San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 17, Spring 2016

Course and Contact Information

Instructor:	Peter O'Sullivan
Office Location:	FOB 107
Telephone:	408-924-4419
Email:	peter.o'sullivan@sjsu.edu
Office Hours:	Wednesdays 1:30 – 2:30PM; Fridays 8AM – 9AM
Class Days/Time:	Mondays and Wednesdays 12 – 1:15PM
Classroom:	Sweeney Hall 413
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 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
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
This class is titled *Trigger Warning*. The focus of our class will be argument in the age of the Internet. We live in a world where rational (and irrational) discourse boils down to one hundred and forty characters; we're bombarded by memes; we post articles on Facebook; we feed or don't feed trolls, accordingly; we all know what a troll is; Sea Lioning is now considered a thing. All of these shifts in debate have come into focus during our lifetimes, and navigating these waters, especially when you're in a firmly academic background, can be tricky. In class we are going to learn to recognize, use, and combat the argument techniques found on the Internet and extend those skills into the classroom.

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. We will be tackling difficult, sometimes uncomfortable subjects, such as racism, sexism, classism, homophobia, transphobia, verbal and emotional abuse, violence, bullying, trolling, politics, and video games. Be prepared to discuss these issues with an open mind, to rethink your assumptions, and to understand that the world is larger than we commonly believe.

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. Assignments include both in-class writing as well as revised out-of-class essays.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to
• distinguish denotation from connotation, abstract from concrete, literal from inferential;
• identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies;
• recognize and evaluate assumptions underlying an argument;
• draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions;
• distinguish the role of audience, context, and purpose in shaping argumentation strategies;
• evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Multimodal: Every student will produce one video blog this semester. The blog will be between five and ten minutes long, and in it, each student will discuss their research essay. Further instructions will be available on canvas.

Reading: There is reading for every single class period. Throughout the semester we shall be reading through *Everything's an Argument*. In addition to our book on rhetoric, there will be articles, blogs, tweets, online discussions, You Tube videos, and podcasts that every student is responsible for absorbing.

Research: ENGL 2 includes a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Final Experience: The final examination will be an in class reflection on the video blog project.

Required Texts/Readings

Textbook
Editors Andrea Lunsford, John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*, 7th ed. Macmillan Education. ISBN: 9781457698675. Available at Spartan Bookstore and Amazon.com

Other Readings
All other readings will appear on Canvas.

ENGL 1B 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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Essays

There will be three out of class essays throughout this semester: two in response to the books we are reading and one research based essay. Each of these essays will include multiple drafts. All essays must be typed in either a .doc or .docx format and turned into canvas for credit. Word counts and works cited lists must also be included. Each assignment will have a set of directions available on canvas at least two weeks before the due date for the first draft. That set of instructions is a contract between you the student and me the teacher. It outlines my expectations; the purpose behind the assignment; and specific parameters for failing, passing, or exceeding in terms of performance.

Reading

Reading will be assigned for **every** class. You are responsible for doing the reading before we meet each week. Not only must you read a lot of material, but also you must read deeply, beyond the surface, and understand the material. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class

Quizzes

In order to facilitate reading, I'm going to assign a series of quizzes throughout the semester with questions culled directly from the readings. These quizzes make up a fairly significant percentage of your grade, and cannot be made up if missed. Missing one or two will not serious affect your performance in this class, but more than that risks damage to your grade. These quizzes will all be posted on Canvas. They are open book and open note. They are also timed.

Participation

In addition to quizzes, I will be measuring participation through discussions on Canvas. The online discussion forums are designed to inspire dialogue about the material, elicit questions about sections you find confusing, and even discuss the relationships between our readings and our assignments. You get credit for participating in the discussions each week, but please don't let the potential for meaningful discourse go to waste. If you only participate for the grade, then you've let the discussions become nothing more than busy work.

Vlog Assignment

Rather than make this class solely about writing academic papers, which is far from what I want of this class, I'm including a video blog or vlog project. You are to produce a script and film a 5 to 10 minute vlog. The degree of technical proficiency in the creation of this vlog will simply be icing. I'm much more concerned with content. You will also produce a script; that script will be turned in as part of the writing requirement.

Assignment Word Count and Learning Goals
Bolded word counts indicate fully revised drafts.

