

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section #01, Spring 2016

Course and Contact Information

Instructor:	Ellen Tara James-Penney (aka Professor E)
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Office Hours:	T/Th 10:30-11:30 or by appointment
Class Days/Time:	M/W, 7:30-8:45
Classroom:	Clark Hall, Room 316
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

Faculty Web Page 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.

GE Area A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 2 Course Description

General Course Description

English 2 focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Course Description

Addiction: what is it, how does it work, what constitutes addiction vs. disease, or are they one and the same? Drawing widely from books, films, scholarly articles, and in-depth class discussions the theme of addiction will be explored throughout the semester. Thinking outside the proverbial box is mandatory! Learning to ask pertinent questions, finding sound/credible sources, communicating effectively (logically and as objectively as possible) in order to create a sound argument are examples of a few of the goals of this course. These *skills* will assist not only in the academic arena, but in personal and professional pursuits.

ENGL 2 Learning Outcomes

GE Area A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. 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. effectively 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. effectively 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 Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

1. discuss complex ideas clearly, logically, persuasively;
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate;
3. identify the different kinds of argument and the kinds of evidence appropriate to each one;

4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources;
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive;
6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear;
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies;
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

ENGL 2 Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their 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:

Students 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 students 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. Assignments include both in-class writing as well as revised out-of-class essays.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to

- distinguish denotation from connotation, abstract from concrete, literal from inferential;
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies;
- recognize and evaluate assumptions underlying an argument;
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions;
- distinguish the role of audience, context, and purpose in shaping argumentation strategies;
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral:

There will be many in-class discussions in which I fully expect to hear the voices of ALL students (one at a time, thank you!). In addition, there will be debates and an oral presentation which will be a memorized monologue or portion of a speech. Each student must meet with me to discuss the chosen form for memorization. Expectations are to analyze the monologue/part of a speech, knowing what and when to emphasize, and how such emphasis by communicating specific phrases for powerful delivery in order to persuade audience.

Reading:

The reading process is to help develop and refine strategies for understanding the logical structure of argumentative writing. Therefore, the chapters assigned from the required text must be fulfilled by each due date. Assigned writings will demonstrate the use, or lack thereof, the information given from the textbook.

Research: ENGL 2 includes a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Required Texts/Readings

Textbook

Lunsford, Andrea A., and Ruskiewicz, John J. *Everything's an Argument*, Bedford/St. Martin's; Sixth Edition edition (October 5, 2012)

Other Readings

Book excerpts and scholarly articles will be posted on CANVAS for printing and analysis.

ENGL 2 Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments:

- Students will write at least four one-page assignments (informative and/or analysis), demonstrating specific critical thinking skills.
- Students will write two formal essays: a critical essay and an argumentative essay. Each essay will go through at least one revision (under the direction of the instructor) before receiving a grade.
 Essay #1: Text-in-Context (critical essay)
 Essay #2: Research-based argument
- An oral presentation is also required. This assignment entails choosing a monologue or portion of a speech to be memorized and delivered to the class in order to hear, feel and speak logic, and comprehend “its relationship to language” and audience. More clarification will be discussed in class.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
One-page informative	250	diagnostic	diagnostic
Analyses (4)	500	1-5	1-8
Essay drafts	1500	1-5	1-8
Essay Finals	2000	1-5	1-8

When noting which GELOs and CLOs, all will be covered and new knowledge built upon and exercised. The more repetition, the stronger the ability! All GELOs and CLOs in accordance with class and group discussions will be utilized.

Grading Policy

Requirements for particular assignments will vary, but in all cases essay and analysis grades will reflect the

paper's effectiveness: content (this includes maturity and sophistication of thought), organization, and expression. All assignments and exams are graded on a traditional A-F scale.

The following are the criteria by which essays and analyses are typically evaluated in first-year writing courses:

- An "A" 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" 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" 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" 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.

