

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 25, Fall 2015

Course and Contact Information

Instructor:	Peter O'Sullivan
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Office Hours:	Tuesdays 1:30-2:30PM ;Thursdays 8-9AM
Class Days/Time:	Tuesdays and Thursdays, 10:30-11:45 AM
Classroom:	SH 238
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.

Section-Specific Course Description

How many of you watch movies? Play video games? Read comic books? Listen to music? Chances are you've said yes to one, more, or all of these. We are surrounded by popular culture. In many ways that popular culture shapes, changes, or reinforces our views about the world. To that end, we are going to look at how popular culture influences our understanding of sex and gender in society. From biological definitions to societal understandings, from heterosexuality to homosexuality and all dimensions in between, from real men to real woman to non-binary understandings, we will look at all dimensions of sex, gender, and sexuality as reflected in our popular media.

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 gender 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.

Because this class has such a heavy focus on understanding sex and gender, we will, at times, run across difficult, controversial, and even inflammatory ideas. Expect disagreement, but respectful disagreement. All positions must be backed by evidence and rational basis.

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:

In our class, there is a strong oral component. In-class discussions of the issues presented are going to be a daily exercise. We will also engage in several debates over the course of the semester. The ultimate assignment in this class will be a presentation about your research process.

Reading:

This is also a very reading intensive class. I expect you not only to read a lot but also to read well. Reading assignments shall be completed by the day that they appear in the schedule. So, should Stephanie Coontz's "What We Miss about the 1950s" be scheduled for Tuesday, August 25, then it must be completed by class on that day.

We're going to learn how to read on multiple levels in this class. We're going to learn to examine the text itself, the subtext, and the context of any particular piece of writing. Beyond that we are going to examine **how** a piece of writing is put together: the audience appeals that the author is making or is failing to make, the logic of the argument, the fallacies to be found within, the structures in paragraph and sentence, and most importantly, the effectiveness of the argument as a whole. You must be prepared not just to understand the texts in this class, but to judge them as well.

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

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

***Composing Gender*, Eds. Rachel Groner and John F. O'Hara.**

ISBN: 978-1-4576-2854-2 Available at Spartan Bookstore and on Amazon.com

Other Readings

Other readings will be found on Canvas: <http://sjsu.instructure.com/>

ENGL 1B 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>.

Out of Class Essays -- research optional

There will be a total of three (3) out of class essays this semester, at a minimum of 1000 words a piece. These essays include the diagnostic essay and two research optional argumentative and analytical essays assigned throughout the semester. Each of these essays must be properly formatted according to MLA specifications, including but not limited to proper headings, proper citations, and a works cited list at the end. Each of these assignments will be turned into Canvas for credit in a .doc or .docx file format. **It is not recommended that you use Google Docs or Apple Pages for this.**

Annotated Bibliography

This class also has a major research component. As part of that research component, you are going to write a five entry annotated bibliography consisting of one source and one annotation of minimum 300 words.

Research Essay

In addition to the annotated bibliography, you are also to write an **argumentative research essay**, using some if not all of the research from your bibliography, at a minimum of 1200 words.

Final Presentations

In lieu of a final examination, we will use the day of our final exam to present our research to the rest of class. You will each give a 5 minute presentation on your experience finding, evaluating, and using your research in your essay.

Quizzes

One of the tools at my disposal for helping in the smooth understanding of the reading material is the quiz. Quizzes will all be held on Canvas. They are open book, open note affairs, but with ten minute time limits.

Participation Assignments

To guarantee participation, there will be a series of on Canvas and in class assignments, reader responses, group discussions, peer review workshops that will count toward a participation score.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic Essay	500	2,3,4	1,2,3,5,6
Diagnostic Revision	1000	2,3,4	1,2,3,5,6
Media Analysis Rough Draft	500	1-5	1-6
Media Analysis Final Draft	1000	1-5	1-6
Issue Argument Rough Draft	500	1-5	1-8
Issue Argument Final Draft	1000	1-5	1-8
Annotated Bibliography	300	1-5	1-8
Research Essay	1200	1-5	1-8

Grading Policy

Requirements for particular assignments will vary, but in all cases 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.

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

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Grade Distribution

Rough Drafts:	15%
Final Drafts:	50%
Research Projects:	15%
Final Presentation:	10%
Quizzes:	5%
Participation:	5%
TOTAL:	100%

Extra Credit

There is no extra credit given in this course.

Late Policy

You may turn in assignments late, but grades are reduced on a sliding scale. After one week, your grade is reduced by 25%. After two weeks, your grade is reduced by 50%. After three weeks, your grade is reduced by 75%. Finally, after four weeks, you may turn in the assignment to meet word count requirement, but will receive a score of zero on the assignment.

Participation

Participation is judged not by attendance, but by a series of on canvas and in class discussions and assignments, including peer review workshops and the library instruction.

Classroom Protocol

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, then I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty five minutes into a class period. If you’re going to miss half the class, you might as well miss all of it.

