

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section #2, 4, 8, spring / 2017

Course and Contact Information

Instructor:	Professor Craig Lore
Office Location:	FOB 221
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Email:	craig.lore@sjsu.edu
Office Hours:	T/Th 10:30—11:30 and by arrangement
Class Days/Time:	Sec. 2, 7:30-8:45; Sec. 4, 9:00-10:15; Sec 8, 12:00-1:15
Classroom:	BBC 121
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

Faculty Web Page, Canvas, 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 | Spartan Apps Portal 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.

English 2: Course Theme: Ideaology

The theme of this class is **Ideaology**, which wasn't an actual word until now. The suffix "ology" means "the study of." So, our theme will center on the study of ideas. What makes some ideas "stick" and other, often good ideas, fade away? What makes for a memorable advertisement, cartoon, joke, story, poster, slogan, political campaign, rallying cry, video, movie, book, poem, article, or essay? Sometimes, people get lucky and hit on the right idea at the right time. But most good ideas that "stick" in our memories are carefully crafted. Throughout this class we will focus on identifying how and why some ideas work and others don't. And as we proceed through the course, we will study and apply techniques that increase the stickiness of our ideas so that they don't get overlooked in a pool of mediocrity.

ENGL 2 Learning Outcomes (GELO)

Upon successful completion of the course, you 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. 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. 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 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.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

ENGL 2 Course Requirements and Assignments

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

Journal, Homework, Quizzes, In-class assignments, Attentiveness: GELO 2, 3, 4. Unknown quantity: Informal, in-class, thinking assignments, acts of brainstorming in a journal that we will make in class. Counts towards participation grade.

Short Papers: GELO 2, 3, 4 Two short papers of 400 words, revised once each, to practice thinking and organizing thoughts, gram, and MLA formatting.

In-class essay: GELO 2, 3, 4. One in-class essay, handwritten, and one revision, typed, of the same essay. The in-class essay will help determine your ability to critically analyze a text, and formulate and organize an appropriate response in a timed environment.

Out-of-class essays: GELO 1, 2, 3, 4, 5. Two out-of-class essays one of 1,000 words with a 500-word first draft, and the second of 1,200 words with a 500-word first draft. These essays will utilize research and organizational skills to develop a meaningful argument using the skills discussed in class and from the readings.

Multi-Modal Presentation: GELO 1, 2, 3, 4, 5. As a culminating course activity, students will present in support or in opposition to an issue discussed in class taken from the readings. Presentations must contain visual, written, and audio design elements.

Required Texts/Readings

Textbooks

- *Writing Logically, Thinking Critically*, 8th Edition. Sheila Cooper & Rosey Patton. ISBN: 978-0-321-92652-4. Required. SJSU Bookstore. Directtextbook.com
- *Made to Stick: Why Some Ideas Survive and Others Die*, Chip and Dan Heath. ISBN: 978-1-4000-6428-1. Required. SJSU Bookstore. Amazon.com.
- *Writer/Designer: A Guide to Making Multimodal Projects*. Kristin L. Aroloa, Jennifer Sheppard, Cheryl E. Ball. Required. ISBN: 978-1-4576-0045-6. SJSU Bookstore. Amazon.com

Other Readings

- *Course Reader*: Price TBD, Available at Maple Press, 330 S 10th St., San Jose, CA

Grading Policy

Assignments, Word Counts, GELOs, and Percentage Grade

Assignment	Word Count	% of Grade	% Totals	GELO
Diagnostic Essay (Evaluation. Not used final grade)	N/A	0	0	N/A
In Class Essay (ICE)	400	5	15	2,3,4
In Class Essay (ICE)—Revision typed	600	10		1,2,3,4
Short Paper 1	400	5	10	2,4
Short Paper 1—revised	400	5		2,4
Short Paper 2	400	5	10	2,4
Short Paper 2—Revised	400	5		2,4
Annotated Bibliography	200	5	5	1,3
Critical Essay—Draft	500	5	20	1,2,3,4,5
Critical Essay—Final	1,000	15		1,2,3,4,5
Research Essay—Draft	500	5	20	1,2,3,4,5
Research Essay—Final	1,200	15		1,2,3,4,5
Participation: In-class; in groups; quizzes, Journal, In-class writing, homework.	500—quiz, journal, in-class writing N/A direct participation	5 Writing 5 In class, in groups	10	4 N/A
Multimodal Presentation	3-4 minutes	10	10	1,2,3,5

