

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 20, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Sara Cook
<b>Office Location:</b>	Faculty Offices building, room 115
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<b>Email:</b>	Sara.Cook@sjsu.edu
<b>Office Hours:</b>	Tuesdays & Thursdays, 10:30am – 11:30am
<b>Class Days/Time:</b>	Tuesdays & Thursdays, 9am – 10:15am
<b>Classroom:</b>	BBC, room 124
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
<b>GE/SJSU Studies Category:</b>	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.

**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

English 2 Section 20 will be a chronology of prominent social arguments. We will begin with arguments of the past (e.g. MLK's "Letter from Birmingham Jail"), followed by a lengthy curriculum of present-day arguments (using *The New Yorker* magazine), and finally we will read an argument about our future: *The Handmaid's Tale* by Margaret Atwood.

**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. All essays must be in MLA format, as detailed in *The Everyday Writer*, and are due in class. Unstapled papers will not be accepted.

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.

Class discussions and activities are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule – I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your text with a pen or pencil.

Multimodal: You will be presenting your arguments orally to the class using specified visual aids.

Rough Drafts & Workshops: Essay and presentation assignments require rough drafts. The original rough draft must be turned in with your final draft. If you only turn in one draft of an assignment where a rough draft and final draft are due, you will receive an “F” for that assignment.

Workshops are a chance for you to test drive your essay and are very important to the writing process. You must attend! If you miss a peer editing workshop, you must still turn in a rough draft with your final draft, and you will forfeit one letter grade on the assignment.

Other work: You will have various other homework and in-class assignments. These cannot be made up.

Participation: This is a **seminar** course; oral participation is necessary: your thoughts and questions are important to the discussion and our communal growth as writers. The potency of our class depends upon our commitment to reading, discussing, and writing with conscientiousness and consistency. You are expected to participate with flawless preparation and awe-inspiring enthusiasm.

Your participation will be assessed through in-class writing assignments, group work, and class discussion.

Attendance: Regular attendance is crucial to your success in this class. Remember, there are no “excused” absences in college. If you fail to attend a class, you are still expected to turn in the assignments due that day, get details on whatever topics were covered in class, and complete the homework for the next meeting. It is your responsibility to contact me or a classmate to see what you missed.

## 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	Word Count	% of Grade	GELO
Diagnostic writing	600	0%	2-4
Assignment 1: Rhetorical analysis	1000	10%	2-5
Assignment 2: Classic argument	1200	15%	1-5
Assignment 3: Visual argument	900	10%	2-5
Assignment 4: Research argument	1600	20%	1-5
Assignment 5: Literary argument	1600	20%	1-5
Reading logs	1300	10%	1-5
Vocabulary log + other work	variable	5%	1-5
Participation	n/a	10%	2-5

## Required Texts/Readings

### Textbooks / Materials

- *Everything's an Argument*, 7<sup>th</sup> edition by Lunsford and Ruskiewicz
- *The New Yorker* magazine (10-week subscription)
  - I have arranged this for you; the cost is \$10, payable to me.
  - *You must keep ALL issues of The New Yorker until the semester is over.*
- *The Handmaid's Tale* by Margaret Atwood
- *The Everyday Writer* by Andrea Lunsford
  - All students have a free electronic copy of this in their Canvas accounts (aka “Writer’s Help”)
- A College-level dictionary
- A device to access the internet during class (laptop, smart phone, tablet, etc.)
- Other readings will be posted on Canvas throughout the semester. **You will be responsible for printing these articles from Canvas, and reading and annotating them. Other readings may be added; notice of any additions will be sent via Canvas.**

## Grading Policy

**Grading:** A-F. This class must be passed with a C- or better as a CSU graduation requirement. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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

## Grade Calculation:

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		

Essays in this class will be graded according to the following criteria:

**A = Excellent.** This essay is organized and well constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Ideas are clearly presented and supported with specific details. Paragraphs are fully developed and flow easily from one to the next. The language is varied, lively and syntactically complex. This paper is virtually free of mechanical errors and is a pleasure to read.

**B = Very good.** This essay shows an understanding of the prompt, but is less precise and original than the “A” paper. This paper exhibits clear ideas and supports them with examples, but may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical and/or mechanical errors, however it does exhibit overall confidence.

**C = Average.** This essay discusses the prompt, but in a superficial or overly generalized way. The paragraphs show a lack of firm control of the ideas and neglect to provide sufficient support and detail. Word choice and syntax is unvaried and simplistic and mechanical errors may be frequent enough to distract the reader.

**D = Poor.** This essay makes an attempt to discuss the prompt, but is poorly organized, vague, and lacks appropriate and/or adequate examples. The paper exhibits a weak control of ideas and syntax and is full of mechanical and grammatical errors.

**F = Unacceptable.** This essay does not adequately fulfill any of the requirements of the assignment. It fails to address the prompt or misrepresents it significantly. It lacks coherence, clarity and development. This essay does not demonstrate a competent understanding of grammar and mechanics.

