

English 2: Critical Thinking and Writing, Fall 2017: Sections 5,7 and 10-11

Instructor:	Linda Lappin
Office Location:	Faculty Office Building Room 128
Telephone:	408 924 4601
Email:	Linda.lappin@sjsu.edu
Office Hours:	M/W 4:30 -6pm and by appointment for other times T/Th 10:30 to 12 and by appointment after 3
/Classroom:	All classes in BBC 122
Section/ Days/ Time	Section 5 (43758) M/W 10:30 to 11:45 Section 7 (43762) MW noon to 1:15 Section 11 (43766) M/W 3 to 4:15 Section 10 (43765) T/Th 1:30 to 2:45
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

NOTE: This is a simplified syllabus. For all the required notices, go to the “Start Here” module in Canvas.

Canvas Course Site

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the **Canvas** learning management system course website. We will also be using Writers Help and Criterion –which are embedded in Canvas.

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, 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 The overall goal of this course is to engender understanding, even when we disagree. The first half of the semester will focus on personal interactions using Nonviolent Communication (NVC) as described and used in Speaking Peace. There will be a brief module wherein we review inductive and deductive logic and study logical fallacies Then the focus turns toward understanding national and international issues. The primary format for essays will be Rogerian.

Required Texts/Readings

Textbooks—order online

- Rosenberg, Marshall [Speak Peace in a world of Conflict \(15.95 new\)](#)
- Thompson, Gabriel [Calling All Radicals \(14.95 new\)](#)

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, such as:

- 1 locating and evaluating sources, through library research, and integrating research through appropriate citation and quotation;
- 2 presenting 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 locating, interpreting, evaluating, and synthesizing evidence in a comprehensive way in support of one's ideas;
- 4 identifying and critically evaluating the assumptions in and the context of an argument;
- 5 effectively distinguishing and conveying 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 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>.

Assignment Word Count and Learning Goals

#	Assignment	Word Count	GELO	Points
	Module 1—a starting point			
Ea	Response to Event on August 24th	250	2-4	25
E1a	First draft: summary of ideas	500	3	25
E1a	Synthesis and rhetorical analysis of two articles/response	1000+	2, 3, 4	90/10
R1-2	Annotations and reading worksheets	50	4,5	10/each
	Module 2—Speaking Peace			
R3-8	Reading responses/notes	50	2-4	10/each
E2a	Analysis of conflict first draft/response	750	2.4	90/10
E2b	Analysis paper/response	1000	2, 3, 4	115/10
P1	Presentation 1—conflict scene (Skit)	100	2, 3, 4	25
Q1	NVC final exam		2-3	15
S1	NVC survey		2	10
	Module 3—Logic and Logical Fallacies			
R9-10	Notes for Reference and critical thinking guide	50	4,5	10/each
E3a	Introduction to topic	1000	2, 3, 4	25
E3b	Analysis of Advertising and opinion/response	250	3	90/10
P2	Presentation 2—fallacies	PPT: 25	2, 3, 4	25
	Module 4—Rogerian analysis paper			
R11-12	Calling all Radicals, assigned chapters	50/each	1-4	10/ea
E3-1	Research: Proposal of topic	250	1- 4	50
E3-2	Annotated Works Cited (eval of sources)	250	1-4	75
E3a	Rogerian analysis—Intro	250	1- 4	75
E3b	Rogerian paper—analysis, understanding, proposal	1250	1- 5	150
	End of term			
	Class participation			50
SLO	Department's learning objective evaluation	200	1- 4	25
S2	End of term Survey of overall course usefulness	50	2	25

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into categories based on the Learning Objectives. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance:

A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Grades will be assigned **by percentage** of all required work

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		

All points are posted in Canvas as soon as the assignment is graded. Check there often to see how you are doing. Do not come to me at the end of the semester to say you didn't know how poorly you were doing.

