

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 11, Spring / 2018**

### **Course and Contact Information**

<b>Instructor:</b>	Ellen Tara James-Penney
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<b>Office Hours:</b>	MW 10:30 to 11:45, 1:30-2:30, and by appointment.
<b>Class Days/Time:</b>	MW 12:00 pm – 1:15 pm
<b>Classroom:</b>	Sweeney Hall, Room 238
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
	This course is not open to students who have successfully completed ENGL 1B.
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

### **Course Learning Management 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

Purpose is the reason you journey.  
Passion is the fire that lights the way.  
--author unknown

This semester's theme is "Equality." Is equality attainable? Is it balanced? You will learn equality's etymology, definitions, and examine any shifts in meaning. Although the general definition is by Western Civilization's standards, another culture's definition must be included in your analysis (if applicable). Specific speeches, letters, proclamations, critiques, and articles will be analyzed. (These documents will be posted on Canvas each week prior to scheduled class discussion.)

It is critical to keep in mind contextual background (social norms at the time). When preparing for class discussions, group work, and whichever phases of the writing process, conduct extensive research. Ask questions in order to assess from various perspectives. Rogerian theory is the critical approach; invite the reader to discuss the possibility/probability of your claim.

For the two mandatory essays, assess one aspect of equality. Your chosen aspect will either be personal or social. Remember, social norms dictate shifts in meaning. The following is a list of potential aspects:

1. Women's rights
2. Slavery
3. Religious persecution
4. Family hierarchy/Cast system
5. Disabilities
6. Interracial marriage
7. Gender preference
8. Elitism (white-collar vs blue-collar, formal education vs experience)
9. Gun control
10. Marriage (status or love?)
11. Age discrimination in the workforce

Please choose an aspect of personal importance and/or interest—this will fuel both purpose and passion.

## **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 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.

Oral: 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.

Effective writing necessitates process: brainstorming (verbal and written), outlines, rough drafts, analyses, and final drafts, then...revisions. Yes, there is a step beyond the final draft. There is no perfection on the face of the earth; however, there is excellence. ☺

Keeping notes demonstrating brainstorming and the creation of the rough draft is essential. Once your thesis is solidified and sources chosen (via locating, interpreting, evaluating, and synthesizing), you will write a rough draft; after which write an analysis demonstrating the use of inductive and deductive reasoning to validate your conclusions in preparation for the final draft.

### Assignment Word Count and Learning Goals

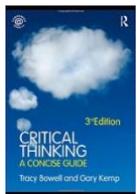
<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
Brainstorm/research outline	750	134
Rough draft and logical reasoning analysis	1500	12345
Final draft ESSAY 1	2000	12345
Brainstorm/research outline	750	134
Rough draft and logical reasoning analysis	1500	12345
Final draft ESSAY 2	2000	12345
Multimodal (written, visual, oral) Final	750	12345

**Readings directed on Canvas are required for effective class discussions, group work, preparation and practice for locating, interpreting, evaluating, and synthesizing information.**

## Required Texts

### Textbook

Tracy Bowell and Gary Kemp: *Critical Thinking: A Concise Guide*. Routledge: London 2010 (3rd edition). (Go to Amazon and purchase used paperbacks!)



### Other Readings

*All other documents will be placed on Canvas as we move through the semester.*

### Other technology requirements / equipment / material

1. Notebook
2. Pens
3. Laptop
4. Cellular phone

## Grading Policy

Participation in my class is paramount. Clarification of assignments, discussions based on readings, analysis of in-class work (including analyzing current events) happens. Therefore, participation entails showing up (even if you are tired), handing in assignments *on time*, asking questions in class, offering assistance to fellow classmates, asking for help, diagramming on the board, and being actively involved in group work. Furthermore, participation is respect for YOUR education in action. Respecting learning demonstrates respecting yourself and others.

