

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 5, 10, 25, 31.

Spring / 2016

Instructor:	Craig Lore
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Office Hours:	M/W 12—1:30
Class Days/Time:	M/W Sec. 5, 9:00; Sec.10,10:30; Sec. 25, 3:00; Sec. 31, 4:30
Classroom:	<u>Sec. 5, Clark 316; Sec. 10, BBC 128; Sec. 25, Clark 316; Sec 31, Clark 316</u>
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) 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.

General 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 to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description Ideas:

Ideas. They are everywhere, from what shall we do next, to advertisements, political ads, and policy suggestions, but some people and organizations are better at making their ideas memorable, making them desirable, and making us buy into them. Sometimes an idea takes on a life of its own and just takes off, but often, ideas have been cleverly crafted to gain our attention, perhaps for our benefit but sometimes to manipulate us. What makes an idea memorable? How can we dissect an idea down to its basic components to analyze its structure and intent? And how can we construct our own ideas in a manner that produces the result that we want? What is *your* big idea and what can you do with it?

ENGL 2 Learning Outcomes (GELO) [*Please list the following learning outcomes*]

Upon successful completion of the course, you 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 one's 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).

ENGL 2 Course Content [*This is an optional section. The information below identifies for students the various components of ENGL 2. Alternatively, you may choose to incorporate this information as part of your course requirements and assignments.*]

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, writing, and oral assignments to construct your 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: You 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 you 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: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as opinion, judgment, inference, rebuttal, facts, hidden assumptions, and induction and deduction) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

ENGL 2 Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to 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>.

Written Assignments:

Students will write a number of diverse papers designed to incorporate the concepts of critical thinking to display that students' ability to organize, recognize, and present the material in a clear and reasoned fashion. All written work (unless otherwise noted) will be graded for content, organization, format, and grammar.

Journal: GELO 2, 3, 4. Unknown quantity: Informal, in-class, thinking assignments, acts of brainstorming in a journal that we will make in class.

Editorial & Short Opinions: GELO 2, 3, 4 One Editorial to the Spartan Daily or Newspaper of your choice—online or print versions. Two to three Short Opinion pieces, approximately one double-spaced page to practice thinking and organizing thoughts.

Short Assignments: GELO 2, 4. Ten to twelve total, however, only 10 will count. Primarily these will be exercises from our text *Writing Logically, Thinking Critically*; however, they may come from other sources. One to two pages each.

In-class essays: GELO 2, 3, 4. Two in-class essays (not counting the diagnostic, which will not be a part of your final grade). The in-class essays will help determine your ability to critically analyze a text, and formulate and organize an appropriate response to that text.

Out-of-class essays: GELO 1, 2, 3, 4, 5. Two out-of-class essays of approximately 1500 words each will call upon your research and organizational skills to develop a meaningful argument using the skills that we will discuss in class and learn from our texts.

Presentations: GELO 4. In preparation for your final Multi-modal presentations, each student will be required to deliver brief oral presentations to become more comfortable speaking to the class.

Multi-Modal Presentation: GELO 1, 2, 3, 4, 5. In a world that increasingly uses multiple methods of communication that include text, audio, and video, students will construct a final “essay” that combines two or more “modes” of communication to more effectively connect with a specific audience for a specific purpose. *Formal Writing Assignments:* There will be two formal writing assignments, a 1250-word Critical Essay, and a 1500-word Persuasive Argument. Both will require research and both will undergo at least one complete revision.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Diagnostic Essay	N/A	N/A
Journal, Editorial, Short Opinion	600	2, 4,
Short Assignments (10 x 100)	1000	2, 3, 4,
Presentations (short—2 to 3 per person)	N/A	4
Participation (ongoing)	N/A	4
Two In-Class Essays (2 x 300)	600	2, 3, 4
Two Out-of-Class Essays (2x 1500)	3000	1, 2, 3, 4, 5
One Multimodal Presentation (1000)	800	1, 2, 3, 4, 5

Required Texts/Readings

Textbook

- *Writing Logically, Thinking Critically*, 8th Edition. Sheila Cooper & Rosemary Patton. ISBN: 978-0-321-92652-4. Required. SJSU Bookstore. Directtextbook.com

- *Made to Stick: Why Some Ideas Survive and Others Die*, Chip and Dan Heath. ISBN: 978-1-4000-6428-1. Required. SJSU Bookstore. Amazon.com.
- *Writer/Designer: A Guide to Making Multimodal Projects*. Kristin L. Aroloa, Jennifer Sheppard, Cheryl E. Ball. Required. ISBN: 978-1-4576-0045-6. SJSU Bookstore. Amazon.com

Other Readings

- Various Handouts—in-class or via Canvas

Grading Policy

Grades will be determined on a percentage basis. Essays and major assignments will be graded from 0 to 100%. Quizzes, short assignments will be issued a point total and graded Check Plus (100%), Check (85%), and Check Minus (70%).

No Extra Credit

Late Work—

- Homework done online will have a cutoff time. Work that arrives on time will be assessed; work that does not, will not receive any credit.
- Journals, Short Opinions, In-Class Assignments, and Quizzes whether online, due in class, or due during class, cannot be made up.
- Short out-of-class assignments lose 50% if one day late and 100% after that.
- Out-of-class essays & Multi-modal project components lose 50% if one day late and 100% after that.

