

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 25, course 51088, fall 2018

Instructor:	Dalia Sirkin
Office Location:	FOB109
Telephone:	408-924-089
Email:	Dalia.Sirkin@sjsu.edu
Office Hours:	Monday and Wednesday 9:30-10:00 am, 1:30-2:00 pm and by appointment
Class Days/Time:	Section 25: MW: 10:30-11:45
Classroom:	DMH 354
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

Course Learning Management and MYSJSU Messaging

Course materials such as syllabus and some 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

English 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in English 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Our study of critical thinking will include readings representing diverse opinions and ideas, and writing styles as well as class discussions within a multicultural context. In the written assignments students will learn to assess the validity of an argument, distinguish denotation from connotation, the role of audience, and evaluate rhetorical appeals.

Section-specific course description To provide focus and continuity, the theme of the class is “Creativity and Responsibility.” In addition to several essays and articles, we will read Mary Shelley’s two-hundred-year-old novel *Frankenstein*. The work combines several genres: science fiction, cautionary tale, and moral parable and has become a metaphor for scientific experiment that is performed without regard of its probable or even its unintended consequences. As author and book critic Richard Holmes writes in *The New York Review of Books*: “In the press the term ‘Frankenstein’ is still standard shorthand for science gone wrong, warning of every supposed scientific ‘menace’ from nuclear power to stem cell research and genetic modification. In short, Mary Shelley’s monster has become a modern myth.” As you

analyze the diverse readings, record your ideas, feelings, and concerns and reflect on your own experiences and personal response.

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. Before you hand in any written assignment, be sure to proofread your work, paying particular attention to the errors you know frequently occur in your own writing. You are encouraged to visit the Writing Center for assistance in your writing.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126 and on the 2nd floor of MLK's library. 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.

Note Taking

You should take notes during all classes and on the reading assignments. The ability to take "good" notes requires that you use two clearly defined skills: summarizing—being aware of the main idea or theme of the topic being discussed and of the major points offered in support of the main theme—and paraphrasing—restating these ideas in your own words. The best way to develop these skills is through practice, and we will do some activities in class to help you develop them.

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, 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.

You must read the works in advance for that day's lecture-discussion. Strategies for understanding the logical structure of

argumentative writing and for retaining the material include:

- *Listening*: read aloud, pause when there is a comma, and take a breath between a period and the next capital letter
- *Paying attention*: read with an inquisitive mind and an observant eye; stop occasionally to record your thoughts, reactions, and concerns in individual sheets of your Double Entry Response Journal. Include your impressions about the characters—what you learn about them, how they affect you—and about the key issues and events which the story explores. Write your questions, list the points you understand as well as other points that are less clear. Your Response Journal will come in handy when you discuss the story in class, write your research paper, or explore a related topic that interests you.
- *Marking the text*: read with a pen or pencil, underline or highlight, ask questions, make comments, make connections in a way that will help when going back to it.
- *Looking up words and terms you could not readily define*.

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

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>

In class writing and Workshops

- **Reading responses (RR)** are always at the beginning of class, and they involve writing brief essay responses from the assigned reading and knowing material discussed in class. Be sure to review your notes and come to class on time. *If I am still handing out the test when you enter, you may take it. If I have finished handing it out, you may not take the test and will receive no credit.*
- **Midterm/in class essay**: you will answer short questions on the assigned readings and compose two critical essays that analyze aspects of the texts. A critical essay is built around a main idea, claim, or interpretation you are making about a text/film. Pay close attention to the particulars in the work: words, lines, scenes, characters, conflicts, and question their meaning. Your exams should be written in as legible a manner as possible in blue or black ink.
- **Workshops**: We will workshop our writing individually or in pairs, small groups, or as a class.

Out of class writing

All the writing that you do outside of class—twenty reading responses, two essays, revision, and thesis and annotated bibliography--must be typed, in 12 point font with 1 inch margins, double-spaced, must follow MLA style. A hard copy of all out of class assignments must be submitted **stapled** by the beginning of class **and** on Canvas on the dates they are due. In addition to submitting your work on Canvas, essays will be submitted to Turnitin for verification.

Research Argument For this assignment you will write an essay informed by research where you build an argument that persuades a specific audience. Please access the online tutorial **InfoPower** (libguides.sjsu.edu/infopower). The following site may be helpful for your research: libguides.sjsu.edu/english1B. Below is another useful site: Excelsior Online Writing Lab at <https://owl.excelsior.edu/>

The four parts of the research assignment are:

Part I: Brainstorm: Write on a topic about which you feel some passion; explore why you feel so strongly about it, what you know about it, and what questions you have about it.

