

San José State University
Department of English and Comparative Literature
English 1B, Critical Thinking and Writing (GE A3), Spring 2015

Course and Contact Information

Instructor:	Mark Dowdy
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Office Hours:	TTh 1:30-2:30 p.m.
Class Days/Time:	TTh 3:00-4:15 p.m.
Classroom:	Sweeney Hall 348
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

Faculty Web 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 regularly checking with the messaging system through MySJSU to learn of any updates.

GE A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 1B Course Description

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid

conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

ENGL 1B Section Description

*“The unutterable depth of all music by virtue of which it floats through our consciousness as the vision of a paradise firmly believed in yet ever distant from us, and by which also it is so fully understood and yet so inexplicable, rests on the fact that it restores to us all the emotions of our inmost nature, but entirely, without reality and far removed from their pain – Arthur Schopenhauer, *The World as Will and Representation* (344)*

This section of English 1B will focus on the theme of music. Although English 1B is a college composition/rhetoric course, not a music one, we will focus on a single topic for a number of reasons: First, it will provide the course with a clear frame of discussion, since all of the readings, essays, and homework assigned this semester will focus on various aspects of music. Second, it will allow you to explore a single topic in more depth than possible with one essay – even a longer research assignment. Finally, I have chosen this topic because of the pervasive role music has played in human societies throughout history and all over the world. What is the appeal of music? What does it do to us when we listen to it? What is the relationship between technology and music? Is the philosopher Arthur Schopenhauer correct in arguing that music is superior to other forms of art? We will entertain these and other music-related questions throughout the semester.

ENGL 1B Learning Outcomes and Course Content

GE A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will 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. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one’s ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. effectively 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).

ENGL 1B Course Learning Goals (CLO)

Upon successful completion of the course, students will be able to

1. discuss complex ideas clearly, logically, persuasively.
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.

6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, 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 both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—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 student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

Required Texts/Readings

Textbook

Tompkins, Dave. *How to Wreck a Nice Beach: The Vocoder from World War II to Hip Hop, the Machine Speaks*. Paperback ed. Chicago: Stop Smiling Books, 2011.

- Print edition: ISBN #978-1612190921; available at the Spartan Bookstore

Lunsford, Andrea. *The Everyday Writer*. 5th ed. New York: Bedford/St. Martin's, 2013.

- If you do not have a copy of this handbook/rhetoric, you will need to purchase an online edition. You can do so by clicking [here](#).
- (Link:<http://www.macmillanhighered.com/Catalog/Product.aspx?isbn=9781457633423&tab=studentresources#tab>)

Other Readings

Various essays and articles – someone on music, some on rhetoric and composition – will be posted on Canvas.

Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: toby.matoush@sjsu.edu

ENGL 1B Section-Specific Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Written Assignments:

Students will complete a number of informal and formal writing assignments.

1. In-class essay: Students will write a short argumentative essay at the beginning of the semester. This assignment is for assessment only and will not receive a letter grade.
2. Music/Technology Reviews: Students will write four reviews throughout this semester. In addition to reviewing songs, albums, or performances, you may also review musical instruments (for example, a brand of ukulele) or consumer electronics (for example, an mp3 player).
3. Formal Essays: Students will write three formal essays, a 3-4 page business proposal, a 7-8 research paper based on a topic of their choice, and a 3-4 rhetorical analysis of Dave Tompkins' *How to Wreck a Nice Beach*.

Oral Presentation:

For the culminating event of the semester, during finals week, we will divide the class into opposing teams who will debate one of the issues covered during the class. Presentations must include a visual design element.

Reading:

Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for all of us. For this reason you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute frequently to classroom 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.

Our primary reading text for the semester is Dave Tompkins' *How to Wreck a Nice Beach: The Vocoder from World War II to Hip Hop, the Machine Speaks*. This text not only covers the use of the vocoder in modern

popular music (especially hip hop); it also traces the history of this speech-processing device, beginning with its development at Bell Labs during the 1920s. We will discuss the book both in terms of the story it tells about the vocoder, but also in terms of the rhetorical and argumentative choices the author makes in presenting this fascinating social history. Essay 3 will require students to evaluate this text.

In addition to *How to Wreck a Nice Beach*, we will also be reading selections from Andrea Lunsford’s *The Everyday Writer* as well handouts made available on Canvas. These readings will focus primarily on rhetoric, reading, and argumentation.

Participation:

In addition to your level of engagement during class discussions, your Participation grade will also be based on homework assignments, reading reflections, in-class writing exercises, and the feedback you provide during Peer Review sessions.

*Assignment Word Count and Learning Goals***

	Word Count	GELO	CLO
Diagnostic In-Class Essay 1	350	2, 4, 5	1, 2, 5, 6, 8
Music/Technology Reviews (4 x 500 words)	2000	1, 2, 4, 5	1, 2, 5, 6, 8
Essay #1: Proposal	1000	1-5	1-8
Essay #2: Fact-based Research Essay	2000	1-5	1-8
Essay #3: Rhetorical Analysis	1000	1-5	1-8
Homework, Quizzes, and Writing Exercises		3-5	1, 3, 7-8
Oral Presentation		1-3, 5	1, 2-4, 7-8

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades 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. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” 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” 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” 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” 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.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

<u>Breakdown of Final Grade</u>	<u>Percentage</u>	<u>Points</u>
In-class Essay 1	diagnostic	0
Essay 1: Proposal (4-5 pages; 1,000 words)	20%	200

Essay 2: Fact-based Research Essay (7-8 pages; 2,000 words)	25%	250
Essay 3: Rhetorical Analysis (4-5 pages; 1,000 words)	20%	200
Four Reviews (2 pages/500 words each)	20%	200
Participation, Homework, and In-class Exercises	10%	100
Oral Presentation	5%	50
	Total Points:	1000

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

This course must be passed with a C or better as a CSU graduation requirement.

