

**San José State University**  
**College of Applied Sciences and Arts**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 18,**  
**Fall 2019**

**Course and Contact Information**

Instructor:	Mark Dowdy
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Office Hours:	Mondays and Wednesdays, 10:30 a.m. - 11:30 a.m., or by appointment
Class Days/Time:	Mondays and Wednesdays, 12 - 1:15 p.m.
Classroom:	Boccardo Business Center 122
Prerequisites:	ENGL 1A (with a grade of C- or better)
GE/SJSU Studies Category:	This course is open to all students needing to fulfill <b>GE Area A3 (Critical Thinking)</b> . It is not open to students who have successfully completed ENGL 1B.

**Course Format**

As a hybrid course, English 2 meets both in person and online. You will need a computer in order to submit assignments, participate in peer editing, read announcements from your instructor, and access the course syllabus and other documents.

**Faculty Web Page and MYSJSU Messaging**

This class meets twice a week, and I hold office hours on the days I teach class. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (see above.)

Our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework/writing assignments, discussion boards, and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas. I expect you to check the Canvas course page before every class.

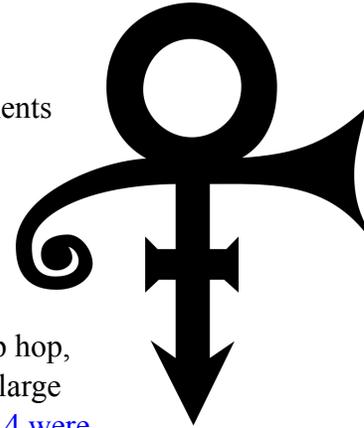
## Course Description

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Drawing on systems of analysis from rhetorical theorists and logicians, you will learn various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, you will study conventions of formal writing as well as textual cues that control the development of logical inferences.

(GE Area: A3; Prerequisite: Completion of GE Areas A1 and A2 with a C- or better; Note: ENGL 2 is treated as a repeat for students who have taken ENGL 1B.)

### Course-Specific Theme: Arguments of/about Music

This section of English 2 will focus on the theme of music. We will examine both arguments made *about* music as well as arguments made *within* music itself or by its producers. The symbol to the right, for example, was used by the late recording artist Prince from 1993-2000 during the final years of his recording contract with Warner Bros. During a lingering contract dispute with the record company, Prince's [created and distributed this symbol in order to publicize his grievance](#). In a more recent example, Lil Nas X's smash hit "Old Town Road" has spurred a debate over whether the song should be classified as hip hop, country, or something else entirely. The song has also led to a broader discussion about the large number of African-American men who were actual cowboys on the American frontier ([1 in 4 were black](#)).



Music, then, often invites a larger discussion. When we argue about music, we are not just arguing about whether we like a song or a composition or an artist (though we probably have our opinions in those areas!) — but we are also making arguments that can extend into the realms of science, history, law, business, politics, psychology, and culture. All of the coursework for this section of English — essays, homework, and in-class assignments — will ask you to think not only about music but about the arguments it makes and the arguments that are made about it.

### GE Learning Outcomes (GELO)

Upon successful completion of the course, students should be able to:

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### Course Learning Outcomes (CLO)

Through this course, students will:

1. synthesize and analyze multiple points of view
2. articulate and support one's own position regarding various issues
3. adjust writing to multiple audiences, purposes, and conventions

4. become conscientious and responsible writers, both for college and beyond
5. learn to access and become involved with the discourses of the university community
6. develop questioning abilities that move them beyond the passive acceptance of new materials to thinkers who can hold those materials up to genuinely informed scrutiny

## Required Texts/Readings

### Textbook (available at Spartan Bookstore)

*Everything's an Argument (8th Edition)*, Andrea A. Lunsford and John L. Ruszkiewicz (Bedford/St. Martins Print edition. ISBN: 978-1-319-05627-8)

### Other Readings

There will be numerous other readings as well as required viewing and listening to films, videos, and music recordings. Access to all of these media will be made available through Canvas.

### Other technology requirements / equipment / material

You will need a computer in order to submit assignments, participate in peer editing, read announcements from your instructor, and access the course syllabus and other documents.

### Library Liaison

DeeAnn Tran [deeann.tran@sjsu.edu](mailto:deeann.tran@sjsu.edu).

## Course Requirements and Assignments

### Writing Assignments:

As a writing course, you will be expected to produce 6,000 words in this course. Of these, 4,000 must be revised and edited. For each of the writing assignments below, I will provide a scoring guide along with essay guidelines. These will be posted on Canvas.

