

San José State University
Department of English and Comparative Literature,
English 2: Critical Thinking and Writing, Section 3, Fall 2018

Course and Contact Information

Instructor:	Dr. Sian Sloan
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Office Hours:	TR (T/Th) 10:30-11:30 & by appointment
Class Days/Time:	TR (T/Th) 9-10:15
Classroom:	Sweeney 444
Prerequisites:	Successful completion of GE area 2
GE/SJSU Studies Category:	English 2 satisfies GE area 3

English 2 Course Materials

Syllabus, handouts, assignment instructions, etc. can be found on Canvas Learning Management System website at <http://sjsu.instructure.com>. You are responsible for regular check-ins at Canvas and via email to learn of any updates.

English 2 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 various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

English 2, Section Specific Description

We have elected, as a class, to pursue a Social Justice theme in English 2 this semester. We will read and analyze arguments on Social Justice issues through rhetorical analysis; create written arguments backed by scholarly research; write a proposal with a presentation; learn argument styles based on inductive and deductive reasoning; and explore Toulmin and Rogerian arguments. Students will also participate in a multimodal group presentation based on Campus Diversity. Students will evaluate the semester's learning and work by creating a portfolio and writing a self-reflection at the end of the semester.

English 2 GE Learning Outcomes (GELO)

Upon successful completion of the course, this GE course, 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. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your 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).

English 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. Rough drafts will be worth a percentage of your final paper's grade. For full credit on the rough draft, your draft will need to fulfill the required word count, be due on time, and have an identifiable thesis and supporting points. Drafts will be returned at least one week before final papers are due.

Logic: 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, English 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/Multimodal: Our work in this class will require you to present your arguments orally to the class individually and as part of a group. In addition to regular participation in class discussion and activities, you will deliver one brief (5-minute) oral presentation, and one longer (10-minute) presentation that combines multiple modes (linguistic, visual, aural, etc.) to the class.

Discussion boards: You will post 15 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.”

Course Requirements and Assignments

Assignment	Word Count	GELO	Points
Unit 1 – The Logic of Arguments In Class Essay #1: Diagnostic	--	2, 4, 5	N/A
Unit 2 – Reading and Rhetorical Analysis In-Class Rhetorical Analysis Rhetorical Analysis Draft Rhetorical Analysis (Essay 1)	1000	2,3,4, 5	<i>In Class 25</i> <i>Draft 50</i> <i>Final essay 100</i>
Unit 3 – Writing Arguments Short Writing Assgt’s 1 & 2; Rogerian/Toulmin	1000	2, 3, 4, 5	100
Annotated Bibliography	1000	1	50
Argument Essay Draft Argument Essay Revision Argument Essay (Essay 2)	1000	1, 2, 3, 4, 5	<i>Draft 25</i> <i>Revision 50</i> <i>Final 100</i>
Unit 4 – Proposals and Visual Arguments Proposal Draft Presentation Proposal Revised Proposal Final (Essay 3)	1000	1,2, 3, 4, 5	<i>Draft 25</i> <i>Presentation 50</i> <i>Revision 50</i> <i>Final 100</i>
Unit 5 – Presentations, Campus Diversity Group Presentation	500	2, 4, 5	100
Unit 6 - Portfolios Final Portfolio with Reflection Essay (Essay 4)	500	1, 2, 3, 4, 5	100
Class Discussions on Canvas	750	1, 2, 3, 4, 5	(5 x 15 pts.) 75
TOTAL	6,750		1000

The University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“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.”

Grading Information and Policy

Because so much of the learning in this course will come from class discussion, peer review workshops, and instructor feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergency arises, you must contact me before the deadline in order to establish a new due date at my discretion. Unexcused late work will be graded down a full letter grade (10%) for every day it is late. In-class quizzes and writing assignments cannot be made up.

Participation will be scored based on your contribution to the learning that we do together as a class each day in our discussions and group work. Moreover, in-class writing exercises and peer review workshops themselves are graded and cannot be made up.

Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade. Requirements for particular assignments will vary, and we will discuss them in detail as they are assigned. In all cases, essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (which includes maturity and sophistication of thought), organization, and expression.

The following are the criteria by which essays are evaluated in first-year writing courses:

- 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.

