

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 20, F17

Instructor:	Karen English
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Office Hours:	M-W 12-1; T: 10:30-11:30; BY APPT
Class Days/Time:	TR: 9-10:15
Classroom:	SH 444
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better This course is not open to students who have successfully completed ENGL 1B.
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing
FYI	Students must pass this course with a C- or higher for credit.

Course Learning Management 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.

ENGL 2 Course Description

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

From August 1914-April 1917, people in the USA earnestly and seriously debated whether their government should commit its citizenry to participate in The Great War as an official belligerent. During and after the war, this debate continued, despite intense governmental censorship and repression of first Amendment rights. In

this course, we will critically examine primary documents, cultural artifacts, and historical records from a wide range of sources, expressing diverse points of view with respect to the US involvement in a foreign war.

ENGL 2 Learning Outcomes (GELO)

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

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.

Logic/Slow thinking: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures 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.

Oral: 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.

Written Assignments:

Critical Exercises. Students will write a number of informal writing assignments designed to provide practice in the different rhetorical and logical concepts discussed in class and in the course readings. A portfolio of revised critical exercises will be submitted at the end of the semester.

Formal Writing Assignments. 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.

Multimodal Presentation: As a culminating course activity, students will present in support of or in opposition to an issue discussed in class. Presentations must contain visual, written, and audio design elements.

Assignment Word Count and Learning Goals

Assignment	Word Count	Grade %	GELO
In-class Essay	350	5	2-3
Critical Exercises/Prep Assignments	2000	25	1-5
Critical Exercises/ Portfolio	600 + docs	20	1-5
Essay #1	1250	15	1-4
Essay #2	1250	15	1-5
Multi-modal Presentation	400, 10 mins	10	1-4
Participation	Every class	10	1-4

Required Texts

Textbook

Lundsford, Andrea. *Writer's Help 2.0*. Available for free on course Canvas site. Click on tab on left.

Berg, A. Scott, ed. *World War I and America: Told by the Americans Who Lived it*. Library of America, 2017. ISBN: 978159853514. Available in Spartan Stores and through various online booksellers. Get a paper copy!

Other Readings

Cognitive Biases and Fallacies: https://en.wikipedia.org/wiki/List_of_cognitive_biases

World War 1 Posters: <https://www.loc.gov/collections/world-war-i-posters/>

Soldier Arms (1918) dir. Charlie Chaplin <https://www.youtube.com/watch?v=yfSr5QKAjI4>

World War 1 and Popular Culture: <http://dcc.newberry.org/collections/world-war-i-in-us-popular-culture>

Grading Policy

All papers will follow MLA, 8th edition rules for format and parenthetical documentation. All out of class papers must be typed and submitted on paper. **NO** email submissions for final drafts. *Late papers are accepted only at the discretion of the instructor and will be penalized for lateness.* There is no extra credit

available in this class. *If accepted*, late paper are penalized 10% **per class** late after initial due date. Classwork cannot be made up.

NOTE: Students must complete and submit all written assignments in order to pass the course.

Participation is evaluated on the regularity with which a student attends class prepared for and voluntarily participates in class discussion and activities. If you are not there, you can't participate. If you are there, you have to raise your hand and contribute to the process of analysis.

Grades and Grading Statement: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog. Grades issues must represent a full range of student performance. English 100W is an A-F course. A = excellent, B = above average, C = average; D = below average; F = failure. + or – grades will be used in evaluating assignments; this means that an assignment that is assigned a + or – with its letter grade is somewhat better than or somewhat weaker than the criteria in the following grading standard.

Academic Standards for Assessment: Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

Classroom Protocol

Students are expected to attend all classes and arrive on time. Wireless electronic devices will be used in the classroom *only* with **explicit** instructor permission.

University Policies

The following link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. <<http://www.sjsu.edu/gup/syllabusinfo/index.html>>

English 2, Section 20, Critical Thinking and Writing

This schedule is subject to change with notice given in class, or by email and on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	<i>Introduction</i> Reading: "I Have a Rendezvous with Death" by Alan Seeger 231-2 and "Conspiracy" by Mary Borden 251-253
1	Aug 29	Topic: The Value of Slow Thinking Viewing: https://www.youtube.com/watch?v=PirFrDVRBo4 Writing: Disruption Exercise due on Canvas
2	Aug 31	Topic: Cognitive Biases/Fallacies Reading: https://en.wikipedia.org/wiki/List_of_cognitive_biases Oral Presentation: Favorite Cognitive Bias Writing: Cognitive Bias Report due on Canvas
2	Sept 5	Topic: Neutrality in Conflict Reading: "Fair Play" by Hugo Münsterberg 17-22; "Justice and Fair Play" by Theodore Roosevelt, 42-45 Class Exercise: Summary due on Canvas
3	Sept 7	Topic: Neutrality in Conflict Reading: "Statement on Neutrality" by Woodrow Wilson, 30-32; Reports by Nelly Bly to <i>NY Evening Journal</i> 50-57 Class Exercise: Summary due on Canvas
3	Sept 12	In Class Essay Bring large format exam booklet, anthology, and all summaries. Prompt will be provided in class.
4	Sept 14	Topic: Heuristics and Biases Class Exercise: Fast Thinking: Availability Bias Worksheet

