

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section # 4, Fall 2015

ARGUING ON AND AROUND CAMPUS

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Office Hours:	MW 10:30-11:30
Class Days/Time:	MW 9:00-10:15
Classroom:	Hugh Gillis Hall 120
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

GE Area 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 2 Course Description

General Course Description

English 2 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.

Section-Specific Course Description

The theme of the class is “Arguing on and around Campus.” You will read and write about hot topics covered in the on-campus periodical, *Spartan Daily*. Using the terms and concepts expounded in *Everything’s An Argument* you will analyze the arguments produced by your fellow Spartans and judge how effective student writers are at supporting their claims. What makes a piece persuasive and/or convincing? In addition you will participate in a field study of an on-campus activist group and evaluate its methods – whether positive or negative – of argumentation. Is the group able to garner support for its cause and initiate change, or is its argument too laden with activist jargon? During this project, and over the course of the semester, you will also consider the terms “compassion fatigue,” “armchair philanthropy” and “slacktivism,” and in doing so determine if “traditional” activism continues to thrive on college campuses.

ENGL 2 Learning Outcomes

GE Area 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 2 Course Learning Outcomes (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 2 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.

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 must present a multimodal group project about the substance of claims being made by on-campus activist groups. The assignment will be graded on content, presentation and the effectiveness of the analysis conducted.

Reading:

Students will learn about different types of and approaches to formal and informal argumentation via specified readings in *Everything's An Argument*. The terms and concepts addressed in the readings will then be applied to analyses of articles and illustrations from *Spartan Daily* and other publications.

Research:

ENGL 2 includes 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.

Required Texts/Readings

Textbook

Lunsford, Andrea, and John Ruszkiewicz. *Everything's An Argument*. 6th ed. Bedford: New York, 2013.

- Print Edition: ISBN #978-1-4576-0606-9; available at the Spartan Bookstore
- Electronic edition is available online at Bedford/St. Martin's (www.bedfordstmartins.com)

Other Readings

For the course students will be required to pick up copies of the on-campus periodical, *Spartan Daily*. In addition they will be asked to print out articles and illustrations from other news outlets. For two of the essays, the analysis of an on-campus activist group and the argumentative essay, students will need to incorporate secondary sources. Before conducting research, students will be given a tour of the library (library orientation) tailored to meet the demands of the two essay prompts.

ENGL 2 Course 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Word Counts and Point Values with Student Learning Goals

Assignment	Word Count	Point Value	GELO	CLO
Diagnostic Essay + Class Discussion	500	60	N/A	N/A
Quizzes (4)	N/A	40		7,8
SD Analysis #1	500	75	2,3,4	1,2,5,6
SD Analysis #2	500	75	2,3,4	1,2,5,6
Rhetorical Analysis	1250	125	2,3,4,5	1,2,3,4,5,6
Multimodal Project: Presentation	500	100	1,2,3,4,5	1,2,3,4
Multimodal Project: Analysis	1250	125	1,2,3,4,5	1,2,3,4,5,6
Argumentative Essay	1250	150	1,2,3,4,5	1,2,3,4,5,6,7,8
Portfolio	1250	150	N/A	N/A
Participation	N/A	100	N/A	N/A

Grading Policy

1000-900 = A
 899-800 = B
 799-700 = C
 699-600 = D
 599 and lower = F

- “A” essay: To receive an “A” you must fulfill the requirements of the prompt. You must be able to discern what is being asked and to answer accordingly. In addition your writing should demonstrate your ability to form well-organized paragraphs with precise use of syntax, diction and grammar. The “A” essay should show syntactic variation, correct implementation of idiomatic expressions, and careful attention to punctuation. Where applicable, you must have a clear thesis statement and textual support of your claims. Where applicable, you must effectively incorporate secondary sources into your essay.
- “B” essay: To receive a “B” you must fulfill the requirements of the prompt. You must be able to discern what is being asked and to answer accordingly. In addition your writing should demonstrate your ability to form well-organized paragraphs with mostly correct use of syntax, diction and grammar. The “B” essay may show less syntactic variation, etc. Where applicable, you must have a locatable thesis statement. Where applicable, you must effectively incorporate secondary sources into your essay.
- “C” essay: To receive a “C” you must show an understanding of the prompt and an effort to answer accordingly. The “C” paper may demonstrate some weakness in structure as well as syntax, diction and grammar. Where applicable, your thesis may be harder to locate, but because of the points made throughout your essay, it should be implicit. Where applicable, you must incorporate secondary sources into your essay.
- “D” essay: To receive a “D” you have neglected at least part of the prompt. Because you have skipped through the first stages of the writing process, your ideas and structure lack cohesion.

