

San José State University
Department of English & Comparative Literature
Spring 2018 English 2: Critical Thinking and Writing, Sections 02, 04, 12, 38

Course and Contact Information

Instructor:	Dr. Julie Sparks
Office Location:	FOB 128
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Email:	julie.sparks@sjsu.edu
Office Hours:	MW 3:30-4:30 and by appointment
Class Days/Time:	MW 7: 30- 8:45 (sec 02), MW 9-10:15 (sec 04), MW 12:00-1:15 (sec 12) and MW 1:30-2:45 (sec 38)
Classroom:	Sec 02 & 04: BBC 123, sec 12: BBC128, sec 38: BBC 122
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 online at the Canvas learning management system course website. Some will also be on my own website at <http://www.sjsu.edu/people/julie.sparks/courses/>. **You are responsible for regularly checking your email** 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: It is becoming increasingly common for courses of this type to be designed around a specific theme. This course won't be one of those. Our topics will range from politics to history to science to popular culture. Similarly, topics for your major projects will widely vary, depending on individual students' interests (within certain limits).

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, genders, and classes.

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: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) 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>.

Assignment Word Count and Learning Goals

Assignment	Words	GELO	Points	% of grade/ semester
Baseline essay	500	2-4	50	5%
Word Precision Project rough draft	500-700	1-5	25	2.5%
final draft	1000	1-5	100	10%
Research proposal & Annotated Bibliography rough draft	1000	1,3	25	2.5%
final draft	1300	1,3	200	20%
Researched Argument (Refutation) rough draft + sources	1000-1200	1-5	25	2.5%
final draft + memo + sources	1500	1-5	200	20%
Oral Presentation + PowerPoint	200-250	2-4	25	2.5%
Reflection Essay	500-650	2	100	10%
Homework / quizzes	varies	varies	150	15%
Participation Assignments	varies	varies	100	10%

Required Texts/Readings

Textbook *Thinking for Yourself* 9th edition by Marlys Mayfield ISBN13: 9781133311188.

This is **REQUIRED**—you will really need it!--and you should bring it with you every day.

Other Readings, generally book excerpts and articles from a variety of sources, will be posted on the course site. You will also do a lot of reading for the researched argument project, but those will be readings you dig up, on a topic you choose.

Grading Policy Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness and how well it addresses the required task. Criteria on which major assignments are graded include content (this includes maturity and sophistication of thought), development, organization, and expression (including grammar and punctuation). All assignments, quizzes, and exams are graded on a traditional A-F scale. The following are the criteria by which essays are 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 also 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.

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

Course Grade Point Values

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

This course must be passed with a C- or better as a CSU graduation requirement

Classroom Protocol

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Academic Integrity The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf), located at <http://www.sjsu.edu/senate/docs/S07-2.pdf>, requires you to be honest in all your academic course work. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit, **or submitting your own work that you wrote for another class**) will result in a failing grade and

sanctions by the University. For this class, all assignments are to be completed by the individual student submitting them, and they must be written only for this class unless otherwise specified.

Turnitin.com: To receive credit, *all major projects for this class must be submitted to Turnitin.com through Canvas*. Late submissions to Canvas can be penalized—especially if I have to ask more than once.

Professionalism and maturity: Perhaps this should go without saying, but students will be expected to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time and refraining from toying with electronic devices and chatting with buddies in class. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. We will be discussing some emotionally potent issues, so it will be important for us all to express ourselves carefully and try to keep our cool. Students who fail in this regard might be asked to leave the classroom. Professionalism and maturity also mean you will take responsibility for coming to class every time, well prepared for class, and it means following directions, asking for clarification when confused, and meeting deadlines. **Significant problems with this can and often does mean failure in the class.** More about this below.