Grades will be determined on a percentage basis within categories. For example, each assignment and participation will have a point value within the Category Participation: The entire Participation category is worth 10% of the course grade. Essays and major assignments will be graded from 0 to 100%. Quizzes, short assignments will be issued a point total and graded Check Plus (100%), Check (85%), Check Minus (70%) or Check Minus-Minus (0%)

No Extra Credit

Late Work—

- Homework online will have a cutoff time. Work that arrives on time will be assessed. Late work 50% reduced.
- Cannot be made up: Journals, Short Opinions, In-Class Assignments, and Quizzes—online, in class, or during class.
- Short out-of-class assignments lose 10% each day late and receive zero% after one week.
- Out-of-class essays & Multi-modal project components lose 10% each day late and receive zero% after one week.

Participation

Participation counts for 10% of the total grade. The Participation grade: A=95%, B=85%, C=75%, D=65%, F=55%-0%

- Homework, in-class assignments, and journal entries completed on time receive credit but also contribute towards the Participation grade.
- Speaking up in class—asking and answering questions, willingness to participate in groups, helping others within your groups
- Attentiveness during class: focus on lectures, topic at hand, and fellow students
- Dismissal from class due to unauthorized phone or computer use, sleeping, leaving the classroom during class results in a zero for homework and in-class work—see Protocol.

Grading Scale

A+ = 98-100%	A = 94-97%	A- = 90-93%
B+ = 88-89%	B = 84-87%	B- = 80-83%
C+ = 78-79%	C = 74-77%	C- = 70-73%
D = 60-69%	F = ≤ 59%	

Students must receive a grade of C- or greater to pass the course.

The department's standard grading scheme consists of the following: Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

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

An "A" range 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 gram, mechanics, and usage.

A "B" range 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” range 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” range 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.

Classroom Protocol

Classroom Protocol Here’s the deal. I’m old and old-fashioned. Don’t disrespect the classroom. That statement means that you need to be prepared to participate in the class, think critically, and be fully engaged with the discussion for the day.

Here are a few things to keep in mind: **Attendance:** University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” A healthy part of your grade comes through your participation in course discussions. While I’m not grading you on attendance, and there may be days on which I do not actively take role, it is impossible to receive full points for participating if you are not in attendance.

Cell Phones: Class only lasts an hour and fifteen minutes. You can survive without communication the entire class. Leave your cell phones and computers turned off. If your cell phone rings in class or if I see you texting, you will be asked to surrender your phone for the remainder of class. If you do not wish to surrender your phone, you will be asked to leave the class. If you are asked to leave the class, you will receive zeroes on homework or in-class work done that day.

Leaving the Classroom: Once class has started, please do not leave. Anyone leaving class will be asked to take their backpack and materials with them and not return—homework or in-class work will receive zeroes. It is disruptive to class discussions when students are walking in and out of class. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities. Again, class is only an hour and fifteen minutes. Plan accordingly.

Essay Format: All essays must be typed and double-spaced (1 inch margins, Times New Roman, 12 pt font). Handwritten essays are not acceptable. No late papers will be accepted.

Read the Assignments carefully: Hardcopies and Digital copies may be required for the same assignment. I do not print essays for students. If you cannot make it to class, I will accept an email submission as evidence of the assignment’s completion; however, you are still responsible for turning in a hardcopy at the next class meeting you attend. I respond to all email submissions. If you do not get a reply from me within 12hrs, you must assume I did not receive it. Lost email submissions are not valid excuses for late or missing assignments. You will still be held responsible.

Lateness: Late assignments will not be accepted unless you have arranged with me before the due date. This includes illnesses. Computer excuses are not acceptable in this class. Except in extreme cases of illness or emergencies (documentation required), there will be NO make-up quizzes or exams unless you have arranged other accommodations with me before the exam date.