I do not offer points for brainstorming, outlining, or rough drafts. All the work done is part of the *Final draft*. Therefore, the work you put into your writing reflects in the Final draft grade. Each Final is worth 5 points. The Multimodal Final is worth 10 points. And Participation is worth 10 points. Thus, 30 points possible.

5 = A+  
4.5 = A  
4.25 = A-  
4 = B+  
3.5 = B  
3.25 = B-  
3 = C+  
2.5 = C  
2.25 = C-  
2 = D+

1.5 = D  
1.25 = D-  
1 = F

*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 grammar, 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.*

Extra credit is at MY discretion.

Late work not accepted.

Email submissions not accepted. If you are missing a due date, it is your responsible to email your assignment to a friend/classmate and have said assignment delivered to me during YOUR class time. Hence, problem-solve!

This is a mandatory SJSU course. In order to pass this class, your grade must be a C- or higher.

## **Classroom Protocol**

*Participation was discussed above.*

*Do not come to class late. Show preparedness.*

*Cell phones are NOT to be used in class unless I DIRECT. (I do see you texting. You think I cannot tell when you hold the phone beneath your des while texting, etc.? Same goes for laptops. Use when I direct. No laptops are allowed to use to type class notes. These must be taken by hand. I am watching! ☺)*

*"University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc." <<http://www.sjsu.edu/gup/syllabusinfo/index.html>>*

*Use the link to the Frosh English webpage where other pertinent information is listed for you:  
<[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)>*

## **English 2-11, Spring, 2018 Semester, Course Schedule**

The COURSE SCHEDULE is subject to change with fair notice (in class or via Canvas or Texting).

## Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Jan. 24	Orientation/In-Class Diagnostic
1	N/A	
2	Jan 29	Rogerian Theory/ Discuss Equality/Address Euclid.
2	Jan 31	Inductive/Deductive Reasoning. Brainstorming Essay 1.
3	Feb 5	In-Class movie <i>12 Angry Men</i> .
3	Feb 7	Discuss <i>12 Angry Men</i>
4	Feb 12	Research/Sources/Claim (check-in). Discuss Lincoln's letter "To Mrs. Orville H. Browning"
4	Feb 14	Rough draft due. Discuss "Love Is A Fallacy."
5	Feb 19	Company Website research: Mission Statement, Key Terms. Discuss <i>To Kill A Mockingbird</i>
5	Feb 21	Company Analysis assigned
6	Feb 26	Class discussion: <i>Capote</i> . Group work: establish three (3) arguments.
6	Feb 28	Essay 1 Final draft due. Assign Essay 2. Interrogatories—ask strong questions!
7	Mar 5	Company Website Analysis due.
7	Mar 7	Discuss <i>Love Is A Fallacy</i>
8	Mar 12	Research/Sources/Claim (check-in)
8	Mar 14	Rough draft due. Discuss <i>Elizabeth R Part 1 (BBC 1971) The Lion's Cub--YouTube</i>
9	Mar 19	Discuss <i>Elizabeth R Part 2 (BBC 1971) The Marriage Game--YouTube</i>
9	Mar 21	Discuss monologues, short film work, posters/collages for Multimodal final.
10	Mar 26	SPRING BREAK
10	Mar 28	SPRING BREAK
11	Apr 2	Last chance questions about Essay 2 final
11	Apr 4	Essay 2 Final draft due.
12	Apr 9	Multimodal sign-up.
12	Apr 11	Bring monologue to class
13	Apr 16	(Return Essay 2). Discuss <i>Dead Poet's Society</i>
13	Apr 18	Go over revision requirements of either Essay 1 or Essay 2
14	Apr 23	Workshop revisions
14	Apr 25	Workshop revisions

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
15	Apr 30	Discuss the film <i>Rocky</i>
15	May 2	Multimodal practice.
16	May 7	Multimodal practice.
16	May 9	Revisions due. Multimodal practice.
17	May 14	Last Day of Instruction. Begin Multimodal presentations.
Final Exam		TBA