

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF ENGLISH  
ENGL 1B: ARGUMENT AND ANALYSIS, SPRING 2020

COURSE AND CONTACT INFORMATION

Instructor:	Professor Richard McNabb
Office Location:	FOB 102
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Email:	richard.mcnabb@sjsu.edu
Office Hours:	Monday 11:30-1:15 and by appointment
Class Days/Time:	MW 1:30-2:45
Classroom:	SH 413
Prerequisites:	Successful completion of GE Area A2
GE/SJSU Studies Category:	ENGL 1B satisfies GE Area C2

COURSE DESCRIPTION

ENGL 1B is a writing course that focuses on argumentation and analysis. This semester we will approach argument from an historical perspective. Through the study of literary, rhetorical, and professional texts, you will be introduced to different theories from ancient times to the twenty-first century. You will also learn how to apply this literacy to write persuasively in different rhetorical situations. You will learn to write arguments using the logical, ethical, and emotional strategies of classical Greece, the theological and socio-cultural techniques of the Middle Ages, the courtly and political strategies of the Renaissance, the psychological and gendered techniques of the Enlightenment, the negotiation and collaborative strategies of the twentieth century, and the stylistic and grammatical structures of the twenty-first century.

GE LEARNING OUTCOMES (GELO)

For the list of course learning goals, click on the following link:  
[http://www.sjsu.edu/english/frosh/course\\_descriptions/engl\\_1b/](http://www.sjsu.edu/english/frosh/course_descriptions/engl_1b/)

REQUIRED TEXTS/READINGS

Course readings are available on Canvas, online, or through the MLK Library databases

TECHNOLOGY REQUIREMENTS / EQUIPMENT / MATERIAL

You will need a laptop or tablet to access course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.). **You will not be able to use a smartphone.** Laptop rentals are available on campus. With advanced notice, I can bring a limited number of Apple iPads to use in class.

## COURSE MANAGEMENT PAGE AND MYSJSU MESSAGING

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking your Canvas messages regularly.

## COURSE ASSIGNMENTS

University Policy S16-9 ([www.sjsu.edu/senate/docs/S16-9.pft](http://www.sjsu.edu/senate/docs/S16-9.pft)) requires me to include the following statement: “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.”

The course writing assignments (see below) will give you repeated practice in all phases of the writing process. You will receive frequent evaluations of your writing from me. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge strengths as well as note problems and suggest ways to improve.

1. *Discussion boards*: You will post weekly writing assignments on Canvas designed to stimulate your thinking about “issues, questions, and problems raised in class discussions and course readings.” For the most part you will be rewarded “for the process of thinking rather than for the end product produced.” Most of the discussion board activities are collaborative and take place in class. **So, you must be present in class to receive credit.**
2. *Short Writing Tasks*: You will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings. These tasks will require you both to analyze and to create arguments using the strategies and frameworks developed by the different theorists.
3. *Critical Thinking Map*: You will construct a detailed outline that maps out an argument.
4. *Formal Writing Assignments*: You will write three formal essays. Each essay will go through at least one revision before submitting it for assessment. Refer to the syllabus and Canvas for assignment due dates.
5. *Multimodal Project*: You will design a multimodal project related to the invention, arrangement, style, and delivery of arguments. Projects must contain visual, written, and audio design elements.
6. *Course Portfolio*: You will submit a portfolio at the end of the semester consisting of course assignments that document your progress over the semester. Your final portfolio may be used as part of ENGL 1B department-wide assessment.

## GRADING POLICY

Requirements for particular assignments will vary, but in all cases grades for formal/major essays will reflect the paper’s effectiveness, which I have 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 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.

### ASSIGNMENT LEARNING GOALS & PERCENTAGES

Assignment	Learning Outcomes	Grade Percentage
discussion boards, in-class activities	1	05%
short writing tasks	1-2	10%
Critical Thinking Map	1-3	15%
Essay #1 Classical Argument	2, 3	15%
Essay #2 Rogerian Argument	2, 3	15%
Essay #3 Stylistic Analysis	2, 3	15%
Multimodal Project	1-3	15%
Course Portfolio	1	10%

### CLASSROOM POLICIES

*Attendance:* University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” If you miss a class, it is your responsibility to check Canvas or contact a classmate to find out the assignment.

*Cell Phones:* It is disrespectful to text in class. To resist temptation, please keep your phone out of sight. Class notes will be posted, so please **do not take photographs**.

*Leaving the Classroom:* Once class has started, please do not leave without permission. It is disruptive to class discussions when students are walking in and out of the room. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities.

*Lateness:*

1. Drafts are strongly encouraged, but are not required. If you wish to receive feedback on your drafts, you must submit them on time. I cannot comment on late drafts.
2. I do not accept late short writing tasks and other informal writing assignments completed in or outside of class time. To account for illnesses and other emergencies, I will dismiss three in-class writing assignments. So, a few missed classes will not affect your grade.
3. Computer/Canvas/printing problems are not acceptable excuses for missed assignments in this class.
4. You have three “late passes” that will allow you a day’s extension without penalty. You can use all the passes on one assignment (allowing you three extra days to submit an essay), or you can spread them out over the semester. Illnesses do not excuse you from missing a due date, so use these passes wisely. “Late passes” are valid only for formal revised writing assignments (Critical Map, Essays #1-3, multimodal project).

*Extra Credit:* There are no opportunities for extra credit in the course.

*Other Course Policies:* To review all other course policies, please go to [www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html).

## UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these policies and resources.

## WEEKLY SCHEDULE

(subject to change with advanced notice)

The following schedule outlines what we will be discussing in class each week and the formal essay assignments that are due. Readings, short writing tasks, and informal writing assignments will be announced in class and posted online. If we get behind in the schedule, I will adjust the assignment due dates as needed.

Week	Date	Topics & Readings	Formal Writing Assignments
1	1/27- 1/29	<b>Introduction: What is an argument?</b> Rd: Plato, "Gorgias" (3-21) and "Phaedrus" (22-45) Rd: Thomas, Berry, Brottman, Wiens	
2	2/3- 2/5	<b>Discovering arguments</b> <b>Arguing from reason: logical arguments</b> Rd: Aristotle, <i>Rhetoric</i> (149-53, 161-70) Rd: Hart, Lemann, CSU GE Report	
3	2/10- 2/12	<b>Arguing from cognition: psychological arguments</b> Rd: Campbell, <i>Philosophy of Rhetoric</i> (902-05, 907-34) Rd: Volk, Hara, Warner	
4	2/17- 2/19	<b>Arranging arguments</b> Rd: Cicero, <i>De Oratore</i> (196-205)	Fri, 2/21: Critical Map draft due
5	2/24- 2/26	Writing conferences	
6	3/2- 3/4	<b>Arguing from class and station: socio-economic arguments</b> Rd: selections from <i>Principles of Letter Writing</i> (3-25) and <i>The Marriage Song of Letter Writing</i> .	Wed, 3/4: Critical Map revision due
7	3/9- 3/11	<b>Arguing from power and entitlement: courtly arguments</b> Rd: Erasmus, selections from <i>Copia</i>	Fri, 3/13: Essay #1 draft due
8	3/16- 3/18	<b>Arguing from the body</b> Rd: selections from Castiglione, <i>The Book of the Courtier</i> ; Maria Edgeworth, "An Essay on . . . Self-Justification" (130-39); Sigourney, <i>Letters to Young Ladies</i> (141-56); Hannah More, <i>Strictures</i> (115-28); dePizan, <i>Treasure</i> (546-51)	Sun, 3/22: Essay #1 revision due
9	3/23- 3/25	<b>Negotiating arguments</b> Rd: Rogers	Fri, 3/27: Essay #2 draft due
10	3/30- 4/1	Spring break: No class sessions	

Week	Date	Topics & Readings	Formal Writing Assignments
11	4/6-4/8	<b>Stylizing arguments</b> Rd: Cicero, <i>Orator</i> (233-39)	Sun, 4/12: Essay #2 revision due
12	4/13-4/15	Delivering arguments	Fri, 4/17: Essay #3 draft due
13	4/20-4/22	Arguments of visual, print, audio and mix-media Rd: Johnson-Sheehan, "Designing Arguments."	Sun, 4/26: Essay #3 revision due
14	4/27-4/29	Designing a rhetorical map	Sun, 5/3: Maps due.
15	5/4-5/6	Multimodal Presentations	Sun, 5/8: End-of-the-semester portfolio due
16	5/11	Multimodal Presentations	

## COURSE READINGS

### PRIMARY TEXTS AVAILABLE ON CANVAS

1. Plato, "Gorgias" and the "Phaedrus"
2. Aristotle, the *Rhetoric*
3. Cicero, *On Oratory*
4. *Principles of Letter Writing*
5. Juan Gil, *The Marriage Song of Letter Writing*
6. Erasmus, *Copia*
7. George Campbell, *The Philosophy of Rhetoric*
8. Hannah More, *Srictures*
9. Maria Edgeworth, "An Essay on . . . Self-Justification"
10. Sigourney, *Letters to Young Ladies*
11. Carl Rogers
12. de Pizan, *The Treasure of the City of Ladies* (546-51)

### SECONDARY TEXTS AVAILABLE ON CANVAS, ONLINE, OR LIBRARY DATABASES

#### Week #1

1. Thomas, "Notes on Punctuation." [Canvas]
2. Barry, "What Is and Ain't Grammatical." [Canvas]
3. Brottman, "Spelling Matters." [Canvas]
4. Wiens, "I Won't Hire People Who Use Poor Grammar. Here's Why." [Canvas]

#### Week #2

1. Lemann, Nicholas. "The Case for a New Kind of Core." *Chronicle Review*, Nov. 27, 2016. [library database: <https://www.chronicle.com/article/The-Case-for-a-New-Kind-of/238479>]
2. CSU General Education Task Force Report [Canvas]

3. Hart, Jeffrey. "How to Get a College Education." *The National Review Online* (Sept. 29, 2006). <https://www.nationalreview.com/2006/09/how-get-college-education-jeffrey-hart/>

**Week #3**

1. Steve Volk, "Contract Improv—Three Approaches to Contract Grading." *Center for Teaching Innovation and Excellence*, Oberlin College, Mar. 27, 2016. [online: <http://languages.oberlin.edu/blogs/ctie/2016/03/27/contract-improv-three-approaches-to-contract-grading/>]
2. Hara, Billie. "Using Grading Contracts." *Chronicle of Higher Education*, Aug. 2, 2010 [library database]
3. Warner, John. "Grading Contract Success, At Last, At Last." <https://www.insidehighered.com/blogs/just-visiting/grading-contract-success-last-last>

**Week #13:**

Johnson-Sheehan, "Designing Arguments." [Canvas]