

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Sections 15 &16, Spring 2015**

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<b>Office Hours:</b>	MW: 1:30-2:30PM and by appointment
<b>Class Days/Time:</b>	Section 15: MW 6:00-7:15 PM Section 16: MW 12:00-1:15 PM
<b>Classroom:</b>	Section 15: Clark 316 Section 16: Sweeney 348
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	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. I communicate with students solely through Canvas and send weekly updates on Sundays.**

**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 Theme:

*To provide focus and continuity, the theme of the class is “Entertainment and Pop Culture in America.” Students will read and write about media (television, film, radio, etc) and pop culture from various perspectives—personal, cultural, academic. Class discussions will explore such questions as “What arguments (and paradoxes) do American media sources present?” “What do American consumers value in their media?” “How does pop culture simultaneously influence and reflect contemporary culture?” “What determines the success of particular television shows, films, radio podcasts and the viral spread of movements?” and “What is the future of entertainment and our degree of connectivity / engagement in it?” As NPR’s pop culture blogger, Linda Holmes says, studying pop culture has an important social function — what we pay attention to in pop culture is how we say what is important to us.*

## **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:

You will have two major oral assignments / projects this semester.

#### **1. Hot Seat Teaching**

You and a partner (or team of three) will prepare a Hot Seat Presentation on an assigned reading or viewing using Prezi as a visual. You will sign up on Canvas for your preferred text and will receive feedback from me. You will be teaching the rest of us about what you've gathered from the reading / viewing in terms of its meaning, rhetorical strategies and techniques, etc. However this is NOT a summarization presentation. We all read it too; we know what it says. You need to show deeper analysis of the themes, strategies, and arguments being presented.

**Note**: Prezi is the preferred presentation medium, but you may use Powerpoint or Google Slides.

## 2. Persuasive Essay Presentation

You will complete a 5-7 minute oral presentation, with supplementary material (a Prezi, PPT, Google Slides or handout is fine), to provide overview, analysis and critique of your chosen topic. The argument should be well organized, have excellent support, anticipate objections, provide potential counterarguments, and demonstrate preparedness and confidence in subject.

### Reading:

Our readings for this course will cover topics ranging from TV and Film, to Advertising and Consumer Culture, to Identity, to Representations of Gender and Sexuality in Pop Culture. Readings will include useful models of writing for academic, general and specific audiences but they will also include material that shows methods of rhetoric, persuasion, argument, and—yes—manipulation. You will have reading assignments to complete for almost every class period, and some form of writing will accompany each reading whether that is in the form of Reader Responses, in-class quick-writes, or group work. “Texts” may come in the form of our written textbooks or online/video viewings. Most of the assigned essays will be based upon or draw upon the readings / viewings. It is therefore imperative that you complete the readings / viewings *prior to each class* and come with your book and Reading Responses prepared to discuss them in class.

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. Your culminating project is a traditional research paper or series of short essays informed by library research.

## REQUIRED TEXTS / READINGS

### Textbook:

*They Say / I Say*. Gerald Graff (3<sup>rd</sup> ed. ISBN: 9780312647001)

*In class and in the syllabus we will abbreviate this text as “They Say”*

*Signs of Life in the USA*, Sonia Maasik and Jack Solomon (7th ed. ISBN: 9780312566005)

*In class and in the syllabus we will abbreviate this text as “SOL”*

### Other Readings & Materials:

- Other articles /links to viewings will be posted on Canvas under the Modules tab and are marked in the course schedule as “eText.” Some come from Dr. Wheeler’s rhetoric site. We will also read news sources from “Millennial” news sites like The Atlantic, Mic, Vox, Vice, and BuzzFeed, Slate, Wired, etc.

-Two greenbooks and black/blue pens for in-class essays and assignment

-Lined paper for quick-writes and notes

### Canvas:

All course materials such as the syllabus, essay prompts, handouts, notes, assignment instructions, etc. can be found on our class Canvas page. You are responsible for regularly checking with the messaging system through Canvas—including all announcements—in order to get up to date information about our course. All communication will be done through Canvas. Do NOT e-mail me unless Canvas is down.

We will be using Canvas for electronic submissions of all major essays including drafts. Hard copy submissions are not required. TurnItIn.com is already pre-plugged into the Canvas submission system, so you *do not* have to submit to TurnItIn first.

## 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>.

### Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades 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. All assignments are graded on a traditional A-F scale.

Essays will be graded by the following criteria:

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 significant 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.