Your essay is likely short or repetitive, evincing lack of development. Grammatically, it is inconsistent. Where applicable, you have neglected to form a satisfactory thesis statement.

• “F” essay: To receive an “F” you have neglected at least part of the prompt. Your essay is likely to appear as pre-writing, lacking clarity, structure and correct use of grammatical forms. It is replete in mechanical and usage errors. The “F” essay will be without focus and, inevitably, without a thesis statement. Secondary sources will not have been effectively incorporated into your essay.

Grading Information:

- Essays will be marked in accordance with the grade descriptions listed above.
- There will be NO options for extra credit in the class.
- Unless otherwise clarified with me, NO late work will be accepted.

You will receive up to 100 points for participation. Points will be awarded based on your contributions to: class discussions, in-class workshops, and group work. Although attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>, it is nevertheless imperative that you are present to complete the participation requirements of the class.

Assignment Information:

Diagnostic Essay: This is a timed in-class essay meant to demonstrate your critical thinking and writing skills. It is the only piece of writing for the class that will NOT be graded.

SD Analyses: These are relatively short, informal rhetorical analyses of articles and illustrations from *Spartan Daily*. Each analysis will focus on a different logical appeal outlined in *Everything's An Argument*.

Rhetorical Analysis: This formal essay will provide a close reading of an article to determine whether it is persuasive, e.g. do the components of the argument function well together and is the article compelling to an audience. You will be given a detailed prompt as the assignment approaches.

Multimodal Group Project: For this project you will be separated into groups. Using what you've learned about classical, Rogerian and Toulmin argumentation, you will 1) pick an on-campus activist group to interview/evaluate, 2) create interview questions, 3) conduct interviews, 4) evaluate the effectiveness of the activist group's argument/claims. You will determine whether college has, as Perlstein claims, lost its centrality or if it still acts as a stage for legitimate argumentation. Does SJSU provide students with valid arguments about pertinent issues? Do SJSU's activist groups disseminate compelling information or frivolous jargon? Can they support their claims and persuade their audience(s)? What could they do differently to promote their causes? You will be given a detailed prompt as the assignment approaches.

You will be graded in two areas:

- Group Presentation:
 - o Does each group member contribute EQUALLY to the overall presentation? (*Note: Peer evaluations will reveal if someone hasn't done his/her share.)
 - o Is the presentation convincing, e.g. does the audience (instructor and classmates) believe in you and your claims?
- Personal Analysis:
 - o This is a 1250 word essay about your overall experience. How did you construct your interview questions and why? You must provide your interpretation of the answers to interview questions. Were the answers substantial or lacking? Is the group you interviewed "successful" - how so/why not? Did the group solidify your beliefs or render you a skeptic?

Argumentative Essay: Having written (rhetorical) analyses, you will now be required to defend your own stance. If "Everything's An Argument," you're used to making claims. But are you used to supporting them and convincing/persuading our audience(s)? Can you support your claims through emotional, ethical and logical appeals? Can you understand and acknowledge other points of view? Can you structure your arguments to gain interest, trust and support? And can you effectively cite credible sources to back what you're saying? You will be given a detailed prompt as the assignment approaches.

Portfolio: As part of a final culminating experience you will be asked to put together a portfolio of your work. Be sure to keep the two *SD* analyses, rhetorical analysis, multimodal project: analysis, as well as your argumentative essay. In addition to these pieces of writing, you will be asked to include a revision of one of your *SD* analyses and a short reflection. You will present your portfolio on the day of the final exam. You will be given a detailed prompt as the assignment approaches.

Classroom Protocol

Cell Phones: I ask that you keep cell phones in your purse or bag. Cell phone usage during class time may lower your participation grade.

