

SAN JOSÉ STATE UNIVERSITY  
ENGL 2: CRITICAL THINKING AND WRITING  
FALL 2020

#### COURSE AND CONTACT INFORMATION

Instructor:	Professor Richard McNabb
Email:	<a href="mailto:richard.mcnabb@sjsu.edu">richard.mcnabb@sjsu.edu</a>
Virtual Office Hours:	Friday 9-10 am, and by appointment
Class Days/Times:	TR 3:00-4:15
Prerequisites:	ENGL 1A / 1AF-S / GE A2 credit
GE category:	A3: Critical Thinking and Writing

#### 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.

#### COURSE FORMAT

ENGL 2 is an online course that holds both synchronous and asynchronous class sessions.

#### TECHNOLOGY REQUIREMENTS / EQUIPMENT / MATERIAL

As an online course, you will need access to a computer (with a webcam and microphone) to review course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.) and participate in synchronous class sessions via Zoom. **Stable Internet connection is crucial.** You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> and through Canvas messaging to learn of any updates, assignments, or comments from the instructor / peers.

#### ZOOM CLASS SESSIONS & ETIQUETTE

Live sessions via Zoom are required each week. You should make every attempt to attend these sessions in real time. The sessions **will not be recorded** due to the nature of our conversations.

Here are the requirements and expectations for our live meetings:

- (1) Click on the Zoom link at least 10 mins prior to the start of our live session.
- (2) Mute your mic upon entry into the room.
- (3) Video allows for us to see each other, make connections, and form community, but we all realize that video might create bandwidth issues. We will have a moment at the beginning of the class where video for everyone should be turned on to say hello. **In breakout rooms, video is necessary in order to foster communication.**
- (4) During open discussion, please **feel free to speak out** when you have a question or comment. You may also use the chat window.

(5) We love them - but we must ignore them for one hour and fifteen minutes! Turn off cell phones or put them on silent mode during the Zoom live sessions.

(6) For more information on how to conduct yourself and manage the tech during our live sessions, check out:

- [https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvas\\_Spring2020.pdf](https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvas_Spring2020.pdf)
- [Zoom Etiquette](#)

## SESSION RECORDINGS

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## 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](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)

## COURSE ASSIGNMENTS

University Policy S16-9 ([www.sjsu.edu/senate/docs/S16-9.pft](http://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. 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. Informal writing: 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. These assignments will be completed both in- and outside of class time.

3. **Formal Writing Assignments:** You will write three formal essays. Refer to the daily schedule for each assignment due date.

4. **Multimodal project:** You will produce an argument in a new media format

### ASSIGNMENT LEARNING GOALS

Assignment	Learning Outcomes	Grade Percentage
Informal writing	2-5	10%
Short writing tasks	2-4	15%
Essay #1: Classical argument	1-3	20%
Essay #2: Rogerian argument	1-3	20%
Essay #3: Style analysis	2	20%
Multimodal project	1-5	15%

### 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.

**Lateness:** (1) **To receive feedback on drafts, you must submit them on time.** I do not comment on late drafts. (2) **I do not accept late short writing tasks and other informal writing assignments** completed in or outside of class time. To account for illnesses and other emergencies, I will dismiss two in-class informal writing assignments. So, a missed class session or two will not affect your grade. (3) You have three “late passes” that will allow you a day’s extension on formal essays without penalty. You can use all the passes on one assignment (allowing you three extra days to submit an essay), or you can spread them out over the semester. Illnesses do not excuse you from missing a due date, so use these passes wisely. “Late passes” are valid only for formal revised writing assignments (Essays #1-3, multimodal project).

**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](http://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 SYLLABUS

(subject to change with advanced 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.

Week	Date	Topics & Readings	Formal Writing Assignments
1	8/20	<b>Course introduction</b> review syllabus & watch course overview video	
2	8/25- 8/27	<b>Debates in Higher Education</b> Rd: articles from “the value of technology,” “the value of grades,” “the value of grading contracts” (see below)	
3	9/1-9/3	<b>Aristotle</b> Rd: Aristotle, <i>Rhetoric</i> (149-53, 161-70) Watch Aristotle videos: <a href="https://www.youtube.com/watch?v=umHDO_VODWA">https://www.youtube.com/watch?v=umHDO_VODWA</a> <a href="https://www.youtube.com/watch?v=y5z3zWJlthI">https://www.youtube.com/watch?v=y5z3zWJlthI</a>	
4	9/8- 9/10	<b>Aristotle</b>	
5	9/15- 9/17	<b>Campbell</b> Rd: Campbell, <i>Philosophy of Rhetoric</i> (902-05, 907-34) Watch Campbell video: <a href="https://www.youtube.com/watch?v=T7gr60zpSB4">https://www.youtube.com/watch?v=T7gr60zpSB4</a>  <b>Cicero</b> Rd: Cicero, <i>On Oratory</i> (196-205) Watch Cicero video: <a href="https://www.youtube.com/watch?v=8wZGgL_VZbY">https://www.youtube.com/watch?v=8wZGgL_VZbY</a>	<b>Friday, 9/19:</b> Critical Map due @ 11:00 am
6	9/22- 9/24	<b>Group conferences: Critical Maps</b>	
7	9/29- 10/1	<b>Rogers</b> Rd: notes on Rogers Rd: articles from “the value of grammar” (see below) Watch video: <a href="https://www.youtube.com/watch?v=X6fidphMX38">https://www.youtube.com/watch?v=X6fidphMX38</a>	<b>Tues, 9/29:</b> Essay #1 draft due @ 3:00 pm
8	10/6- 10/8	<b>Gender</b> Rd: selections from More, Edgeworth, and Sigourney	<b>Tues, 10/6:</b> Essay #2 draft due @ 3:00 pm
9	10/13- 10/15	<b>Individual conferences: Essay #1</b>	

