

English 2: Critical Thinking and Writing, Spring 2018: Sections 5 and 9

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Office Hours:	T/TH 1:30 to 3pm after Feb 8th
/Classroom:	All classes in SH444
Section/ Days/ Time	5) 9-10:15 and 9) 10:30 to 11:45
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 \(15.95 new\)](#), some available from previous semester (used) for 10 dollars

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](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	GELO	Points
Module 1—beginning analysis				
RR	Reading response and annotation (2 articles)	250	2-4	25/each
E1	Synthesis and rhetorical analysis of two articles/response	1000+	2, 3, 4	100
PW	Prework credit	250		15
Module 2—NVC Primer				
PW	Prework for Essay 2	250	2-4	25
E2	Analysis of a personal issue	500	2-4	100
RR	Annotation and reading worksheet	50	4,5	25
S1	Skit about NVC conflict			25
Module 3—critical thinking in action				
Stanford	Stanford Pilot—notes, class work	500		50
E3	Analysis of the news	1000	2, 3, 4	100
Q1-2	Vocabulary test--TBA	250	3	25 each
PW	In class work on critical thinking			TBA
Module 4—Speaking Peace, Rogerian essay				
	Library session			
R3-8	Reading responses/notes	50	2-4	10/each
E3-2	Annotated Works Cited (eval of sources)	250	1-4	75
E2a	Analysis of conflict first draft/response	750	2,4	100
E2b	Analysis paper/revised	1000	2, 3, 4	125
Pres	Chapter presentations		2, 3, 4	25
End of term				
	Class participation			30
SLO	Department's learning objective evaluation (5%)	250	1- 4	25
	Stanford survey (TBA)	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, Spring Estimated Schedule

Week	day	Date	In Class, topics, Homework due next class (unless otherwise specified)
Module 1—rhetorical analysis and synthesizing ideas			
1	0	Before day 1	Go into Canvas: review how to use canvas, begin Module 1 Canvas surveys Get book: Speaking Peace
	1	Thurs 1/25	Introduction to coursework, review reading, groups assigned In class work on <u>Why can't we talk? Answer questions</u> HW Read article: Communicating across Cultural Barriers, answer questions and annotate
2	2	Tues 1/30	Review articles, annotation: purposes and key points Discuss MLA formatting E1 assignment
	3	Thurs 2/1	Draft an outline in class-identify key points for body and conclusion HW: draft of E1,
3	4	Tues 2/6	Peer review of E1—content, how to use Criterion for grammar check HW: revise E1 for development—content. Submit to Criterion
	5	Thurs 2/8	Review Criterion results, editing suggestions HW: once finished with E1, write a description of a personal conflict—from your point of view (to bring to class next week) read NVC Primer (in Canvas)
		Friday 2/9	Homework: turn in E1—to canvas by 11:59pm) bring prework to class next Tuesday for credit
Begin Module 2—NVC in your life, personal application (E2)			
4	6	Tues 2/13	Introducing NVC concepts, group discussion of conflicts in our lives HW: Read chapter 4 to Speaking Peace
	7	Thurs 2/15	Review E2 so far: your feelings and needs In class--Imagine the other side's feelings and needs HW: write out E2 with intro, your side, their side,
5	8	Tues 2/20	Imagining a request—with real compassion demonstrated first HW: Finish E2—Intro, your side, the other side, and concluding request (demonstrating understanding and compassion)
	9	Thurs 2/22	Peer review, HW: use criterion to help identify grammar issues, HW: read 0-intro to Basics of Critical thinking
		Friday	Post E2 to Canvas by 11:59
6	10	Tues 2/27	Presentations Fake news discussion—video and question sheet https://www.youtube.com/watch?time_continue=2&v=EyMT08mD7Ds
	11	Thurs 3/1	Presentations HW: M3—(inferences and assumptions) and read Chapter 5 assumptions

			Module 3—Critical thinking
7	12	Tues 3/6	Identifying the parts of an argument: assumptions, premises, conclusion HW: bring an advertisement or cartoon to next class Read chapter
	13	Thurs 3/8	Working together to analyze cartoon Bring an editorial to next class and read Chapter 12
8	14	Tues 3/13	Work together to analyze editorial--Identifying the type of logic—inductive or deductive and finding fallacies HW: Bring a blog, news article, and other form of news to next class
	15	Thurs 3/15	Review of appeals, logic, and fallacies Begin fake news investigation and read Chapter 10 and 11
9	16	Tues 3/20	Critical thinking vocabulary test New Groups, presentation assignments, Essay 4
	17	Thurs 3/22	Library session HGW: Speaking Peace-Chapter 7, gather materials for Bibliography
	18	Tues 3/27	Spring break
	19	Thurs 3/29	
10	20	Tuesday 4/3	E4 the bigger issue in Rogerian format Presentation 7 HW: Read chapter 8, create bibliography in MLA format for next class
	21	Thurs 4/5	Identify what you will use in each article you have chosen for this paper How to quote and paraphrase HW: write annotated bibliography, write outline for E4 paper
		Friday 4/6	Annotated bibliography due by 11:59pm
11	22	Tues 4/10	Free write, summary of conflict Share what you have written—create thesis that leads into body paragraphs Presentation chapter 8
	23	Thurs 4/12	Rogerian presentation of opposing view—free write, share HW: Read chapter 9
12	24	Tues 4/17	Freewrite your Rogerian point of view, share Presentation Chapter 9
	25	Thurs 4/18	Review what you have so far—begin Rogerian conclusion, HW: Read chapter 10, put Essay 4 together for submission
		Friday 4/19	Submit Essay 4 to Canvas by 11:59pm
13	26	Tues 4/24	Presentation Chapter 10 Revision, E portfolio work explained
	27	Thurs 4/26	Bring essay for revision—to ask questions about markup, etc HW: Read chapter 11

14	28	Tues 5/1	Presentation Chapter 11 TBA
	29	Thurs 5/3	Sweeney Hall 229-- revision work
15	30	Tues 5/8	Sweeney Hall 229—Eportfolio work
	31	Thurs 5/10	Sweeny Hall 229 revision and Eportfolio work

Finals	Section 5	Wednesday, May 16 0715-0930 (SH444)
	Section 9	Tuesday, May 22 0945-1200 (SH444)