SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing Section 02

ENGL 2

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/24/2023

👤 Contact Information

Classes will held on Tuesdays and Thursdays from 10:30 to 11:45 a.m. in Boccardo Business Center 121.

Below you will find your professor's email address, telephone number, office location, and office hours.

Instructor: Dr. Mark Andrew Dowdy

Email: mark.dowdy@sjsu.edu
Office: Faculty Offices 215
Phone: 408-924-5063

Office Hours

Tuesdays 4:30 to 5:30 p.m.
In-Person: Faculty Offices 215

Wednesdays 12 Noon to 1 p.m.
Online Virtual Office Hours

Zoom link: https://sjsu.zoom.us/meeting/tZcodu6gqTgqGtOuIzH0Wh2eI0jgTuhvmJrC/ics?
icsToken=98tyKuGrqzotEtOWsBmARpwqGYj4KPzwtnZfjbdyiTb_K3BkalHzH7JINYZqGM7d

In the event that my office hours conflict with your schedule, I am also available for both in-person and online appointments.

🖥 Course Description and Requisites

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Areas A1 and A2 each with grades of C- or better.

Note(s): ENGL 2 is not open to students who successfully completed ENGL 1B.

Letter Graded

✳ Classroom Protocols

ENGL 2

This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.
Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

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. 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 you 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.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

Course-Specific Theme: Social Media

This section of ENG 2 will ask you to think about social media. The essays you write, the assignments you complete, and the readings you are assigned will all require you to reflect upon and write about a controversial aspect of social networking. The purpose in using this theme-based learning approach is to encourage you to make connections between *all* of the assignments and activities that you complete this semester in ENG 2. While each major essay you write will represent a discrete and separate challenge, it will also be be part of a broader inquiry and should build on the writing and research you completed for previous essays.

I have chosen the topic of social media because of the increasingly central role platforms like Facebook, Twitter, Tiktok, and others play in contemporary society. Within a span of roughly 10 years, social networks have became more than just a convenient way for individuals to keep in touch with friends, family, and colleagues and have become a vital component to how private companies, educational institutions, and government agencies conduct their business. As a result, book writers, documentary filmmakers, and Congressional representatives have all raised concerns about the negative effects of social media. Your task will be to use the writing and research you complete in this class to identify one of the many controversies about social media currently under debate; evaluate and report on the rhetoric of the various stakeholders in this debate; and propose a solution to the problem.

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 2 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 2, 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.

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).

Laptop/cell phone/mobile device usage

Cell phones, laptops, and mobile devices should be stowed and kept out of sight during class in almost all circumstances. While you will need a computer or mobile device to complete work outside of the classroom, the only time you will need one during class is on scheduled research days (see Tentative Course Schedule below). **The only exception to this policy are those students who require special accommodations and who have contacted the Accessible Education Center. Otherwise, use of any electronic device during class will result in a lowering of your current essay's overall grade by one full letter.**

It may be a challenge at times to not use a computer or mobile device in class. However, since social media provides this course with its thematic focus, it might help us all to reflect on the the contemporary classroom has been disrupted by social media and the attention economy.

Classroom Etiquette

In order to create a productive and supportive learning community, it is imperative that we treat one another with appropriate respect and consideration. To promote this value, I will create a Discussion thread on Canvas where you will be encouraged to post suggestions on how we can all, students and professor alike, make this the class a welcoming and comfortable learning space. This Discussion thread will be open throughout the semester.

If you have any concerns about the class that you would prefer to share with me privately, please do not hesitate to contact me.

"Ghosting" the Class

The instruction mode for this class is designated as "in person." This means that, despite our use of Canvas, Packback, and other online platforms, this is not an "online" or a "hybrid" course. Consequently, classroom activities cannot be made up online at a later time and date.

With each graded essay, I will provide a scoring guide. And with each scoring guide, I will include language that links the essay's final letter grade to the completion of homework and in-class activities that are related to the essay. Missing too many classes will result in lower grades for your major essays.

If you are unable to attend class due to illness, injury, or other circumstances, please contact me as soon as possible.

Homework and Quizzes

Homework and quizzes will be posted on Canvas. These activities will prepare you for the next major essay assignment due.