Participation

- Participation counts for 10% of the total grade this semester and will be assessed both directly and indirectly. The Participation grade will be judged on a 0-100% basis. A=95%, B=85%, C=75%, D=65%, F=55%-0%
- Direct:
 - Homework, in-class assignments, journal entries that are completed on time will receive credit themselves, but they will also contribute towards the Participation assessment.
 - Speaking up in class—asking and answering questions, willingness to participate in groups, helping others within your groups
- Indirect:
 - Attentiveness during class: focus on lectures, topic at hand, and fellow students
 - Ability to refrain from unauthorized use of your phone or working on other courses during class

Grades Determined By:

Journal, Editorial, Short Opinions	10%
Short and In-Class Assignments Ten + (10+)	10%
Two (2) In-class Essays (10% each)	20%
Two (2) Out-of-Class Essays (10% each)	20%
Quizzes (X?)	10%
Participation	10%
Multi-Modal Project	20%
Total	100%

The department's standard grading scheme consists of the following: Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are 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.

A+ = 98-100%

A = 94-97%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 74-77%

C- = 70-73%

D = 60-69%

F = \leq 59%

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.

Classroom Protocol:

- 90 % of success is **showing up, on time.**
- 95% of showing up is **paying attention in the class** and not to cell phones, other homework.
- 98% of paying attention includes **being prepared.**
- I have no idea how to add this up mathematically. But academically and socially, Showing Up, Paying Attention, and Being Prepared will lead to success. This shows respect for the instructor, your advocates (those who got you here—mom, dad, guardians, fans, etc.), the institution of higher learning, the classroom, fellow students, and yourself.
- If you have difficulty with one or more of these policies, you may be "fired" and asked to leave the classroom. And your participation grade will be affected.

University Policies:

General Expectations, Rights and Responsibilities of the Student

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. You are encouraged to familiarize yourself 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 you begin by seeking clarification or discussing concerns with your instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.

Dropping and Adding

You 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/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. You 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 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (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](#) 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](#) 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 / Spring 2016, Course Schedule

Writing Logically, Thinking Critically = WLTC

Made to Stick = MtS

Writer/Designer = W/D

The schedule is subject to change with fair notice; notice will be made available during class and by email through Canvas.

<i>Week</i>	<i>Date</i>	<i>Topics, Readings, Assignments, Deadlines</i>
1	Mon Feb 1	Introduction, Syllabus, Etc.
1	Wed Feb 3	Diagnostic Essay—whole class
2	Mon Feb 8	Read WLTC Ch. 1 Ex. 1A-in Class Discuss “The Child’s Draft” in class Homework —Exercise 1B
2	Wed Feb 10	Due: Writing Assignment 1 Homework: Ex. 1C, 1D, Summary/Key Terms
3	Mon Feb 15	Read: WLTC Chp.2 Homework: Ex. 2A-In class. Ex. 2C online. Ex 2D odd numbers; 2E Summary/Key Terms
3	Wed Feb 17	Read: WLTC Ch. 3 Due: Writing Assignment 3, p 39-41, list of inferences and facts Ex. 3A; 3B; 3C A & B; Ex. 3D
4	Mon Feb 22	Library— Due Written Assignment 5--Summary
4	Wed Feb 24	In-Class essay Due: Summary & Key Terms Quiz--online
5	Mon Feb 29	Read: Ch. WLTC 4; Due: Ex. 4A, 4B, 4D
5	Wed Mar 2	Read: “Living with Less” at end of book Summary/Key Terms
6	Mon Mar 7	Due: Out of Class Essay #1 Writing Assignment #6—Peer Review Read: WLTC Ch. 5 Due: Ex 5A, 5B, 5C
6	Wed Mar 9	Due: Ex. 5E, 5F, Short Writing Assignment 8
7	Mon Mar 14	Read: WLTC, Ch. 6, Do: 6A in-class
7	Wed Mar 16	Read: “The Order of Things” at the end of WLTC Due: Out of class—WA 7 (from WA 6)
8	Mon Mar 21	Read: WLTC Ch. 7

Week	Date	Topics, Readings, Assignments, Deadlines
		Due: Ex. 7A, 7 B (A& B), 7 C
8	Wed Mar 23	Due: Ex 7D, 7F, 7G “His Coy Mistress,” 7I, 7J, & 7K Summaries and Key terms—Quiz #1
9 9	Mon Mar 28--Wed Mar 30	
10	Mon Apr 4	In-Class Essay
10	Wed Apr 6	Read: <i>WLTC</i> Ch. 8 Read: <i>M2S</i> , Intro, Ch. 1, Ch. 2—parentheses, dashes, italics
11	Mon Apr 11	Read: <i>M2S</i> Ch. 3 & 4—colon
11	Wed Apr 13	Read: <i>M2S</i> Ch 5 & 6 & Reference Guide--semicolon
12	Mon Apr 18	Out of Class, #2, Peer Review Read: <i>W/D</i> Intro., Ch. 1 & 2.
12	Wed Apr 20	Read: <i>W/D</i>
13	Mon Apr 25	<i>Ch.</i> 3 & 4
13	Wed Apr 27	Read: “You are What you Speak”
14	Mon May 2	Read: <i>W/D</i> Chps 6 & 7 Due: Out of Class #2
14	Wed May 4	Summaries and Key Terms—Quiz #2
15	Mon May 9	Multimodal Presentations
15	Wed May 11	Multimodal Presentations
16	Mon May 16	Multimodal Presentations
Final Exam	Section 5	Wed May 18 0715-0930
	Section 10	Tue May 24 0945-1200
	Section 25	Fri May 20 1215-1430
	Section 31	Thu May 19 1445-1700