SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF ENGLISH
ENGL 2: CRITICAL THINKING AND WRITING, FALL 2019

COURSE AND CONTACT INFORMATION

Instructor:	Professor Richard McNabb
Office Location:	FOB 102
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Email:	richard.mcnabb@sjsu.edu
Office Hours:	Monday 10:00-11:15 and by appointment
Class Days/Time:	MW 12:00-1:45
Classroom:	BBC 128
Prerequisites:	Successful completion of GE Area A2
GE/SJSU Studies Category:	ENGL 2 satisfies GE Area A3

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 various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE LEARNING OUTCOMES (GELO)

For the list of course learning goals, click on the following link:
http://www.sjsu.edu/english/frosh/course_descriptions/engl_2/index.html.

REQUIRED TEXTS/READINGS

Course readings are available on Canvas, online, or through the MLK Library databases
Digital access to the *Chronicle of Higher Education* and the *New York Times* (both available free through the MLK database)

TECHNOLOGY REQUIREMENTS / EQUIPMENT / MATERIAL

You will need access to a laptop or tablet to access course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.). You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates. You will also need access to a laptop or tablet to participate in the classroom activities and submit assignments. **You will not be able to use a smartphone**. Laptop rentals are available on campus. With advanced notice, I can bring a limited number of Apple iPads to use in class.

COURSE ASSIGNMENTS

University Policy S16-9 (www.sjsu.edu/senate/docs/S16-9.pft) requires me to include the following statement: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

The course writing assignments (see below) will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

1. *Discussion boards*: You will post weekly writing assignments on Canvas designed to stimulate your thinking about "issues, questions, and problems raised in class discussions and course readings." For the most part you will be rewarded "for the process of thinking rather than for the end product produced." Most of the discussion board activities are collaborative and take place in class. **So, you must be present in class to receive credit**.

2. *Short Writing Tasks*: You will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings. These tasks will require you both to analyze and to create arguments using the strategies and frameworks developed by the different theorists.

4. *Blog*: You will keep a weekly blog that documents your learning process.

3. *Critical Thinking Map*: You will construct a detailed outline that maps out an argument.

4. *Formal Writing Assignments*: You will write three formal essays. Each essay will go through at least one revision before submitting it for assessment. Refer to the daily schedule for each assignment due date.

5. *Multimodal Project:* You will design multimodal projects related to the invention, arrangement, and style of arguments. Projects must contain visual, written, and audio design elements.

6. *Discussion Facilitator*: You and a fellow classmate will lead a class discussion on an issue discussed in *The Chronicle of Higher Education.*

7. *Course Portfolio*: You will submit 3 portfolios consisting of course assignments that document your progress over the course of the semester. Your final portfolio will be used as part of ENGL 2 department-wide assessment.

Assignment learning goals

Assignment	Learning Outcomes
discussion boards, discussion facilitator, in-class activities	4, 5
short writing tasks / blog	4, 5
Critical Thinking Map	2, 3
Essay #1 Classical Argument	1, 2, 3
Essay #2 Rogerian Argument	1, 2, 3
Essay #3 Stylistic Analysis	2
Multimodal Projects	2, 3
Course Portfolios	1, 2, 3

GRADING PHILOSOPHY

Please refer to the grading contract posted on our course Canvas page.

CLASSROOM POLICIES

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." If you miss a class, it is your responsibility to check Canvas or contact a classmate to find out the assignment.

Cell Phones: It is disrespectful to text in class. To resist temptation, please keep your phone out of sight. Class notes will be posted, so please **do not take photographs**.

Leaving the Classroom: Once class has started, **please do not leave without permission**. It is disruptive to class discussions when students are walking in and out of the room. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities.

Lateness:
1. Drafts are strongly encouraged, but not required. If you wish to receive feedback on your drafts, you must submit them on time. I do not comment on late drafts (refer to the grading contract above).
2. I do not accept late short writing tasks and other informal writing assignments completed in or outside of class time (refer to the grading contract above). To account for illnesses and other emergencies, I will dismiss three in-class writing assignments. So, a few missed classes will not affect your grade.
3. Computer excuses / printing problems are not acceptable in this class.

Essay Feedback: On your major assignments, you will receive feedback from me but not a grade. Because my primary focus is on the writing and learning process (and not the written product itself), I will use the scores "exceeds expectations" for writing that is higher than a B, "meets expectations" for writing equivalent to a B, and "falls below expectations" for writing quality below a B.

Extra Credit: There are no opportunities for extra credit in the course.

Other Course Policies: To review all other course policies, please go to www.sjsu.edu/english/frosh/program_policies/index.html.

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/" Make sure to review these policies and resources.