**You can earn up to 1,000 points in this course. Please refer to the grade calculations below:**

930-1000 points = A (93%-100%)	800-829 points = B- (80%-82.9%)	670-699 points = D+ (67%-69.9%)
900-929 points = A- (90%-92.9%)	770-799 points = C+ (77%-79.9%)	630-669 points = D (63%-66.9%)
870-899 points = B+ (87%-89.9%)	730-769 points = C (73%-76.9%)	600-629 points = D- (60%-62.9%)
830-869 points = B (83%-86.9%)	700-729 points = C- (70%-72.9%)	0-599 points = F (0%-59.9%)

\*You must receive at least 730 points (a C or above) to pass this course.

### Essays (600 points = 60%)

You will complete a total of six major essays for this class: two in-class essays, and four out-of-class essays, for a total of 6000 required words, 4000 in revised form. The final three out-of class essays will go through at least one revision. This means that you will be turning in extensive drafts of the latter three out-of-class essays. **Please see \*A note on drafts\* under the Classroom Protocol heading.**

Essay	Description	GELOs & CLOs	Minimum Word Count*	Point Value
<b>(Essay 1) Personal Diagnostic</b>	This out-of-class diagnostic will require you to analyze a contemporary news article from The Atlantic, Mic, Vox, Vice, Slate, or Wired.	2,3,4 ; 1,3,5,6,8	650	Not graded
<b>(Essay 2) IN CLASS-- Rhetoric</b>	Students will analyze the strength of an argument by identifying an author's use of pathos, ethos, and logos.	2-5; 1-3,5,6, 8	500	100 points
<b>(Essay 3) Critical / Rhetorical Analysis of Podcast Episode</b>	Students will analyze an episode of a chosen podcast and critique the strategies the podcast creators / editors applied to put forth their argument, appeal to their audience, and influence listeners.	2,3,4 ; 1-3,5,6,8	800	100 points
<b>(Essay 4) Persuasive Argument with Research</b>	Students will take a position on an issue pertaining to entertainment and/or pop culture and use external evidence to support their reasoning.	1- 5; 1-6, 8	1000	100 points
<b>Essay 5) IN CLASS-- Fallacies</b>	Students will analyze logical fallacies in an opinion piece and make suggestions on how to make the argument stronger.	2-5; 1-3, 5-8	500	100 points
<b>(Essay 6) Research Paper</b>	Students will write a traditional research paper or series of short, interconnected essays informed by library research on the topic of "Influence."	1-5; 1-8	1500	150
	Proposal	1		10
	Annotated Sources	1		10
	1 <sup>st</sup> Draft	1-5		30
	Total			200 points

### Oral Assignments (155 points = 15.5%)

ITEM	DESCRIPTION	GELO / CLO	POINT VALUE
<b>Mandatory Conference</b>	5-minute conference with me! Sign-ups on Google Sheets. Must complete before Spring Break		15 points
<b>Hot Seat Teaching</b>	You and a partner (or team of three) will prepare a Hot Seat Presentation on an assigned reading or viewing using Prezi as a visual.	1-4; 1-3, 5	50 points (Each individual in the group)
<b>Persuasive Presentation</b>	You will complete a 5-7 minute oral presentation, with multimedia elements, providing an overview, analysis and critique of your chosen topic.	1-5; 1-4, 5, 8	50 points

<b>Writing Groups (4)</b>	You will be assigned to Writing Groups early in the semester. You will be required to bring copies of your drafts for each of your group members on Writing Group days. Non-attendance will result in a 0. Not having copies of your draft will lose 5 points.	2-3; 8	4 writing group days x 10 points = 40 points total.
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**Other Assignments (245 points = 24.5%)**

Assignment	Description	GELO(s)	Word Count*	Point Value
<b>Reader Responses (8)</b>	You will complete a total of 8 out of 11 potential Reader Responses for various readings throughout the semester. All readings eligible for a RR will be clearly marked. There are multiple readings some days, so you must touch on each briefly in the RR. RRs are due at the beginning of class and they must be typed. <u>No emails; no exceptions.</u> You must attend class to turn in a RR; a classmate cannot turn it in for you.	2,3,4 ; 1,3,5,6,8	250	10 x 8 = 80 points
<b>Canvas Discussions (2)</b>	There will be two major Canvas discussions on three videos / secondary readings throughout the semester. You will be required to post thoughts of your own and respond to the thoughts of your classmates.	2-5; 1-8	500	25 x 2 = 50 points
<b>Quick-writes (3)</b>	Throughout the semester, you will write a total of 3 “quick-writes” on to various topics related to our course theme. You will turn these in after you write them in class. No make-ups.	2-3; 1-3, 8	150	15 x 3 = 45 points
<b>Quiz on Logical Fallacies</b>	Multiple-choice quiz on logical fallacies.	3-4; 7	--	25 points
<b>“Final” Quiz on Rhetoric</b>	Multiple-choice and short-answer quiz on Aristotelian, Rogerian, and Toulmin logic.	3-4; 7	--	25 points
<b>Course-long Class Participation</b>	Engagement with material and thoughtful contribution in class discussions.		--	20 points