As I indicated above, for each major essay assignment, I will distribute a scoring guide. And on each scoring guide, I will include language that links the essay's overall grade to the completion of online homework related to that essay.

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

◎ Course Goals

Goal 1: to conduct academic research using the databases from the MLK Library.

Goal 2: to synthesize and analyze the various arguments made within a social media-related controversy.

Goal 3: to write in a variety of genres for different audiences.

Goal 4: to become an ethical writer, both for college and beyond.

Goal 5: to identify different types of arguments, rhetorical strategies, artistic and inartistic proofs, and logical fallacies.

Goal 6: to read actively, rhetorically, and independently by cultivating an ethos of informed scrutiny.

📊 Course Learning Outcomes (CLOs)

GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

GE Area A3 Learning Outcomes

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

With the exception of the online education platform Packback (see below), all of the course materials for this course will be free. This includes online Open Education Resources (OER) as well as book excerpts and other readings available on the course Canvas page.

IN ADDITION TO ALL OF THE REQUIRED COURSE MATERIALS LISTED BELOW, BRING A NOTEPAD AND PEN TO EACH CLASS.

Packback Platform

This term we will be using the Packback Platform for:

- **Weekly online discussion** about class topics. Packback Questions is an online community where you are encourage to ask

open-ended questions that build on what we cover in class and relate topics to real-world applications.

- **Major Writing Assignments**. You'll submit graded writing assignments on Packback via Packback Deep Dives. (See: "Major Writing Assignments" under Course Requirements and Assignments). On Deep Dives, you'll see the specific assignment details and rubric and as you write, get real time feedback on how you're anticipated to score on each rubric category. Packback will also give you feedback on your sources and help you auto-generate sources in the correct format.

All of these unique assignments live in our course's Packback community. Registration details are below.

Discussion Requirements

Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Sunday at 11:59PM CST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 6pts of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 55, worth 12pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

Deep Dives Requirements

You will use Deep Dives in our Packback community to research, write, and submit online drafts of your major essay assignments in this course. (Note: You will also be submitting hard copies of these assignments for both the first and final drafts.)

The purpose of Deep Dives is to provide you with immediate feedback as you work on your writing submission.

You access all Deep Dives assignments (once they are assigned and viewable), by clicking "Deep Dives" on the left side of the community homepage. All writing & research should be done in Deep Dives - Packback will give you grammar, formatting, and research feedback. Packback will also support citations for you.

Deep Dives will autosave your work as you type (like google docs). You can close out and come back as much as you'd like between the assignment start and due dates. However, **do not click "submit"** until you're 100% complete with the entire assignment.

You will complete [x] writing assignments on Deep Dives. See below for the start and due dates for each assignment.

Deep Dives Assignment	Start Date	Online Due Date	Hard Copy Due Date
Report 1: Newspapers	2/2	2/7	2/9
Report 2: Editorials	2/9	2/14	2/16
Report 3: Peer-Reviewed Articles	2/16	2/21	2/23
Report 4: Documentary Films	2/23	2/28	3/2
Critical Essay (1st draft)	2/2	3/7	3/9
Critical Essay (final draft)	2/2	3/21	3/23

Proposal Essay (1st draft)	3/9	4/11	4/13
Proposal Essay (final draft)	3/9	4/25	4/27

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click the Packback tool link on the left side of your course Canvas page.
2. Follow the instructions on your screen to finish your registration.

- Note: Your Deep Dives writing assignment scores will be slower to enter Canvas and will not be instantly migrated to our course gradebook. These take me a bit longer to score.

Packback requires a paid subscription.

Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Required Open Education Resources

For readings about rhetoric, composition, and argumentation, we will be using open educational resources (OER). These are available online for free. While I may introduce other texts (and will provide you with the necessary access whenever I do), we will primarily use selections from the following:

- Excelsior Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License: (https://owl.excelsior.edu/) https://owl.excelsior.edu/
- Purdue Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License: (https://owl.purdue.edu/owl/purdue_owl.html) https://owl.purdue.edu/owl/purdue_owl.html

Book Excerpts and Other Readings

Throughout the semester, the class will read, discuss, and analyze weekly selections from some of the many books about social media that have been published within the last 10 years. Excerpts from the following books will be made available on Canvas:

1. Nicholas Carr, *Utopia Is Creepy and Other Provocations*
2. Max Fisher, *The Chaos Machine*
3. Franklin Foer, *World Without Mind: The Existential Threat of Big Tech*
4. Johann Hari, *Stolen Focus: Why We Can't Pay Attention — and How to Think Deeply Again*
5. Jaron Lanier*, Ten Arguments for Deleting Your Social Media Accounts Right Now*
6. W. David Marx, *Status and Culture: How Our Desire for Social Rank Creates Taste, Identify, Art, Fashion, and Constant Change*
7. Jenny Odell, *How To Do Nothing: Resisting the Attention Economy*
8. Tim Wu, *The Attention Merchants: The Epic Strangle to Get Inside Our Heads*

In addition to the above selections, I may also provide links to news article and other online items related to the topic of social media. When I do so, I will inform the class on Canvas.

✆ Course Requirements and Assignments

Major Writing Assignments

- Research Reports 1-4: 2,000 words (total); 1,000 words (revised and edited)

- Critical Essay: 3,000-3,500 words (total);1,500-1,750 words (peer reviewed, revised, and edited)
- Proposal Essay: 3,000-3,500 words (total);1,500-1,750 words (peer reviewed, revised, and edited)

Each draft of the Research Reports, Critical Essay, and Proposal Essay requires both an online submission (posted on Packback Deep Dives) as well as a hard copy (to be submitted during class).

Other Writing Assignments

- Self Reflection and Writing Portfolio: 1,000-1,500 (total); 500-750 (revised and edited)
- Weekly Packback Questions: variable word count

Both drafts of the Self Reflection and Writing Portfolio will be submitted on Canvas. Packback Questions will require you to post one open-ended Question and two Responses per week.

All of the above writing assignments satisfy GE Learning Objectives 1-5.

Other activities

In addition to the writing assignments listed above, there will be quizzes, online Canvas homework, a mid-term, and two group presentations.

✔ Grading Information

For each of the major writing assignments, I will post detailed directions and a scoring guide on Canvas and Packback. Since in-class activities and online Canvas homework are designed to prepare students for the major writing assignments, completion of them will be factored into the overall scores for the major essays.

There will be a weekly deadline (Sunday at 12 a.m. PST) for Packback submissions. In order to receive full credit each, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 55, worth 6 points of each assignment grade.
- 2 Responses every week with a minimum Curiosity Score of 55, worth 12 points of each assignment grade.

To receive full-credit for Packback (10% of the overall course grade), you will need to complete 10 of 13 scheduled weekly submissions. Posts that receive a Curiosity Score less than 55 will receive 1/2 credit. Late submissions will receive no credit for the week.

The midterm will be conducted during class and will focus on types of arguments, rhetorical strategies, and logical fallacies.

Criteria

Your grade for English 2 will be determined by the following writing assignments and activities:

Assignment	Weight
Research Reports 1-4	20% of overall grade (5% each)
Critical Essay	30% of overall grade
Proposal Essay	30% of overall grade
Packback Questions	10% of overall grade
Midterm: Logic and Argumentation	5% of overall grade
Self-Reflection and Writing Portfolio	5% of overall grade

Breakdown

Since this is a writing course, you will need to complete and submit ALL of the major essays assigned in this course in order to pass. Along with each of these writing assignments, you will need to complete related in-class activities and homework, including weekly online discussion posts on Packback. Since our goal in English 2 is to establish a productive and supportive learning community, please come to class ready and willing to engage with others in class discussions as well as small group and individual activities. **No extra credit options are available for this course.**

A	94% - 100%
A-	90% - 93%
B+	87% - 89%
B	84% - 86%
B-	80% - 83%
C+	77% - 79%
C	74% - 76%
C-	70% - 73%
D+	67% - 69%
D	64% - 66%
D-	60% - 63%
F	≤59%

🏛 University Policies

Per University Policy S16-9 (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 Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

n/a

When	Topic	Notes
Week 1 BBC 121	Overview of the course/Introduction to course theme: social media	Thursday, 1/16 -- First in-class discussion: What are some of the good and bad things that you hear people say about social media?
Week 2 BBC 121	Logical Fallacies/researching library databases for news articles/reading strategies	Tuesday, 1/31 -- Before class, read "Burning Down the Schoolhouse," by Nicholas Carr (on Canvas) **Thursday, 2/2 -- Research Day: okay to bring computer 2/2**

