

**San José State University**  
**Department of English and Comparative Literature**  
**English 2, Critical Thinking and Writing (GE A3), Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Clare Browne
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<b>Office Hours:</b>	Wednesday 1:30-2:30pm
<b>Class Days/Time:</b>	Section 12: Mon/Wed 10:30-11:45; Section 18: 12:00-1:15; Section 32: 4:30-5:45
<b>Classroom:</b>	SH 348, BBC 125
<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

**GE 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**

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

## **ENGL 2 Learning Outcomes and Course Content**

### **GE 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: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 2 is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: English 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. Toby Matoush is the library liaison who can assist students for ENGL 2. Phone: (408) 808-2096; Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

## **Required Texts/Readings**

*The Everyday Writer* (5<sup>th</sup> Edition with exercises) Andrea Lunsford ISBN-13: 978-1457612671

*One Hundred Great Essays* (5<sup>th</sup> Edition) ed. Robert DiYanni ISBN 978-0-321-87263-0

## **ENGL 2 Section-Specific Requirements and Assignments**

Written Assignments: You will write in-class essays centered on a prompt, out-of-class essays requiring research, a film summary/analysis, and a final major revision paper.

Oral Presentation: Group and individual presentations throughout the semester arising from discussion and research.

Reading: You will read a selection of essays and articles.

## Assignment Word Count and Learning Goals

	Word Count	GELO	CLO
Essay 1	1200	1,2,3,4,5	1,2,3,4,5,6,7,8
Essay 2	750	2,4,5	1,2,3,5,6,7,8
Essay 3	1400	1,2,3,4,5	1,2,3,4,5,6,7,8
Essay 4	750	2,4,5	1,2,3,5,6,7,8
Major Revision Paper	1600	1,2,3,4,5	1,2,3,4,5,6,7,8
Film Summary and Analysis	300	2,3	1,2,3,5,6,8

## Assignments and Grading Distribution

You will need to complete **all** six papers to pass this course.

2 in-class essays:	200 points	20%
2 out-of class papers:	300 points	30%
Summary & Analysis:	100 points	10%
Major Revision:	150 points	15%

**Late Papers:** All papers must be handed in during class on the day they are due. **For each class day your paper is late, it will be graded down 10 points (one full grade).**

Class Participation: 150 points 15%  
All quizzes, grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate.

Presentations: 100 points 10%

## 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, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays 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, your overall course grade will be calculated as follows:

#### Course Grade Point Values

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

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

#### Classroom Protocol

I like our classroom to be a place where students feel comfortable enough to share their opinions. Respect for each other is the key here. I don’t ask you anything that I don’t expect of myself: be on time, and switch off mobile phones.

#### University Policies

Please read carefully the following information available at [www.sjsu.edu/english/comp/policy/index.html](http://www.sjsu.edu/english/comp/policy/index.html)

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes
- Accommodation to Students’ Religious Holidays

#### Student Technology Resources

Computer labs for student use are available in the Academic Success Center 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 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>.

## ENGL 2 Daily Schedule

(Subject to change with fair notice)

**\*\*Note:** For reading assignments--reading is due on date shown.

*The Everyday Writer (EW). One Hundred Great Essays by Robert DiYanni (DIY)*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon. Feb. 1 Wed. Feb. 2	Introduction to English 2, assignments, and expectations for class. In-class essay. Bring green book.
2	M. Feb. 8 W. Feb. 10	Top Twenty ( <b>EW</b> Ch. 1) Yukon Kings/Dan Barber Film Clips <b>EW</b> Ch. 2 b, c. <b>DIY</b> 113 Joan Didion "On Self-Respect" <b>EW</b> Ch. 5 b, d, e.
3	M. Feb. 15 W. Feb. 17	<b>EW</b> Ch. 6 and 7 b, e. <b>DIY</b> 270 Pico Iyer "Nowhere Man" Essay 2 assigned. <b>EW</b> Ch. 12 a, b, c, d. <b>DIY</b> 487 Susan Sontag "A Woman's Beauty: Put-Down or Power Source?"
4	M. Feb. 22 W. Feb. 24	<b>DIY</b> 429 Scott Russell Sanders "The Men We Carry in Our Minds" <b>DIY</b> 507 Paul Theroux "Being A Man"
5	M. Feb. 29 W. Mar. 2	Peer Review Essay 2 Library Session MLK 219
6	M. Mar. 7 W. Mar. 9	<b>EW</b> Ch. 13 a, b, c, d, e <b>DUE:</b> Essay 2 <b>DIY</b> 302 Barbara Kingsolver "Stone Soup"
7	M. Mar. 14 W. Mar. 16	<b>EW</b> Ch. 15 a, b, c. Essay 3 assigned <b>DIY</b> 147 Barbara Ehrenreich "Family Values" <b>EW</b> Ch. 14 a, b, c, d, e
8	M. Mar. 21 W. Mar. 23	<b>Conferences</b> <b>Conferences</b>
9	Mar. 28- Apr. 1	Spring Break
10	M. Apr. 4 W. Apr. 6	Peer Review Essay 3. <b>DIY</b> 30 Gloria Anzaldúa "How to Tame a Wild Tongue" Amy Tan's "Mother Tongue"
11	M. Apr. 11 W. Apr. 13	<b>DUE: Essay 3</b> <b>DIY</b> 44 James Baldwin "If Black English Isn't a Language, Then Tell Me What Is" <b>DIY</b> 495 Brent Staples "Just Walk on By: Black Men and Public Space"
12	M. Apr. 18 W. Apr. 20	Assessment <b>DIY</b> 48 Dave Barry "Road Warrior"

13	M. Apr. 25 W. Apr. 27	<b>Film</b> <b>Film</b>
14	M. May 2 W. May 4	<b>In- class essay</b> <b>DIY 426</b> Richard Rodriguez “Heading into Darkness Once Again”
15	M. May 9 W. May 11	<b>Presentations</b> <b>Presentations</b>
16	M. May 16	<b>DUE:</b> Major Revision Paper
17		FINAL EXAM SCHEDULE: TBA