

San José State University
Department of English and Comparative Literature,
English 2, Critical Thinking and Writing, Section 23, Spring 2021

Course and Contact Information

Instructor:	Alesya Petty
Office Location:	Faculty Offices FOB 224/Zoom
Email:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Hours:	W 2:00 - 3:00 PM or by Appointment
Class Days/Time:	MW 9:00 - 10:15 AM
Classroom:	Synchronous remote instruction
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.

Course Format

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

English 2, Section Specific Description

In this class, we will explore the nature of happiness and well-being and learn about various perspectives and cultural differences of these universal values. We will contemplate the questions: What is happiness? What influences our well-being? Can we make our own happiness? Why are some nations happier than others? We will work collaboratively to read and analyze arguments about happiness to formulate our own perspectives and support them by scholarly research. We will learn about various argumentative styles, inductive and deductive thinking, and reflect on our learning and writing experiences in a portfolio.

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

Course Learning Outcomes (CLO)

Upon successful completion of the course, this GE course, students 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 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).

Course Materials

This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. **All course readings and materials are available on Canvas, online, and through the MLK Library databases.**

Other 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 Canvas Announcements system to learn of any updates. You will also need access to a laptop or tablet to participate in the classroom activities and submit assignments. Laptop rentals are available on campus.

Course Requirements and Assignments

The University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus: “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 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.

Concepts & Analysis: You will write a number of shorter assignments designed to check your understanding of the materials you read or watch. You will regularly post to discussion forums. Some discussions will be threaded and will have moving deadlines, so please check the due dates regularly. Most discussions are 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.” Nevertheless, quality of critical thinking, coherence, and readability should be present in your writing. Please, follow the rules in [discussion guidelines](#).

Writing Practice & Peer-reviews: You will participate in synchronous and asynchronous review activities to provide ideas, feedback and support for drafts of your peers. You will do exercises and quizzes to improve your command of academic English.

Major Assignments: You will write several essays as formal assignments. Each essay will go through one or more revisions before receiving a grade. I encourage you to use tutoring services. Please, observe deadlines for final submissions.

Group Work, Presentations & Shares: You will design and share various projects, group and individual, related to the invention, arrangement, and style of arguments. Some projects will require visual, written, and audio design elements. These activities are meant to promote collaboration, problem-solving, and project-based learning.

Grading Information and Policies

Assignment	% of final grade	Minimum Final Draft Word Count	GELO
Proposal	15%	600	2, 4, 5
Annotated Bibliography	15%	1000	1, 3
Research Paper	40%	1500	1-5
Concepts & Analysis	10%	2000	1 -5
Writing Practice & Peer Reviews	5%	-	1-5
Group Work, Presentations & Shares	5%	-	1-5
Final Exam/ Course Portfolio/Self-Reflection Essay	10%	900	2-5

1. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Requirements for assignments will vary, but in all cases grades for formal/major essays will reflect the paper's effectiveness in the areas of content (this includes maturity and sophistication of thought), organization, and expression. Please click on the following link for more information on grading policies:

http://www.sjsu.edu/english/frosh/program_policies/index.html

2. You are expected to participate actively in class. A limited number of absences for illness and other emergencies have been factored into the final point value, so a few missed classes will not affect your grade. However, excessive absences may affect your ability to keep up with the course work and your engagement in it. Please, communicate with me if you experience major setbacks to keep me informed about your status in the class.

3. Please Note: This course must be passed with a C- or better as a CSU graduation requirement.

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12* (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

The following are the criteria by which essays are evaluated in first-year 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.

Your overall course grade will be calculated as follows:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

A (93%-100%)	B- (80%-82.99%)	D+ (67%-69.99%)
A- (90%-92.99%)	C+ (77%-79.99%)	D (63%-66.99%)
B+ (87%-89.99%)	C (73%-76.99%)	D- (60%-62.99%)
B (83%-86.99%)	C- (70%-72.99%)	F (0%-59.99%)

Office Hours

Office Hours provide students and teachers with one-on-one time in addition to messaging. You may ask questions about class work, my feedback on your work, clarify assignments, or voice any other questions or concerns related to your work in this course. You do not need an appointment during the office hours stated on the first page of this syllabus, just drop by! If you want to meet with me another time, please message me to set up a time that works for both of us.

Communication

Please give at least 24 hours for a response during the work week. Usually, I will answer within 48 hours, though sometimes I may not be able to respond promptly in the evening and on weekends. You can message me through Canvas, which I prefer, or directly from your email to mine.

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.”

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback during class, it is extremely important that you complete the reading and written assignments on time. However, if an emergency arises that prevents you from meeting the deadlines on a major assignment, I would appreciate you contacting me before the deadline to explain the reason and to ask

for an extension.