The total point value for the course is 1000. Your overall course grade will be calculated as follows:

A+	970-1000	B+	870-899	C+	770-799	D+	670-699	F	0-599
A	930-969	B	830-869	C	730-769	D	630-669		
A-	900-929	B-	800-829	C-	700-729	D-	600-629		

Students must receive a **C- (700 points) or higher** to pass the course.

Please click on the following link for more information on grading policies:

http://www.sjsu.edu/english/frosh/program_policies/index.html

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12*
(<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Required Texts/Readings

Lundsford, Andrea, and John Ruszkiewicz. *Everything's an Argument*. 7th ed. Bedford: New York, 2016.

■ Print edition: ISBN #978-1-4576-9867-5, available at the Spartan Bookstore

■ Electronic edition is available online at Bedford/St. Martin's

(www.bedfordstmartins.com)

Other Readings

Any other readings this semester will be posted at Canvas.

Other 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 Canvas Announcements system 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.

Final Examination or Evaluation

You must attend the final exam. Our exam is scheduled Thursday, December 13 from 7:15 a.m. to 9:30 a.m.

Office Hours

Office Hours provide student and teacher with one on one time. You may ask questions about class work, my feedback on your work, clarify assignments, or voice any other questions or concerns. My office hours this semester are in FOB (Faculty Office Building) room 221 on the second floor. You do not need an appointment, just drop by! If you want to meet with me another time just email me at sian.sloan@sjsu.edu and we'll set something up.

Classroom Protocol

Participation is the key to learning. Coming to class every day with the materials you need and homework completed; contributing your ideas and questions, listening to your peers; taking notes as necessary—all these components of your participation will be invaluable to our learning community as we construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

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

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.

You may bring food and drink to class but please clean up after yourselves.

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.

Communication

You can email me at my college email address, sian.sloan@sjsu.edu. Please give at least 24 hours for a response during the work week, and more time on weekends. You can email me through Canvas, which I prefer, or directly from your email to mine.

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 at <http://www.sjsu.edu/gup/syllabusinfo>. Make sure to review these university policies and resources.

Resources

Writing Center - The SJSU Writing Center is located in Clark Hall, Suite 126. 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: www.sjsu.edu/writingcenter.

Technology - SJSU offers a variety of options for free access to technology on campus. The IT Service desk lab in CL 102 has over 40 computers with dozens of programs you can use for multimodal or creative assignments. The Library also has computers that you can use for free for word processing and internet access, as well as equipment loans at Student Computing Services on the fourth floor.

English 2: Critical Thinking and Writing, Section 03 / Fall 2018 Course Schedule

The schedule is subject to change with fair notice.

All changes will be announced in class and at Canvas modules and announcements.

Everything's An Argument - EA

Week	Date	In Class Activities/Schedule	Homework/Assignments due next class
1	T 8/21	Unit 1: The Logic of Arguments. Introductions, Icebreaker, Argumentation: Ethos, Logos, Pathos, Kairos. Canvas.	<i>Due R 8/23:</i> Print syllabus Discussion 1 – Introductions Discussion 2 – Class Theme.
	R 8/23	Social Justice Issues Brainstorming. In class outlining/premise building.	<i>Due T 8/28:</i> Print updated syllabus and class schedule. Read Ch. 1, EA . Discussion 3. Bring EA book to class.
2	T 8/28	Reading and Understanding Arguments. Annotation. Schedule. Outlining.	<i>Due R 8/30:</i> Read Ch. 2 and 3, EA . Discussion 4. In-Class Essay prep.
	R 8/30	Pathos and Ethos In Class essay #1	<i>Due T 9/4:</i> Read Ch. 4, 5, 6, EA . Discussion 5.
3	T 9/4	Unit 2: Reading and Rhetorical Analysis Logos, Fallacies, Rhetorical Analysis	<i>Due R, 9/6:</i> Read Ch. 23, EA , 507-536.
	R 9/6	Reading and Rhetorical Analysis. In Class rhetorical analysis.	<i>Due T, 9/10:</i> Read Ch. 23, EA , 537-567. Draft Rhetorical Analysis. Discussion 6.
4	T 9/11	Draft Rhetorical Analysis due. Peer Review.	<i>Due R, 9/13:</i> Revision, Rhetorical Analysis.