Attendance and Participation: **It is very important that students come to class, every time, and come prepared to participate.** This means that reading assignments should be finished *before* the class period when they will be discussed, and that students should get to class on time to participate in the discussions, see the films, turn in homework, and/or take quizzes. There will be frequent, often unannounced in-class writing and workshops, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. **Poor attendance and weak participation will significantly reduce your learning experience and your grade.**

Absences: Because this is a hands-on, skills-development class, **absences will be a very serious problem.** The **most common reason students fail this class** is that they don't show up regularly, and they don't realize how much they're missing or how far they've fallen behind because they don't know what is happening when they're gone. Whether it is arrogance, laziness, illness, or traumatic events beyond your control, the result is the same. Don't let this happen to you! When you absolutely must miss a class, contact a classmate and/or the prof to get caught up. (Rhetorical tip: when doing this, don't ask, "Did I miss anything?" Of course you did!)

Late policy

No late homework: I realize everyone has emergencies now and then, but I have found that accepting late homework opens the door to chaos. Therefore: IN-CLASS WRITING CANNOT BE MADE UP. Late homework is any homework that arrives after class begins. The only exception is if the student can prove having missed the relevant class due to a required campus event, e.g. a student athlete's game schedule conflicted. Even then, not all in-class activities can be turned into homework. LATE HOMEWORK WILL NOT BE ACCEPTED, *NOT EVEN BY EMAIL OR CANVAS*. Student athletes who will miss a due date due to a game must **plan ahead**; turn it in before you leave.

******Please do not ask for exceptions to these policies** (unless you have a campus-required conflict) because you put me in an awkward position and provoke the ire of your classmates. One reduced grade on an essay or a couple of missed homework assignments will not destroy your grade. Repeated lapses *will* damage your grade.

Late major assignments (e.g. essays) might be accepted but they will be penalized. Grades for late essays will likely be reduced a grade step (e.g. from B- to C+) for every day they are late, and one week late is the limit. This policy provides incentive to meet deadlines, which are an unfortunate but essential fact of adult life.

Procedures for turning in work: **All assignments are to be submitted on paper** (not just electronically) **in class, at the beginning of class when they are due, unless I tell you otherwise.** They are not to be slid under my office door or into my mailbox instead of being handed in in class.

Extra Credit: I used to offer extra credit, but I have found increasingly that it brings out the worst in many students.

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. http://www.sjsu.edu/english/frosh/program_policies/index.html

English 2: Critical Thinking and Writing
Spring 2018 Course Schedule (Tentative—subject to changes with warnings)

Week	Date	Topics, Readings, Assignments, Deadlines
<u>Note</u>	<u>on dates:</u>	You will be expected to read the assigned reading <i>before class</i> on the day it appears. Example: read text pp. 1-10 <i>before</i> coming to class on W 1/31
1	W 1/24	Introduction to the course, brief in-class writing
2	M 1/29	In-class writing (baseline essay) bring paper, readings, stapler or paper clip, pens.
2	W 1/31	Introduction to Critical Thinking <u>Read:</u> text pp.1-10 + “When the Language of Politics Becomes a Minefield” & “Lagom, Hygge, & Other Nordic Secrets” (Canvas)
3	M 2/5	Word Precision Project introduced. Definition and Critical Thinking <u>Read:</u> text pp. 48-66 <u>DUE:</u> Annotated reading assignment
3	W 2/7	Definition and Critical Thinking, continued <u>Read:</u> text pp. 66-76 + Excerpts from <i>Richistan</i> and <i>Creating a World Without Poverty</i> (on Canvas)
4	M 2/12	Facts: What’s Real? <u>Read:</u> text pp. 77-94, 105-6 + Toxic cosmetics reading (Canvas) <u>DUE:</u> topic proposal for word precision project.
4	W 2/14	Inferences: What Follows? <u>Read:</u> text pp. 107-117, 124-130, 134-6 + “The Smartest Kids in the World” (Canvas)
5	M 2/19	Workshop: <u>Peer review of word precision essay</u> <u>DUE:</u> <u>bring 2 copies of word precision rough draft</u> (2 full-length drafts and participation required for 15 points)
5	W 2/21	Assumptions: What’s Taken for Granted? <u>Read:</u> text pp.138-153, 158-167
6	M 2/26	Opinions: What’s Believed <u>Read:</u> text pp. 169-181, 186-193
6	W 2/28	Viewpoints: What’s the Filter? <u>Read:</u> text pp. 194-214, 219-221 <u>Due:</u> Website analysis homework as on pp. 208-9 but just do one site
7	M 3/5	Research Unit: Research and Refutation Brainstorm research topics <u>DUE: final draft, word precision essay</u> (bring hard copy & submit to Canvas)
7	W 3/7	Bibliographies / Annotated bibliographies: evaluating & citing sources <u>Read:</u> sample bibliographies, handout on evaluating sources (Canvas)
8	M 3/12	Library Workshop (meet in King Library) <u>DUE:</u> <u>brief research project topic proposal</u>
8	W 3/14	Analyzing & Evaluating Arguments <u>Read:</u> text 224-233, sample refutations (Canvas)
9	M 3/19	Responding to Arguments, quoting/paraphrasing <u>Read:</u> text pp. 233-254 + quoting handout/exercise on Canvas <u>Due:</u> <u>working bibliography + 1 annotation</u> (hard copy AND Canvas—20 points)
9	W 3/21	Reasoning and argument in films: a compendium
10	3/26-3/30	*****SPRING BREAK*****

