

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 23 Spring 2016

Course and Contact Information

Instructor:	Emily Selle
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Office Hours:	T/TH 12:00pm-1:00pm or by appointment
Class Days/Time:	T/TH 1:30pm-2:45pm
Classroom:	Sweeney Hall 348
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.

General Course Description:

ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

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.

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:

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.

Multimodal:

Our last project of the semester will be a multimodal presentation in which you will work in small groups to will present an argument related to our course theme.

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.

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
 - 30 points (ungraded)
 - Handwritten, in class
2. 3 Out of class essays

- 1,000-1,500 words
 - 150 points
 - Rough draft required
3. 9 Reading responses
- 200-250 words each
 - 25 points each
4. 3 Quizzes
- 25 points each
5. Group multi-modal presentation
- 50 points
 - 10-15 minutes
 - Must incorporate some kind of visual and aural aid and may include videos, pictures, music, etc.
 - Cannot make up presentation
6. Group Grammar presentation
- 25 points
 - 5-10 minutes
 - Must incorporate a handout/worksheet for the class
7. 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.
8. Final
- 1,000-1,500 words
 - 75 points
 - Revision of reading response

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		
Multi-modal Presentation	200		
Participation	—		
Final revision of diagnostic	1,200		

Assignment points: 1,000 points total

- Diagnostic essay=25 points
- Essay 1=150 points
- Essay 2=150 points
- Essay 3=150 points
- 9 reading responses=25 points each=225 points
- 3 quizzes=25 points each=75 points
- Multi-modal presentation=50 points
- Grammar presentation=25 points
- Participation=75 points

- Final=75 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.

100%-94%=A
93%-90%=A-
89%-87%=B+
86%-84%=B
83%-80%=B-
79%-77%=C+
76%-74%=C
73%-70%=C-

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 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 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 at <http://www.sjsu.edu/counseling>.

Class policies**Assignment policies:****Drafts:**

-Rough drafts of all three major essays are required. I will return drafts 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). Rough 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.

-Both final and rough drafts of your essays must be submitted in person as hard copy. I will not accept emailed submissions. 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.

Reading responses:

-All reading responses must follow a rhetorical analysis format (to be discussed in class).

-Hard copies of reading responses must be submitted in class. I will not accept reader responses any time after class. If you miss class, then you do not get to turn in your reading response.

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 or ask me in person at least a day before original due date to seek permission for an extension in which you may submit late work within a 48-hour hour window.

-Since I do not accept emailed late submissions, 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.

-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.

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. Please let me know if you will be missing more than one class at a time due to extenuating circumstances, but otherwise do not contact me about missed classes. Consult the syllabus for information about assignments and Canvas for announcements and documents—everything you need to know about the class will be found in either of these places.

-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. This is the purpose of class discussion. 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. 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.

-No cell phones or other unauthorized devices.

-Food and drinks are allowed, but be reasonable.

-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.

-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.

English 2, Section 23 Spring 2016 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=Course Reader

Week	Date	Tuesday	Thursday
1	1/28		Introduction to course
2	2/2-2/4	Chapter 2-4: Pathos, ethos, and logos Read EA: 30-73	Chapter 5: Fallacies Read EA: 74-89 Syllabus quiz
3	2/9-2/11	Chapter 6: Rhetorical analysis	In-class diagnostic essay

Week	Date	Tuesday	Thursday
		Read EA: 90-120	
4	2/16-2/18	Chapter 7: Structuring arguments, the Classical Oration Read EA: 124-127	Topic: Film Read CR: Film reviews: “The Dark Knight” and “Smells Like Teen Superheroes” Reading response 1 due
5	2/23-2/25	Revision workshop Essay 1 rough draft due	Topic: Television Read CR: Laurie Ouelette and Susan Murray, “Reality TV: Remaking Television Culture” Reading response 2 due
6	3/1-3/3	Chapter 7: Structuring arguments, Rogerian and invitational arguments Read EA: 127-131	Topic: Art Read CR: Diana Mack, “It Isn’t Pretty...But Is It Art?”, Steve Grody, “The Anatomy of a Piece”, and Theresa George, “The Multifaceted Nature of Street Art” Reading response 3 due
7	3/8-3/10	Chapter 7: Structuring arguments, Toulmin arguments Read EA: 131-151	Topic: Music Read CR: Matt Compton, “Smells Like Teen Spirit” Reading response 4 due
8	3/15-3/17	Chapter 13: Style in Argumentation Read EA: 309-325 Argument quiz Essay 1 final drafts due	Topic: Media Read CR: Robert Love, “Before Jon Stewart: The Growth of Fake News. Believe it” Reading response 5 due
9	3/22-3/24	Chapter 16: Academic arguments Read EA: 367-394 Essay 2 rough draft due	Topic: Advertising Read CR: Brittany Gray, “Hanes Her Way” Reading response 6 due
10	3/29-3/31	NO CLASS: SPRING	NO CLASS: BREAK
11	4/5-4/7	Chapter 17-19: Finding evidence, evaluating, and using sources Read EA: 395-435	*Library trip
11	4/12-4/14	Chapter 20-21: Plagiarism and documenting sources Read EA: 436-475 Essay 2 final draft due	Topic: Food Read CR: Robert Paarlberg, “Attention Whole Foods Shoppers” Reading response 7 due
12	4/19-4/21	Department assessment Essay 3 rough draft due	Topic: Food Read CR: Elizabeth Royte, excerpt from <i>Bottlemania: How Water Went on Sale and Why We Bought It</i> Reading response 8 due

Week	Date	Tuesday	Thursday
			MLA quiz
13	4/26-4/28	Chapter 14: Visual and Multimedia Arguments Read EA: 326-343	Topic: Education Read CR: Sandy Baum, "Education Pays" and Laurence Shatkin, "Education Pays, but Perhaps Less Than You Thought" Reading response 9 due
14	5/3-5/5	Chapter 15: Presenting Arguments Read EA: 344-364 Essay 3 final draft due	Presentation work day
15	5/10-5/12	Presentations	Presentations (last day of class)
16	Date TBA	Final exam	