#### Writing Project #1 (Critical Essay)

*Estimated word count: 3,000 (total); 1,500 words (peer reviewed and revised)*

*Assignment type: out-of-class essay*

*GE Learning Objective: GELO 1, 2, 3, 4, 5*

This project will entail writing two drafts of a critical essay (1,000 words each) and creating a 500-word podcast that includes both a script and a recorded audio file. In this essay, you will be asked to identify a highly debated topic related to music, make use of outside research in order to analyze and provide context to the arguments made by the various parties involved, and present your own unbiased but informed conclusions to a general audience other than the stakeholders involved in the debate. (Due dates: Final Draft of Critical Essay, 10/7; Podcast, 10/14).

#### Writing Project #2 (Informative Essay)

*Estimated word count: 3,000 words (total); 1,000 words (peer reviewed and revised)*

*Assignment type: out-of-class writing*

*GE Learning Objective: GELO 1, 2, 3, 4, 5*

This project will address all five of the GELOs, but it will place particular emphasis to GELO 3: “locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas.” Your task here will be to write an argument in which you inform your audience about the science of music. For

example, you might teach your audience how music affects the brain, or you might show them how algorithms are used to predict music listeners' preferences. To complete this assignment, you will need to conduct outside library research and consult peer edited academic journals. In addition to two drafts of your informative essay, you will also create a 1,000 word Annotated Bibliography. (Due dates: Annotated Bibliography, 10/21; Final Draft of Informative Essay, 11/4).

### **Writing Project #3 (Multimodal Essay)**

*Estimated word count: 3,000 (total); 1,500 words (peer reviewed and revised)*

*Assignment type: out-of-class writing*

*GE Learning Objective: GELO 1, 2, 3, 4, 5*

Your final project will involve writing a persuasive, multimodal essay. It will entail writing two drafts of an argumentative essay in which stake a position on a music-related issue and persuade your audience to agree with your position. As a multimodal assignment, it will also require a visual component in the form of an accompanying graphic, illustration, chart, image, or video. Finally, you will adapt the text of your argumentative essay into a 500-word in-class presentation that will include visual and audio components. (Due dates: Final Draft of Multimodal Essay, 12/2; In-class presentations 12/4 and 12/9).

### **End-of-the-Semester Portfolio**

*Estimated word count: 750 words (total)*

*Assignment type: in-class writing/out-of-class writing*

*GE Learning Objective: GELO 1, 2, 3, 4, 5*

This course will culminate in the creation of an **End-of-the-Semester Portfolio**. In it, you will assemble a representative selection of essays that you have written this past semester. Along with this portfolio, you will submit a 750-word reflective essay that evaluates the progress you have made, during the past semester, towards meeting GELO # 1: "Students shall locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation." (Due date: 12/13).

### **Participation**

In addition to writing in-class and out-of-class essays, English 2 will also participate in the following:

1. Homework/Outside Activities: You will need to complete much of the work for this course outside of the classroom by deadlines announced in class and posted on Canvas. For example, I may assign a reading response as homework, or I might require the class to post items in the discussion boards on Canvas.
2. Class Discussions: Your contributions to class discussions are essential to creating a classroom community. You should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment. During these discussions, it is imperative that you direct your attention to those speaking and refrain from looking at your cell phone or computer (
3. Group Projects: I will assign group projects throughout the semester. These projects will enable you to work with one another in teams to create visual/audio presentations. In addition, the class will occasionally conduct in-class debate sessions.
4. Peer Review: We will be conducting peer review/workshop sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Be sure to upload your respective first drafts to Canvas by the posted deadline. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class workshop session. On the class day

devoted to workshop, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring an additional hard copy of your draft to the workshop session so that you and your peers can mark up your manuscript.

**IMPORTANT!** 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.

### **Final Examination or Evaluation**

For the culminating activity of this course, you will submit End-of-the-Semester Portfolio and Reflection to Canvas by 1 p.m. on Friday, December 13th. The class will NOT meet in person.

### **Grading Information**

#### *Grading Contract*

Instead of using weighted grades, we will be using a Grading Contract in English 2. The contract below tells you what you need to do in order to receive a B in English 2. By working hard and meeting all 13 requirements enumerated in the contract, you will assure yourself a B for the course.

On the next four pages, you will find the requirements for our Grading Contract. Please read this section carefully and ask me to clarify anything that you're not sure about. This Grading Contract is also on Canvas.