Week	Date	Topics, Readings, Assignments, Deadlines
4	Sept 19	<p>Topic: Neutrality in Conflict</p> <p>Reading: "Address" to Naturalized Citizens at Convention Hall by Woodrow Wilson, 102-106; "There are Things Worse Than War" in the <i>NYTimes</i> 107-109</p> <p>Class Activity: Critical Analysis Worksheet</p>
5	Sept 21	<p>Topic: Neutrality in Conflict</p> <p>Reading: "The Revolt Against War" by Jane Addams, 170-186; "A Response to Jane Addams" by R. H. Davis 187-188</p> <p>Class Activity: Critical Analysis Worksheet</p>
5	Sept 26	<p>Topic: Neutrality in Conflict</p> <p>Reading: Address to Congress on War with Germany by Wilson 313-322</p> <p>Class Exercise: Critical Analysis Worksheet</p>
6	Sept 28	<p>Topic: Neutrality in Conflict</p> <p>Reading: "Let Europe Solve her Problems" by George Norris, 323-332</p> <p>Class Activity: Thesis v. topic worksheet</p> <p>Writing: Thesis statement due on Canvas</p>
6	Oct 3	<p>Topic: Visual Analysis</p> <p>Reading: "I Want You" by James Montgomery Flagg (front illustration in book)</p> <p>Class Exercise: MLA Documentation</p> <p>Writing: Works Cited List due on Canvas</p>
7	Oct 5	<p>Topic: Visual Analysis</p> <p>Reading: https://www.loc.gov/collections/world-war-i-posters/</p> <p>Writing: Essay #1 Due in class</p>
7	Oct 10	<p>Topic: Visual Analysis</p> <p>Reading: https://www.loc.gov/collections/world-war-i-posters/</p> <p>Writing/Oral Presentation: Analysis of a poster (I will bring a laptop so we can project your image during the presentation)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	Oct 12	<p>Topic: Home Front Civil Rights: Freedom of Conscience</p> <p>Reading: “War’s Heretics, A Plea for Conscientious Objectors” by Norman Thomas, 394-406</p> <p>Class Activity: Critical Analysis Worksheet</p>
8	Oct 17	<p>Topic: Home Front Civil Rights: Freedom of Expression</p> <p>Reading: Speech to the Court, Sept. 14, 1918 by Eugene C. Debs, 562-567; “The Sayings of Patsy, Dec. 30, 1917” by Bernice Evans, 444-445</p> <p>Class Activity: Critical Analysis Worksheet</p>
9	Oct 19	<p>Topic: Home Front Civil Rights: Equality</p> <p>Reading: “Black Leaders for Black Troops” by James Weldon Johnson; “Refusing Black Nurses” by Hubert H. Harrison, 502-503; “The Negro Soldier in America: What are We Fighting For” by Lucian B. Watkins (handout)</p> <p>Class Activity: Critical Analysis Worksheet</p>
9	Oct 24	<p>Topic: Home Front Civil Rights: Equality</p> <p>Reading: “Every Woman’s Struggle” by Carrie Chapman Catt, 430-433; “Kaiser Wilson” Poster Photograph https://www.archives.gov/education/lessons/woman-suffrage/kaiser-wilson</p> <p>Class Activity: Critical Analysis Worksheet</p>
10	Oct 26	<p>Topic: Film Analysis</p> <p>Viewing: <i>Soldier Arms</i> (1918, dir. Charles Chaplin) https://www.youtube.com/watch?v=yfSr5QKAjI4</p> <p>Class Activity: Thesis and Counter-thesis</p> <p>Writing: Thesis due on Canvas</p>
10	Oct 1	<p>Topic: Film Analysis</p> <p>Viewing: <i>Soldier Arms</i> (1918, dir. Charles Chaplin) https://www.youtube.com/watch?v=yfSr5QKAjI4</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Writing: Works Cited List due on Canvas
11	Nov 2	Topic: The Dangers of Overconfidence Class Activity: Illusions of Understanding and Validity Worksheet Writing: Essay #2 due in class
11	Nov 7	Topic: War Front Service, Medical Personnel Reading: from <i>I Saw Them Die</i> by Shirley Millard 455-459 & 512-3; from <i>Stretchers</i> by Frederick Potter 484-495 Class Activity: Critical Analysis Worksheet Writing: Topic for MM Presentation due on Canvas
12	Nov 9	Topic: War Front Service, Journalists Reading: “Wounded—How It Feels to be Shot” by Floyd Gibbons, 470-483; “Runyon Sees Return of Lost New York Battalion” 607-612 Class Activity: Critical Analysis Worksheet
12	Nov 14	Topic: War Front Service, Relief Workers Reading: Letter to Rumsey Martin by John dos Passos, 409-11; Letter to Sarah Cleghorn from Dorothy Canfield Fisher, 423-426; Letter to his family from Ernest Hemingway, 504-6 Class Activity: Critical Analysis Worksheet
13	Nov 16	Topic: War Front Service, Soldiers Reading: “Ain’t It Grand?” by James Reese Europe 510-511; from <i>Autobiography, First World War</i> by Horace Pippin 587-589; from <i>Experiences of the Great War</i> by Ashby Williams, 603-606 Class Activity: Critical Analysis Worksheet Writing: Modality Plan for Presentation due on Canvas
13	Nov 21	Portfolio Workshop
13	Nov 28	Class Activity: Multi-Modal Presentations by students Writing: Essay due on day of presentation

Week	Date	Topics, Readings, Assignments, Deadlines
14	Nov 30	Class Activity: Multi-modal Presentations by students Writing: Essay due on day of presentation
15	Dec 5	Class Activity: Multi-Modal Presentation by students Writing: Essay due on day of presentation
15	Dec 7	Multi-Modal Presentations by students Writing: Essay due on day of presentation
Final	Dec 12	Portfolio Assignment uploaded to Canvas