

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing: Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Nicole Justin
<b>Office Location:</b>	FOB 112
<b>Telephone:</b>	(408) 924 - 4368
<b>Email:</b>	nicole.justin@sjsu.edu
<b>Class Days/Time:</b>	Tuesday/ Thursday 10:30 - 11:45 - BBC221 Tuesday/ Thursday 1:30 - 2:45 - BBC124 Tuesday/ Thursday 3:00 - 4:15 - BBC122 Tuesday/ Thursday 4:30 - 5:45 - BBC124
<b>Office Hours:</b>	Tuesday/ Thursday 12:00 - 1:00 and by appointment
<b>Prerequisites:</b>	Successful completion of GE Area A2
<b>GE Area:</b>	GE area A3

**Course Description**

English 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Drawing on systems of analysis from rhetorical theorists and logicians, students learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

The theme for this course will be **Materialism**, all of our research and writing will link back to this theme.

**General Education Course Learning Outcomes (GELO)**

Upon successful completion of the course, students should 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).

- This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.
- Prerequisite: ENGL 1A (with a grade of C- or better)

### Individual Assignments

Assignment	Percentage of Final Grade	Points Possible
Essay Proposal with Annotated Bibliography (X3)	15%	10 pts. each 30 total.
Essay 1: Inquiry	15%	100
Essay 2: Data Collection	15%	100
Essay 3: Argumentative	15%	100
Synthesis Papers (X5)	20%	20 pts each. 100 total.
Presentation	10%	100
Portfolio	10%	100
<b>Totals</b>	<b>100%</b>	<b>630</b>

### ASSIGNMENTS AND LEARNING GOALS:

Assignment	GELO
Proposals + Annotated Bibliographies	1 - 3
Essay 1	1 - 5
Essay 2	1 - 5

Essay 3	1 - 5
Synthesis papers	1 - 5
Presentation	2 - 5
Portfolio	1 - 5

## GRADING POLICY

Formal essays, synthesis papers, writing portfolio: Requirements for these particular assignments will vary, but in all cases grades will reflect the assignment's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in 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.

### Grade Values

100% - 95%	A	74% - 70%	C-
94% - 90%	A-	69% - 65%	D
89% - 85%	B	64% - 60%	D-
84% - 80%	B-	59% - 0%	F
79% - 75%	C		

## **CLASSROOM PROTOCOL**

**Attendance:** University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.”

**Cell Phones:** It is disrespectful to text in class. To resist temptation, please keep your phone out of sight until it’s needed for an activity / assignment.

**Leaving the Classroom:** It is disruptive to class when students are walking in and out of the room. Please leave only in the event of an emergency, make sure that you use the bathroom before coming to class.

**Canvas:** Much of the course materials will be posted on Canvas: syllabus, readings, and assignment rubrics. Class announcements will be made through Canvas as well. Be sure to check your account daily. Unless otherwise stated, your assignments will be submitted through Canvas, and will not be accepted via any other method. There are very few assignments that will not be done on Canvas so make sure you are familiar with the system.

**Lateness:** Is unacceptable. Presentations can NOT be made up or submitted late (pending extreme situations). Written assignments will be docked 5 points per day, an assignment submitted at midnight will incur this penalty.

**I also think it is important to be on time for class meetings, I find it disrespectful to myself and your classmates to arrive late.**

If you miss class it is your responsibility to contact me to find out what you have missed.

**Extra Credit:** I do NOT offer extra credit.

## **UNIVERSITY POLICIES**

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student accommodations, etc. It is important that you review them. [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## **COURSE MANAGEMENT PAGE AND MYSJSU MESSAGING**

Students will be responsible for regularly checking Canvas and MySJSU where course materials, such as syllabus, readings, discussions, assignment descriptions and rubrics, can be accessed. **The best way to get in touch with me is via email.**

## **COURSE SCHEDULE**

<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
<b>1</b>	<b>Introductions/ Review</b>	
<b>2</b>	<b>Doing research/Library/Taking Notes</b>	
<b>3</b>	<b>Synthesis Paraphrasing/Quoting effectively</b>	<b>Synthesis Paper #1 Due</b>
<b>4</b>	<b>Evaluating Sources</b>	<b>Synthesis Paper #2 Due</b>
<b>5</b>	<b>Using sources effectively</b>	<b>Essay 1 Proposal Due on canvas AND IN CLASS Synthesis Paper #3 Due</b>
<b>6</b>	<b>Revising/ Editing effectively</b>	<b>Essay 1 Due</b>
<b>7</b>	<b>Qualitative and Quantitative data</b>	
<b>8</b>	<b>Creating a survey</b>	<b>Essay 2 Proposal Due on canvas AND IN CLASS</b>
<b>9</b>	<b>Analyzing data</b>	<b>Synthesis Paper #4 Due</b>
<b>10</b>	<b>Sequencing arguments and evidence logically</b>	<b>Essay 2 Due</b>
<b>11</b>	<b>SPRING</b>	<b>BREAK</b>
<b>12</b>	<b>Identifying arguments in research studies</b>	<b>Essay 3 Proposal Due on canvas AND IN CLASS</b>
<b>13</b>	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>
<b>14</b>	<b>In class writing and editing</b>	<b>Synthesis Paper #5 Due</b>
<b>15</b>	<b>Implications and consequences</b>	<b>Essay 3 Due</b>
<b>16</b>	<b>Preparing Portfolios</b>	
<b>17</b>		<b>Portfolio Due Final Exam</b>

\*\* Readings will posted on canvas as well as those provided by you.\*\*