

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 11, Spring 2017

Course and Contact Information

Instructor:	Dr. Julie Sparks
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Office Hours:	T 2:30-3:30, W 10:30-11:30 and by appointment
Class Days/Time:	MW 3-4:15
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 and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found online at <http://www.sjsu.edu/people/julie.sparks/courses/> and some will also be on the Canvas learning management system course website. You are responsible for regularly checking your email with the messaging system through MySJSU to learn of any updates.

ENGL 2 Course Description

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.

Section-Specific Course Description

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>.

Assignment Word Count and Learning Goals

Assignment	Words	GELO	Points	% of grade/ semester
Baseline essay —op-ed response	300-500	2-4	0	0%
Rhetorical Analysis rough draft	1200	4,5	0	0%
final draft + memo	1400	4,5	150	15%
Research proposal & Annotated Bibliography rough draft	1000	1,2	0	0%
final draft	1300	1,2	150	15%
Researched Argument rough draft + sources	1200	1-5	0	0%
final draft + memo + sources	1500	1-5	200	20%
Oral Presentation + PowerPoint	250-500	2, 3	50	5%

Reflection Essay	500-650	3	50	5%
Small Assignments/participation	varies	varies	200	20%

Required Texts/Readings

Textbook *The Structure of Argument* by Rottenberg & Winchell ISBN13: 978-1457662355

Other Readings, generally book excerpts and articles from a variety of sources, will be posted on the course site. You will also do a lot of reading for the researched argument project, but those will be readings you dig up, on a topic you choose.

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have 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. The following are the criteria by which essays are evaluated in first-year writing courses:

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.

Total point value for the course is 1000. Your overall course grade will be calculated as follows:

Course Grade Point Values

1000-930 A	929-900 A-	899-870 B+	869-830 B	829-800 B-	799-770 C+
769-730 C	729-700 C-	699-670 D+	669-630 D	629-600 D-	599-0 F

This course must be passed with a C- or better as a CSU graduation requirement

Classroom Protocol

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Academic Integrity The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf), located at <http://www.sjsu.edu/senate/docs/S07-2.pdf>, requires you to be honest in all your academic course work. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit, **or submitting your own work that you wrote for another class**) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student submitting them, and they must be written only for this class unless otherwise specified.

Turnitin.com: To receive credit, *all essays for this class must be submitted to Turnitin.com through Canvas*. Late submissions to Canvas will be penalized—especially if I have to ask more than once.

Professionalism and maturity: Perhaps this should go without saying, but students will be expected to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time and refraining from toying with electronic devices and chatting with buddies in class. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. We will be discussing some emotionally potent issues, so it will be important for us all to express ourselves carefully and try to keep our cool. Students who fail in this regard might be asked to leave the classroom. Professionalism and maturity also mean you will take responsibility for coming to class every time, well prepared for class, and it means following directions and meeting deadlines. **Significant problems with this can and often does mean failure in the class.** More about this below.

Attendance and Participation: **It is very important that students come to class, every time, and come prepared to participate.** This means that reading assignments should be finished *before* the class period when they will be discussed, and that students should get to class on time to participate in the discussions, see the films, turn in homework, and/or take quizzes. There will be frequent, often unannounced in-class writing and workshops, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. **Poor attendance and weak participation will significantly reduce your learning experience and your grade.**

Absences: Due to the nature of a hands-on, skills-development class, **absences will be a very serious problem.** The most common reason students fail this class is that they don't show up regularly, and they don't realize how much they're missing or how far they've fallen behind because they don't know what is happening when they're gone. Whether it is arrogance, laziness, illness, or traumatic events beyond your control, the result is the same. Don't let this happen to you! When you absolutely must miss a class, contact a classmate and/or the prof to get caught up. (Rhetorical tip: when doing this, don't ask, "Did I miss anything?")

Late policy

No late homework: I realize everyone has emergencies now and then, but I have found that accepting late homework opens the door to chaos. Therefore: **IN-CLASS WRITING CANNOT BE MADE UP. LATE HOMEWORK WILL NOT BE ACCEPTED, NOT EVEN BY EMAIL OR CANVAS.** Late homework is any homework that arrives after class begins.

******Please do not ask for exceptions to these policies** because you put me in an awkward position and provoke the ire of your classmates. One reduced grade on an essay or a couple of missed homework assignments will not destroy your grade. Repeated lapses *will* damage your grade.

Late major assignments might be accepted but they are penalized Grades for late essays will be reduced a grade step (e.g. from B- to C+) for every day they are late, and one week late is the limit. This policy provides incentive to meet deadlines, which are even more crucial in the workplace than in school.