In order to receive a B in English 2, you must:

1. Complete ALL assigned drafts of each essay (both rough and final) and submit them to Canvas by the posted deadline.
2. Turn in final drafts that have been carefully proofread. Your final drafts do not need to be flawless and error-free, but they should reflect an effort to present your work in the best possible light.
3. Submit final drafts that demonstrate significant revision. Fixing grammar, spelling, and typos or reformatting your final draft are all critically important (see Requirement #2 above), but they are not the same thing as revision. Throughout the academic year, the class will review effective revision techniques and apply them to our own writing.
4. Avoid plagiarism. Plagiarism occurs when you present the words or ideas of another person as your own, whether you intended to do so or not. Oftentimes, it results from the improper citation of sources. In its most egregious forms — copying and pasting passages from published writings, purchasing an essay on the internet, hiring a ghost writer — plagiarism constitutes a flagrant act of dishonesty that can result in severe academic consequences, up to and including expulsion. To prevent unintentional forms of plagiarism, we will devote considerable time in English 2 towards incorporating and citing outside sources.

5. Participate in 85% of scheduled in-class activities. You will receive notice of these activities on Canvas at least one class period before the scheduled activity.
6. Contribute to your assigned group's scheduled in-class presentation. This includes research, writing, and editing, as well as presenting before the class.
7. Engage regularly in class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the topic at hand. You don't have to speak up during every class session, but you do need to make an effort to participate on a consistent basis.
8. Complete and submit 85% of homework assignments by the due date.
9. Provide thoughtful, detailed feedback to peers during workshops. This requires attending the scheduled workshops during class time and submitting feedback on Canvas by the posted deadlines.
10. Show courtesy and respect to your peers and instructor at all times. This includes paying attention when someone else (one of your peers or myself) is speaking to the class.
11. Refrain from using your laptop, cell phone, or tablet UNLESS directed to use them. Since we live in the digital age, we will sometimes use phones or laptops/mobiles. When we do, I will notify you on Canvas at least one class period before the scheduled group activity. Unless the class is specifically making use of technology, you should remove your electronic devices from your desk.
12. Avoid being tardy by arriving to class on time throughout the semester and on a consistent basis.
13. Submit a complete End-of-the-Semester Portfolio and Reflection Essay that meets all outlined requirements by the due dates at the end of the semester.

### **Deductions**

For each of the numbered items above that you do not meet, your grade will be lowered by one-half letter. For example, a student who met 12 of the 13 requirements above would receive a B-, a student who met 11 of the 13 requirements would receive a C+, and so on. Please note that you can still raise a grade that has been lowered by submitting an exceptionally strong portfolio at the end of the semester.

### **A Solemn Pledge from Your Writing Instructor**

If you are facing severely difficult circumstances that will affect your ability to complete the requirements for this course, please notify me as soon as possible. Even if you cannot meet all 15 of the above requirements to receive a B, you can *still* succeed in this course and satisfy the A3 Critical Thinking requirement by receiving at least a C-, provided that you contact me in a timely fashion and inform me of your situation. Hopefully, none of you will face unusually difficult circumstances this academic year, but in the event that you do, I pledge to work with you to make the best of the situation.

### **Scoring Higher than a B in this Course**

Receiving a B in a college course is quite commendable. It shows a commitment to one's own education and to the lifelong task of self-improvement. There is no shame in a B.

However, I also understand and respect the desire to push one's self to produce exceptional work and to be rewarded for it. With this in mind, here are the requirements for a receiving a grade higher than a B:

**Exceptional Writing Projects:** For each final draft of your major writing projects, your grade will be elevated by 1/2 letter if your project is of exception quality. One that meets this category will be distinguished by thoughtful revision, judicious copy editing, and thorough proofreading. Please note that this include that this includes exception work on all items within a writing project. For Writing Project #1, for example, you will need to submit an exceptional critical essay as well as a podcast; for Writing Project #2, you will need to submit a exceptional informative essay as well as an annotated bibliography; and for Writing Project #3, you will need to submit an exceptional multimodal essay as well as a presentation.

**One-hundred percent Completion of Assignments:** If you complete 100% of your in-class assignments and homework on time, your grade will be elevated by one-half letter.

**Examples:**

- If you met all 13 of the above requirements and submitted an exception critical essay, you would receive a B+.
- If you met all 13 of the above requirements and submitted an exceptional critical essay AND informative essay, you would receive an A-.
- If you met all 13 of the above requirements and submitted exceptional critical AND informative AND multimodal essays, you would receive an A.
- If you completed all 13 of the above requirements AND completed 100% of in-class assignments/homework, you would receive a B+.
- If you completed all 13 of the above requirements AND completed 100% of in-class assignments/homework AND submitted an exceptional critical essay, you would receive an A-.