Part II: Full Sentence Outline. To help you structure and organize your essay, you will create an outline that shows how you plan to build your argument. The format may look like this:

- a. Title and introduction of a subject or problem (a definition or background may be useful)
- b. Presentation of the facts of the case, explaining what the claim is, what the key issues are, and in what order the subject will be treated.
- c. Proposal of detailed support for the claim, using both logical reasoning and factual evidence.
- d. Acknowledgment and rebuttal of opposing claims and evidence
- e. Summary of the case and, if pertinent, a call to action.

Part III: In distinctive paragraphs mention the 3-4 different sources you'll cite (peer-reviewed books, and articles as primary sources, supplemented by reputable newspapers and magazines) and an explanation of how you plan to integrate the research into the essay.

Part IV: Revised final draft and works cited page

Portfolio [Save all work done in this class for further use.]

To complete the course, you must submit an Eportfolio where you reflect on the work you have produced in English 2 during the semester and throughout your college career. You may consider the critical essay, the research paper and the drafts with my comments as evidence of the revising and editing you have made during the writing process. Then, write a 500-600 word, double-spaced essay (self-reflection essay) in which you argue that your work in the class has helped you to understand and/or achieve the course program learning goals (GELO). All work that you reference should be included in the appendix of evidence.

Final Exam/Oral presentation

For this culminating course activity, you will attend one of the events celebrating the Frankenstein Bicentennial (see list on page 8). In approximately five minutes you will briefly describe the event and explain how it enhanced your experience of the novel. We shall meet in our regular classroom.

Participation is a key component in English 2. To earn all or most of the 100 points, it is important that you:

- Engage in the classroom experience by asking/answering questions, interpreting passages, making comments, and expressing opinions.
- Evaluate in writing your fellow students' drafts during the Peer Review workshops.
- Contribute in small-group or full-class discussions.

Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.

Assignments, Word Count, Learning Objectives, and Grade Value

Assignments	Word Count	GELO	Grade Value
Diagnostic essay [not graded]	500		0%
Participation: activities/discussions, free writes, & peer review workshops	400		100 points (10%)
10 Reading Responses (RR)	2000	GELOs 2-5	200 points (20%)
Midterm/in class essay	750	GELOs 2-5	100 points (10%)
Revision of in class essay	750	GELOs 2-5	100 points (10%)
Research paper full Sentence Outline	500	GELOs 1-5	100 points (10%)
Multimodal—video group project	250	GELOs 2-3	100 points (10%)
Research Paper--Final draft	1250	GELOs 1-5	200 points (20%)
Final exam/oral presentation	n/a	GELOs 2-3	100 points (10%)
Totals	6400		1000 points (100%)

Required Textbooks/Readings and materials

- ❑ Cohen, Samuel. *50 Essays*, fifth edition Bedford/St. Martin's Publishers 2007. ISBN: 978-1-319-04372-8-available used at the Spartan Bookstore
- ❑ Shelley, Mary. *Frankenstein: Norton Critical Edition*, Norton, W. W. & Company, Inc. Second Edition 2012 ISBN: 978-0-393-92793-1 available used and new on Barnes & Noble and Abebooks.
- ❑ SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 available at the Spartan Bookstore /Electronic edition ISBN: 9781457633423 or access
- ❑ Two large green examination booklets -- for the diagnostic and midterm-- are available at the Spartan bookstore

Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. 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, reading responses, 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" 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 Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

	Point Grade Scale	
A 930 and above	B- 800-829	D+ 670-699
A- 900-929	C+ 770-799	D 630-669
B+ 870--899	C 730-769	D- 600-629
B 830-869	C- 700-729	F Below 600

Classroom Policies, Protocol, and Procedures

- Missed in class work and oral presentations cannot be made up. If an emergency arises that requires you to miss class or any portion of class, you are responsible for contacting the professor and document your absence (doctor's note, for example). Contact your classmates to get lecture notes, assignments, and to learn about classroom activities and announcements.

- No assignments will be accepted via email.
- To receive credit, all essays and homework assignments must be submitted in person and/or on Canvas by the beginning of class. Late papers will be penalized one full letter grade for each day late.
- Before you enter the classroom, you must turn **off** your mobile phone, your iPod, and anything that may distract you from the day’s work. Texting is **not** permitted at any time.
- Bring a copy of all texts assigned for that day and come to class on time having read the day’s assignment and prepared to discuss it.
- Extra credit is not available.
- “Grade Checks”: Please bring your forms to the instructor during office hours only.
- Students must receive a C- or higher grade to pass the course.

