

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing**  
**Sections 14, 22, and 23, Spring 2017**

<b>Instructor:</b>	Robert F. James
<b>Office Location:</b>	FO 106
<b>Telephone:</b>	924.5038
<b>Email:</b>	Robert.James@sjsu.edu
<b>Office Hours:</b>	T/R 1330-1500 and by appointment
<b>Class Days/Time:</b>	14: T/R 1630-1745 22: T/R 1030-1145 23: T/R Noon-1315
<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

### **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

To provide focus and continuity, the theme of the class is “The American Dream.” Students will read and write about the theme from a variety of perspectives, including diverse ethnic, socioeconomic, geographic, and academic backgrounds. Class discussions will explore if The American Dream exists today. If it does, how is it defined? And perhaps more importantly, we will discuss how to achieve this dream. We will read and analyze important arguments for The American Dream from influential figures throughout American history, such as the Founding Fathers, prominent industrialists, essayists, satirists, Civil Rights leaders, entrepreneurs, muck rakers, and a lot of people you’ve probably never heard of. This course is not a “sit and learn” type of course. The most valuable commodity you have is your own opinion. The goal of this course is to help you develop your opinion and also to articulate it effectively and persuasively.

### **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>.

*Insert descriptions of course requirements and assignments here (e.g., informal / formal writing assignments, multimodal / oral presentations, logical reasoning exercises, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE A3 course learning outcomes*

## Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
In-class essay #1: Analysis of Class Discussion	350-500	2,3,4,5
In-class essay #2: Analysis of Class Discussion	350=500	2,3,4,5
Short Writing Task (4 x 450 words)	1800	2,4,5
Essay #1: Research Paper Initial Draft	1250-1500	1-5
Essay #2: Research Paper Final Draft	2000-2500	1-5
Essay #3: Analytical Essay	1000	1-5
Oral Presentation	10-15 min	2,3,5

### **Required Texts/Readings**

Course Reader available from Maple Press  
The Things They Carried, by Tim O'Brien

### **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.

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.

At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Value</u>	<u>Percentage</u>
In-class essay #1	diagnostic
In-class essay #2	10%
Short Writing Tasks	15%
Research Paper Draft	15%
Research Paper Final	15%
Analytical Essay	15%
Oral Presentation	15%
Quizzes	5%
Participation	10%

### Late Papers:

No late papers will be accepted. If you must miss class, even due to illness or last-minute emergency, it is your responsibility to get your paper to the instructor on time. A late paper will automatically receive a grade of 0. When the assignment is turned in, the zero will be factored into the overall grade as an F.

### Participation:

A healthy percentage of your grade relies on your classroom participation. Participation, as graded in my classroom, involves actively engaging in all classroom discussions in a thoughtful way. Being able to articulate your understanding of arguments as well as formulating your own opinions is an important way to demonstrate internalization of course material.

## Classroom Protocol

Here's the deal. I'm old. I'm also old-fashioned. Don't disrespect the classroom. That statement means to show up 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 should go without saying that 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, I'm sure, survive sans communication for this period of time. Leave your cell phones and computers turned off, please. You may think that you are texting surreptitiously, but you're not. Trust me. 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.

Leaving the Classroom: Once class has started, please do not leave. Anyone leaving class will be asked not to return. 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, TimesNewRoman, 12 pt font). **Handwritten essays are not acceptable.** All essays require a cover page with the title in bold, 22-point font, centered halfway down the page. Your name will appear in 18-point font two returns below your title. Course information including my name, course day and time, and date of essay centered at the bottom of the page. All pages of the essay will include a header of student's last name and a footer of a centered page number. Do not number cover page. **No late papers will be accepted.**

Email Submissions: Hardcopies of all formal essays are required. 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, 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 instruction for any reason, this choice is yours. Travel, holidays, or family plans are not acceptable reasons to miss any class period, including the final exam period.

Final Exam: Because final exams involve oral presentations, I will not allow late admittance to the classroom once the final exam period has begun.

Extra Credit: There are no opportunities for extra credit in this course.

