

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 08, Fall 2015

Course and Contact Information

Instructor:	Emily Selle
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Office Hours:	M/W 12:00pm-1:00pm or by appointment
Class Days/Time:	M/W 1:30pm-2:45pm
Classroom:	BBC 128
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 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.

Class theme description:

The theme of this class will be "American Consumption". We will discuss, read, and write about the things we consume in our daily lives including food, art, and information. We will explore the effects the things we take into our bodies and minds have on our lives and the world.

Unit 1: Food

During this unit, we will discuss what we eat and drink. We will explore a variety of issues surrounding food and ask ourselves such questions as what meanings do we give our food? What impact do food choices have on the environment, on our bodies, on our communities? What do the foods we consume say about cultural values and history? We'll look at topics such as health, globalization, and agriculture from multiple perspectives.

Unit 2: Art

During this unit, we will discuss what it means to consume film, television, visual art, and music. We will explore the relationships between artistic forms and cultural values. We will also explore the ways these art forms persuade viewers of feelings, thoughts, and beliefs. We might ask ourselves such questions as: in what ways do films subtly lead viewers to particular conclusions? What kinds of cultural assumptions do films depend on their viewers having? We will critically examine the ways film, television, and music reflects and transforms culture.

Unit 3: Information

During this unit, we will explore the different ways we receive information. This may include discussing the kind of information we consume in school as well as from the media. We will ask ourselves how information shapes our cultural identities and how we understand others.

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 6,000 words, at least 4,000 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:

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

Oral:

Our last project of the semester will be a multimodal presentation in which you will work in small groups to will present a rebuttal argument.

Reading:

Readings will not only engage the themes of the course so that they become part of the writing process, but readings will also include useful models of writing for academic, general, and specific audiences. The point of

reading to help you develop and refine strategies for understanding the logical structure of argumentative writing. We will have something to read every day, including material on argument structure as well as essays that relate to the class theme to spark discussion and ideas.

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

Course reader-available for purchase at Maple Press (481 E San Carlos Street)

Everything's an Argument 6th Edition, by Andrea Lunsford and John J. Ruskiewicz
ISBN # 978-1-4576-0606-9

Recommended Text:

The Everyday Writer, by Andrea Lunsford

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Class Assignments:

This class requires a minimum of 6,000 words, at least 4,000 of which must be in revised final draft form. Assignments include both in-class writing as well as revised out-of-class essays.

1. Diagnostic essay

- 500 words
- 50 points
- Handwritten, in class
- Ungraded, to be revised for final project

2. 3 Out of class essays

- 1,000-1,500 words
- 150 points
- Require a rough draft

3. 10 Reading responses (there are 11 assigned, but you may choose to decide to miss a week with no penalty. You may receive extra credit for completing 11)

- 200-250 words each

- 25 points each
- Due most Wednesdays

4. Group multimodal oral presentation

- 75 points (grade dependent on group evaluation and individual write up)
- 5-10 minutes
- Must incorporate some kind of visual and aural aid and may include videos, pictures, music, etc.
- Cannot make up presentation

5. Participation

- 75 points
- Dependent on your actual participation in class including any in-class work. You must speak in class and engage in discussion in order to earn all points.
- May include pop quizzes

6. Final

- 1,000-1,500 words
- 100 points
- Revision of diagnostic essay

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic	500		
Essay 1	1,200		
Essay 2	1,200		
Essay 3	1,200		
Reading Responses	2,000		
Oral Presentation	200		
Participation	—		
Final revision of diagnostic	1,200		

Assignment points: 1,000 points total

- Diagnostic essay=50 points
- Essay 1=150 points
- Essay 2=150 points
- Essay 3=150 points
- Reading responses=25 points each=250 points
- Oral presentation=75 points
- Participation=75 points
- Final Portfolio=100 points

Grading policy:

Essay grades will reflect the paper's effectiveness, which are 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:

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.

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 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, 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 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 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 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/>.

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>.

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 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>.

Class policies**Class organization:**

-Class will be separated into lecture days (Monday) where we will discuss the chapters from *Everything's an Argument* and discussion days (Wednesday) that will center on the class reader and themed issues of the course.