University Policies

“University Policies: the 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>>

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

Section 25, Course # 51088, English 2, fall 2018

Course Schedule

The schedule is subject to change. Any changes will be announced in class in advance. Unless specified otherwise, readings are from the anthology *50 Essays* or from Shelley’s *Frankenstein*. Reading and writing assignments must be completed by the beginning of class on the dates shown in this schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W, 8/22	Introduction: Syllabus and Schedule overview Double-Entry response journal sample
1	M, 8/27	Diagnostic essay Adler, “How to Mark a Book”
2	W, 8/29	Ericsson, “The Ways We Lie” 159-167 Hughes, “Salvation” 185-187
2	M, 9/3	Buckley, “Why Don’t We Complain?” 72-78 Labor Day – Campus Closed
3	W, 9/5	RR #1 Orwell, “Shooting an Elephant” 272-279 Thesis identification and effective paragraphs
3	M, 9/10	Burdick, “The Truth about Invasive Species” 79-85
4	W, 9/12	Klinkenborg, “Our Vanishing Night” 216-219

Week	Date	Topics, Readings, Assignments, Deadlines
4	M, 9/17	RR #2 Whitehead, "The Loser Edit" 412-416
5	W, 9/19	tba
5	M, 9/24	<i>Frankenstein</i> , Vol. I: Preface, Letters I-IV, chapters I and II, 5-30
6	W, 9/26	RR #3 <i>Frankenstein</i> , chapters III-VII, pages 30-60
6	M, 10/1	<i>Frankenstein</i> , Vol. II: chapters I-V, pages 61-88
7	W, 10/3	RR #4 <i>Frankenstein</i> , chapters VI-IX pages 88-105
7	M, 10/8	<i>Frankenstein</i> , Vol. III: chapters I-IV, pages 105-133
8	W, 10/10	RR #5 <i>Frankenstein</i> , chapters V to the end, pages 133-161
8	M, 10/15	<i>Vanity Fair</i> article "I was Devastated" August 2018
9	W, 10/17	Midterm-Bring large green book Review class notes and reading assignments RR #5
9	M, 10/22	Carr, "Is Google Making Us Stupid?" 87-97
10	W, 10/24	RR #6 Coates, "The Paranoid Style of American Policing" 99-102
10	M, 10/29	Due: Revision of in class essay Baldwin, "Notes of a Native Son" 44-64
11	W, 10/31	RR #7 Adichie "To My One Love" 17-21
11	M, 11/5	Jefferson, "The Declaration of Independence" (draft 193-4), (final 197-201) Deductive and inductive reasoning
12	W, 11/7	RR #8 Max Schulman, "Love Is a Fallacy"
12	M, 11/12	Veteran's Day – Campus Closed King, "Why We Crave Horror Movies"
13	W, 11/14	Multimodal presentation—video group project
13	M, 11/19	Multimodal presentation—video group project
14	W, 11/21	Non-Instructional Day
14	M, 11/26	Due: Research paper full sentence outline peer edit workshop Huxley, "Propaganda Under a Dictatorship" (<i>Brave New World Revisited</i> , ch V)
15	W, 11/28	RR #9 Ascher, "On Compassion" 40-42
15	M, 12/3	Woolf, "Professions for Women" 417-422
16	W, 12/5	RR #10 David Foster Wallace "This Is Water" Commencement Speech to Kenyon College class of 2005

Week	Date	Topics, Readings, Assignments, Deadlines
16	M, 12/10 Last day of instruction	Due: Research paper final draft Poems (handout)
Final Exam	Tuesday, 12/18	9:45-12:00 Due: Portfolio

EVENTS

1. Discussion Panel
 “Creating a Monster with *Paradise Lost*” by President Papazian
 “What’s In Your Head? –the Moral Zombie” by Dr. Vaidya
 “Queering the Monster” by Dr. Eastwood
 Tuesday, 9/18
 1:00-3:00 PM
 Hammer Theater (FREE)
2. National Theatre Live: *Frankenstein* w/Benedict Cumberbatch and Jonny Lee Miller
 Wednesday, 10/3
 7:00-10:00 PM
 Hammer Theater (\$20 admission)
3. National Theatre Live: *Frankenstein* w/Benedict Cumberbatch and Jonny Lee Miller
 Friday, 10/5
 7:00-10:00 PM
 Hammer Theater (\$20 admission)
4. “Science, Gender, & Equality” by Cordelia Fine
 Tuesday, 10/9
 7PM
 Hammer Theater (FREE)
5. Frankenstein Goes to the Movies: An Evening of Film + Q&A Panel
 Thursday, 10/18
 Time TBA
 Hammer Theater (FREE)
6. **FRANKENSTEIN RADIO PLAY**
 Directed by Buddy Butler
 Friday, 10/26
 7pm
 Hammer Theatre (FREE)
 Wednesday, 10/31, it will be aired on KSJS FM College Radio Station