**What You Can Expect from Me**

For this contract to work, I have to hold up my end of the bargain as well. Here is what you can expect from me:

**Feedback:** Since we are using a Grading Contract, I will not be assigning letter grades to individual essays. I will, however, distribute a qualitative scoring guide specific to that particular essay, and within two weeks of submission, I will provide written and/or audio feedback on Canvas to all of your major writing assignments. In my responses to your essays, I will comment on the following:

- The rhetorical elements of your writing (audience awareness; use of genre conventions; the appeals of ethos, pathos, and logos).
- Any patterns of error in grammar, spelling, usage, or formatting that I discover. I won't mark up every mistake that I encounter. Instead, I will point out things to consider for future writing assignments, including the final Portfolio.
- Style and clarity in your writing. There's an old line from a song that goes, "It ain't what you do, it's the way that you do it." Style and clarity have less to do with "correctness" in writing and more to do with effective communication.
- Organization, both globally (the overall arrangement of a piece of writing) and locally (the structures of paragraphs and sentences).
- Your use of readings and other outside sources in your writing.
- Finally, what I found to be the strongest aspects of your essays.

**Advance Notice:** In addition to posting deadlines for all major assignments on the syllabus and on Canvas, I will notify you of any changes to the Tentative Schedule for the class (see below) as far in advance (no later than the preceding class session) as possible.

**Availability:** I will keep regular office hours and will be available by appointment (see above). In addition, I will respond to Canvas messages in a timely fashion (24 hours during the work week/48 hours on weekends).

**Courtesy:** Just as I expect courtesy from you (both to your peers and to me), you should expect the same from me. This includes taking the time to learn your names within the first two weeks of the semester.

**Openness:** Got a suggestion? Did a particular activity work well, or did you find it less than helpful? I am open to suggestions. By sharing your insights with me, you can help me improve yours and other students' experiences in this class.

**Statement of Agreement:** You will find this contract on the course Canvas site, where you will be asked to review the contract, post any questions, and sign your agreement to the specified requirements in this Grading Contract.

### **Classroom Protocol**

Cell phones, laptops, and mobile devices should be stowed and kept out of sight during class. While you will be using computers frequently outside of the classroom, you won't need to bring a laptop to class.

You are paying a lot of money to attend a brick and mortar university rather than an online course, and I encourage you to get the most out of it by interacting with the rest of the class. There will be frequent class discussions as well as small group work. In some cases, I will appoint different students to lead classroom activities.

### **University Policies (Required)**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit [this page](#), review and be familiar with these university policies and resources.