**Extra Credit:**

There will be extra credit points available for attending MOSAIC Cross Cultural Center events. You will be required to write a brief-write up about your experiences. Dates TBA. **(20 points possible).**

## **CLASSROOM PROTOCOL**

### **Absences, Tardiness, and Participation**

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus. If you know you will miss an in-class essay, contact me ahead of time to set up a make-up date. If you miss a quiz, you cannot make it up. If you miss a quick-write, you cannot make it up. If you're late to class or if you leave class early, you may not receive credit for your participation that day. You will complete daily work in class that goes toward your participation score.

Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

### **Essay Format**

All drafts and final essays (except the in-class essays) will be submitted online through Canvas and automatically run through TurnItIn. You do not need to print a physical copy unless it is a draft for Writing Groups.

-Essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc.

-You must title all papers. "Essay 1" will not do. Be creative.

-All essays must include a word count at the end of the submission.

-All formatting must meet MLA Format. Use the OWL guide to help you.

<http://owl.english.purdue.edu/owl/resource/747/01/>

#### **\*A note on drafts \*:**

Drafts are mandatory. Failure to submit a draft will result in a 1/3<sup>rd</sup> letter grade drop. (A B+ paper would become a B, etc.)

An outline or bullet point list of thoughts is NOT a draft. Each draft needs to have at least half the final draft word count, so please treat these drafts like you would a final copy.

Revisions of essays may be accepted for a new grade on a case-by-case basis if, and only if, a student meets with me on the day the paper is returned and turns in a new paper in a timely manner, i.e., you may not randomly decide to revise an essay four weeks later. Revisions must include a cover page that addresses 1) where the student feels they struggled in the original paper. 2) what changes have been made to the new paper.

### **Late Work & Extensions**

I do not accept late work for any unexcused reason. Late essays will be dropped one full letter grade for each day late (a "B" paper due Monday and turned in on Wednesday will receive a "D"). If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact the instructor at your earliest opportunity by email. Giving less priority to your education than other time commitments does not constitute an emergency. Extensions on papers may be given on a case-by-case basis. However, this is ONLY if you contact me in writing 48 hours in advance of the due date. You may not ask for an extension the day before a paper is due.

### **Email and Contact**

## **Communication**

Please contact me through the messaging service on Canvas—not my email unless you have no other option. I will try to respond to your messages within 24 hours. Please be courteous with your timing (I may not see your desperate message at 2 AM the day an assignment is due). I am your instructor, not your FaceBook friend, so please remember to use appropriate language when messaging me.

## **Classroom Courtesy**

Everyone deserves to be heard in this course. I am personally committed to having students' take charge of their own learning. At times we may discuss or watch some touchy or controversial material. I would ask that you would be courteous to your classmates and respectful of their thoughts and opinions even if they differ from your own. Please feel free to ask questions and speak your mind, as long as you remain respectful. This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another—not to take cheap shots at others' work.

## **Technology**

I expect you to show up to class awake, aware, and present. Coffee and snacks are allowed! However, cell phone, laptop, iPod, and iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students. When you come to class, put all of these items away and do not take them out until class is finished.

## **Office Hours**

Please come see me during office hours on M/W from 1:30-2:30PM. I care about your well being as an individual as well as a student. My office has an open-door policy. If I'm not available for office hours at the same time you are, send me a message and we'll set something up. I am more than willing to help you at any stage of your writing process from brainstorming to revising. I guarantee that my help will increase your chances of a higher score on your papers—take advantage of my office hours!

## **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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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](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.