Classroom Protocol

Laptops are allowed when required. They are to remain closed or, in the case of tablets, turned over, until required. Cell phones are not needed for this course. You are asked to store them appropriately and turn off your ringer. However, if you have an electronic version of a book, you may, when the time comes, use your phone to refer to the text, and for no other reason. **NO TEXTING, OR NOODLING AROUND ON CELL PHONES.**

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/> on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. A variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

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>.

The schedule that follows is just a preliminary estimate. I do not know for certain how fast we will get through the contents our texts, articles, and the ideas presented.

I strongly suggest you meet with me sometime during each writing assignment to be sure you are on track. I will make time available for each of you!

English 2, Fall 2017 Estimated Schedule

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Week	day	Date	In Class, topics, Homework due next class (unless otherwise specified)
1	0	Before day 1	Go into Canvas: review how to use canvas, begin Module 1 Read article: <u>Communicating across cultural Barriers</u> . Answer questions Canvas surveys Get first book: Speaking Peace
	1	Weds/Thurs 8/23-24	Introduction to coursework, review reading, groups assigned HW Read article: <u>Why can't we talk? Answer questions</u>
2	2	Mon/Tues 8/28-29	World café—why can't we talk? Link to cultural barriers Review MLA E1 assignment review HW: draft introduction to E1
	3	Weds/Thurs 8/30-31	E1 peer work and body contents discussion HW: first draft of E1 posted in Canvas by 9/2 at 11:59pm
3	4	Mon/Tues 9/4-5	Online class work—review each other's Drafts in canvas by noon on 9/5
	5	Weds/Thurs 9/6-7	Peer review discussion. E1 work in class HW: E1 due Friday 9/8 at 11:59pm <p style="text-align: right;">HAVE READ PART 1</p>
4	6	Mon/Tues 9/11-12	Work with observations—in our own worlds
	7	Weds/Thurs 9/13-14	Work with feelings and needs—in our own worlds HW: read chapter 4-7
5	8	Mon/Tues 9/18-19	Work with requests and self-analysis—for our issues E2 discussion
	9	Weds/Thurs 9/20-21	Work with empathy—our own issues, E2 analysis work HW: draft of E2 essay

6	10	Mon/Tues 9/25-26	Skit work with group, peer review of E2
	11	Weds/Thurs 9/27-28	Rehearsal of skit Peer review of E2 HW: finish E2, post in Canvas for online peer review by 9/29 read chapters 8-9
7	12	Mon/Tues 10/2-3	Skit show and analysis Dominating structures
	13	Weds/Thurs 10/4-5	Enemy images HW: post final draft of E2 by 10/6 at 11:59pm Read Ch 10-11
8	14	Mon/Tues 10/9-10	Funding change and Transformation Begin work on presentation with group
	15	Weds/Thurs 10/11-12	Confrontation HW: read chapter 12, HAVE second book: Calling all Radicals
9	16	Mon/Tues 10/16-17	Skit work
	17	Weds/Thurs 10/18-19	Revision work
10	18	Mon/Tues 10/23-24	Skit presentations
	19	Weds/Thurs 10/25-26	Assumptions
11	20	Mon/Tues 10/30-31	Inferences
	21	Weds/Thurs 11/1-2	Rhetorical Terms
12	22	Mon/Tues 11/6-7	Analyzing ads, arguments
	23	Weds/Thurs 11/8-9	Peer review, choose topics for M4 introduction to Calling All Radicals
13	24	Mon/Tues 11/13-14	Module 4 begins: Discuss topic/subjects and chapter 3
	25	Weds/Thurs 11/15-16	Chapter 4
14	26	Mon/Tues 11/20-21	Chapter 5
	27	Weds/Thurs 11/22-23	Thanks giving break: turn in Bibliography

15	28	Mon/Tues 11/27-28	Peer review
	29	Weds/Thurs 11/29-30	Changing the world,
16	14	Mon/Tues 12/4-5	review of chapter 8
	15	Weds/Thurs 12/6-7	Peer review, portfolio preparation
	16	Mon/Tues 12/11-12	Reflection essay
		Final exams	TBA
		12/13	
		12/14	
		12/15	
		12/16	