Assignment	Word Count	GELO
Diagnostic Blog Post	750	2
Research Blog Post Rough Draft	750	1-5
Research Blog Post Final Draft	**1500**	1-5
Rhetorical Analysis Blog Post Rough Draft	1000	2-5
Rhetorical Analysis Blog Post Draft	**1000**	2-5
Video Blog Script Rough Draft	750	1-5
Video Blog Script Final Draft	**1500**	1-5

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, quizzes, 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" 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" 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.

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%

C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Grade Distribution

Rough Drafts:	10%
Final Drafts:	60%
Final Presentation:	10%
Vlog Project:	10%
Quizzes:	5%
Participation:	5%
TOTAL:	**100%**

Extra Credit

There is no extra credit given in this course.

Late Policy

You may turn in assignments late, but grades are reduced on a sliding scale. After one week, your grade is reduced by 25%. After two weeks, your grade is reduced by 50%. After three weeks, your grade is reduced by 75%. Finally, after four weeks, you may turn in the assignment to meet word count requirement, but will receive a score of zero on the assignment.

Participation

Participation is judged not by attendance, but by a series of on canvas and in class discussions and assignments, including peer review workshops and the library instruction.

Classroom Protocol

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty five minutes into a class period. If you're going to miss half the class, you might as well miss all of it. Special note: because this class only meets once a week, I will accept people coming in during our mid-morning break as "not disruptive." Mid-morning break occurs at about 10:45AM with class's resuming at 11AM.

University Policies

General Expectations, Rights and Responsibilities of the Student

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. You are encouraged to familiarize yourself with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that you begin by seeking clarification or discussing concerns with your instructor.

If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. You 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 at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
    - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
    - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis.   Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. 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 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.

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 at http://www.sjsu.edu/counseling.

ENGL 2: Spring 2016

Calendar is subject to change. All changes will be announced on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1/2016	Introduction Syllabus Assign Diagnostic Essay
1	2/3/2016	Lunsford: Chapter 1 Argument and Appeals
2	2/8/2016	Lunsford: Chapter 2 Pathos Assign Rhetorical Analysis
2	2/10/2016	Lunsford: Chapter 3 Ethos
3	2/15/2016	Lunsford: Chapter 4 Logos
3	2/17/2016	Lunsford: Chapter 5 Fallacies
4	2/22/2016	Lunsford: Chapter 6 Rhetorical Analysis
4	2/24/2016	Lunsford: Chapter 7 Structure
5	2/29/2016	In Class Peer Review of Rhetorical Analysis Rough Draft Bring Laptops or Tablets
5	3/2/2016	Lunsford: Chapter 8 Arguments of Fact
6	3/7/2016	Lunsford: Chapter 9 Argument of Definition Rhetorical Analysis Due

Week	Date	Topics, Readings, Assignments, Deadlines
6	3/9/2016	Lunsford: Chapter 10 Evaluation
7	3/14/2016	Lunsford: Chapter 11 Causal
7	3/16/2016	Lunsford: Chapter 12 Proposals
8	3/21/2016	Lunsford: Chapter 17 Academic Arguments Assign Research Blog
8	3/23/2016	Lunsford: Chapter 18 Finding Evidence Assign Library Tutorial
9	3/28/2016	No Class: Spring Break
9	3/30/2016	
10	4/4/2016	Lunsford: Chapter 19 Evaluating Sources
10	4/6/2016	Lunsford: Chapter 20 Using Sources
11	4/11/2016	Lunsford: Chapter 21 Plagiarism
11	4/13/2016	Lunsford: Chapter 22 Documenting sources
12	4/18/2016	In Class Peer Review of Research Blog
12	4/20/2016	Lunsford: Chapter 13 Style in Argument Assign Vlog Project
13	4/25/2016	Lunsford: Chapter 14 Visual Rhetoric Research Blog Due
13	4/27/2016	No Class.
14	5/2/2016	Lunsford: Chapter 15 Presenting Argument
14	5/4/2016	Lunsford: Chapter 16 Multimedia Arguments
15	5/9/2016	Peer Review of Script Rough Draft: Bring Laptops or Tablets
15	5/11/2016	Vlog work
16	5/16/2016	Vlog and Full Script Due.

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	5/19/2019	Sweeney Hall 413 at 9:45AM