## **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 7<sup>th</sup> 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: Critical Thinking and Writing, Sections 15 &16, Spring 2015 Course Schedule

*This schedule is subject to change with fair notice. Always consult Canvas for up-to-date info.*

*All readings / work in the Assignments Due column are due by THAT class period (not after).*

**TSIS** = *They Say, I Say* ; **SOL** = Signs of Life in the USA ; **eText** = Link on Canvas under the Modules tab

Week	Date	In Class Activities / Schedule	Assignments Due
1	M 2/1	Introductions / Go over syllabus Assign <b>Essay 1 Diagnostic</b>	None
1	W 2/3	Vocabulary: Semiotics, Connotation, Denotation	Read: <b>SOL</b> “Popular Signs” pg. 1-22; <b>TSIS</b> “I Take Your Point” pg. 163-166 <b>Essay 1 Diagnostic Due</b> on Canvas by 11:59 PM
2	M 2/8	Quick-write #1: <b>eText</b> “Rhetoric and Discourse” Aristotelian Logic Lecture	Read: <b>eText</b> “The Classical Argument.” <b>eText</b> : “Aristotelian Argument.” <b>TSIS</b> : Introduction pg. 1-10
2	W 2/10	Deductive / Inductive Reasoning Activity <i>Hot Seat Presentation #1</i>	Read: <b>SOL</b> “Fast Entertainment...” pg. 142-151 <b>eText</b> “Deductive vs. Inductive” <u>Reader Response 1 Due</u>
3	M 2/15	Pathos, Ethos, Logos <i>Inventio Lecture</i>	Read: <b>eText</b> “Pathos” ; <b>eText</b> “Ethos” ; <b>eText</b> “Logos” <b>SOL</b> “The Science of Shopping” pg. 97- 104
3	W 2/17	<b>Essay 2 In-Class: Rhetoric</b>	None; <i>Canvas Discussion #1 due by Saturday, 2/20 at 11:59 PM</i>
4	M 2/22	Visual Rhetoric Quick-write #2: “When You Come Home” analysis pg. 181 <i>Hot Seat Presentation #2 (3-person group)</i>	Read: <b>SOL</b> “Men’s Men and Women’s Women” pg. 187-198 & “Masters of Desire” pg. 542-552 <u>Reader Response 2 Due</u>
4	W 2/24	Summarizing & Quoting Correlation and Causation Assign <b>Essay 3 Podcast Episode</b>	Read: <b>TSIS</b> “Summarizing” pg. 30-41 ; “Quoting” pg. 42-51 Listen: <b>eText</b> “Here & Now: Why Pop Culture Matters”
5	M 2/29	Responding to Backlash <i>Hot Seat Presentation #3</i>	Read: <b>TSIS</b> “Yes / No / Okay, But” pg. 55-67; <b>eText</b> “Audience Adaptation” ; <b>SOL</b> “Dove’s ‘Real Beauty’ Backlash” pg. 219-222 <u>Reader Response 3 Due</u>

Week	Date	In Class Activities / Schedule	Assignments Due
5	W 3/2	Logical Fallacies; Correlation and Causation	Read: <b>TSIS</b> “And Yet” pg. 68-77 ; <b>TSIS</b> “Skeptics” pg. 78-90 Read: <b>eText</b> “List of Logical Fallacies”
6	M 3/7	Bolstering Argument Vocabulary <u>Writing Groups #1</u>	<b>Essay 3</b> Draft due in class and a submission @ 11:59PM on Canvas.
6	W 3/9	The Toulmin Method: Argument <i>Hot Seat Presentation #4</i>	Read: <b>eText</b> “Toulmin Model...” ; <b>SOL</b> “A Moral Never-Never Land” pg. 296-304 <u>Reader Response 4 Due</u>
7	M 3/14	The Toulmin Method: Enthymemes and Syllogisms Unstated Assumptions <i>--Logical Fallacies Quiz--</i>	Read: <b>eText</b> “Messy Enthymemes” Study for Logical Fallacies Quiz <b>Essay 3</b> Final due @ 11:59PM on Canvas.
7	W 3/16	The Rogerian Method Rogerian Argument Groupwork Assign <b>Essay 4 Persuasive Argument</b>	View: <b>eText</b> “Rogerian Argument” YouTube video Read: <b>eText</b> “Attack of the Paparazzi”
8	M 3/21	Review: Rhetorical Models Handout GELO 5 Department Practice <i>Hot Seat Presentation #5</i>	Read: <b>SOL</b> “Anti-heroes” pg. 318-321 & <b>SOL</b> “Mad Men” pg. 322-325 ; <b>eText</b> “Persuasive Arguments” <u>Reader Response 5 Due</u>
8	W 3/23	<i>LIBRARY DAY (tentative)</i>	Come prepared with Persuasive topic
9	3/28-30	SPRING BREAK – No Class	<i>Canvas Discussion #2 due by Saturday, 4/2 at 11:59 PM</i>
10	M 4/4	<u>Writing Groups #2</u>	<b>Essay 4</b> Draft due in class and a submission @ 11:59PM on Canvas.
10	W 4/6	Revision; Passive and Active Voice and Continuity	Read: <b>TSIS</b> “As a Result” pg. 105-118 & <b>TSIS</b> He Says Contends pg. 139-144; <b>eText</b> “The Golden Age of Television”
11	M 4/11	Colloquial and Academic Language <i>Hot Seat Presentation #6</i>	Read: <b>TSIS</b> “Ain’t So / Is Not” pg. 121-128 <b>SOL</b> : “The Boondocks...” pg. 359-363 <u>Reader Response 6 Due</u> <b>Essay 4</b> Final due @ 11:59PM on Canvas.
11	W 4/13	Assign <b>Essay 6 Research Paper</b> <i>--Presentations--</i>	None
12	M 4/18	<i>--Presentations--</i>	None

