

San José State University
Department of English & Comparative Literature
English 2-39 Critical Thinking and Writing – Spring 2018

Instructor:	Balance Chow
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Office Hours:	M/T/W 12:00 – 13:00 & By Appointment
Class Days/Time:	Mondays & Wednesdays 09:00 – 10:30
Classroom:	Sweeney Hall 413
Prerequisites:	GE Area A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better.
GE/SJSU Category:	G.E. Area C3 (Critical Thinking and Writing)

(Note: To take this course you should have passed ENGL 1A, 1A-F/S with a grade of C- or better; course not open to students who have successfully completed ENGL 1B; course required for Business majors; students must pass this course with a C- or higher for credit.)

GE Area A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 2 Course Description

In English 2 you will explore the relationship between language and logic in composing arguments. With such course themes as Digital Literacies, Gaming, Pop Culture, Sports, Gender, and Sustainability, our goal is to challenge you academically and creatively. Through a series of integrated reading, writing, and oral assignments, you will engage complex issues that require critical thinking and argumentation. Building on English 1A, you will extend your study of stylistic and grammatical conventions in formal writing. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Section-Specific Course Description

In this course we will focus on the topic of *Globalization* and apply critical thinking skills to explore various aspects and issues associated with this phenomenon; writing assignments and projects based on critical reading, logical analysis, dialogical disputation, multimodal presentation, and scholarly research will be given to develop, enhance, and perfect your intellectual prowess and capabilities of communication.

Section-Specific Textbooks / Course Materials

(1) Frank J. Lechner & John Boli, eds. *The Globalization Reader*, 5th edition. W. Sussex: John Wiley & Sons, 2015. **Required.** (You may use either the printed text or the electronic text, both available from Amazon)

(2) Andrea Lundsford. *Writer's Help 2.0*. (Available for free on Canvas).

(3) A collegiate dictionary, e.g., *The American Heritage Dictionary of the English Language*. (Available online at <https://ahdictionary.com/>)

(4) Richard Paul & Linda Elder. *Critical Thinking Concepts and Tools*. Available at: https://www.criticalthinking.org/files/Concepts_Tools.pdf

(5) The Foundation for Critical Thinking website <http://www.criticalthinking.org/pages/college-and-university-students/799>

(6) The Purdue Online Writing Lab website (<https://owl.english.purdue.edu/>)

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 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 is an integral general education component of this course. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate.

Writing is the major business of this course. Students 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 (1) **the persuasive argument**, and (2) **the critical essay**, each of which demands analysis, interpretation, and evaluation. Writing assignments give students 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.

Critical Thinking: In English 2 students will analyze and evaluate texts critically; more specifically, students practice (1) evaluating arguments for purpose, audience, rhetorical strategies, conclusions; (2) evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political); (3) evaluating their own understanding of idea by identifying their own interpretive lens.

Logical Reasoning: In English 2 students will pay particular attention to logic by completing a number of informal assignments giving them practice in understanding the logical structure of arguments. Students will (1) distinguish different kinds of meaning; (2) recognize facts and assess validity of assumptions, opinions, inferences, and conclusions; (3) evaluate effectiveness of arguments in relation to logic, emotion, and social context.

Oral / Multimodal Project: In English 2 students will conduct a multimodal project that includes an oral component. The project combines multiple modes--linguistic, visual, aural, spatial, visual--to address a particular audience for a particular purpose. Students will be evaluated on the quality of (1) the project's content, (2) the logical structure of the argument, (3) the delivery of the presentation, and (4) its likely impact on the audience.

Reading: In this class students will read a diverse variety of texts thematically, critically, logically, and reflectively. Students will engage the themes of the course so that they become part of the student's writing process; they will also apply critical thinking strategies to analyze the arguments embedded in the texts so as to develop skills for understanding the logical structure of argumentative writing.

Research: Major writing assignments in this class involve library research; a library orientation is included in this class to help students conduct library research effectively. In this class, students will (1) complete the library's online information literacy tutorial *InfoPower*; and (2) attend a training session in which a librarian will introduce the library and basic research strategies that students will need to complete upper-division coursework.

Student Success:

SJSU classes are designed such that in order to be successful, students 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. For more details about student workload see [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students are advised to take advantage of the following university services that promote student success in this class:

Tutoring: For available services please visit <http://www.sjsu.edu/tutoring/>

Writing Center: First floor of Clark Hall in Room 126; (408) 924-2308; to schedule an appointment go to <https://sjsu.mywconline.com/>

Library Instruction: Elisabeth Thomas elisabeth.thomas@sjsu.edu (408) 808-2193

SJSU Counseling Services: The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Assignments and Grading Policy*

Course Grading Guidelines**

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

3 Logical Reasoning Assignments (750 words)	= 150 points
3 Critical Thinking Assignments (750 words)	= 150 points
Persuasive essay with research + critique (2000 words, revised)	= 200 points
Critical essay with library research (2000 words, revised)	= 250 points
Multimodal Project (Presentation & 500 word report)	= 150 points
Summative Assessment Final Exam (1000 words)	= 100 points

[NOTE: Word counts are approximate but total will exceed 6000]

TOTAL = 1000 points

* For numerical score and grade equivalents see the following tables:

Table One: Essays

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99
B- = 80 – 83; B = 84 – 86; B+ = 87 - 89
C- = 70 – 73; C = 74 – 76; C+ = 77 – 79
D- = 60 – 63; D = 64 – 66; D+ = 67 – 69
F or below = 0 for essays.

