

San José State University
Department of English & Comparative Literature
ENGL 2: Critical Thinking and Writing, Section 12, Spring 2019

Course and Contact Information

Instructor:	Dr. Kristian O'Hare
Office Location:	FOB 216
Telephone:	408-924-4416
Email:	kristian.ohare.sjsu.edu
Office Hours:	Tues 9:15-10:15am and Thurs 1:30-2:30pm
Class Days/Time:	TR 12-1:15pm
Classroom:	BBC 221
Prerequisites:	Successful completion of GE Area A2
GE/SJSU Studies Category:	ENGL 2 satisfies GE Area A3

Faculty Web Page and Canvas 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 checking the messaging system through MySJSU to learn of any updates.

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 various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE 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) 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.

Required Texts/Readings

Course readings are available on Canvas and online.

Other equipment / material requirements

- A folder to hold readings, writings, loose papers
- Loose-leaf paper for in-class writing and homework assignments
- Access to a desktop, laptop, or tablet

Recommended Resources

- *Purdue University Online Writing Lab (MLA STYLE GUIDE)*
- *San Jose State Writing Center*

The SJSU Writing Center has two locations: Clark Hall, Suite 126 and on the 2nd floor of the library. 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 (link available on Canvas).

Peer Edit Workshops

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. You will bring in copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. If you miss a workshop, your essay will be graded down one full letter grade.

Class Participation

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. Absences and lateness will affect your grade because you will be missing class material and/or in-class activities. There is a participation component to your grade. It could mean the difference between letter grades (C+ can go up to a B-, if you are active in class participation). To receive all or most of these points, it is important that you actively engage in the classroom experience. Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.

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.

Assignment Word Count and Learning Goals

ASSIGNMENTS	Word Count	GELO
Visual Analysis	750-1000	1, 2, 3, 4, 5
Summary and Response X 2	500	1, 2, 3, 4, 5
Textual Analysis	750-1000	1,2, 3, 4, 5
Research-Based Persuasive Essay and Annotated Bibliography	1500	1, 2, 3, 4, 5
Portfolio Self-Reflection	500	1,2,3,4,5
In-Class Writings, Grammar Exercises, Prewriting activities, Group Discussion Questions/Responses, Peer Review Workshops, & Summary Writing	1500	1, 2, 3, 4, 5
Oral Presentation	N/A	1, 2, 3, 4, 5

Grading Policy

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.

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

Your grade will be determined by the following:	Percent of Final Average
in-class writings, grammar exercises, group work, summary writing, participation	20%
Visual Analysis—Group Presentation, Essay, and Reflection on Assignment	15%
Textual Analysis (3 pages)	15%
Summary and response X 2	10%
Research-Based Persuasive Essay and Annotated Bibliography	20%
Self-Reflection/Portfolio	10%
TEDTALK-Style Oral Presentation	10%
Total	100%

Classroom Protocol

All students are expected to treat everyone in class with respect and in general to behave in a reasonable, responsible, and courteous manner at all times. This means observing the customary rules that govern polite, civilized behavior. I expect everyone to do the following:

- Arrive promptly and stay in the classroom for the duration of the class meeting, unless you are ill or have an emergency; this holds true for all classroom activities. If you must leave class early for some reason, please let me know in advance.
- Do the reading and writing assignments before class time so that you come to class prepared to contribute to and participate in discussions.
- Do not talk, read, sleep, or do other work during class. When someone is talking, you should listen attentively, and when you are talking, you should address yourself to your group or to the class.

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.”

Canvas

Much of the course materials will be posted on Canvas: syllabus, readings, and assignment sheets. Class announcements will be made through Canvas as well. Be sure to check your account daily. Unless otherwise stated, your completed weekly writing assignments will be submitted through Canvas.

Electronic Devices

You may use a laptop or tablet for note-taking and to participate in class discussions and activities; however, if I see that you are not using laptop or tablet for class (looking at Facebook, Insta, emailing, etc.), you will be asked to shut it down and will no longer be able to use said device again in class for the entire semester.

No phones. Ever. This even includes using your phone to access course materials. Your phone must be turned off and properly stowed in your bag.