Week	Date	Topics & Readings	Formal Writing Assignments
10	10/20-10/22	<b>Cicero: middle style</b>	<b>Tues, 10/20:</b> Essay #1 due @ 3:00 pm <b>Thurs, 10/22:</b> Essay #2 due @ 3:00 pm
11	10/27-10/29	<b>Cicero: grand style</b>	
12	11/3-11/5	<b>Cicero: plain style</b>	
13	11/10-11/12	<b>Multimodal arguments</b>	<b>Tues, 11/10:</b> Essay #3, Parts I & II draft due @ 3:00 pm
14	11/17-11/19		<b>Tues, 11/17:</b> Essay #3 due @ 3:00 pm
15	11/24-11/26	<b>Thanksgiving break</b>	<b>Tues, 11/24:</b> Multimodal project due @ 3:00 pm
16	12/1-12/3	<b>Course review</b>	

## COURSE READINGS

### PRIMARY TEXTS AVAILABLE ON CANVAS

1. Aristotle, the *Rhetoric*
2. Cicero, *On Oratory*
3. George Campbell, *The Philosophy of Rhetoric*
4. Hannah More, *Strictures*
5. Maria Edgeworth, "An Essay on . . . Self-Justification"
6. Sigourney, *Letters to Young Ladies*
7. Carl Rogers

### YOUTUBE VIDEOS

Aristotle biography: [https://www.youtube.com/watch?v=umHDO\\_VODWA](https://www.youtube.com/watch?v=umHDO_VODWA)

Aristotle's Rhetoric: <https://www.youtube.com/watch?v=y5z3zWJithI>

Cicero biography: [https://www.youtube.com/watch?v=8wZGgL\\_VZbY](https://www.youtube.com/watch?v=8wZGgL_VZbY)

George Campbell biography: <https://www.youtube.com/watch?v=T7gr60zpSB4>

Carl Rogers biography: <https://www.youtube.com/watch?v=X6fidphMX38>

## SECONDARY TEXTS

### **The value of grades**

#### General overview of the debate:

1. Supiano, Beckie. "Could Grades Be Counterproductive?" *The Chronicle of Higher Education*, Aug. 10, 2017. (library database)

#### Opinion pieces:

2. Gooblar, David. "I'm Not Ready to Quit Grading." *The Chronicle of Higher Education*, March 21, 2018. (library database)
3. Laderman, Gary. "Why I'm Easy: On Giving Lots of A's." *The Chronicle of Higher Education*, Aug. 06, 2018. (library database)
4. Gentry, Jeff. "Why Grades Still Matter." *The Chronicle of Higher Education*, Nov. 27, 2018 (library database)

### **The value of grading contracts**

#### General overview of the debate:

1. Steve Volk, "Contract Improv—Three Approaches to Contract Grading." *Center for Teaching Innovation and Excellence*, Oberlin College, Mar. 27, 2016.  
<http://languages.oberlin.edu/blogs/ctie/2016/03/27/contract-improv-three-approaches-to-contract-grading/>

#### Opinion pieces:

2. Billie Hara, "Using Grading Contracts." *The Chronicle of Higher Education*, March 12, 2019. (library database)
3. John Warner, "Grading Contract Success, At Last, At Last." *Inside Higher Education*,  
<https://www.insidehighered.com/blogs/just-visiting/grading-contract-success-last-last>

### **The value of technology in face-to-face classes**

#### General overview of the debate:

1. Supiano, Beckie. "Should You Allow Laptops in Class? Here's New Fuel for the Debate." *The Chronicle of Higher Education*, Feb. 15, 2019 (library database)

2. McMurtrie, Beth. "Should Laptops Be Banned in Class? An Op-Ed Fires Up the Debate." *The Chronicle of Higher Education*, Nov. 27, 2017 (library database)

#### Opinion pieces

3. 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>
4. 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>
5. Curzan, Anne. "Why I'm Asking You Not to Use Laptops." *The Chronicle of Higher Education*, Aug. 25, 2014. (library database)

#### **The value of grammar**

##### Opinion pieces

1. Rushkoff, Douglas. "It's Not Just Grammar; It's Clear Thinking." (Canvas)
2. Haussamen, Brock. "What Good Writing Indicates, and Doesn't." (Canvas)
3. Challenger, John. "Consider the Candidate and the Position." (Canvas)
4. Wiens, Kyle. "Why I Won't Hire People Who Use Poor Grammar. Here's Why." (Canvas & <https://hbr.org/2012/07/i-wont-hire-people-who-use-poo#comment-section>)