Assignment policies:

-All drafts of your essays must be submitted in person as hard copy. You must hand a copy to me by the end of the day that it is due. Make a careful note of due date for every assignment.

-Rough drafts will usually be due on a Monday and I will return in to you with comments within a week. The word count of your rough draft should be at least half of the final draft (between 600-800 words). The drafts

themselves will not be graded, but if you do not turn one in, your final graded draft will be downgraded two full grades. I will not accept late rough drafts.

-Reading responses are due every Wednesday, unless specified otherwise. Hard copies of reader responses must be submitted in class. I will not accept reader responses any time after class. No proxy submissions for reader responses; you need to submit them in class personally. You may choose to miss one reading response with no penalty.

-Without prior notification, missed presentations cannot be made up.

Late policy:

-No late submissions allowed. However, I know that unforeseen events do happen occasionally, so I offer everyone one extension per semester to be granted with permission. Use your extension wisely! Email me ahead of time (at least 24 hours before original due date) to seek permission for an extension in which you may submit late work within a 48-hour delay.

-You must ask permission for an extension before your work is due. It is your responsibility to turn in all assignments and I will not go looking for your work. Your grade depends on the completion of all written work and if you fail to turn in an assignment, it will significantly and negatively impact your grade.

-I do not accept emailed late submissions, so you also must find a way to get me your work within those 48 hours. You may bring it to my office, drop it off in my mailbox, or bring it to class.

-Extensions are only offered for final drafts of your formal out of class essays. No extensions on reading responses, rough drafts, or other in-class writing.

Attendance policy:

-Regular attendance is paramount in your success of this course. Everyone has to miss class occasionally, but absences will affect your performance and ultimately your grade.

-You are responsible for missed classes. Do not contact me if you miss class unless it effects an essay or presentation. Do not email me to ask what happened in class on the day you were absent. Consult the semester schedule and Canvas for announcements and documents. Everything you need to know about the schedule and assignment will be either on the syllabus or on Canvas. Talk to your classmates about what you missed and be familiar with the schedule. They should be able to fill you in on any relevant information. Of course, if you will be missing more than one class at a time due to extenuating circumstances please let me know.

-If you must leave class early, let me know beforehand. Do not simply pack up and leave in the middle of class time. If you are more than 15 minutes late, then wait for an appropriate moment to enter the class.

-You cannot make up in-class work.

-If you are not prepared or do not wish to be in class, then do not come. It is a waste of time and is disrespectful to those who are prepared and engaged. You will not receive participation points for being in class without doing the work.

-Let me know if you will be missing any classes due to religious holidays not observed on SJSU's academic calendar. Please be familiar with SJSU policy on religious holiday accommodations here: <http://www.sjsu.edu/senate/docs/S14-7.pdf>

Participation policy:

-The first step in the writing process is brain storming, which is what our discussion days will essentially be. We must think and talk about our subjects and themes, otherwise we will have nothing to write about. Therefore, you must engage in class discussion! Participation points are earned by talking during class, engaging in discussion, and completing any in-class activities including pop quizzes and writing. Your participation grade depends on regular attendance, but you will not get full points just by being there. I expect you to contribute to discussion, listen respectfully to others, take notes, and come to class with readings and assignments completed.

Classroom protocol:

-In English 2, you will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups. Be respectful and supportive of your classmates during discussion and class activities. All members of the class should be able to feel comfortable and safe to explore various modes of communication.

-Always bring your books to class.

-Do not sleep in class. If this becomes a habit of yours, I may ask you to leave. If you are tired, stay at home.

-Absolutely no cell phones or other unauthorized devices.

-Food and drinks are allowed, but be reasonable.

-Do not be a stranger! If you have questions about assignments, need help, or simply want to talk I am available! Please, come during my office hours or make an appointment with me. Seriously, do it. It works! It is the best way to improve your grade! Although I have my own classes to attend in the evening, I am on campus all day Mondays, Wednesdays, and Thursdays. If my office hours do not work for you let me know and we can schedule an appointment. Email me in the morning, and I can meet you in the afternoon. I am very flexible about meeting times; however, I commute (via public transportation no less) so keep in mind that it is not easy for me to get to campus quickly.