Each semester, students approach me regarding travel dates at the end of the semester or during the semester. Be aware that your education is a priority. However, I am not a baby sitter. Should you choose

to leave during the semester, this choice is yours. Family emergencies can be important, but evaluate them with caution: Family emergencies are not an excuse for late or missing work—weight the consequences, and if you must miss class, understand that you will not receive credit for missed work. Travel, holidays, or family plans are not acceptable reasons to miss any class period, including the final exam period. Final Exam: is mandatory—do not make plans to leave for home, work, or vacation early. Failure to sit for the exam in YOUR class will result in a zero for the final.

University Policies

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

<http://www.sjsu.edu/english/frosh/program_policies/index.html>

**English 2/Critical Thinking and Writing/ spring 2017
Course Schedule**

The schedule is subject to change with fair notice and how the notice: notice will be made in class and Canvas email.

WLTC: *Writing Logically, Thinking Critically*

M2S: *Made to Stick*:

WRD: *Writer/Designer*

ICE: In-Class Essay

CR: *Course Reader*

WrsH: *Writer's Help*—On Canvas

SP: Short Paper

CE: Critical Essay

RP: Research Paper

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th Jan 26	Introductions—Writing, Reading, Critical Thinking, Syllabus
2	Tue Jan 31	Diagnostic Essay In-Class
2	Th Feb 2	Read: M2S Introduction and Ch. 1 bring something simple to class Bring 15 blank pages copy paper to class Make Journals Due Syllabus—Syllabus Agreement & Questionnaire (CR) Bring CR to class—Read: 10 Tips from Pros & “How To Write a Lot” first three pages Assign Sp #1 MLA Format Quiz
3	Tue Feb 7	Read: WrsH, Ch. 1; Ch. 2 a,b; Ch. 6; Ch. 7 Read: WLTC Ch. 1, bring completed Ex 1C, Read: Ch. 2, M2S—bring something unexpected—how could this be used to make your idea “stick”? Quiz
3	Th Feb 9	Due: SP #1 SFD, from WLTC, WA #1, pages 13-14 to Canvas Read: WLTC. Ch. 2; CR “Think About It” & “How to Get Your Writing Project Going” & “The Need to Read”
4	Tue Feb 14 *	Read: WLTC: Ch. 8 & CR—Words, Usage, Definitions & “The Bong Hit Heard Round the World— Highlight and label, Facts, Inferences, Opinions. Quiz
4	Th Feb 16	Due: SP #1, Revised to Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: M2S Ch. 3—Bring Something Concrete—write a list of the things that this item can be used for and that it could represent; WrsH Ch. 10-11
5	Tue Feb 21	Read: WLTC Ch. 3. Due and bring to class Ex 3C, A & B Read: CR
5	Th Feb 23	ICE, SFD—bring paper, dictionary, pens
6	Tue Feb 28	Read: WLTC, Ch. 4 Summarize and bring a printed Argumentative Essay or Opinion Column from an outside source such as <i>New York Times</i> , <i>Wall Street Journal</i> , <i>Huffington Post</i> , <i>National Review</i> , <i>Conservative Review</i> , <i>Salon</i> , or any major newspaper or magazine.
6	Th Mar 2	Assign SP #2 M2S Ch. 4—Bring something Credible—explain its credibility
7	Tue Mar 7	Due: Revision of ICE, Final Draft Read: WLTC Ch. 5
7	Th Mar 9	Due: SP#2 SFD Peer Review Big Quiz
8	Tue Mar 14	Read: M2S Ch. 5 Bring something Emotional Bring an Avatar of Yourself and a typed double-spaced explanation
8	Th Mar 16	Due: SP #2—2 nd Draft to Canvas Read: WLTC Ch. 6 Read: CR Whatever Happened to Chivalry, Christine Glarrow—list any Logical Fallacies. State your opinion of the column
9	Tue Mar 21	Library Day
9	Th Mar 23	Due: SP #3—Final Draft Read M2S: Ch. 6 and Epilogue —Bring a Story that sticks—one-minute presentation
10	Mon-Fri March 27-31: Spring Break	
10		
11	Tue Apr 4	CR: Read “Jury Decision Based Entirely on Evidence” <i>12 Angry Men</i> —Movie Part 1
11	Th Apr 6	<i>12 Angry Men</i> —Movie Part 2 Due: Work Sheet on Movie—At end of class.
12	Tue Apr 11	Read: WLTC Ch. 7; Read WRD, pgs 1-15, 19; 20-27, 31-37. CR: Poetry, Open to Interpretation, Reading Poetry, Introduction to Poetry
12	Th Apr 13	Critical Essay SFD, Peer Review and to Canvas—500 words CR: “At Thirty” “A Portrait of the Reader”