Procedures for turning in work: All assignments are to be submitted on paper (not just electronically) in class, at the beginning of class when they are due, unless I tell you otherwise. They are not to be slid under my office door or into my mailbox.

Extra Credit: I used to offer extra credit, but I have found increasingly that it brings out the worst in many students.

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 (Tentative) Course Schedule

Please note that this schedule is subject to change, with due notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 1/30	Introduction to the course, brief in-class writing <u>Read for next time:</u> “Breaking Bread & Barriers” by Justin Phillips and “Change isn’t Easy But it’s Possible” by Robert Reich
1	W 2/1	Unit 1: Introduction to rhetoric <u>Read:</u> text 3-20, “Why I Left White Nationalism” (online)
2	M 2/6	Rhetorical Analysis Project introduced <u>Read:</u> text 25-31 + “In <i>Fantastic Beasts</i> , Rowling Cloaks Politics in a Tale of Magic” + Rowling Interview (online) <u>DUE:</u> baseline essay on Phillips’ or Reich’s essay (hard copy + Canvas)
2	W 2/8	Reading rhetorically <u>Read:</u> text 34-41, 43-45 “Remarks to the AFL-CIO Executive Council” (online) by Elizabeth Warren
3	M 2/13	Reading rhetorically, continued. <u>Read:</u> text 53-55 + Social Responsibility & Business (two essays) text 452-457 <u>DUE:</u> topic proposal for rhetorical analysis project.
3	W 2/15	Analyzing Multi-modal arguments: Visual arguments. <u>Read:</u> text 61-80
4	M 2/20	Multi-modal arguments: online news, blogs <u>Read:</u> text 89-107 + “Step into a Refugee Camp” by Deborah Acosta (online)
4	W 2/22	Defining key terms in argument <u>Read:</u> text 239-251 + “What the Alt-Right Really Means” (online)
5	M 2/27	Workshop: <u>Peer review of Rhetorical Analysis</u> <u>DUE:</u> bring 2 copies of rhetorical analysis rough draft (2 full-length drafts and participation required for 15 points)
5	W 3/1	Unit 3: Research Unit: Refutation & Response. Bibliographies Brainstorm research topics <u>DUE:</u> final draft, Rhetorical analysis (remember Canvas) <u>Read:</u> text 171-173 + “Students fooled by fake news” (online)
6	M 3/6	Responding to Arguments <u>Read:</u> text 110-115 + “Two arguments about the Syrian refugee crisis” (online) <u>DUE:</u> topic proposal for research project

Week	Date	Topics, Readings, Assignments, Deadlines
6	W 3/8	Responding to Arguments, quoting/paraphrasing <u>Read:</u> text 116-126
7	M 3/13	Making a statement: fact, value, policy <u>Read:</u> text 149-152, 158-160, 164-170
7	W 3/15	Bibliographies / Annotated bibliographies: evaluating & citing sources <u>Read:</u> text 184-187, 356-364, 400-403, 413-418
8	M 3/20	Library Workshop (meet in King Library)
8	W 3/22	Film <u>Due: working bibliography + 1 annotation</u> (20 points)
9	3/27- 3/31	*****SPRING BREAK*****
10	M 4/3	Finding support through values and needs <u>Read:</u> text 200-208 “Starting With a Handshake” (online)
10	W 4/5	<u>Peer review Annotated Bibliography + Research Proposal DUE: 2 full-length rough drafts</u> (remember Canvas)
11	M 4/10	Finding support with evidence <u>Read:</u> text 174-187
11	W4/12	DUE: Annotated Bibliography + Research Proposal (remember Canvas) Workshop on multi-modal presentations
12	M 4/17	How to not sound like an idiot (avoiding fallacies) <u>Read:</u> text 308-321
12	W 4/19	Logic, continued: Induction vs. Deduction <u>Read:</u> text 296-298, 302-308
13	M 4/24	Unit 4: Reflection Essay Introduced Workshop on drafting, organizing <u>Read:</u> text 372-385
13	W 4/26	Using language well <u>Read:</u> text 262-276, 282-287 <u>DUE: Outline of your argument (20 points)</u>
14	M 5/1	Conferences on outlines (optional)
14	W 5/3	<u>Peer review of researched argument</u> <u>DUE: 2 full-length hard copies of your paper</u>
15	M 5/8	Workshop on presentations <u>Read:</u> text 385-391
15	W 5/10	Grand Summary of Course Themes
16	M 5/15	Begin presentations <u>Due: Researched Argument + memo</u> (remember Canvas)
Final Exam	W 5/24 12:15- 2:30	Finish presentations <u>Due: Reflection Essay</u> (remember Canvas)