	R 9/13	Revision Rhetorical Analysis due. Rhetorical Analysis work.	<i>Due T 9/18:</i> Complete Rhetorical Analysis, Essay 1.
5	T 9/18	Unit 3: Writing Arguments Essay 1 Rhetorical Analysis due. Structuring Arguments. Topics	<i>Due R, 9/20:</i> Read Ch. 7 and 8, EA. Discussion 7.
	R 9/20	Arguments of Fact. Inductive and Deductive Reasoning. Rogerian and Toulmin Arguments. Outline topics.	<i>Due T, 9/25:</i> Short Essays – Rogerian and Toulmin. Read Ch. 13, EA. Discussion 8, Canvas.
6	T 9/25	Short Argument Essays 1 and 2 due. Style in Arguments	<i>Due R, 9/27:</i> Read Ch. 17, 18, 19, EA. Find 3 sources for argument support. Draft, Annotated Bibliography.
	R 9/27	Draft Annotated Bibliography due. Academic Argument drafts. Incorporating sources.	<i>Due T, 10/2:</i> Read Ch. 20, 21, 22, EA. Discussion 9. Draft Argument Essay and Annotated Bib.
7	T 10/2	Argument Drafts and Annotated Bibliography due. Peer review.	<i>Due R, 10/4:</i> Discussion 10. Work on revision Argument Essay.
	R 10/4	Revision, Research, MLA style, incorporating research into argument.	<i>Due T, 10/9:</i> Revise Argument Essay.
8	T 10/9	Revised Argument essay due. Discussion Documenting Sources. In class research articles work.	<i>Due R, 10/11:</i> Argument essay with 3 sources.
	R 10/11	Argument Essay work.	<i>Due T, 10/16:</i> Revision of Argument essay.
9	T 10/16	Essay 2, Argument due. Unit 4: Proposals and Visual Arguments.	<i>Due R, 10/18:</i> Read Ch. 12, 14, 15, EA. Discussion 11.
	R 10/18	Proposals Discussion. Proposal Presentations.	<i>Due T, 10/23:</i> Proposal drafts and presentation outline.
10	T 10/23	Draft Proposal Essay 3 due. Discussion Visual Rhetoric	<i>Due R, 10/25:</i> Draft Visual Proposal and Presentation.
	R 10/25	Visual Rhetoric. Presentation 1. In Class work.	<i>Due T, 10/30:</i> Proposal Presentation 1
11	T 10/30	Presentation 1 due. Presentations. Proposal Essays.	<i>Due R, 11/1:</i> Draft Proposal Essay
	R 11/1	Proposal Essay Draft due. Peer Review.	<i>Due T 11/6:</i> Revision Proposal Essay.
12	T 11/6	Revised Proposal Essay due. In Class work.	<i>Due R, 11/8:</i> Revised Proposal Essay.
	R 11/8	Proposal Essays. Style and Language.	<i>Due T, 11/13:</i> Complete Proposal Essay.
13	T 11/13	Essay 3, Proposal due. Unit 5: Group Presentations. Campus Diversity.	<i>Due R 11/15:</i> Read Ch. 26, 668-687, review Ch. 15, EA. Discussion 12.
	R	Campus Diversity essays	<i>Due T, 11/20:</i>

	11/15	discussion, Presentation 2.	Read Ch. 26, 688-731, Ch. 16, EA . Discussion 13.
14	T 11/20	Campus Diversity Project Discussion/Group Work.	<i>Due T, 11/27:</i> Draft Presentation Campus Diversity.
	R 11/22	THANKSGIVING HOLIDAY	
15	T 11/27	Peer Review, Draft Presentations.	<i>Due R 11/29:</i> Group presentations.
	R 11/29	Presentation 2, Campus Diversity Presentation 2 due. Unit 6: Portfolios Introduction	<i>Due T, 12/4:</i> Portfolios Essay Draft. Discussion 14.
16	T 12/4	Portfolio Self Reflection draft due. Portfolios Peer Review.	<i>Due R 12/6:</i> Finalize Portfolios.
	R 12/6	Portfolios and Essay 4 due. GELO's.	<i>Due R, 12/13:</i> Discussion 15. Portfolio Presentations.
17	R 12/13	FINAL: Portfolio Presentations	7:15 a.m. – 9:30 a.m.