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

### **Grizzly Bears**

In the event of a grizzly-bear attack, classroom policy is to adhere to directions from The National Park Service, which states:

“Although extremely rare, bear attacks on human beings have occurred. Each bear and each experience is unique; there is no single strategy that will work in all situations and that guarantees safety. Most bear encounters end without injury. Following some basic guidelines may help you lessen the threat of danger. Your safety can depend on your ability to calm the bear.”

Please note the last line refers to “calming the bear.” These calming methods include keeping your distance from any bear and doing your best to not startle a bear; speaking calmly so the bear knows you are a human being and not a prey animal; and remaining still. If a bear continues approaching you, stand your ground by slowly waving your arms (don’t panic!); stay calm and remember that most bears don’t want to eat you, but they may stand on their hind legs if they’re curious about you; remain in groups; make yourself as large as possible; don’t allow the bear access to your food, and don’t drop your backpacks, as they may be used to keep the bear away from you in the rare occurrence of a bear actually attacking you.

The easiest thing to do in the event of a bear sighting in the classroom is to leave the room as calmly and as quietly as possible. Should a grizzly bear actually attack you, play dead.

**UNDER NO CIRCUMSTANCES SHOULD YOU SHOOT THE BEAR WITH A GUN THAT YOU HAVE BROUGHT TO THE CLASSROOM, EVEN IF YOU HAVE BEEN ADVISED THAT FIREARMS ARE THE BEST DEFENSE AGAINST GRIZZLY BEAR ATTACKS.**

We, therefore, will not be allowing guns in the classroom.

Thank you.

## English 2, Fall 2016 Assignment Calendar

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26	Introduction Syllabus Handouts
2	January 31	In-Class Diagnostic Essay  The Art and Craft of Persuasion Writing Essays Critical Thinking
3	February 7	<b>September 5: Labor Day</b>  Research Analyzing Visual Arguments  Group Presentations <b>RESEARCH PAPER: TOPIC PROPOSAL</b>
4	February 14	Identities “Join or Die” –Benjamin Franklin “Origins of Anglo-Americans” –De Tocqueville  Identities “A Tapestry of Hope” –Jeanne Houston “The Cult of Ethnicity” – Arthur Schlesinger
5	Sept 19	American Dreams “Wealth” –Andrew Carnegie  “Let America Be America Again” –Langston Hughes “Harlem” –Langston Hughes
6	February 21	Images of Gender and Family “Rusk v. State”  “Marriage is a Fundamental Right” –Thomas Stoddard “Reserve Marriage for Heterosexuals” –Bruce Fein <b>RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY</b>
7	February 28	Work and Play “Women and Economics” –Charlotte Perkins Gilman “Office Politics” –Ellen Lupton

Week	Date	Topics, Readings, Assignments, Deadlines
		Work and Play “The Mason” –Studs Terkel “Bricklayer’s Boy” –Alfred Lubrano
8	March 7	Work and Play “Serving in Florida” –Barbara Ehrenreich  Justice and Civil Liberties “Civil Disobedance” –Henry David Thoreau <b>RESEARCH PAPER: ROUGH DRAFT DUE</b>
9	March 14	War and the Enemy “These Are the Times That Try Men’s Souls” –Paine  “Gettysburg Address” –Abraham Lincoln “The War Prayer” –Mark Twain
10	March 21	Argumentation in Fiction  Introduction to <u>The Things They Carried</u> MARCH 27-31 SPRING BREAK
11	April 4	The Things They Carried  The Things They Carried
12	April 11	The Things They Carried  <b>RESEARCH PAPER: FINAL DRAFT DUE</b> <b>Analytical Essay Discussion: Character Analysis</b>
13	April 18	The Things They Carried  The Things They Carried
14	April 25	The Things They Carried  Thanksgiving Break
15	May 2	<b>ANALYTICAL ESSAY DUE</b> Group Presentation Discussion
16	May 9	Semester Wrap-up/Presentations
	May 16	Last Day of Instruction: Final Exam Prep and Assignments

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Final Exam	Consult MySJSU	Presentations