Date	<p style="text-align: center;"><b>English 2, Sec. 18: Tentative Schedule for Fall 2019</b></p> <p><i>Abbreviations</i>  <b>EA: Everything's an Argument</b>  <b>PR: Peer Review</b>  <b>HW: homework</b></p>
W 8/21	<ul style="list-style-type: none"> <li>• Introduction. Overview of syllabus; discussion of how technology will be used in the class.</li> </ul>
M 8/26	<ul style="list-style-type: none"> <li>• HW: Post “Neutral Song Description” in Discussions by class time.</li> <li>• Read <a href="#">“A Dark Consensus about Screens and Kids Begins to Emerge in Silicon Valley”</a> and <a href="#">“What Will Happen to Your Cell Phone at Raconteurs Concerts in Oakland”</a> prior to class.</li> <li>• <b>Benchmark Essay (bring computer/tablet).</b></li> </ul>
W 8/28	<ul style="list-style-type: none"> <li>• Finish reading EA, Chapter 1: Understanding Arguments (pages 3-31) prior to class.</li> </ul>
M 9/2	<p><b>Labor Day: Campus Closed</b></p>
W 9/4	<ul style="list-style-type: none"> <li>• Group Presentations: Understanding arguments</li> </ul>
M 9/9	<ul style="list-style-type: none"> <li>• Reading (available on Canvas): Read “In the Jungle,” by Rian Malan, pages 3-17 (Introduction + Part One), by class time.</li> <li>• Discussion: Arguments of/about music</li> <li>• Writing Project #1 (Critical Essay) assigned</li> </ul>
W 9/11	<ul style="list-style-type: none"> <li>• Reading (available on Canvas): Read “In the Jungle,” pages 18-29 (Part Two) by class time.</li> <li>• Read EA, pages 73-5 (on <b>enthymemes</b>).</li> </ul>
M 9/16	<ul style="list-style-type: none"> <li>• Reading (available on Canvas): Finish reading “In the Jungle” (pages 30-39: Parts Three + Part Four + Postscript) by class time.</li> <li>• Read EA, Chapter 6: Rhetorical Analysis (pages 97-124)</li> </ul>
W 9/18	<ul style="list-style-type: none"> <li>• Watch <i>Copyright Criminals</i> before coming to class.</li> </ul>
M 9/23	<ul style="list-style-type: none"> <li>• Post music-related news item in Discussions</li> </ul>
W 9/25	<ul style="list-style-type: none"> <li>• Class Activity: Writing for listeners — strategies for composing texts that are read aloud.</li> </ul>
M 9/30	<ul style="list-style-type: none"> <li>• <b>First Draft of Writing Project #1 (Critical Essay + Podcast Script) due.</b></li> <li>• <b>PR #1: Bring hard copy of your first draft of Critical Essay to class.</b></li> </ul>
W 10/2	<ul style="list-style-type: none"> <li>• Listen to <a href="#">“Music on the Mind: Oliver Sacks’ ‘Musicophilia’”</a> (NPR interview with Oliver Sacks).</li> <li>• Post listening notes in Canvas discussions.</li> <li>• Writing Project #2 (Music and Science) assigned</li> </ul>
M 10/7	<ul style="list-style-type: none"> <li>• <b>Final Draft of Writing Project #1 (Critical Essay) due (post on Canvas by 11:59 p.m.)</b></li> </ul>
W 10/9	<ul style="list-style-type: none"> <li>• Library Visit</li> </ul>
M 10/14	<ul style="list-style-type: none"> <li>• <b>Podcast (Edited script + audio file) due on Canvas by 11:59 p.m.</b></li> </ul>
W 10/16	<ul style="list-style-type: none"> <li>• Group Presentations: Music and Science</li> </ul>
M 10/21	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography due on Canvas by 11:59 p.m.</b></li> </ul>

Date	<p style="text-align: center;"><b>English 2, Sec. 18: Tentative Schedule for Fall 2019</b></p> <p><i>Abbreviations</i>  EA: <i>Everything's an Argument</i>  PR: Peer Review  HW: homework</p>
W 10/23	Group Presentations: Music and Science
M 10/28	<ul style="list-style-type: none"> <li>• <b>First Draft of Writing Project #2 (Music and Science) due.</b></li> <li>• <b>PR #1: Bring hard copy of your first draft of Writing Project #2 (Music and Science) to class.</b></li> </ul>
W 10/30	<ul style="list-style-type: none"> <li>• Read EA, Chapter 7: Structuring Arguments (pages 135-63)</li> </ul>
M 11/4	<ul style="list-style-type: none"> <li>• <b>Final Draft of Writing Project #2 (Music and Science) due on Canvas by 11:59 p.m.</b></li> </ul>
W 11/6	<ul style="list-style-type: none"> <li>• Focus: Classical Orations</li> </ul>
M 11/11	<b>Veteran's Day: Campus Closed</b>
W 11/13	<ul style="list-style-type: none"> <li>• Focus: Rogerian and Invitational Arguments</li> </ul>
M 11/18	<ul style="list-style-type: none"> <li>• Focus: Toulmin Arguments</li> </ul>
W 11/20	<ul style="list-style-type: none"> <li>• <b>First Draft of Writing Project #3 (Multimodal Essay) due.</b></li> <li>• <b>PR #1: Bring hard copy of your first draft of Writing Project #3 (Multimodal Essay + In-class Presentation Script) to class.</b></li> </ul>
M 11/25	<ul style="list-style-type: none"> <li>• Reading (available on Canvas): "The Problem with Music," by Steve Albini.</li> </ul>
W 11/27	<b>Non-instructional Day: Campus Open But No Classes Held</b>
M 12/2	<ul style="list-style-type: none"> <li>• <b>Final Draft of Writing Project #3 (Multimodal Essay) due on Canvas by 11:59 p.m.</b></li> </ul>
W 12/4	<ul style="list-style-type: none"> <li>• Class Activity: In-class Multimodal Presentations</li> </ul>
M 12/9	<ul style="list-style-type: none"> <li>• Class Activity: In-class Multimodal Presentations</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Culminating Activity for English 2: Post Writing Portfolio + Reflection on Canvas by 1:59 p.m. on Friday, December 13th. (<a href="#">Final Exam Schedule</a>)</b></li> </ul>