-Visiting during office hours is the best way to discuss assignments, grades, and various other questions. Email is second best, of which I am very good at responding. Please do not ambush me with questions about your grade or assignments when I am getting ready for class. You will not receive the attention or solution you are looking for and it will delay the start of class.

English 2, section 08 Fall 2015 Course Schedule

The schedule is subject to change with fair notice. Check Canvas and email often for announcements and updates. Have scheduled reading completed before you come to class.

*EA=Everything's an Argument

*CR=Class Reader

Week	Date	Monday	Wednesday
1	8/24-26	Intro to syllabus Intro to class theme	Chapter 1-3: Introduction to argument, ethos, and pathos Read EA: 3-53
2	8/31- 9/2	Chapter 4-5: logos and fallacies Read EA: 55-88	Chapter 6: Rhetorical Analysis Read EA: 90-107
3	9/7-9	Labor day-No class	In-class diagnostic essay Topic: Food Read CR: Mark Bittman, "Why Take Food Seriously? Because Your Life Depends on it" Reading response 1 due
4	9/14-16	Chapter 7: Structuring Arguments Read EA: 123-146 -Assign essay 1	Topic: Food Read CR: Malia Wollan, "Migration, on Ice: How Globalization Kills Chickens for Their Parts" Reading response 2 due
5	9/21-23	Chapter 7 Read EA: 123-146 -Essay 1 rough draft due	Topic: Water Read CR: Elizabeth Royte, Excerpt from Bottlemania: How Water Went on Sale and Why We Bought it" Reading response 3 due
6	9/28-30	Chapter 7 Read EA: 123-146	Topic: Television Read CR: Stephanie Greco Larson, "Reality Television: American Myths and Racial Ideology" Reading response 4 due
7	10/5-7	Chapter 8-9: Arguments of Fact and Definition Read EA: 152-172 Read EA: 187-204 -Essay 1 final drafts due -Assign essay 2	Topic: Art Read CR: Scott McCloud, "Sequential Art: Closure and Art" Reading response 5 due
8	10/12-14	Chapter 10-11: Evaluations and causal arguments	Topic: Music Read CR: Kelefa Sanneh,

Week	Date	Monday	Wednesday
		Read EA: 214-233 Read EA: 242-263 -Essay 2 rough draft due	“The Rap Against Rockism” Reading response 6 due
9	10/19-21	Chapter 13: Style in Argumentation Read: EA 309-323	Topic: Film Read CR: Mary Beltran, “The New Hollywood Raclessness: Only the Fast, Furious, and Multiracial will Survive” Reading response 7 due
10	10/26-28	Chapter 16: Academic Arguments Read EA: 367-379 -Essay 2 final draft due	Topic: Media Read CR: Robert Love, “Before Jon Stewart: The Growth of Fake News. Believe it” Reading response 8 due
11	11/2-4	Chapter 17-19: Finding Evidence, Evaluating and Using sources Read EA: 395-433 -Assign Essay 3	*Library trip
12	11/9-11	Chapter 20-21: Plagiarism and documenting sources Read EA: 436-468 -Essay 3 rough draft due	Topic: Advertising Read CR: Clint C. Wilson and Felix Gutierrez, “Advertising and People of Color” Reading response 9 due
13	11/16-18	Chapter 14: Visual and Multimedia Arguments Read EA: 326-340 -Assign presentations	Topic: Education Read CR: Mark D. Mariani and Gordon J. Hewitt, “Indoctrination U? Faculty Ideology and Changes in Student Political Orientation” Reading response 10 due
14	11/23-25	Chapter 15: Presenting Arguments Read EA: 344-363 -Essay 3 final draft due	Topic: Education Read CR: Laurence Shatkin, “Education pays, but perhaps less than you thought” Reading response 11 due
15	11/30-12/2	Presentation work day	Presentations
16	12/7-9	Presentations -last class meeting	No class -Conference day
Final Exam	Date TBA	Revisions due	

