Course and Contact Information

Instructor: Dr. Julie Sparks
Office Location: FOB 128
Telephone: (408) 924-4434
Email: julie.sparks@sjsu.edu
Office Hours: MW 3:30-4:30 and by appointment
Class Days/Time: MW 7:30-8:45 (sec 02), MW 9:10-10:15 (sec 04), MW 12:00-1:15 (sec 12) and MW 1:30-2:45 (sec 38)
Classroom: Sec 02 & 04: BBC 123, sec 12: BBC128, sec 38: BBC 122
Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication I) 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 online at the Canvas learning management system course website. Some will also be on my own website at http://www.sjsu.edu/people/julie.sparks/courses/. You are responsible for regularly checking your email with the messaging system through MySJSU to learn of any updates.

ENGL 2 Course Description

General Course Description: ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description: It is becoming increasingly common for courses of this type to be designed around a specific theme. This course won’t be one of those. Our topics will range from politics to history to science to popular culture. Similarly, topics for your major projects will widely vary, depending on individual students’ interests (within certain limits).

ENGL 2 Learning Outcomes (GELO)

Upon successful completion of the course, you 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. 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. 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 2 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 equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, genders, and 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.

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

**ENGL 2 Course Requirements and Assignments** SJSU classes are designed such that in order to be successful, you are expected to 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at http://www.sjsu.edu/senate/docs/S12-3.pdf.

**Assignment Word Count and Learning Goals**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Words</th>
<th>GELO</th>
<th>Points</th>
<th>% of grade/ semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline essay</td>
<td>500</td>
<td>2-4</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Word Precision Project</td>
<td>rough draft</td>
<td>500-700</td>
<td>1-5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>final draft</td>
<td>1000</td>
<td>1-5</td>
<td>100</td>
</tr>
<tr>
<td>Research proposal &amp; Annotated Bibliography</td>
<td>rough draft</td>
<td>1000</td>
<td>1,3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>final draft</td>
<td>1300</td>
<td>1,3</td>
<td>200</td>
</tr>
<tr>
<td>Researched Argument (Refutation)</td>
<td>rough draft + sources</td>
<td>1000-1200</td>
<td>1-5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>final draft + memo + sources</td>
<td>1500</td>
<td>1-5</td>
<td>200</td>
</tr>
<tr>
<td>Oral Presentation + PowerPoint</td>
<td>200-250</td>
<td>2-4</td>
<td>25</td>
<td>2.5%</td>
</tr>
<tr>
<td>Reflection Essay</td>
<td>500-650</td>
<td>2</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Homework / quizzes</td>
<td>varies</td>
<td>varies</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Participation Assignments</td>
<td>varies</td>
<td>varies</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>
Required Texts/Readings


This is REQUIRED—you will really need it!—and you should bring it with you every day.

Other Readings, generally book excerpts and articles from a variety of sources, will be posted on the course site. You will also do a lot of reading for the researched argument project, but those will be readings you dig up, on a topic you choose.

Grading Policy Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness and how well it addresses the required task. Criteria on which major assignments are graded include content (this includes maturity and sophistication of thought), development, organization, and expression (including grammar and punctuation). All assignments, quizzes, and exams are graded on a traditional A-F scale. The following are the criteria by which essays are 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 also 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. Your overall course grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Course Grade Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-930 A</td>
</tr>
<tr>
<td>769-730 C</td>
</tr>
</tbody>
</table>

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

Classroom Protocol

**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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Academic Integrity** The University Academic Integrity Policy S07-2, located at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf), requires you to be honest in all your academic course work. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit, or submitting your own work that you wrote for another class) will result in a failing grade and
sanctions by the University. For this class, all assignments are to be completed by the individual student submitting them, and they must be written only for this class unless otherwise specified.

**Turnitin.com:** To receive credit, *all major projects for this class must be submitted to Turnitin.com through Canvas.* Late submissions to Canvas can be penalized—especially if I have to ask more than once.

**Professionalism and maturity:** Perhaps this should go without saying, but students will be expected to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time and refraining from toying with electronic devices and chatting with buddies in class. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. We will be discussing some emotionally potent issues, so it will be important for us all to express ourselves carefully and try to keep our cool. Students who fail in this regard might be asked to leave the classroom. Professionalism and maturity also mean you will take responsibility for coming to class every time, well prepared for class, and it means following directions, asking for clarification when confused, and meeting deadlines. Significant problems with this can and often does mean failure in the class. More about this below.

