

San José State University
Department of English and Comparative Literature,
English 2, Critical Thinking and Writing, Section 2, Summer 2019

Course and Contact Information

Instructor:	Alesya Petty
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Office Hours:	TR 1:45-2 & 5:45-6:00 PM
Class Days/Time:	TR 2:00 - 5:45 PM
Classroom:	DH 250
Prerequisites:	Successful completion of GE Area A2
GE/SJSU Studies Category:	ENGL 2 satisfies GE Area A3

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.

English 2, Section Specific Description

This section will focus on exploring the concept of happiness and how people have understood and wrote about it through time and across cultures. Happiness is a universal value and the one that has captivated the minds of people for ages. What is happiness? Are there secrets to being happy? What prevents people from finding their happiness? We will read and analyze text on the subject of happiness, perform rhetorical analysis, create written arguments backed by scholarly research, learn argumentative styles based on inductive and deductive reasoning, and explore Toulmin and Rogerian arguments. Students will also create and analyze a multimodal presentation. Students will evaluate their learning by creating a portfolio of their course work and by writing a self-reflection at the end of the course.

GE Learning Outcomes (GELO)

For the list of course learning goals, click on the following link:

http://www.sjsu.edu/english/frosh/course_descriptions/engl_2/index.html

Course Learning Outcomes (CLO)

Upon successful completion of the course, this GE course, students 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 your 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).

Course Materials

Syllabus, handouts, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regular check-ins at Canvas to learn of any updates.

Required Texts/Readings

Parfitt, Matthew and Dawn Skorzewski. *Pursuing Happiness*. Bedford: Boston, 2016.

Print edition: ISBN #978-1-4576-8377-0 (available at the Spartan Bookstore)

Barnet, Sylvan and Hugo Bedau. *From Critical Thinking to Argument*. 5th ed. Bedford: Boston, 2017.

Print edition: ISBN #978-1319035440 (available at the Spartan Bookstore) (4th and 3d editions are permitted).

Other Readings

Any other readings this semester will be posted on Canvas

Other technology requirements / equipment / material

You will need access to a computer or other internet enabled device to access course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.) outside of class. You are responsible for regularly checking with the Canvas Announcements and messaging system to learn of any updates. You will not need a computer or tablet to participate in the classroom activities because I encourage you to take notes on paper and assignments done in class will be on paper. Laptop rentals are available on campus. Smartphone use in class is **not** allowed.

Course Requirements and Assignments

The University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

The course writing assignments are scaffolded to give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

In-class Discussions & Short Writing Tasks: Readings are assigned for every class. You need to come prepared to discuss texts in class. For some texts, you will post weekly writing assignments on Canvas that are designed to stimulate your thinking about problems raised in course readings. For others, you will be responding in class as an outcome of the daily discussion and/or you will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings. These tasks will require you to analyze and create arguments using the strategies and frameworks developed by the different theorists. Work done in class cannot be made up, you must be present to participate and submit work during class to get credit. Work on Canvas submitted past the due date will have a late penalty of 20% per day late, including the day of class if the assignment is submitted after the start of the class. These responses focus on developing the process of critical thinking and understanding of the rhetorical situations in sample texts.

Mind Maps, Outlining, & Essay Planning: You will construct documents that map out an argument. Think of the maps as a detailed outline of an argument.

Formal Writing Assignments: You will write several formal essays. Each essay will go through at least one revision before receiving a grade. Refer to the daily schedule for each assignment due date.

Multimodal Presentation & Evaluation: You will design and present a multimodal project that is based on your research essay and then will analyze its effectiveness and meeting of the criteria outlining the expectations for oral and written communication skills. The whole project will contain visual, written, and audio design elements.

Grading Information and Policies

Assignment	% of final grade	GELO
Rhetorical Analysis of Argument & Unit Work*	20%	1-5
Annotated Bibliography, Library Research & Unit Work	15%	1-5
Researched Argument & Unit Work	35%	1-5
Evaluation of Multimodal Presentation & Unit Work	15%	1-5
Final Exam/ Course Portfolio	15%	1-5

Unit Work includes reading discussions, short writing assignments in class and on Canvas, Planning and Outlining, Drafting, Reviews, and Writing Workshops.

1. Requirements for assignments will vary, but in all cases grades for formal/major essays will reflect the paper's effectiveness and participation in the writing process from inception to final product. Quality of major essays are based on the following criteria: content (this includes maturity and sophistication of thought), organization, and expression. Please click on the following link for more information on grading policies: http://www.sjsu.edu/english/frosh/program_policies/index.html

2. You are expected to participate actively in class. You cannot make up missed points for in-class activities if you are absent from class. A limited number of absences for illness and other emergencies have been factored into the final point value, so a few missed classes will not affect your grade. Excessive absences, however, will.

