid, _A Small Place Excerpt_ (pp. 1-19) (count the actual book page numbers, not the P (https://www.micms.org/ourpages/auto/2019/12/14/57532980/Jamaica%20Kinkaid%20A%20Small%2 **In Class:** Discuss _ASP Reading_; Assign Critical Tour Guide Presentations
3	2/5	**In Class:** Discuss how to create an effective slideshow; Fixing "World's Worst Powerpoint" activity
4	2/10	**In Class:** Critical Tour Guide Presentations, Day 1
4	2/12	**In Class:** Critical Tour Guide Presentations, Day 2 **On Canvas:** Critical Tour Guide Write-ups due 2/14, 11:59PM
5	2/17	**In Class:** Introduce Textual Analysis; _Silicon Valley_ Satire Activity
5	2/19	**Read:** _Uncanny Valley_ (pp. 1-72) **In Class:** Introduce _Uncanny Valley;_ Assign Textual Analysis Essay
6	2/24	**Read:** _Uncanny Valley_ (pp. 73-144) **In Class:** Review Literary Devices: Imagery, Juxtaposition **On Canvas:** _Uncanny Valley_ Response #1 (Due 2/25, 11:59PM)
6	2/26	**Read:** _Uncanny Valley_ (pp. 145-208) **In Class:** Review Literary Devices: Tone, Repetition

7	3/3	**Read:** *Uncanny Valley* (pp. 209-275)
		In Class: Finish Discussing *Uncanny Valley*
		On Canvas: *Uncanny Valley* Response #2 (Due 3/4, 11:59PM)
7	3/5	**In Class:** Thesis Workshop #1
8	3/10	**In Class:** Peer Review Workshop #1 (50% rough draft)
		On Canvas:
		- PRW Reflection #1 due 3/11, 11:59PM
		- Rough Draft of Essay #1 due 3/14 , 11:59PM
		- Final Draft of Essay #1 due 4/6, 11:59PM
8	3/12	**In Class:** start watching *Fault Lines*
9	3/17	**In Class:** finish watching *Fault Lines*
		On Canvas: Documentary Response (Due 3/19, 11:59PM)
9	3/19	**In Class:** Assign Google Earth Tour Presentation; Group work time
10	3/24	**In Class:** Group work time
10	3/26	**In Class:** Google Earth Tour Presentations, Groups 1-3
11	3/31	**NO CLASS - SPRING BREAK**
11	4/2	**NO CLASS - SPRING BREAK**
12	4/7	**In Class:** Google Earth Tour Presentations, Groups 4-6
12	4/9	**In Class:** Discuss Final Paper; Brainstorm paper topics
13	4/14	**In Class:** Review Rebuttals; Canvas Rebuttal Activity

13	4/16	**In Class:** JSTOR Workshop
14	4/21	**In Class:** Peer Review Workshop #2 **On Canvas:** - Workshop Reflection #2 due 4/22, 11:59PM - Rough Draft of Essay #2 due 4/25, 11:59PM - Final Draft of Essay #2 due 5/10, 11:59PM
14	4/23	**In Class:** Thesis Workshop #2
15	4/28	**In Class:** Assign Final Paper Presentations; Review Assessment Portfolios; begin drafting Self-Reflection Es **On Canvas:** Self-Reflection Essay due 5/8, 11:59PM
15	4/30	**In Class:** Final Paper Presentations, Day 1
16	5/5	**In Class:** Final Paper Presentations, Day 2
16	5/7	**In Class:** Final Paper Presentations, Day 3
	5/19	ePortfolios due May 19, 10:30AM