

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 2: Critical Thinking and Writing**  
**(GE Area A3), Sections 6, Fall 2016**

<b>Instructor:</b>	Kelly A. Harrison
<b>Office Location:</b>	FO 224; IS 133D
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<b>Email:</b>	<a href="mailto:kelly.harrison@sjsu.edu">kelly.harrison@sjsu.edu</a> Checked daily M-F. Use Subject: ENGL2 + <subject>
<b>Office Hours:</b>	By appointment, via WebEx/Canvas, Friday afternoons
<b>Class Days/Time:</b>	Friday, 9:30AM – 12:15PM
<b>Classroom:</b>	Clark 316 and online in Canvas
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C- or better
<b>GE Category:</b>	Qualitative Reasoning (A3)

**Course Format: In person with online via Canvas LMS**

Our class uses Canvas, the Learning Management System that SJSU purchased. You are responsible for posting your assignments to areas of Canvas (Assignments, Discussions). To access Canvas, go to [sjsu.instructure.com](http://sjsu.instructure.com) and log in using your SJSU One account. If you have problems with logging in, contact the SJSU Help Desk. **Your instructor cannot provide technical support.**

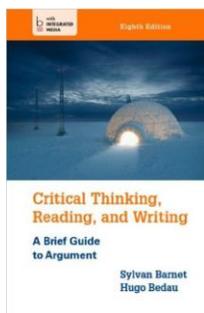
You (students) must have reliable internet, a compatible browser, email, and solid technical skills. You may use mobile or tablet versions of the Canvas app, but you are responsible for making sure you can access all information and can upload and review all assignments, including peer-review assignments. For information on what browsers are compatible with Canvas, see <http://www.sjsu.edu/at/ec/canvas/index.html>

All major assignments will be reviewed for plagiarism using turnitin.com.

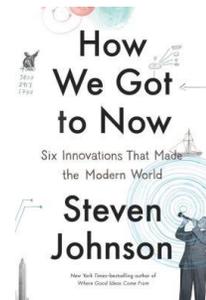
Our class also has access to a program called Criterion that helps you with grammar errors. I will post directions on Canvas.

**Required Texts/Materials**

You may purchase new, used/rented, or online versions of these.



1. **(REQUIRED) Critical Thinking, Reading, and Writing**, Eighth Edition by Sylvan Barnet, Hugo Bedau  
ISBN-13: 978-1457649974  
<https://www.amazon.com/Critical-Thinking-Reading-Writing-Sylvan/dp/1457649977>
2. **(REQUIRED) How We Got To Now**, by Steven Johnson  
Print: ISBN-13: 9781594632969. [\\$20.04](#) (Ebooks are fine, either hard or soft cover are OK.)



Other research articles and readings will be posted on Canvas.

## Course Description

**Department course description:** English 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

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: Technology and society.** This course teaches critical thinking, reading and writing (analysis, evaluation, logic) by focusing on how technology informs our contemporary society. We'll read a book and short articles on this topic. We'll analyze various arguments about technology and its influence on us.

## 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, gender, and class.

**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.**

Assignments include both in-class writing as well as revised out-of-class essays.

**Logic:** You will learn methods of argument analysis, both rhetorical and logical, that will allow you 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.

**Multimodal:** You will perform various presentations (formal and informal) that include both written and oral components.

**Reading:** Readings in our course book (rhetoric-reader), and selected articles, book chapters, and videos will be integrated into weekly informal writing assignments and class discussion. These analytical, critical, and argumentative texts offer explanation and exercises for practicing critical thinking, as well as serve as writing models for academic, general, and specific audiences.

The assigned reading and exercises must be completed before the class it is due, and the course book must be brought to every session.

**Research:** English 2 teaches techniques for library research, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

### Final exam

This course has a final exam paper due. Exam time: Monday, Dec 19, 0715-0930AM

### Student Learning Goals

The table contains the GE Learning Objectives and how students will achieve these goals in our course.