Table Two: Course Grade

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999
B- = 800 – 833; B = 834 – 866; B+ = 867 - 899
C- = 700 – 733; C = 734 – 766; C+ = 767 – 799
D- = 600 – 633; D = 634 – 666; D+ = 667 – 669
F = 559 or below.

** Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance:

A=Excellent;

B=Above Average;

C=Average;

D=Below Average;

F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, in English Department courses, “instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.”

Departmental Policy on Grading Written Assignments

“In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. *Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:*

The “**A**” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “**C**” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Class Policy on Late Assignments and Incompletes

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Essay assignments and research papers must be printed to receive credit, *unless instructions are given otherwise*.
3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students are advised to preserve essays/papers graded and returned to them until graduation.

Academic Policies

You are responsible for reading the SJSU academic policies available online:
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Students should know that the University’s [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. 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) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Important assignment due dates:

2/7	CT Assignment 1 - "Elements of Thought" (50 points)	GELO 3, 1
2/14	CT Assignment 2 - "Intellectual Standards" (50 points)	GELO 2, 4, 5
2/21	LR Assignment 1 - "Kinds of Meaning" (50 points)	GELO 3, 1
2/28	LR Assignment 2 - "Facts vs. Opinions" (50 points)	GELO 1, 3
3/7	LR Assignment 3 - "Effective Argument?" (50 points)	GELO 2, 4, 5
3/7	Persuasive Essay (Draft) (100 points)	GELO 1-5
3/14	CT Assignment 3 - "Intellectual Traits" (50 points)	GELO 2, 4, 5, 3, 1
3/21	Library Research: Locate Sources (50 points)	GELO 1
3/21	Persuasive Essay (Revised, with Critique) (50 points)	GELO 1-5
4/2	Library Research: Evaluate Evidence (50 points)	GELO 3
4/9	Library Research: Validate Conclusions (50 points)	GELO 5
4/4-18	Multimodal Presentation (100 points)	GELO 1-5
4/23	Multimodal Presentation Written Report (50 points)	GELO 1-5
4/30	Critical Research Paper (Draft) (100 points)	GELO 1-5
5/7	Critical Research Paper (Revised) (50 points)	GELO 1-5
5/22	Final Exam (7:15-9:30 AM) (100 points)	GELO 1-5

English 2-39, Spring 2018, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introduction to the course: Theme; Logic; Critical Thinking; Assignments & Projects
2	1/29 1/31	Reading Analysis: “The Hidden Promise”; “How to Judge Globalism” Critical Thinking Foundation; <i>The Critical Thinking Guide</i>
3	2/5 2/7	Reading Analysis: “Elusive Concept of Globalisation” Critical Thinking Assignment #1: Elements of Thought
4	2/12 2/14	Reading Analysis: “Globalization as a Problem” Critical Thinking Assignment #2: Intellectual Standards
5	2/19 2/21	Reading Analysis: “How Sushi Went Global”; “The Great Game and the Informal Empire” Logical Reasoning Assignment #1: Kinds of Meaning
6	2/26 2/28	Reading Analysis: “China Makes, the World Takes”; “Global Income Inequality by the Numbers: In History & Now” Logical Reasoning Assignment #2: Facts vs Opinions
7	3/5 3/7	Reading Analysis: “Has Globalization Gone too Far?” Logical Reasoning Assignment #3: Effectiveness of Arguments DUE: Persuasive Essay (Draft)
8	3/12 3/14	Reading Analysis: “The International Monetary Fund” Critical Thinking Assignment #3: Intellectual Traits InfoPower for Library Research Multimodal Presentation + Critical Research Paper assigned
9	3/19 3/21	Library Research (Orientation): Locate Sources Reading Analysis: “The Future of the Multilateral Trade System” DUE: Persuasive Essay (Revised, with Critique)
10	3/26 - 3/30	SPRING BREAK, NO CLASS
11	4/2 4/4	Library Research: Evaluate Evidence Reading Analysis: “Women’s Human Rights & Muslim Question” Multimodal Presentations (on aspects of Globalization) begin

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/9 4/11	Library Research: Validate Conclusions Critical Research Paper assigned Reading Analysis: “Cultural Imperialism”
13	4/16 4/18	Reading Analysis: “Cosmopolitans and Locals in World Culture” Multimodal Presentations end
14	4/23 4/25	FIRST DUE DATE for Multimodal Presentation Written Report Reading Analysis: “Toward Democratic Governance for Sustainable Development”
15	4/30 5/2	LAST DUE DATE for Multimodal Presentation Written Report Reading Analysis: “The Global Justice Movement”
16	5/7 5/9	DUE: Critical Research Paper (Draft) Reading Analysis: “A Better World is Possible!” [?]
17	5/14	DUE: Critical Research Paper (Revised) Conclusion to the course

5/22 7:15-9:30 AM Final Exam (in-class)

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.