## Classroom Protocol

In this class I expect you to:

1. Enjoy and commit yourself. Academic work is what you make of it.
2. Come to class on time. Tardiness is disruptive and disrespectful, and chronic tardiness will affect your grade.
3. If you are not using your cell phone for a class activity, it should be silenced and *stowed*. If you are engaging in electronic activity during class that I have not directed, I will ask you to leave.
4. Engage yourself in our class. If you are doing anything other than being present in our class work, I will ask you to leave.

5. Take responsibility for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or are otherwise having trouble unless you tell me. If you have questions about the work, speak up in class, come to see me in my office, or send an email.

### My Professional Policies

1. I do not accept late work. (See the last page of this syllabus for the one exception to this policy)
2. I do not accept work via email.
3. In class work cannot be made-up (this includes group work, workshops, and “other work”).
4. I reserve the right to publish your work to the class as part of our workshop activities.
5. Please come to my office hours for any help you want; that is what I am here for.

### 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](http://www.sjsu.edu/english/frosh/program_policies/index.html)

### A Few Last Words

Writing well is difficult, and like anything else you have to work at it. Don’t sit back and wait for your brain to effortlessly absorb the material. Engage yourself and you may discover that your writing reveals things to you that you didn’t know *and* that your writing is better than you thought. Lastly, please ask me about any assignment if it is unclear to you. And, please do not hesitate to come talk to me about anything – assignments or otherwise. I am here to help you, and look forward to working with you this semester.

### English 2: Critical Thinking and Writing, Spring 2017, Course Schedule

*This schedule is subject to change. All scheduled readings and assignments need to be completed by the time you come to class on the day they are listed.*

*EAA = Everything’s an Argument*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26/17	Introduction
2	1/31/17	Chapters 2 + 3 of <i>EAA</i> Diagnostic writing. Bring an essay booklet to write in.
2	2/2/17	Chapter 4 of <i>EAA</i> “Letter from Birmingham Jail” (on Canvas: print, read, and annotate)
3	2/7/17	Chapter 5 of <i>EAA</i> “On Nation and Race” (on Canvas: print, read, and annotate)
3	2/9/17	Chapter 6 of <i>EAA</i> “Thresholds of Violence” (on Canvas: print, read, and annotate)
4	2/14/17	“Is Google Making Us Stupid?” (on Canvas: print, read, and annotate)
4	2/16/17	<b>Peer evaluation workshop: complete draft of essay 1 due</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
5	2/21/17	<b>Essay 1 due</b> <i>Meet at MLK Library. Room TBA</i>
5	2/23/17	Chapter 7 of <i>EAA</i> <i>The New Yorker</i> and/or articles on Canvas (TBA)
6	2/28/17	Chapter 18 of <i>EAA</i> <i>The New Yorker</i> and/or articles on Canvas (TBA)
6	3/2/17	Chapter 19 of <i>EAA</i> <i>The New Yorker</i> and/or articles on Canvas (TBA)
7	3/7/17	Chapter 13 of <i>EAA</i> <i>The New Yorker</i> and/or articles on Canvas (TBA)
7	3/9/17	<b>Peer evaluation workshop: complete draft of essay 2 due</b>
8	3/14/17	<b>Essay 2 due</b>
8	3/16/17	Chapter 14 of <i>EAA</i> <i>The New Yorker</i> and/or articles on Canvas (TBA)
9	3/21/17	<i>The New Yorker</i> and/or articles on Canvas (TBA)
9	3/23/17	<i>The New Yorker</i> and/or articles on Canvas (TBA)
10	3/28/17	Spring break
10	3/30/17	Spring break
11	4/4/17	<b>Presentations (Essay 3)</b>
11	4/6/17	<b>Presentations (Essay 3)</b>
12	4/11/17	<i>The New Yorker</i> and/or articles on Canvas (TBA)
12	4/13/17	<i>The New Yorker</i> and/or articles on Canvas (TBA)
13	4/18/17	<i>The New Yorker</i> and/or articles on Canvas (TBA)
13	4/20/17	<b>Peer evaluation workshop: complete draft of essay 4 due</b>
14	4/25/17	<b>Essay 4 due</b>
14	4/27/17	<i>The Handmaid's Tale</i> , chapters I - V
15	5/2/17	<i>The Handmaid's Tale</i> , chapters VI - IX
15	5/4/17	<i>The Handmaid's Tale</i> , chapters X - XII
16	5/9/17	<i>The Handmaid's Tale</i> , chapters XIII – Historical Notes
16	5/11/17	<b>Peer evaluation workshop: complete draft of essay 5 due</b>
17	5/16/17	<b>Essay 5 due</b>

*Have a great summer!*

*The one-time-only*

# Emergency Pass

Guidelines: With this pass, you may turn in one ESSAY up to one week (7 days) late. *This pass may **not** be used for homework or any other assignments.* I highly suggest you save this pass for an actual emergency (i.e. car accident on the way to school, relative dying, etc.)

Directions: Staple this pass to the top of your essay. You must turn in your late essay in class, within the one-week timeframe.

Other pertinent info:

- Essays slipped under my office door will not be accepted.
- Essays that are emailed will not be accepted.
- Essays that are more than one week (7 days) late will not be accepted.