When	Topic	Notes
Week 3 BBC 121	Enthymemes/artistic and inartistic proofs/using library databases to research editorials	**Tuesday, 2/7 -- Research Report 1: Newspapers.***Post first draft on Packback by Midnight; read book excerpt (tba) by class time.* **Thursday, 2/9 -- Research Report 1: Newspapers.***Bring hard copy of final draft to class.*
Week 4 BBC 121	Types of Argument/using library databases to research peer-reviewed academic journal articles	**Tuesday, 2/14 -- Research Report 2: Editorials and Op-Eds.***Post first draft on Packback by Midnight; read book excerpt (tba) by class time.* **Thursday, 2/16 -- Research Report 2. Editorials and Op-Eds.***Bring hard copy of final draft to class on 2/16)*
Week 5 BBC 121	The Toulmin Method/using library databases to research documentary films	**Tuesday, 2/21 -- Research Report 3: Peer-Reviewed Journal Articles.***Post first draft on Packback by Midnight; read book excerpt (tba) by class time.* **Thursday, 2/23 -- Research Report 3: Peer-Reviewed Journal Articles.***Bring hard copy of final draft to class on 2/23.*
Week 6 BBC 121	Organizing longer essays/mapping controversies	**Tuesday, 2/28 -- Research Report 4: Documentary Films.***Post first draft on Packback by Midnight; read book excerpt (tba) by class time.* **Thursday, 3/2 -- Research Report 4: Documentary Films.***Bring hard copy of final draft to class on 3/2). Read "The Real Dangers of Social Media," by Mark Manson (available on Canvas) by class time.*
Week 7 BBC 121	Revision strategies/group presentations/midterm review	**Tuesday, 3/14 --** *Read book excerpt (tba) by class time; post first draft of Critical Essay on Canvas Deep Dives by Midnight.* **Thursday, 3/16 -- In-class Peer Review.***Bring hard copy of first draft of Critical Essay to class.*
Week 8 BBC 121	Documenting sources/quoting and summarizing sources/evaluating arguments/group presentations	Tuesday, 3/7 -- *Read book excerpt (tba) by class time.* Thursday, 3/9 -- In-class Midterm: Types of Arguments, Logical Fallacies, Enthymemes, Artistic and Inartistic Proofs, and the Toulmin Method
Week 9 BBC 121	Writing proposals/group presentations	**Tuesday, 3/21 --** *Post final draft of Critical Essay on Canvas Deep Dives by Midnight.* **Thursday, 3/23 --** *Bring hard copy of final draft of Critical Essay to class.*
Week 10 BBC 121	Spring Break	Spring Break: 3/27 through 3/31 Friday, 3/31. Cesar Chavez Day - Campus Closed
Week 11 BBC 121	Rogerian Arguments	Tuesday, 4/4 -- *Read book excerpt (tba) by class time.*
Week 12 BBC 121	Review: Synthesizing the arguments presented in the book excerpts the class read and discussed this past semester	Tuesday, 4/11 -- *Read book excerpt (tba) by class time; post first draft of Proposal Essay on Canvas Deep Dives by Midnight.* Thursday, 4/13 -- In-class Peer Review.*Bring hard copy of first draft of Proposal Essay to class.*
Week 13 BBC 121	In-class debate/group presentations	Tuesday, 4/18 and Thursday, 4/20: Class discussion and analysis of U.S. Senate subcommittee hearing "Protecting Kids Online: Instagram and Reforms for Young Users"

When	Topic	Notes
Week 14 BBC 121	group presentations	**Tuesday, 4/25 --** *Post final draft of Proposal Essay on Canvas Deep Dives by Midnight.* **Thursday, 4/27 -- Bring hard copy of final draft of Proposal Essay to class.**
Week 15 BBC 121	Course review/group presentations	Tuesday, 5/2 and Thursday, 5/9 --*Review graded essays and other work from the semester.*
Week 16 BBC 121	Self Reflection/assembling a portfolio of work	Tuesday, 5/9 -- *Draft first draft of Self Reflection essay in class.* Thursday, 5/11 -- *Assemble portfolios.*