

San José State University
Department of English and Comparative Literature,
English 2, Critical Thinking and Writing, Section 8, Fall 2019

Course and Contact Information

Instructor:	Alesya Petty
Office Location:	Faculty Offices FOB 224
Email:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Hours:	M 12:00 - 1:00 PM or by Appointment
Class Days/Time:	MW 10:30 - 11:45 AM
Classroom:	CL 225A
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 idea of happiness and how people have understood and wrote about it through times 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 argument styles based on inductive and deductive reasoning, and explore Toulmin and Rogerian arguments. Students will also participate in a multimodal group presentation. Students will evaluate the semester's learning and work by creating a portfolio and writing a self-reflection at the end of the semester.

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

Recommended Readings

Barnet, Sylva, Hugo Bedau, and John O'Hara. *From Critical Thinking to Argument*. 5 ed. Bedford: Boston, 2017.
Print Edition: ISBN-13: 978-1319035440

Any other readings this semester will be posted at Canvas

Other technology requirements / equipment / material

You will need access to a laptop or tablet to access course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.). You are responsible for regularly checking with the Canvas Announcements system to learn of any updates. You will also need access to a laptop or tablet to participate in the classroom activities and submit assignments. You will not be able to use a smartphone. Laptop rentals are available on campus.

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 will 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.

Discussions: You will post weekly writing assignments on Canvas and in class designed to stimulate your thinking about "issues, questions, and problems raised in class discussions and course readings." For the most part you will be rewarded "for the process of thinking rather than for the end product produced." Some discussion board activities will take place in class. So, you must be present in class to receive credit.

Short Writing Tasks: 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 both to analyze and to create arguments using the strategies and frameworks developed by the different theorists.

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 Project & Presentation: You will design and present multimodal projects related to the invention, arrangement, and style of arguments. Projects must contain visual, written, and audio design elements.

Grading Information and Policies

Assignment	% of final grade	GELO
Essay #1 Definition	15%	1-5
Essay #2 Analysis of an Argument	15%	1-5
Proposal	5%	1-5
Annotated Bibliography for Research	10%	1-5
Essay #3 Researched Argument	25%	1-5
Multimodal Project	5%	1-5
Discussions, In/Out-of-class Work	10%	1-5
Final Exam/ Course Portfolio/Self-Reflection Essay	15%	1-5

1. Requirements for assignments will vary, but in all cases grades for formal/major essays will reflect the paper's effectiveness, which I have broken down into three major areas: 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 participation 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 students and teachers 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 during the office hours stated on the first page of this syllabus, just drop by! If you want to meet with me another time, please message me to set up a time that works for both of us.

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 guidance and 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 quizzes and writing 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, you will have the opportunity to leave class briefly to use the bathroom facilities.

Lateness

1. Drafts show that you are in step with the pacing of the class. They are time sensitive. Late drafts lose 20% per day late.
2. I do accept late essays, but not without a third grade reduction (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 the instructor 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% reduction per day late. Assignments are due before the class, and are considered late if submitted after the beginning of class.
4. I encourage to print out drafts for revision workshops as I believe that revisions on paper copies are more effective. If you do not print out your draft, you must be able to access your work when required. This means that you will need to bring a computer to those workshops when we work on drafts.

Extra Credit

Though there is no specific extra credit for this course, some assignments are built into the course to 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, CTA - From Critical Thinking to Argument

Date	In Class Activities/Schedule	Assignments due dates
W 8/21	Course Theme and Plan.	
M 8/26	Passiontations.	Who I am.
W 8/28	Critical Thinking. Active Reading.	CTA Ch.1, 2.
M 9/2	LABOR DAY! No class.	
W 9/4	What are the Ethics of Happiness? Arguments of Definition.	PH Ch.2 p.79-96 CTA Ch.3

M 9/9	Essay #1 mind map.	PH Ch.2 p.96-123
W 9/11	Draft work and Peer-review.	PH Ch. 2 p.123-137.
M 9/16	Review workshop.	Definition draft due.
W 9/18	What Makes People Happy?	Essay #1 final. Reflection on Essay#1. PH Ch.3 p.137-179
M 9/23	Analysis of an Argument.	CTA Ch.5 PH Ch.3 p.179-225.
W 9/25	Do We Deserve to Be Happy?	PH Ch.4 p.225-261
M 9/30	Review.	PH Ch.4 p.261-289
W 10/2	Analysis of student's analysis. Revision workshop.	Analysis Draft due. CTA Ch.5 checklist.
M 10/7	Developing an argument of your own. Proposal. Topic selection.	Essay #2 Analysis due. CTA Ch.6
W 10/9	Can We Create Our Own Happiness?	PH Ch. 5 p.289-314
M 10/14	Review.	Draft of proposal due. PH Ch.5 p.314-339
W 10/16	Library session. Selecting sources.	Proposal due. CTA Ch.7
M 10/21	Annotated Bibliography.	CTA Ch.7
W 10/23	Review	AB Draft due (2 entries)
M 10/28	Models of Philosopher, Logician, and Psychologist.	Annotated Bibliography due. CTA Ch. 8, 9, 10.
W 10/30	Data collection.	CTA Ch. 4.
M 11/4	Review.	Research draft due.
W 11/6	Multimodal features. Group Multimodal project.	Revised draft with graphics.
M 11/11	VETERAN'S DAY! No class.	
W 11/13	Group work.	Essay #3 Research due. Bring script and equipment.

M 11/18	Group work.	Project materials.
W 11/20	Group projects presentations.	Multimodal project due.
M 11/25	Analysis of projects.	<i>Reflection on research essay and multimodal project due.</i>
W 11/27	THANKSGIVING! No class.	
M 12/2	Portfolio preparation workshop.	Review all work.
W 12/4	Self-reflection essay in class.	Outline and notes for reflection essay.
M 12/9	Portfolios due in class.	
Final Exam		