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](#) 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 Jose 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](#) 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: Critical Thinking and Writing, Fall 2015, Course Schedule

CG=Composing Gender; EW=Everyday Writer

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, 8/20/15	In Class Diagnostic Essay (500 words)
2	Tuesday, 8/25/15	Out of Class Diagnostic Revision Due to Canvas (1000 words) Defining Gender: CG: Is Gender Either/Or? p 13-18; Lorber, Judith. Night to His Day. p 19-30
	Thursday, 8/27/15	Defining Sex and Gender: CG: Devor, Aaron. Becoming Members of Society. p 35-43; Hubbard, Ruth. Rethinking Women's Biology. p 46-51 EW: The Top Twenty p 3-12
3	Tuesday, 9/1/15	Beyond Binaries: CG: Doan, Petra. The Tyranny of Gendered Spaces. p 53-64 Canvas: Allen, Samatha. "How Orange is the New Black Tokenizes Transgender People."
	Thursday, 9/3/15	The Boob Tube: Canvas: TK. "Race, Gender, and the Walking Dead" ; Robinson, Joanna. "Does The Walking Dead Still Have a Woman Problem?" EW: Analyzing Arguments p 143-157
4	Tuesday, 9/8/15	Canvas: Fudge, Rachel. "The Buffy Effect" ; McDougall, Sophia. "I Hate Strong Female Characters"
	Thursday, 9/10/15	CG: Orenstein, Peggy. What's Wrong with Cinderella? p 99-108 Canvas: Thomas, Rhiannon. "Why Frozen Isn't False Feminism" EW: Constructing Arguments p 161-178
5	Tuesday, 9/15/15	CG: Kimmel, Michael. The Rites of Almost-Men. p 140-151 Canvas: O'Malley, Harris. "Four Lies Movies Taught Us About Dating." ; "New Impossible Standards of Male Beauty" EW: Comma Splices p 385-391
	Thursday, 9/17/15	Media Analysis Rough Draft Due to Canvas by 11:59PM Monday. Peer review workshop
6	Tuesday, 9/22/15	#GamerGateKeepers: Canvas: Sarkeesian, Anita. "Women as Background Decoration" ; Sommers, Christina. "Are Video Games Sexist?"
	Thursday, 9/24/15	Canvas: Hathaway, Jay. "What is GamerGate and Why?" ; Tassi, Paul. "The One Sided Problem of Oversexualization in Video Games" EW: Verbs p 346-354

Week	Date	Topics, Readings, Assignments, Deadlines
7	Tuesday, 9/29/15	CG: Schwartz, Pepper. The Social Construction of Heterosexuality p 186-202 Canvas: Karmali, Luke. "Why We Need More Gay Characters in Video Games."
	Thursday, 10/1/15	Canvas: Pierce, Krissie. "Straight Male Gamer Told to Get Over It." EW: Parallelism p 299-302
8	Tuesday, 10/6/15	EW: Modifiers p 380-385 Catch Up Day
	Thursday, 10/8/15	Issue Argument Rough Draft Due to Canvas by 11:59PM Wednesday. Peer Review Workshop
9	Tuesday, 10/13/15	Potential Library Visit EW: MLA p 457-501 Bring EW to Class
	Thursday, 10/15/15	Potential Library Visit
10	Tuesday, 10/20/15	Issue Argument Final Draft Due
	Thursday, 10/22/15	Comics and Gender: Canvas: Willis, David. Short Packed, "False Equivalence"; The Hawkeye Initiative
11	Tuesday, 10/27/15	Canvas: Hudson, Laura. "The Big Sexy Problem with Superheroines" ; Polo, Susana. "Creative Team Walks off Batwoman"
	Thursday, 10/29/15	Canvas: Weldon, Glen. "A Foolish Inconsistency" ; Burlingame, Russ. "Why the Saga Controversy is Still Important"
12	Tuesday, 11/3/15	Annotated Bibliography Due Canvas: Flanagan, Josh. "Dave Dorman Offended." ; Maylikhov, Matthew. "Saga Courts Controversy on Purpose"
	Thursday, 11/5/15	EW: Pronouns p 363-373
13	Tuesday, 11/10/15	Blurred Lines: Music and Gender Canvas: Morgan, Joan. "Fly Girls, Bitches, and Hoes." (might need to access from campus, or through library)
	Thursday, 11/12/15	Canvas: Romano, Tricia. "Blurred Lines is Kind of Rapey" ; Lai, Jennifer. "Blurred Lines is Cocky, Yes. But Rapey? No." EW: Commas p 400-411
14	Tuesday, 11/17/15	Catch Up Day
	Thursday, 11/19/15	Workshop: Research Essay

Week	Date	Topics, Readings, Assignments, Deadlines
15	Tuesday, 11/24/15	Research Essay Due Canvas: Dowd, Vincent. " David Bowie. "; Kaufman, Scott. " Blurred Lines, Androgyny and Creativity. "
	Thursday, 11/26/15	THANKSGIVING, NO CLASS.
16	Tuesday, 12/1/15	Preparing Presentations
	Thursday, 12/3/15	Preparing Presentations
17	Tuesday, 12/8/15	Last Day of Class
Final Exam	Wednesday, 12/16/15, 9:45 AM	Presentations.