

San José State University
Department of English & Comparative Literature ENGL 2: Critical Thinking and Writing, Section 05, Spring 2019

Course and Contact Information

Instructor:	Dr. Colton Saylor
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Office Hours:	Tues and Thurs, 3:00PM-4:00PM (or by appointment if necessary)
Class Days/Time:	Fridays, 9:30AM-12:15PM
Classroom:	BBC 121
Prerequisites:	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.
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

Course Learning Management and one.SJSU 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 one.SJSU 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.

Specific Section Description

Capital and Inequality: This section will explore arguments surrounding the questions of financial inequality as it pertains to identity politics. Of particular interest will be three main issues: affirmative action, redlining/gentrification, and race/advertising. We will discuss how questions of inequality intersect with questions of class, income, and real estate. Finally, you will research and write an argumentative paper on an issue of your choosing based on this theme.

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.

Reading Assignments: Expect reading assignments for every class. These reading will provide the material for our discussions as well as material and models for your essays. It is absolutely essential, then, that you keep up with the reading.

Each essay will approach the following subjects from the perspective of our class theme, Capital and Inequality. Specifically, the essays breakdown as follows:

Essay #1 (Critical): Rhetorical Analysis of an Article (Toulmin)

Essay #2 (Critical): Theoretical Analysis of a Film

Essay #3 (Persuasive): Argumentative Research Paper on an issue related to course theme (affirmative action, cost of college tuition, housing crisis, gentrification, income inequality, etc.)

Visual Analysis: Analysis of an Advertisement (Commercial or Print)

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals
Essay # 1	1,000-1,250	1,2,3,4,5
Visual Analysis	N/A	2,3,4,5
Essay # 2	1,250-1,500	1,2,3,4,5
Essay # 3	1,750-2,000	1,2,3,4,5

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course. Completion of this portfolio will make up half of your participation grade.

Required Texts

Available for Purchase through Canvas page

Writing Arguments: A Rhetoric with Readings, Tenth Edition

ISBN-13: 978-0321906731

ISBN-10: 9780321906731

Other required readings can be found either linked in the syllabus or as PDFs in Canvas.

Grading Policy

Essay # 1 20%; Essay # 2 25 %; Essay 3 30%; Visual Essay 15 %; Participation 10 %

Participation includes the completion of all in-class work, such as group presentations, in-class writing responses, peer editing workshops, your contributions to class discussion,

and the timely completion of your ePortfolio. This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (either hardcopy or on computer/tablet). If you do not attend class, you will not be participating, which will reflect on your final grade.

The revision process is central to this class, so you will be responsible for writing a minimum of two complete drafts (more may be required, but never less) for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

Late papers (including drafts) will be docked up to one full letter grade each day they are late. Students must receive a C- or higher to pass the course

About Grades 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.

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.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

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

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag

unless you offer me a convincing argument as to why you need to have it out.

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/gup/syllabusinfo/index.html>.

Relevant policies for FROSH English can also be found at

http://www.sjsu.edu/english/frosh/program_policies/index.html

Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

ENGL 2, Section 03, Critical Thinking and Writing, Spring 2019

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25	Introduction Read: <i>Writing Arguments</i> , Ch.1
2	2/1	Read: <i>Writing Arguments</i> , Ch. 2; Sherrilyn A Ifill, " Racial Justice Demands Affirmative Action "; Complete Library Tutorial at Home
3	2/8	Read: <i>Writing Arguments</i> , Ch. 3 (pp. 51-66); Bret Stephens, " The Curse of Affirmative Action "; <i>Writing Arguments</i> , Ch. 4; Ch. 8 (pp. 155-157; 166-168) "Class-Based versus Race-Based Admissions" Assign Paper #1
4	2/15	Read: <i>Writing Arguments</i> , Ch. 5; Richard Kahlenberg, " Affirmative Action Should be Based on Class, Not Race "; <i>Writing Arguments</i> , Ch. 17; "Informal Fallacies" (pp. 397-404)
5	2/22	Peer Editing Workshop Read: <i>Writing Arguments</i> , Ch. 6; Julie Yao, " A Defense of Affirmative Action in the Name of Self-love "
6	3/1	Watch: <i>Life and Debt</i> Paper #1 Due In-Class Written Response Assign Paper #2
7	3/8	Read Tracy Jan, " Redlining was Banned 50 Years Ago. It's Still Hurting Minorities Today. "; Grant Pardee, " Sorry to Bother You: Is Boots Riley's

		new film this year's Get Out? Watch: <i>Sorry to Bother You</i> (In-class)
8	3/15	Read Joe Cortright, “In Defense of Gentrification” ; Robin Abcarian, “They Discover, They Gentrify, They Ruin” Peer Editing Workshop
9	3/22	Read: <i>Writing Arguments</i> , Ch. 9 (pp. 175-190) Bristol, Lee, and Hunt, “Race and Ideology: African-American Images in Television Advertising” Assign Advertisement Presentations
10	3/29	No Class: Conference Day Paper #2 Due 3/29
11	4/5	SPRING BREAK
12	4/12	Advertisement Presentations Assign Paper #3
13	4/19	Read: <i>Writing Arguments</i> , Ch. 10, Ch. 15
14	4/26	Read: <i>Writing Arguments</i> , Ch. 16 Annotated Bibliography Due
15	5/3	Peer Editing Workshop Presentations and Portfolio Prep
16	5/10	Presentations and Portfolio Prep Paper #3 Due 5/19
Final Exam	5/16	ePortfolio Due