Classroom Protocols

“Smart” Phone and Laptop Usage: Attendance is both a physical AND mental state of being. Use that nifty gadget at your own risk. I won’t interrupt class if I see you engaged in a spirited parley with your little electronic friend, but I will take note of it. Each time I see you texting/surfing/gaming/talking etc., I will lower your overall Participation grade by one full letter. The same goes for laptops. Unless otherwise instructed, please keep your laptops closed and put away during class time.

Discussion of Grades: I would be happy to discuss your grades, but please be prepared to discuss the grade you think you deserve by referring to the grading rubric for an essay, the written guidelines for a particular assignment, or the Course Learning Goals (CLOs) for English 1B. Keep in mind that hard work alone, while greatly appreciated, does not guarantee you a higher grade.

Late Policy: Unless you approach me in advance and provide a valid excuse – for example, a significant illness or some other emergency greater than a malfunctioning printer – unexcused late papers will be penalized one full letter grade for each day late.

Make-up Assignments: The work we do during class, including quizzes, writing exercises, and other activities, cannot be made up.

Peer Review Attendance: Failure to attend or to participate adequately in a peer revision session will result in a lowering of your essay’s grade by one full letter.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at www.sjsu.edu/english/comp/policy/index.html

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

- Accommodation to Students' Religious Holidays

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

ENGL 1B Daily Schedule
(Subject to change with fair notice)

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday 1/22	Introductions; syllabus and course requirements discussed.
2	Tuesday 1/27	In-class essay #1: Ungraded Diagnostic Essay.
2	Thursday 1/29	Reading: Canvas posting on reading analytically; bring <i>How to Wreck a Nice Beach (HWNB)</i> to class; Review 1 due on Canvas by Midnight.
3	Tuesday 2/3	Reading: "Auto-Tune: It's Not the End of the World" (<i>HWNB</i> 302-3).
3	Thursday 2/5	First Draft of Essay #1 due; bring four copies of full-length (1,000 words) essay for Peer Review.
4	Tuesday 2/10	Reading: "Axis of Eavesdropping" (<i>HWNB</i> 16-27).
4	Thursday 2/12	Reading: Ch. 1, "Nearly Enough Like That Which Gave Them Birth" (<i>HWNB</i> 30-51); first draft of Essay #1 returned.
5	Tuesday 2/17	Reading: Ch. 2, "Indestructible Speech" (<i>HWNB</i> 56-73).
5	Thursday 2/19	Post final draft of Essay #1 on Canvas.
6	Tuesday 2/24	Reading: Ch. 3, "Vocoder Kommissar" (<i>HWNB</i> 74-83); essay #2 and Annotated Bibliography Assigned.
6	Thursday 2/26	Reading: Ch. 4, "As It Is, on Mars" (<i>HWNB</i> 84-93); Review 2 due on Canvas by Midnight.
7	Tuesday 3/3	Reading: Ch. 5, "Color Out of Space" (<i>HWNB</i> 94-121).

Week	Date	Topics, Readings, Assignments, Deadlines
7	Thursday 3/5	Post Annotated Bibliography on Canvas by Midnight.
8	Tuesday 3/10	Reading: Ch. 6, "The Sacred Thunder Croak" (<i>HWNB</i> 122-149).
8	Thursday 3/12	Reading: Ch. 7, "Interdiction" (<i>HWNB</i> 150-68).
9	Tuesday 3/17	Reading: Ch. 8, "Vietnam, Verbot and Clear" (<i>HWNB</i> 168-203).
9	Thursday 3/19	First draft of Essay #2 due; bring four copies to class for Peer Review.
10	Tuesday 3/24	No class: Spring Break
10	Thursday 3/26	No class: Spring Break
11	Tuesday 3/31	No class: Cesar Chavez Day
11	Thursday 4/2	Discuss Ch. 9, "Think He Said Her Name Was Voodoo-on-a-Stick," and Ch. 10, "Cool, As Long As Nobody Hears It" (<i>HWNB</i> 204-59).
12	Tuesday 4/7	Discuss Ch. 11, "Eat a Planet and Go On to the Next One" (<i>HWNB</i> 260-83)
12	Thursday 4/9	Essay #2 due
13	Tuesday 4/14	Discuss Ch. 12, "Decompression" and Epilogue, "I Was Like" (<i>HWNB</i> 284-300); essay #3 assigned.
13	Thursday 4/16	Graded Review of <i>How to Wreck a Nice Beach</i> ; Review 3 due on Canvas by Midnight.
14	Tuesday 4/21	Handout: "The Ethics of Style" available on Canvas.
14	Thursday 4/23	First draft of Essay #3 due; bring four copies for Peer Review.

Week	Date	Topics, Readings, Assignments, Deadlines
15	Tuesday 4/28	Revision: bring exerts from Essay 3.
15	Thursday 4/30	Revision: bring exerts from Essay 3.
16	Tuesday 5/5	First draft of Essay #3 returned; Review 4 due on Canvas by Midnight.
16	Thursday 5/7	Revision: bring exerts from Essay 3.
17	Tuesday 5/12	Post final draft of Essay #3 on Canvas by Midnight.
		Final Culminating Activity: Oral Presentations (Monday, May 18/ 2:45-5:00 p.m.).