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

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12* (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

The following are the criteria by which essays are 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.

Your overall course grade will be calculated as follows:

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

Final Examination or Evaluation

You must attend the final exam. Our exam follows university schedule posted [here](http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html)
<http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html>

Office Hours

Office Hours provide a student and a teacher with one-on-one time. You may ask questions about class work, my feedback on your work, clarify assignments, or voice any other questions or concerns related to your work in this course. You do not need an appointment on Tuesday and Thursday 15 minutes before and after class! For polishing your paper, I encourage you to use free tutoring services on campus, the Writing Center and Peer Connections.

Communication

Please give at least 24 hours for a response during the work week. I may not be able to respond in the evening and on weekends. You can email me through Canvas, which I prefer, or directly from your email to mine.

Classroom Protocol

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.”

Because so much of the learning in this course will come from class discussion, peer review workshops, and instructor feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergency arises, you must contact me before the deadline to establish a new due date at my discretion. Unexcused late work will be graded down, and major essays and projects will lose half letter grade (B to B-) per day late. In-class assignments cannot be made up.

Participation will be scored based on your contribution to the learning that we do together as a class each day in our discussions and group work. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade. Requirements for particular assignments will vary, and we will discuss them in detail as they are assigned. In all cases, essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (which includes maturity and sophistication of thought), organization, and expression.

Cell Phones

It is disrespectful to text in class. To resist temptation, please keep your phone out of sight.

Leaving the Classroom

Once class has started, please do not leave without permission. It is disruptive to class discussions when students are walking in and out of the room. During group work or break, you will have the opportunity to leave class briefly to use the bathroom facilities. If you need to leave the class earlier, you need to notify me ahead of time before the start of class. Please, be on time at the beginning of class because it is professional decorum and because you do not want to miss the warm up activities or participation credit exercises, on which the rest of the class work is based.

Lateness

1. If you wish to receive feedback on your drafts, you must submit it on time and you must have your drafts for in-class reviews and workshops.
2. Late essays receive grade reduction per day late (e.g., B to a B-, or C+ to a C). Illnesses do not excuse you from missing a due date. However, if you are sick and need an extension, you must contact me no later than the due date to arrange for a new due date.
3. I do not accept late short writing tasks and other informal writing assignments completed in class. You can submit the responses on Canvas late with a penalty of 20% of points off per day late. Assignments are due before the class, and are late if submitted after the beginning of class and will receive a 20% point deduction for that day.
4. I will ask to print out at least one draft per major essay for in-class work because research shows that working with a hard copy is more effective than working on screen. You do not need to bring a computer to class, because all in-class written work will be on paper.

Extra Credit

There are no opportunities for extra credit for this course because there is a number of assignments that are built into the course that reward consistent participation and engagement in ways similar to extra credit.

Other course policies

To review all other course policies, please go to www.sjsu.edu/english/frosh/program_policies/index.html.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo>. Make sure to review these university policies and resources.

Course Schedule

Day-to-day homework is announced in class. Writing tasks are posted on Canvas.

The schedule is subject to change with fair notice. All changes will be announced in class and on Canvas.

PH – Pursuing Happiness, FC - From Critical Thinking to Argument

Week	Date	In Class Activities/Schedule	Assignments due dates
1	7/9	Course Theme and Plan.	Textbooks & Syllabus must be obtained by the first class.
	7/11	What are the Ethics of Happiness? The logic of Arguments. Rhetorical Situation.	PH Ch.2 FC Part 1, 2, 3, 5.
2	7/16	Analysis of Toulmin, Logician's and Rogerian models. What Makes People Happy?	FC 8, 9, 10. PH Ch.3.
	7/18	Do We Deserve to Be Happy? Draft work and Review. Writing workshop. Researched Argument - Definition. Proposal. Constructing an argument. KWL+.	Full Draft of Rhetorical Analysis due. PH Ch. 4. FC 6, 7.
3	7/23	Can We Create Our Own Happiness? Library research. Sources. Annotated Bibliography. Outline.	RA essay due. PH Ch.5
	7/25	Draft and Review. Ted Talk project. Multimodal writing. Language. Rehearsing.	Draft of Researched definition due. FC 4.
4	7/30	Presentation analysis paper. Evaluative writing.	Research essay due.
	8/1	Presentation feedback & analysis sketch.	Presentation due. Review FC 5.
5	8/6	Portfolio preparation workshop.	Evaluation essay due.
	8/8	Reflection essay in class. Portfolio due in class.	Portfolio materials due (AB, Summer Critical Essay, Research essay)