Week	Date	Topics, Readings, Assignments, Deadlines
11	M 4/2	<u>Peer review: Annotated Bibliography + Research Proposal</u> <u>DUE: 2 full-length rough drafts</u> (remember Canvas)
11	W 4/4	Fallacies, part 1 <u>Read:</u> text pp. 255-279
12	M 4/9	Workshop on outlining <u>Read:</u> text pp. 342-352 + “Ain’t I a Woman” (Canvas) <u>DUE: Annotated Bibliography + Research Proposal</u> (hard copy + submit to Canvas)
12	W4/11	Inductive Reasoning <u>Read:</u> text pp. 280-296, 303-305
13	M 4/16	Fallacies, part 2 <u>Read:</u> text pp. 306-326
13	W 4/18	Deductive Reasoning <u>Read:</u> text pp. 327-342
14	M 4/23	<u>Conferences on outlines</u> <u>DUE: Outline of your argument (20 points)</u>
14	W 4/25	<u>Conferences on outlines</u>
15	M 4/30	<u>Peer review of researched argument</u> <u>DUE: 2 full-length hard copies of your paper</u>
15	W 5/2	Reflection Essay Introduced Discuss/workshop presentations
16	M 5/7	<u>Peer review of Reflection Essays</u> <u>DUE: 2 full-length hard copies of your paper</u>
16	W 5/9	Begin Presentations <u>Due: Researched Argument + memo</u> (hard copy & submit to Canvas)
17	M 5/14	Continue Presentations <u>Due: Reflection Essay</u> (post in ePortfolio <i>and</i> on regular course Canvas site)
Final Exam		Finish presentations

- Monday, February 5 : Last Day to Drop Courses W/out Entry on Student's Permanent Record (D)
- Monday, February 12 Last Day to Add Courses & Register Late (A)
- Monday - Friday March 26-30 Spring Recess (*SPRING RECESS*)
- Friday March 30 Cesar Chavez Day (Observed) - Campus Closed (CC)
- Monday May 14 Last Day of Instruction – Last Day of Classes
- Tuesday May 15 Study/Conference Day (no classes or exams) (SC)
- Wednesday - Friday May 16-18, Final Examinations (exams)
- Monday - Tuesday May 21-22 Final Examinations (exams)
- Thursday May 24 Grade Evaluation Day (E)
- Friday May 25 Grades due from Faculty (G), End of Spring Semester
- Saturday..... May 26 Commencement (C)
- Monday May 28 Memorial Day - Campus Closed (M)