

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF ENGLISH
ENGL 2-1: CRITICAL THINKING AND WRITING, FALL 2018

COURSE AND CONTACT INFORMATION

Instructor:	Professor Richard McNabb
Office Location:	FOB 102
Telephone:	(408) 924-1382
Email:	richard.mcnabb@sjsu.edu
Office Hours:	Tuesday 9:15-10:15 and by appointment
Class Days/Time:	TR 7:30-8:45
Classroom:	BBC 121
Prerequisites:	Successful completion of GE Area A2
GE/SJSU Studies Category:	ENGL 2 satisfies GE Area A3

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 various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE LEARNING OUTCOMES (GELO)

For the list of course learning goals, click on the following link:
http://www.sjsu.edu/english/frosh/course_descriptions/engl_2/index.html.

REQUIRED TEXTS/READINGS

Course readings are available on Canvas, online, or through the MLK Library databases
Digital access to the *Chronicle of Higher Education* (available free through the MLK database)

TECHNOLOGY REQUIREMENTS / EQUIPMENT / MATERIAL

You will need access to a laptop or tablet to access course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.). You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates. You will also need access to a laptop or tablet to participate in the classroom activities and submit assignments. You will not be able to use a smartphone. Laptop rentals are available on campus. With advanced notice, I can bring a limited number of Apple iPads to use in class.

COURSE ASSIGNMENTS

University Policy S16-9 (www.sjsu.edu/senate/docs/S16-9.pft) requires me to include the following statement: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

The course writing assignments (see below) will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

1. *Discussion boards*: You will post weekly writing assignments on Canvas designed to stimulate your thinking about “issues, questions, and problems raised in class discussions and course readings.” For the most part you will be rewarded “for the process of thinking rather than for the end product produced.” Most of the discussion board activities will take place in class. So, you must be present in class to receive credit.

2. *Short Writing Tasks*: You will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings. These tasks will require you both to analyze and to create arguments using the strategies and frameworks developed by the different theorists.

3. *Rhetorical Maps*: You will construct two documents that map out an argument. Think of the maps as a detailed outline of an argument.

4. *Formal Writing Assignments*: You will write three formal essays. Each essay will go through at least one revision before receiving a grade. Refer to the daily schedule for each assignment due date.

5. *Multimodal Project & Presentation*: You will design and present two multimodal projects related to the invention, arrangement, and style of arguments. Projects must contain visual, written, and audio design elements.

6. *Discussion Facilitator*: You and a fellow classmate will lead a class discussion on issues discussed in *The Chronicle of Higher Education*.

7. *Course Portfolio*: As a culminating project, you will submit a portfolio of course assignments that document your progress over the course of the semester.

GRADING INFORMATION

Assignments, course percentages, and assignment learning goals

Assignment	Course Percentage	GELO
discussion boards, discussion facilitator, in-class activities	5%	4, 5
short writing tasks	5%	4, 5
rhetorical maps portfolio	20%	2, 3
Essay #1 Classical Argument	10%	1, 2, 3
Essay #2 Rogerian Argument	20%	1, 2, 3
Essay #3 Stylistic Analysis	20%	2

Multimodal Projects & Presentations	10%	2, 3
Course Portfolio	10%	1, 2, 3

Grading philosophy

1. Requirements for particular assignments will vary, but in all cases grades for formal/major essays 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. Please click on the following link for more information on grading policies: http://www.sjsu.edu/english/frosh/program_policies/index.html
2. You are expected to participate actively in class. You cannot make up missed points for participation if you are absent from class. A limited number of absences for illness and other emergencies have been factored into the final point value, so a few missed classes will not affect your grade. Excessive absences, however, will.
3. **Please Note: This course must be passed with a C- or better as a CSU graduation requirement.**

CLASSROOM PROTOCOL

Attendance: University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class." If you miss a class, it is your responsibility to contact me or a classmate to find out the assignment.

Cell Phones: It is disrespectful to text in class. To resist temptation, please keep your phone out of sight.

Leaving the Classroom: Once class has started, **please do not leave without permission.** It is disruptive to class discussions when students are walking in and out of the room. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities.

Lateness:

1. If you wish to receive feedback on your drafts, you must submit it on time. I do not comment on late drafts.
2. I do accept late essay revisions but not without a third grade reduction (e.g., B to a B-, or C+ to a C). However, you have three "late passes" that will allow you a day's extension without penalty. You can use all the passes on one assignment (allowing you three extra days to submit the essay), or you can spread them out over the semester. Illnesses do not excuse you from missing a due date, so use these passes wisely.
3. I do not accept late short writing tasks and other informal writing assignments completed in or outside of class time. Late passes are not valid on these assignments.
4. Computer excuses / printing problems are not acceptable in this class.

Extra Credit: There are no opportunities for extra credit in the course.

Other Course Policies: To review all other course policies, please go to www.sjsu.edu/english/frosh/program_policies/index.html.

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these policies and resources.

WEEKLY SCHEDULE

(very much subject to change with fair notice)

The following schedule outlines what we will be discussing in class each week and the essay assignments that are due. Readings, short writing tasks, and informal writing assignments will be announced in class and posted online. If we get behind in the schedule, I will adjust the assignment due dates as needed.

Course Schedule

Week	Date	Topics, Readings	Assignment Due Dates
1	8/21-23	Ethical and emotional arguments Aristotle	
2	8/28-30	Logical arguments	
3	9/4-6	Finding points of contention; Arranging contentious cases	Map #1 draft (Friday, 9/7)
4	9/11-13	Psychological arguments	Map #2 draft (Sunday, 9/16)
5	9/18-20	Maps to drafts	Essay #1 draft (Sunday, 9/23)
6	9/25-27	Gendered arguments	Map portfolio due (Friday, 9/28)
7	10/2-4	Negotiating arguments	Essay #1 revision (Fri, 10/5)
8	10/9-11	Delivering arguments	Essay #2 draft (Thurs, 10/11)
9	10/16-18	Remembering arguments	
10	10/23-25	Stylizing arguments	Essay #2 revision (Tues, 10/30)
11	10/30-11/1	Multimodal arguments	Essay #3 draft (Thurs, 11/1)
12	11/6-8	Peer review	Multimodal project #1 draft (Thurs, 11/8)
13	11/13-15	Reflection arguments Preparing the portfolio	Essay #3 revision (Sun, 11/18)
14	11/20-22	In-class writing workshop Thanksgiving break	Multimodal project #1 due (Tues, 11/20)
15	11/27-29	In-class writing workshop	
16	12/4-6	Multimodal project #2 presentations	Multimodal project #2 (Tues, 12/4)
Final Exam	12/18	7:15-9:30	Portfolio