Leaving the classroom: You do not need permission to leave the classroom. Please note, however, that prolonged or recurrent absences during class may lower your participation grade.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or

discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living

Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 2 Course Schedule Fall 2015

This is a tentative course schedule and is therefore subject to change. Students will be given adequate notice of any changes via email and/or CANVAS.

Textbook and Schedule Abbreviations: **SD**: Spartan Daily; **EAA**: Everything's An Argument

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 8/24	Introduction
1	W 8/26	In-class diagnostic essay: Cecil the Lion Class discussion HW: EAA 3-16
2	M 8/31	Reading Quiz #1 Looking at Everyday Arguments; EAA "Respond," pg. 6 Which posts (or arguments) do we "like" on social media and why? HW: EAA 18-28
2	W 9/2	Reading Quiz #2 EAA "Respond," pg. 28 In-class close reading of SD article HW: EAA 30-40
3	M 9/7	LABOR DAY – CAMPUS CLOSED
3	W 9/9	Discussion of Pathos – On-campus examples Group work: Analyze use of pathos in SD article/illustration HW: 1-2 page analysis of SD article/illustration; bring article/illustration on same topic from different source
4	M 9/14	Due: Analysis #1; Article/Illustration Discussion: How do the two articles/illustrations compare? Which is more persuasive and why? HW: EAA 42-52
4	W 9/16	Discussion of Ethos – On-campus examples Group work: Analyze use of ethos in SD article/illustration HW: Bring article/illustration on same topic from different source
5	M 9/21	Due: Article/Illustration Discussion: How do the two articles/illustrations compare? Which is more persuasive and why? HW: 1-2 page comparative analysis of 2 articles/illustrations

Week	Date	Topics, Readings, Assignments, Deadlines
5	W 9/23	Due: Analysis #2 Short Workshop/Presentation of comparative analyses HW: EAA: 55-72
6	M 9/28	Discussion of Logos – On-campus examples Group Work: Analyze use of logos in SD article/illustration Prompt: Out-of-class Essay #1 Rhetorical Analysis HW: EAA 90-107
6	W 9/30	CLASS RECAP
7	M 10/5	In-class close reading of rhetorical analysis (EAA 108-113) HW: Draft of rhetorical analysis (4 copies)
7	W 10/7	Due: Draft of rhetorical analysis (4 copies) Workshop rhetorical analyses In-class 150 word write-up on the feedback you're given and if/how you plan to use it HW: EAA 74-87; Example for each type of logical fallacy
8	M 10/12	In-class discussion of fallacies Presentation of examples Video: Jay Leno (How fallacies are used in stand-up) HW: EAA 123-127
8	W 10/14	Reading Quiz #3 Classical versus Rogerian argumentation: advantages/disadvantages HW: EAA 127-146 (Caution!! Difficult terms/concepts – read carefully!)
9	M 10/19	Discussion of terms/concepts Group worksheets
9	W 10/21	Reading Quiz #4 Group work: Analyze logic in SD article/illustration – does the author/illustrator successfully support his/her claim? How? Prompt and allocation of groups for multimodal group project; prompt for multimodal group project: analysis
10	M 10/26	Mandatory library tour
10	W 10/28	Group Work
11	M 11/2	Group Work
11	W 11/4	Group Work
12	M 11/9	Group Work

Week	Date	Topics, Readings, Assignments, Deadlines
		HW: Multimodal Group Presentations
12	W 11/11	Due: Multimodal Group Presentations
13	M 11/16	Due: Multimodal Project: Analysis Feedback/Peer Evaluations Discussion: Information gained by field work Prompt: Argumentative Essay
13	W 11/18	Finding a topic: Learning to take sides and offer an informed opinion
14	M 11/23	In-class drafting/workshopping of ideas HW: First draft of argumentative essay (4 copies)
14	W 11/25	Due: First draft argumentative essay Workshop (plus nomination of top arguments)
15	M 11/30	Examples of effective student arguments Prompt: Portfolio
15	W 12/2	In-class writing/optional student conferences
16	M 12/7	HW: Portfolio and revised argumentative essay
Final Exam	W 12/16	7:15-9:30 HGH 120 Due: Portfolio and revised argumentative essay