**Attendance and Participation:** It is very important that students come to class, every time, and come prepared to participate. This means that reading assignments should be finished before the class period when they will be discussed, and that students should get to class on time to participate in the discussions, see the films, turn in homework, and/or take quizzes. There will be frequent, often unannounced in-class writing and workshops, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. **Poor attendance and weak participation will significantly reduce your learning experience and your grade.**

**Absences:** Because this is a hands-on, skills-development class, **absences will be a very serious problem.** The most common reason students fail this class is that they don’t show up regularly, and they don’t realize how much they’re missing or how far they’ve fallen behind because they don’t know what is happening when they’re gone. Whether it is arrogance, laziness, illness, or traumatic events beyond your control, the result is the same. Don’t let this happen to you! When you absolutely must miss a class, contact a classmate and/or the prof to get caught up. (Rhetorical tip: when doing this, don’t ask, “Did I miss anything?” Of course you did!)

**Late policy**

**No late homework:** I realize everyone has emergencies now and then, but I have found that accepting late homework opens the door to chaos. Therefore: IN-CLASS WRITING CANNOT BE MADE UP. Late homework is any homework that arrives after class begins. The only exception is if the student can prove having missed the relevant class due to a required campus event, e.g. a student athlete’s game schedule conflicted. Even then, not all in-class activities can be turned into homework. **LATE HOMEWORK WILL NOT BE ACCEPTED, NOT EVEN BY EMAIL OR CANVAS.** Student athletes who will miss a due date due to a game must plan ahead; turn it in before you leave.

****Please do not ask for exceptions to these policies (unless you have a campus-required conflict) because you put me in an awkward position and provoke the ire of your classmates. One reduced grade on an essay or a couple of missed homework assignments will not destroy your grade. Repeated lapses will damage your grade.

**Late major assignments (e.g. essays) might be accepted but they will be penalized.** Grades for late essays will likely be reduced a grade step (e.g. from B- to C+) for every day they are late, and one week late is the limit. This policy provides incentive to meet deadlines, which are an unfortunate but essential fact of adult life.

**Procedures for turning in work:** All assignments are to be submitted on paper (not just electronically) in class, at the beginning of class when they are due, unless I tell you otherwise. They are not to be slid under my office door or into my mailbox instead of being handed in in class.

**Extra Credit:** I used to offer extra credit, but I have found increasingly that it brings out the worst in many students.
University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. [http://www.sjsu.edu/english/frosh/program_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