Late Policy

Assignments are due at the beginning of the class for which they are due. **NO LATE PAPERS WILL BE ACCEPTED.**

University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>.

ENGL 2, Critical Thinking and Writing, SPRING 2019 Course Schedule

Reading assignments must be completed by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas. Bring the texts we are using for the day with you to class.

Date	Readings, Assignments, Deadlines
Thurs. Jan. 24th	Course overview, Syllabus, Introductions In-class reading and writing
Tues. Jan. 29th	Lecture: Rhetoric, Rhetorical Situation, Rhetorical Appeals Discuss: “Gillette Ad With a #MeToo Edge Attracts Support and Outrage” and “Reactions to Gillette Ad Prove Toxic Masculinity is Real”
Thurs. Jan. 31st	Visual Rhetoric in Music Videos Rhetorical Analysis of Sam Smith’s “I’m Not the Only One” music video Hand out Group Visual Rhetoric Assignment/Assign Groups
Tues. Feb. 5th	In-Class Discussion/Analysis of Childish Gambino’s “This is America” Discuss: “Donald Glover’s ‘This is America’ is a Nightmare We Can’t Afford to Look Away From” and “The Stark, Chaotic Power of Donald Glover’s ‘This is America’”
Thurs. Feb. 7th	In-Class Discussion/Analysis of Janelle Monae’s ‘Pynk’ and Beyonce’s ‘Formation’ Discuss Janelle Monae’s ‘Pynk’ is the Female Call to Arms We Need” and “7 Reasons Beyonce’s ‘Formation’ Music Video is a Powerful Statement During Black History Month”
Tues. Feb. 12th	GROUP PRESENTATIONS
Thurs. Feb. 14th	GROUP PRESENTATIONS
Tues. Feb. 19th	Due: Visual Analysis Essay Lecture: How to Read a Text SOAPSTONE Discuss “The Obligation to Endure”
Thurs. Feb. 21st	Lecture: Summary Writing Reading Assignment TBA

Date	Readings, Assignments, Deadlines
Tues. Feb. 26th	Due: Summary and Response #1 Lecture: From Ethos to Logos Discuss: "The Land of Opportunity"
Thurs. Feb. 28th	Discuss: READING TBA In-class Writing/Exercises
Tues. March 5th	Due: Summary and Response #2 Discuss: "Theories and Constructs of Race"
Thurs. March 7th	Discuss: READING TBA
Tues. March 12th	Discuss: "Higher Ground"
Thurs. March 14th	Watch Bryan Stevenson's TEDtalk In-Class Writing
Tues. March 19th	Discuss: "The Caging of America"
Thurs. March 21st	Peer-editing Workshop: Textual Analysis
Tues. March 26th	Watch The 13 th doc
Thurs. March 28th	Finish watching The 13 th In-class Writing
Tues. April 2nd	SPRING BREAK!
Thurs. April 4th	SPRING BREAK!

Date	Readings, Assignments, Deadlines
Tues. April 9th	Lecture: Introduction to Research The Persuasive Essay Discuss: “How Immigrants Become ‘Other’”
Thurs. April 11th	Evidence and Sources The Annotated Bibliography Discuss: “Our Fear of Immigrants”
Tues. April 16th	Discuss “My Life in America as an Undocumented Immigrant” Watch Jose Antonio Vargas TEDtalk
Thurs. April 18th	Discuss: “Jose Antonio Vargas is an American Hero” and “Jose Antonio Vargas’s Lies Deserve No Sympathy”
Tues. April 23rd	Discuss: “The Careless Language of Sexual Violence”
Thurs. April 25th	Discuss: “How Tough is it to Change a Culture of Harassment: Ask Women at Ford” (first part)
Tues. April 30th	Discuss: “How Tough is it to Change a Culture of Harassment: Ask Women at Ford” (second part)
Thurs. May 2nd	Discuss: “How Tough is it to Change a Culture of Harassment: Ask Women at Ford” (finish) Watch PBS Newshour Segment: Ford Tackled a Factory Harassment Culture Before. Why is it Still Happening?
Tues. May 7th	PRESENTATIONS
Thurs. May 9th	PRESENTATIONS FINAL PAPER AND SELF-REFLECTION/PORTFOLIO DUE ON MAY 17TH BY 11:59PM