Week	Date	Topics, Readings, Assignments, Deadlines
		Found Poetry Exercise Read: WRD 40-53.
13	Tue Apr 18	Bring 2-minute Presentation using Concrete object and Element of SUCCESS
13	Th Apr 20	Due: Critical Essay Final D, to Canvas—1,000 words CR: Malcolm X: A Homemade Education & Annotated Bibliography
14	Tue Apr 25	Read: WRD 57-76 Read CR: “What Does It Mean to be a Man?” by Ann Friedman & “The Ability to Feel” by Soraya Chemaly
14	Th Apr 27	Due: Annotated Bibliography for Research Essay Read: WRD 77-81; 93-104 CR Makeup is nothing but cover-up, by Brandon Chew, and Define Your Own Beauty by Jerica Lowman
15	Tue May 2	Due: SFD Research Essay PR and Canvas—500 words Read: WRD 106-110;116-118; 132-135
15	Th May 4	Read: CR “The Seat Not Taken” Multimodality
16	Tue May 9	Due: FD Research Essay to Canvas—1200 words Read: CR “The America I Love” Multimodality
16	Th May 11	Silent Success Project Read CR: “Why Boys Don’t Play with Dolls”
17	Tu May 16	Read CR: “What I’ve Learned from Men” SUCCESS in life
Final Exam		Venue and Time TBA Bring 2-minute Oral Presentation with Concrete object and Elements of SUCCESS

**Letter of Understanding
Spring 2017, English 2,
Sections 2, 4, 8**

I, (your name) _____, have read the syllabus thoroughly and understand the objectives of this course and what is required of me to achieve them. I know that my success in this course depends on my choice to participate in class activities, to complete assignments both in and out of class on time, and to commit myself to improving the effectiveness of my written and oral communication. I will abide by all of the class rules for use of technology.

I, Craig Lore, will make myself available during class, office hours, and by appointment to help facilitate your growth as a writer. I encourage you to feel comfortable asking questions and expressing concerns. I will do my best to provide you with useful feedback on the effectiveness of your responses to written and oral assignments.

Student Signature _____

Instructor Signature _____ *Craig Lore* _____

Date _____

English 2, Section _____ (your section number)

SJSU Spring 2017 Calendar

Bursar's Office One Washington Square San Jose, CA 95192-0138

Date	Important Dates Regarding Your Student Account*
12/17/16	Payment Due Date for Nov 1 - Dec 11 Registrants
12/19/16	Enrollment Cancellation for Nov 1 - Dec 11 Registrants with payment not made by due date
1/16/17	Payment Due Date for Dec 12 - Jan 10 Registrants
1/17/17	Enrollment Cancellation for Dec 12 - Jan 10 Registrants with payment not made by due date
1/26/17	First day of instruction
2/16/17	Payment Due Date for Jan 11 - Feb 13 Registrants
2/17/17	Enrollment Cancellation for Jan 11 - Feb 13 Registrants with payment not made by due date
3/19/17	Payment Due Date - Final Installment Payment Plan Due Date
4/10/17	Last day of Pro-Rata Refund/Calculation

Date	Other Important Dates*
11/1/16 - 1/23/17	Advanced Registration Period
11/11/16	Veterans Day - Campus Closed
1/16/17	Dr. Martin Luther King Day-Campus Closed
1/23/17	Last day to drop classes or withdraw with 100% refund
1/26 - 2/14/17	Late Registration Period
1/26/17	\$25 Late Registration Fee begins
2/7/17	Last day to drop a class without a "W" grade
2/14/17	Last day to add courses and register late
2/15/17	\$45 Late Add Fee begins
2/22/17	Enrollment Census
2/23/17	\$200 Late Add Fee begins
3/27 - 3/31/17	Spring Recess
3/31/17	Cesar Chavez Day - Campus Closed
5/16/17	Last day of instruction
5/17/17	Study day-no exams or classes
5/18- 5/24/17	Final exams
5/25/17	Exam make-up day
5/29/17	Memorial Day - Campus Closed