# English 2: Critical Thinking and Writing
## Spring 2018 Course Schedule (Tentative—subject to changes with warnings)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>on dates:</td>
<td>You will be expected to read the assigned reading <em>before class</em> on the day it appears. Example: read text pp. 1-10 <em>before</em> coming to class on W 1/31</td>
</tr>
<tr>
<td>1</td>
<td>W 1/24</td>
<td>Introduction to the course, brief in-class writing</td>
</tr>
<tr>
<td>2</td>
<td>M 1/29</td>
<td><strong>In-class writing</strong> (baseline essay) bring paper, readings, stapler or paper clip, pens.</td>
</tr>
</tbody>
</table>
| 2    | W 1/31 | **Introduction to Critical Thinking**  
Read: text pp.1-10 + “When the Language of Politics Becomes a Minefield” & “Lagom, Hygge, & Other Nordic Secrets” (Canvas) |
| 3    | M 2/5  | **Word Precision Project introduced.** Definition and Critical Thinking  
Read: text pp. 48-66  
DUE: Annotated reading assignment |
| 3    | W 2/7  | Definition and Critical Thinking, continued  
Read: text pp. 66-76 + Excerpts from *Richistan* and *Creating a World Without Poverty* (on Canvas) |
| 4    | M 2/12 | Facts: What’s Real?  
Read: text pp. 77-94, 105-6 + Toxic cosmetics reading (Canvas)  
DUE: topic proposal for word precision project. |
| 4    | W 2/14 | Inferences: What Follows?  
Read: text pp. 107-117, 124-130, 134-6 + “The Smartest Kids in the World” (Canvas) |
| 5    | M 2/19 | Workshop: Peer review of word precision essay  
DUE: bring 2 copies of word precision rough draft (2 full-length drafts and participation required for 15 points) |
| 5    | W 2/21 | Assumptions: What’s Taken for Granted?  
Read: text pp. 138-153, 158-167 |
| 6    | M 2/26 | Opinions: What’s Believed  
Read: text pp. 169-181, 186-193 |
| 6    | W 2/28 | Viewpoints: What’s the Filter?  
Read: text pp. 194-214, 219-221  
Due: Website analysis homework as on pp. 208-9 but just do one site |
| 7    | M 3/5  | **Research Unit: Research and Refutation** Brainstorm research topics  
DUE: **final draft, word precision essay** (bring hard copy & submit to Canvas) |
| 7    | W 3/7  | Bibliographies / Annotated bibliographies: evaluating & citing sources  
Read: sample bibliographies, handout on evaluating sources (Canvas) |
| 8    | M 3/12 | Library Workshop (meet in King Library)  
DUE: brief research project topic proposal |
| 8    | W 3/14 | Analyzing & Evaluating Arguments  
Read: text 224-233, sample refutations (Canvas) |
| 9    | M 3/19 | Responding to Arguments, quoting/paraphrasing  
Read: text pp. 233-254 + quoting handout/exercise on Canvas  
Due: working bibliography + 1 annotation  
(hard copy AND Canvas—20 points) |
<p>| 9    | W 3/21 | Reasoning and argument in films: a compendium |
| 10   | 3/26-30 | *<em><strong><strong><strong><strong><strong><strong><strong>SPRING BREAK</strong></strong></strong></strong></strong></strong></strong></em> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 11   | M 4/2 | Peer review: Annotated Bibliography + Research Proposal  
DUE: 2 full-length rough drafts (remember Canvas) |
| 11   | W 4/4 | Fallacies, part 1 Read: text pp. 255-279 |
| 12   | M 4/9 | Workshop on outlining Read: text pp. 342-352 + “Ain’t I a Woman” (Canvas)  
DUE: Annotated Bibliography + Research Proposal (hard copy + submit to Canvas) |
| 12   | W4/11 | Inductive Reasoning Read: text pp. 280-296, 303-305 |
| 13   | M 4/16| Fallacies, part 2 Read: text pp. 306-326 |
| 13   | W 4/18| Deductive Reasoning Read: text pp. 327-342 |
| 14   | M 4/23| Conferences on outlines DUE: Outline of your argument (20 points) |
| 14   | W 4/25| Conferences on outlines |
| 15   | M 4/30| Peer review of researched argument  
DUE: 2 full-length hard copies of your paper |
| 15   | W 5/2 | Reflection Essay Introduced  
Discuss/workshop presentations |
| 16   | M 5/7 | Peer review of Reflection Essays  
DUE: 2 full-length hard copies of your paper |
| 16   | W 5/9 | Begin Presentations  
DUE: Researched Argument + memo (hard copy & submit to Canvas) |
| 17   | M 5/14| Continue Presentations  
DUE: Reflection Essay (post in ePortfolio and on regular course Canvas site) |
| Final Exam | Finish presentations |

- Monday, February 5 : Last Day to Drop Courses W/out Entry on Student’s Permanent Record (D)  
- Monday, February 12 .................. Last Day to Add Courses & Register Late (A)  
- Monday - Friday ............ March 26-30 .................. Spring Recess (*SPRING RECESS*)  
- Friday ........................ March 30 ........................ Cesar Chavez Day (Observed) - Campus Closed (CC)  
- Monday ........................ May 14 ........................ Last Day of Instruction – Last Day of Classes  
- Tuesday ........................ May 15 ....................... Study/Conference Day (no classes or exams) (SC)  
- Wednesday - Friday ...... May 16-18, ........................ Final Examinations (exams)  
- Monday - Tuesday ......... May 21-22 ......................... Final Examinations (exams)  
- Thursday ...................... May 24 .......................... Grade Evaluation Day (E)  
- Friday ........................ May 25 ........................... Grades due from Faculty (G), End of Spring Semester  
- Saturday ..................... May 26 ........................... Commencement (C)  
- Monday ....................... May 28 ......................... Memorial Day - Campus Closed (M)