<b>Week</b>	<b>Date</b>	<b>In Class Activities / Schedule</b>	<b>Assignments Due</b>
12	W 4/20	--Presentations-- (if necessary) Archetypes & Violence in Film <i>Hot Seat Presentation #7 (3-person team)</i>	Read: <b>SOL</b> “Creating the Myth” pg. 386-395 & “The Postmorbidity Condition” pg. 430-435 <u>Reader Response 7 Due</u> <b>Essay 6 Topic</b> Due @ 11:59PM on Canvas.
13	M 4/25	<b>Essay 5 In-Class: Fallacies</b>	None
13	W 4/27	Racial Representations in Film <i>Hot Seat Presentation #8</i>	Read: <b>SOL</b> “Asian Women in Film...” pg. 396-404 & “The Offensive Move Cliché...” pg. 407- 411 <u>Reader Response 8 Due</u> <b>Essay 6 Sources</b> Due @ 11:59PM on Canvas.
14	M 5/2	Quick-write #3: Web 2.0 & Identity <i>Hot Seat Presentation #9 (3-person team)</i>	Read: <b>SOL</b> “It’s All About Us” pg. 469-471 & “Enough About You” pg. 472-474 & “Virtual Popularity Isn’t Cool” pg. 480-482 <u>Reader Response 9 Due</u>
14	W 5/4	<u>Writing Groups #3</u>	<i>Discussion #3 on Canvas due by Saturday, 5/7 at 11:59 PM</i> <b>Essay 6 Draft</b> due in class and a submission @ 11:59PM on Canvas.
15	M 5/9	American Contradictions <i>Hot Seat Presentation #10</i>	Read: <b>SOL</b> “American Paradox” pg. 513-522 ; <b>eText</b> “Don’t Blame Shitty Technology” <u>Reader Response 10 Due</u>
15	W 5/11	<u>Writing Groups #4</u>	(No draft due unless you’d like me to look at it.)
16	M 5/16	American Identity <i>Hot Seat Presentation #11</i>	Read: <b>SOL</b> “American Makeover” pg. 615-623 Additional Readings TBD <u>Reader Response 11 Due</u>
Final Exam	Section 15 Section 16	Wednesday, May 18 <sup>th</sup> at 5:15PM– 7:30PM in Clark 316 Friday, May 20 <sup>th</sup> at 9:45AM – 12 Noon in Sweeney 348	<i>Rhetoric Quiz</i> Final in-class during Final time. <b>Essay 6 Final</b> due @ 11:59PM on Canvas on Friday, May 20 <sup>th</sup> for BOTH sections 15 & 16.

**Persuasive Essay potential topics:**

Movie piracy and torrent sites.

CISPA Bill

Net Neutrality: <http://www.theopeninter.net/>

Diversity in the Academy Awards / Golden Globes (or in film/TV in general)

Clicktivism / Slacktivism

Traditional news as sensationalism

Celebrity right to privacy / paparazzi

Internet forums' influence on contemporary news i.e. Making a Murderer

Social media's construction of "false" identities

Wikipedia and source reliability

Hate speech on social media platforms like Instagram, Twitter, and Facebook

The power of online streaming sites like Netflix, Hulu, and Amazon Video