

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 7, Spring 2016

Course and Contact Information

Instructor:	Ed Sams
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Office Hours:	TTH 7:00-7:30 a.m. & 10:30--noon
Class Days/Time:	TTH 9:00--10:15 a.m.
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 my faculty Web page and grades are recorded 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

Section 7 of English 2 will review the historical development of argument in Western culture from Aesop to Plato to Aristotle to Cicero on to modern and contemporary thinkers like George Orwell, Carl Rogers and Stephen Toulmin. The theme of the course is the narrative and its importance in argumentation. From fables and allegories to anecdotes and empirical examples of personal experience, we shall explore how narratives effectively move audiences while validating our points of view.

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 complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading:

Readings not only include those that engage the themes of our course, but also readings that are useful models of writing for academic, general, and specific audiences. The majority of the reading are analytical, critical, and argumentative texts. My goal in teaching the reading process is to help students develop and refine

strategies for understanding the logical structure of argumentative writing by detecting rhetorical fallacies and distinguishing between points of fact and points of view.

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

Textbooks (can be purchased at campus bookstore)

Bedford Handbook, eds. Diana Hacker & Nancy Sommers. Boston: Bedford/St. Martin's, 2014. (ISBN 978-1-4576-0802-5)

Millennium Reader, eds. Stuart Hirschberg & Terry Hirschberg. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2009. (ISBN 978-0-13-601738-7)

Other Readings

A good collegiate dictionary, two green exam booklets & one yellow exam booklet.

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>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic essay	500	2, 3, 4	1,2, 5, 6, 8
Argumentative rewrite of diagnostic essay	1000	2, 3, 4, 5	1, 2, 3, 5, 6, 7, 8
Annotated bibliography	500	1, 3, 4	1, 4, 5, 6, 8
Preliminary draft of research paper	500	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8
Research paper	2000	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8
Critical analysis	1000	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8
Practice Final Exam	500	2, 3, 4, 5	1, 2, 3, 5, 6, 7, 8

Grading Policy

Academic policies

You are responsible for reading the SJSU academic policies available online:

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Assignments and Grading Policy

Grading: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect

F=50: Writing that is off-topic, late, brief, or plagiaristic

Final Average will be determined by the breakdown of these grades:

Two 1000-word in-class essays at 20% to be graded on the A-F scale.

One 2000-word research paper at 20% to be graded on the A-F scale.

Five preliminary drafts, including an oral presentation, to be graded on the A-F scale at 20%.

Ten quizzes at 10% to be graded on the 100-point scale.

Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.

One final exam at 20% to be graded on the A-F scale.

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) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.

Classroom Protocol

Students are expected to be in their seats when class begins. They should have all the necessary books ready for class activities and discussion. The day's assignments should have been read and assigned homework typed and ready to turn in. There is no provision for late work. Please turn off your cell phones and pagers during class. Computers in class should be used only for note-taking. There is no provision for late work. Please contact me the day you must miss class. Evidence of plagiarism will be reported to the Office of Student Conduct and Ethical Development.

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/>.

Drop deadline=February 9, 2016

Add deadline-February 16, 2016

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/Section 7, Spring 2016, Course Schedule

The schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		
1	Jan. 28	Intro to Course, Syllabus, In-class Diagnostic Essay
2	Feb 2	Bed 34; MR 786
2	Feb 4	Quiz, Bed 3
3	Feb 9	MR 653, 532, 50
3	Feb 11	Bed 37; "Love is a Fallacy" online; MR 181
4	Feb 16	Quiz; Bed 6; MR 211, 574, 577
4	Feb 18	Bed 28; MR 267
5	Feb 23	Quiz; Bed 50, Bed 23; outlines due
5	Feb 25	Quiz; MR 320; Debate Prep
6	Mar 1	Bed 51-52; Debate Prep
6	Mar 3	Bed 11; Debates; research topics due
7	Mar 8	Argumentative rewrite due; Library Session
7	Mar 10	Quiz; Bed 12, Bed 55; MR 415
8	Mar 15	Quiz; Bed 56a; outlines due
8	Mar 17	Bed 56b; MR 250
9	Mar 22	Bed 24; In-class annotated bibliography & note cards
9	Mar 24	Quiz; Bed 39, Bed 57
10	Mar 29	Spring Break
10	Mar 31	Spring Break
11	Apr 5	Quiz; MR 163; preliminary research paper draft
11	Apr 7	Film
12	Apr 12	Film; Research papers due
12	Apr 14	MR 673
13	Apr 19	Bed 7
13	Apr 21	Bed 13; outline due; in-class assessment assignment
14	Apr 26	Quiz; MR 796; outlines due

Week	Date	Topics, Readings, Assignments, Deadlines
14	Apr 28	Bed 25; MR 361
15	May 3	In-class critical review
15	May 5	Quiz; Final Exam Prep
16	May 10	Practice Final Exam
16	May 12	Final Exam Prep; WST Prep
Final Exam		May 19 from 7:15--9:30 a.m. in SH 238

FYI

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education.

It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education.

Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody.

For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