Description		How Achieved
LO1	locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation	In-class and online exercises, research essays.
LO2	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	Argument diagrams, all formal essays, homework and in-class exercises
LO3	locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas	Readings, class discussions, exercises, various writing assignments, all formal essays.
LO4	identify and critically evaluate the assumptions in and the context of an argument	In-class and homework exercises, class discussions, argument diagrams/analyses
LO5	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)	Argument diagrams, in-class and homework exercises, class discussions.

### Course Requirements and Assignments (workload)

SJSU classes are designed such that in order to be successful, students 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>.

### Quizzes, class assignments, homework, participation

Throughout the semester, you will take quizzes on the assigned reading. You will also have various responses to reading and other short writing assignments. You will write assignments informed by research.

Pay attention to due dates. On Canvas, the “Due” date is when the assignment is due for full credit. The “Available until” date is the last date I will accept LATE submissions with a grade penalty. Note that some assignments are due without any late work accepted. You are responsible for making sure your assignments upload properly. I will NOT give additional time or accept papers late because of technical issues. Late papers will be deducted one grade per day late.



## Plagiarism is unacceptable

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas from the Internet, textbooks, magazines, lectures, or even from other student papers, incorporating them into our own writing. As a result, it is very important that we give credit. If we don't give credit, we are taking these words and passing them off as our own. *Plagiarism* comes from a Latin word meaning a kidnapper/thief.

How Can You Avoid Plagiarism? To avoid plagiarism, you must give credit whenever you:

- **Use someone else's direct words (use quotation marks around exact words that you are quoting—and give source at end of quotation marks)**

Example: "In the midst of Silicon Valley and all over the globe, SJSU engineers are designing and building high impact innovations, with a particular focus on challenges to global sustainability" (Wei, 2011). [The full reference must appear in a References list.]

- **Use someone else's ideas, in your words, that are not common knowledge**

Example: Through the Global Technology Initiative at SJSU, 25 students are selected each year to travel for two weeks to India or China, all expenses paid by GTI (College of Engineering, 2013). [Note this is not the exact words, so there are no quotation marks. The full reference must appear in a References list.]

- **Use specific statistics, graphs, drawings, that are not yours**

Example: SJSU is ranked 8th overall among the West's top public universities offering bachelor's and master's degrees, according to "American's Best Colleges" (U.S. News & World Report, 2013).

Cite your own (or co-authored with a partner or team) work, especially in academic settings. If your company has copyrighted work that you have written as part of your job, or you share a patent or have previously published material that you have written, your company likely owns the copyright (not you or your team). If you are unsure about citations, ask your instructor (or your manager at work).

**Plagiarism will result in a grade of F. Papers with plagiarism cannot be rewritten for credit. Your department chairperson will be notified. Plagiarism is a serious issue.**

## Grading Policies: This course uses A-F grading with +/-

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

This course uses the full range of A-F grades. Your grade is based on the total points earned in each unit, and these units are weighted. Letter grades break down as follows (shaded areas indicate you might have to repeat the course):

98.0-100% = A+	93.0-97.9 = A	90.0-92.9 = A-
87.0-89.9 = B+	83.0-86.9 = B	80.0-82.9 = B-
77.0-79.9 = C+	73.0-76.9 = C	70.0-72.9 = C-
67.0-69.9 = D+	63.0-66.9 = D	60.0-62.9 = D-
Below 60.0 = F		

In the past, students who did not turn in assignments or routinely turned in assignments late received a grade below a C-. It is far better to turn in a rushed/late assignment (even if you earn an F or receive few points) than it is to not turn one in at all and receive a zero!

### Grade distribution & major assignments:

Assignment/Activity	Percent
Quizzes, participation, discussions, homework	15
Reader responses (8-10 @ 300-500 words)	10
Critical essay (drafts, revisions, and components)	30
Persuasive essay (drafts, revisions, and components)	30
Final multimedia presentation	10
Assessment essay (2pg, credit/no credit)	5
<b>TOTAL</b>	<b>100</b>

### Library Liaison for English courses

Toby Matoush, English Liaison Librarian  
Dr. Martin Luther King, Jr. Library  
<http://libguides.sjsu.edu/english>  
Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)  
Phone: 408-808-2096 Fax: 408-808-2009

## ENGL 2, Fall 2016, Course Schedule

The schedule is subject to revision with notice via Canvas announcements. SEE CANVAS FOR DUE DATES ON ALL ASSIGNMENTS AND ASSIGNMENT DIRECTIONS.