Total point value for the course is 1000. At the end of the semester, the overall course grade will be calculated as follows:

Individual Assignment Point Values Percentage Point Value

Essay #1 draft/revision:	50 pts. each (100 pts. total)
Essay #2 draft/revision:	50 pts. each (100 pts. total)
Essay #1 Final:	100 pts.
Essay #2 Final:	100 pts.
Interview Project:	50 pts.
Class Participation—assignments turned in on due date, class discussions, group participation:	150 pts.
Analyses:	50 pts. each (200 pts. total)
Oral presentation:	100 pts.
Final exam:	100 pts.
Total Points:	1000

Course Grade Point Values

1000-930	A
929-900	A-
899-870	B+
869-830	B
829-800	B-
799-770	C+
769-730	C
729-700	C-
699-670	D+
669-630	D
629-600	D-
599-0	F

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

Classroom Protocol

- Be ON TIME (5 minutes late, max) or you will be asked to leave class. Showing up late is both disrespectful to fellow classmates and...me. ☺
- NO CELL PHONE USE unless directed [by me] to do so for research purposes. If anyone is caught texting (holding the phone under the desk, to your side, on your lap or under your book/notebook/backpack on your desk) you will be asked to leave class. Participation is 150 points of your grade.
- All written assignments are to be in *correct* MLA format.
- No late work will be accepted.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. 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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 2-01 Course Schedule

Schedule is subject to change (at my discretion) with fair notice, and any said changes will be addressed in class and/or on Canvas. (Library visit TBA.)

Week 1 (Jan. 28):

Week 2 (Feb 1): Monday: **Orientation.** What is rhetoric?; Rogerian theory. Assign a one-page informative writing answering “Is addiction a disease?”

Wednesday: *Everything’s an Argument*: chapters 1-5, 7; one-page informative due.

Week 3 (Feb 8): Monday: *Everything’s an Argument*: chapters 13 and 17; **Essay 1 assigned.** Address grammar/structure/organization issues (if necessary).

Wednesday: Discuss article, “Neuroscience of Need: Understanding the Addicted Mind.”

Week 4 (Feb 15): Monday: *Everything’s an Argument*: chapters 6-10, 12; Language of logic; excerpt from the film *Lincoln*.

Wednesday: Oration--excerpt from the film *Lincoln*; **Essay 1: Text-in-Context—first draft due**

Week 5 (Feb 22): Monday: Inductive vs. Deductive; in-class activity

Wednesday: article from Canvas posting: one-page analysis

- Week 6 (Feb 29): Monday: Powerful conclusions; excerpt from *Dead Poet's Society*
 Wednesday: Excerpts from Martin Luther King's *I Have a Dream* speech. **Essay 1: revision two due**
- Week 7 (Mar 7): SPRING BREAK!!!
- Week 8 (Mar 14): Monday: In-class activity
 Wednesday: *Everything's an Argument*: chapters 16, 19, 20
- Week 9 (Mar 21): Monday: What constitutes sound research?; In-class activity involving interrogatories.
 Wednesday: **Essay 1: Final draft due (2000 words).**
- Week 10 (Mar 28): Monday: Research assignment due—find four sound sources and prove their validity.
Essay 2: Research-based argument—assigned. Fallacies; the short story *Love is a Fallacy* by Max Shulman; one-page analysis;
 Wednesday: Discuss excerpts from text *The Biology of Desire: Why Addiction is Not a Disease* and *Addiction is a Choice*.
- Week 11 (Apr 4): Monday: Debate; **Essay 2: Research-based argument—first draft due.**
 Wednesday: What is a monologue?
- Week 12 (Apr 11): Monday: Excerpts from various sources. Assign monologues/speeches.
- Week 13 (Apr 18): **Essay 2: revision two due;** monologue/speech excerpts from various sources.
- Week 14 (Apr 25): Monday: Monologues/speeches delivered
 Wednesday: Monologues/speeches cont'd
- Week 15 (May 2): Monday: **Essay 2—Final draft due (2000 words).** In-class activity
 Wednesday: Guest Speaker
- Week 16 (May 9): Monday: Written analysis of Guest Speaker's lecture due. Assign an interview of a fellow student.
 Wednesday: one-page interview due.
- Week 17 (May 16): Monday: Cumulative review for final.
 Wednesday: More cumulative review for final!
- Finals week