

SAN JOSE STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
ENGLISH 2: CRITICAL THINKING AND WRITING, SPRING 2019

SECTION 20: FRIDAY 9:30AM - 12:15PM, BOCCARDO BUSINESS CENTER 123

SYLLABUS SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION

COURSE INFORMATION

Instructor: Dr. Shannon Hervey

Office Hours: Friday's 8am - 9:30am

Office:

Email: Shannon.hervey@sjsu.edu

Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication I), grades of C- or better

GE/SJSU Category: GE A3 / Critical Thinking and Writing

TEXTS

Signs of Life in the USA: Readings on Popular Culture for Writers, eighth edition. ISBN 978-1457670251.

Feed by M.T. Anderson, ISBN 10: 9780763662622

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

The theme of this course is Consumerism and Popular Culture in the USA. The course will be organized around three units: 1) Consumerism and advertising, 2) Popular Culture and the Perpetuation of Norms, and 3) Technology. These themes will allow us to cultivate a common language with which to engage in reading, discussion, and researched writing. The ultimate goal of this course is to create a community of thinkers and writers, developing our rhetorical awareness through close reading, careful listening, and thoughtful writing. Because the very foundation of this course is based on the premise that finely tuned critical thinking comes as a result of reading, discussion, *and* writing, students must engage meaningfully with all three of these modes in order to do well in this course.

COURSE OBJECTIVES

English 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.

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.

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

COURSE REQUIREMENTS AND ASSIGNMENTS

From the university: 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.

Major Papers: You will write three major papers for this course. In order to pass the course, you must turn in all four essays. (If you turn in three essays and receive an "A" on all three, but you fail to turn in the fourth paper, you will not pass this course). Each paper you write corresponds to a unit of study. At the end of each unit of study, you will turn in your English 2 Journal, a rough draft, and a final draft. (Though full prompts with more information will be given throughout the term, below is a brief indication of what each prompt will look like).

Current Events: You will be connecting course content with real world events and then discussing these events in the context of our class. Current Event assignments require you to find a news story that is less than 1 year old, to summarize the event, to analyze the various views pertaining to the event, and to suggest a broader significance.

Critical Analysis: You will be completing three “critical analysis” assignments. These assignments will require you to rhetorically analyze a piece of text or a cultural artifact and to explain how this text or cultural artifact is using rhetorical appeals to persuade its audience of something specific.

Homework, Reading & Participation: Even more so than many (or perhaps all) other university classes, composition courses require active student engagement both in and out of class in order to succeed. Students should spend *at least* 4-6 hours per week (and often perhaps even more) outside of class in preparation for our meetings. Your active involvement in the course must also extend to in-class participation. Come to class having already completed the reading assigned as homework the previous class day and having finished any assigned work. Be prepared to participate in class activities, ask questions, speak up, and actively engage with the course materials. Though I might briefly lecture when the situation warrants, many of our meetings will consist of class discussions and activities in which I expect all students to participate. It will be assumed that students who do not participate have not prepared for our class meeting and your overall grade will reflect this lack of engagement.

Assignment Word Count and Learning Goals

Assignment	% of Grade	Word Count	GELO
Unit 1	25%	2000	2, 4, 5
Unit 2	30%	2000	1, 2, 3, 4, 5
Unit 3	35%	2000	1, 2, 3, 4, 5
Class Contributor	10%		

Essay Grading Criteria

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

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.

CLASS POLICIES

- **Attendance/Participation:** Attendance and active participation are vital to your development as an academic writer, in addition to satisfactorily completing the course requirements. Work done in class, including writing workshops, *cannot be made up*. If you are absent on workshop days, or fail to bring a complete draft for peer review, you will receive a "zero" on the workshop portion of your essay grade. Consistent late arrivals and early departures from class create a disruptive and negative learning environment for others. Therefore, frequent absences and tardiness will result in grading penalties; these may include letter-grade deductions and even failure to pass the class.
- **Missing/Late Assignments:** In fairness to all of the students who submit their work on time, **I do not accept late work**. If you do not turn in an assignment or essay on time, you will receive a "zero" for that particular graded event. If you know in advance that you are going to miss class, you should submit your work ahead of time.
- **Classroom Conduct:** I expect all of you to exhibit conduct befitting college students. Our class discussion will likely generate the articulation of many different opinions, and I always expect you to respect others' beliefs, even if you disagree with them. Learning how to disagree with others tactfully and diplomatically is a critical skill in both written and oral expression.
- **Required Format:** All papers should be double spaced throughout with 1" margins and size 12 Times New Roman font. Each essay should also adopt the MLA documentation format.
- University Policies can be found at <http://www.sjsu.edu/gup/syllabusinfo/index.html> and English Department policies can be found at http://www.sjsu.edu/english/frosh/program_policies/index.html

Tentative Course Schedule

Reading Assignments posted on Canvas

Date	
9/25	Introductions – Go over the Syllabus, Define "Consumer Culture"
2/1	<i>Signs of Life</i> , "The More Factor", pg. 80, <i>Signs of Life</i> , "The Treadmill of Consumption", pg. 123, <i>Signs of Life</i> , "The Self Storage Self", pg. 102, <i>Signs of Life</i> , "The Signs of Shopping", pg.87
2/8	Current Event due

	<i>Signs of Shopping</i> , “The Science of Shopping”, pg. 93, <i>Signs of Life</i> , “What’s in a Package?”, pg. 113
2/15	Critical Analysis due <i>Signs of Life</i> , “Everything Now”, pg. 143 <i>Signs of Life</i> , “Commodify Your Dissent”, pg. 150
2/22	No reading due.
3/1	Essay 1 Due
3/8	<i>Signs of Life</i> , “The Hollywood Sign...”, pg. 321 <i>Signs of Life</i> , “The Thematic Paradigm”, pg. 450
3/15	Current Event due <i>Signs of Life</i> , “Creating the Myth”, pg. 334
3/22	Critical Analysis due <i>Signs of Life</i> , “Television and Cultural Forms”, pg. 255 <i>Signs of Life</i> , “The Simpsons...”, pg. 287
3/29	No Reading due.
4/5	Spring Break – Essay 2 Due
4/12	<i>Feed</i> , up to page 54 (up to “Father”) <i>Feed</i> , up to page 104 (up to “sniffing”)
4/19	Current Event due <i>Feed</i> , up to page 133 (up to “observe the remarkable verdure”) <i>Feed</i> , up to page 196 (up to “our duty to the party”)
4/26	Critical Analysis due <i>Feed</i> , up to page 233 (up to “78.6%”) <i>Feed</i> , finish it up
5/3	<i>Signs of Life</i> , “Straddling Online and Offline Profiles” pg. 500 <i>Signs of Life</i> , “Fast Entertainment and Multitasking”, pg. 383
5/10	Essay 3 Due