WEEKLY SCHEDULE
(may change with fair notice)

The following schedule outlines what we will be discussing in class each week and the formal essay assignments that are due. Readings, short writing tasks, and informal writing assignments will be announced in class and posted online. If we get behind in the schedule, I will adjust the assignment due dates as needed.

Course Schedule

Week	Date	Topics, Readings	Major Assignment Due Dates	Reading Assignments
1	8/21	Class introduction		
2	8/26-28	Aristotle: ethical and emotional arguments		Steve Volk; Lemann; CSU GE Task Force; Hart
3	9/2-4	Aristotle: logical arguments		
4	9/9-11	Campbell: psychological arguments		Supiano; Richtel; Dynarski; Curzan; Baron
5	9/16-18	Finding and arranging arguments	Friday, 9/20: Critical Map draft	
6	9/23-25	Critical thinking & writing Peer review	Friday, 9/27: Essay #1draft	Stommel; Supiano; Gooblar; Laderman; Gentry; Ruff
7	9/30-10/2	Rogers: negotiating arguments Peer review	Friday, 10/4: Essay #2 draft	
8	10/7-9	Gendered arguments Peer review		
9	10/14-16	Mid-semester conferences	Mid-semester portfolio due on day of conference	
10	10/21-23	Delivering arguments		
11	10/28-30	Remembering arguments		
12	11/4-6	Stylizing arguments	Friday, 11/8: Essay #3 draft	
13	11/11-13	Multimodal arguments		
14	11/18-20	Multimodal arguments Peer review	Friday, 11/22: Multimodal project	
15	11/25-27	Thanksgiving break		
16	12/2-4	End of semester conferences	End-of-semester portfolio due on day of conference	
17	12/9	Critical Debate		

Week	Date	Topics, Readings	Major Assignment Due Dates	Reading Assignments
Final Exam	12/16	ENGL 2 Final Portfolio due	Portfolio	

COURSE READINGS

PRIMARY TEXTS

1. Aristotle, the *Rhetoric*
2. George Campbell, *The Philosophy of Rhetoric*
3. Carl Rogers
4. Cicero, *On Oratory*
5. Maria Edgeworth, "An Essay on . . . Self-Justification"
6. Gertrude Buck, *A Course in Argumentative Writing*
7. Sigourney, *Letters to Young Ladies*
8. De Scudéry, *Of Speaking Too Much, or Too Little*
9. Astell, *A Serious Proposal to the Ladies, Part II*

SECONDARY TEXTS

Week #2:

1. Steve Volk, "Contract Improv—Three Approaches to Contract Grading." *Center for Teaching Innovation and Excellence*, Oberlin College, Mar. 27, 2016. (Canvas)
2. Lemann, Nicholas. "The Case for a New Kind of Core." *Chronicle Review,* Nov. 27, 2016. (library database)
3. CSU General Education Task Force Report (Canvas)
4. Hart, Jeffrey. "How to Get a College Education." *The National Review Online* (Sept. 29, 2006). https://www.nationalreview.com/2006/09/how-get-college-education-jeffrey-hart/

Week #4

1. Baron, Dennis. "So long as we're banning devices from classroom, let's ban clay tablets as well." https://blogs.illinois.edu/view/25/582679
2. Dynarski, Susan. "Laptops Are Great. But Not During a Lecture or a Meeting." *The New York Times*, Nov. 22, 2017. https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html
3. Curzan, Anne. "Why I'm Asking You Not to Use Laptops." *Chronicle*, Aug. 25, 2014. (library database)
4. Richtel, Matt. "For Better and for Worse, Technology Use Alters Learning Styles." https://www.nytimes.com/2012/11/01/education/technology-is-changing-how-students-learn-teachers-say.html
5. Supiano, Beckie. "Should You Allow Laptops in Class? Here's New Fuel for the Debate." *Chronicle*, Feb. 15, 2019 (library database)

Week #6:

1. Stommel, Jesse. "Why I Don't Grade." https://www.jessestommel.com/why-i-dont-grade/
2. Gooblar, David. "I'm Not Ready to Quit Grading." *Chronicle*, March 21, 2018. (library database)
3. Laderman, Gary. "Why I'm Easy: On Giving Lots of A's." *Chronicle*, Aug. 06, 2018. (library database)
4. Gentry, Jeff. "Why Grades Still Matter." *Chronicle*, Nov. 20, 2018. (library database)
5. Supiano, Beckie. "Could Grades Be Counterproductive?" *Chronicle*, Aug. 10, 2017. (library database)
6. Ruff, Corinne. "Why Do Colleges Still Use Grades?" *Chronicle*, March 01, 2016 (library database)

Week #13:

Johnson-Sheehan, "Designing Arguments." (Canvas)