Reading and video watching must be done **PRIOR** to class or taking the quizzes. Note that NOT ALL QUIZZES AND DISCUSSION ASSIGNMENTS ARE LISTED HERE. Readings are not always in order of the textbook.

CT = Barnet, Bedau *Critical Thinking, Reading, and Writing* textbook

SJ = Johnson *How We Got To Now* trade book

WEEK DATES	ASSIGNMENTS, READINGS, ACTIVITIES
1 Aug 26	Introductions, Canvas materials, NYT articles on handwriting (Canvas) Read: Week 1 module on Canvas <b>Due:</b> in-class writing prompt
2 Sept 2	Read CT Ch 1, skip topics pg 8, 26, skip McGregor essay, skip exercises Watch Canvas Videos: Strong subjects & verbs; paragraph unity Unlearning high-school writing "rules" How to paraphrase, summarize, quote and cite Sign up for Criterion: <a href="http://www.sjsu.edu/at/ec/criterion/">http://www.sjsu.edu/at/ec/criterion/</a>
	Persuasive argument assigned
3 Sept 9	Read "How to Mark a Book" on Canvas Module, CT Ch 2 (skip essays pg 53) and Ch 3 (read two essays: Edmond, Turkle pg 132) Watch Canvas Videos: Emphasis in sentences Formatting a paper "Styles" discussion Critical thinking and reading, thinking with sources (authorities) <b>Due:</b> One-point argument on handwriting (quote and cite)
4 Sept 16	Read CT Ch 5 (read Jones "Violent Media" pg 199), Ch 8 on Toulmin Research: Library databases, RefWorks, Mendeley and other tools Outlining a paper using Toulmin <b>Due:</b> Article highlighted for argument, for content
5 Sept 23	Logical fallacies, in/deductive reasoning Read CT Ch 6 and Ch 9 Workshop outlines <b>Due:</b> Citation exercise, outline of persuasive argument
	Johnson's <i>How We Got To Now</i>
6 Sept 30	Read CT Ch 4, SJ Introduction and Ch 1: Glass Canvas: How We Got To Now: Glass Workshop drafts <b>Due:</b> Glass quiz, drafts of PA for peer review
7 Oct 7	Read: CT Ch 10 (Rogerian), SJ Ch 2: Cold Canvas: How We Got To Now: Cold <b>Due:</b> Cold reader response, drafts of PA to Kelly
	Critical Analysis assigned
8 Oct 14	Read: CT Ch 11, SJ Ch 3: Sound Canvas: How We Got To Now: Sound CA prewriting, annotated bibliographies <b>Due:</b> Sound quiz

WEEK DATES	ASSIGNMENTS, READINGS, ACTIVITIES
9 Oct 21	Read SJ Ch 4: Clean Canvas: How We Got To Now: Clean <b>Due:</b> Clean quiz, Critical Analysis outline, CA Annotated bibliography
10 Oct 28	Read: SJ Ch 5: Time Watch: How We Got To Now: Time In-class writing: Reflection <b>Due:</b> Time reader response, PA final version, CA draft workshop
11 Nov 4	Read: SJ Ch 6: Light Watch: How We Got To Now: Light + end <b>Due:</b> Light reader response, Critical Analysis draft to Kelly
Nov 11	NO CLASS. Veteran's day
12 Nov 18	Assessment assignment Presentations: Canvas lectures
Nov 25	NO CLASS. Thanksgiving
13 Dec 2	Read CT Ch 13 <b>Due:</b> Final Critical analysis revision to Kelly
14 Dec 9	Presentations
	FINAL EXAM:, Monday Dec 19, 0715-0930AM <b>Due:</b> Critical Analysis reflection & course reflection

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>