Participation in the course. To build a learning community and to create an engaging classroom environment close to that of an in-person studying, it is important to be visible to others as much as possible during live meetings. It is hard to interact with others when they are not visually present. To provide additional support between live sessions. Please, refrain from doing unrelated-to-class activities during live meetings just as you would do it in a traditional classroom; it can help create an atmosphere of learning and engagement.

Your participation is based on your contribution to the learning that we do together as a class weekly in our discussions and group work in live sessions as well as outside of class. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Frequent tardiness and absences may have a negative impact on your participation, and you will be missing on important feedback and interaction with peers.

Cell Phones

Make sure you are not distracted by information not relevant to class on your phone.

Zoom Meetings

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:

- Click on the Zoom link at least 10 mins prior to the start of our live session.
- Mute your mic upon entry into the room.
- Video helps us see each other and create a stronger class community. 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.
- During open discussion, feel free to speak out when you have a question or comment, and use a “raise a hand” feature and reactions for interacting and supporting other speakers. You may also use the chat window.
- Turn off cell phones or put them on silent mode during the Zoom live sessions.
- Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes, watch for Canvas or email messages, and contact other classmates to find out if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume that the meeting is not going to take place. Same rule applies for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or announcement from the instructor about how to proceed further.
- For more information on how to conduct yourself and manage the tech during our live sessions, check out: <https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvasSpring2020.pdf>

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.

Late Work

All assignments are due before the start of class and are considered late if submitted after that. To encourage work ethic and timely contributions and class participation, late submissions will have a reduction of 10% penalty per day. Some in-class assignments and most peer reviews are due by the end of class. It's important to catch up on missed assignments as soon as possible to receive partial credit and to keep up with the pace of the class. If you are consistently late, whether due to technology issues or otherwise, your overall grade may become affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

Extra Credit

There are no opportunities for extra credit in the course. However, consistent participation and informal assignments work in ways similar to extra credit.

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 university policies and resources.

Course Weekly Schedule

Day-to-day homework and writing tasks are posted on Canvas.

The schedule is subject to change with fair notice. All changes will be announced in class and on Canvas.

Week	Date	In Class Activities/Schedule	Assignments due dates
1	W 1/27	Introductions. Course Theme - What is happiness? Critical Thinking.	
2	M 2/1	Dream/Vision board share.	Study syllabus and Canvas info. Create your digital vision board.
	W 2/3	Definitions. Key Terms. Visual and multimodal arguments.	Homework on Canvas.
3	M 2/8	<i>What Makes People Happy?</i> Critical Reading with and against the grain.	Homework on Canvas.
	W 2/10	<i>Can We Create Our Own Happiness?</i> Images as arguments. Playlist project workshop in groups.	Homework on Canvas.

4	M 2/15	Playlist project group share.	<i>Playlist due.</i>
	W 2/17	Playlist project group share.	Group work feedback & reflection due.
5	M 2/22	Bias in Arguments. Assumptions, implications, consequences.	Homework on Canvas.
	W 2/24	Developing an argument of your own. Induction and deduction. 3 models of arguments.	Homework on Canvas.
6	M 3/1	Proposal. Brainstorm. Logic and Fallacies.	Homework on Canvas.
	W 3/3	Topic selection. Library Databases. Selecting sources.	Homework on Canvas.
7	M 3/8	Proposal Share & Feedback.	<i>Draft of proposal due (300-400 words)</i>
	W 3/10	Proposal Share & Feedback.	Grammar Refreshers due.
8	M 3/15	Annotated Bibliography.	Proposal due (600 words min).
	W 3/17	AB How-to Workshop.	<i>AB Draft due (2 sources/entries).</i>
9	M 3/22	Research Findings Share.	<i>Full AB draft with title, introduction, and 5 sources due.</i>
	W 3/24	Research Findings Share. Mapping/Outlining of your researched argument.	Annotated Bibliography on 5 sources due (1000 words min).
	M 3/29	SPRING BREAK! No class.	
	W 3/31	SPRING BREAK! No class.	
10	M 4/5	Research Plan Share.	<i>Full Outline of RP due (600 words min.)</i>
	W 4/7	Research Plan Share.	Revise your plan -- ideas, flow, connections.
11	M 4/12	Data collection. Checking survey 1 questions.	Outline due (600 words min) Survey 1 due.
	W 4/14	Evaluating Survey 1 responses. How to refine data.	Responses for Survey 1 due.

12	M 4/19	Evaluating Survey 2 questions.	Refined Survey 2 due.
	W 4/21	How to interpret and use survey data in a research paper. Drafting a paragraph with graphs and charts.	Responses for Survey 2 due.
13	M 4/26	Group work. Review.	<i>Early draft due (900 words min.) with survey analysis and graph/chart.</i>
	W 4/28	Synthesizing the sources. Embedding Quotations. Proper Paraphrasing.	Read “Help! I’ve been asked to synthesize!” <i>One Full TEA paragraph with the rule of two/synthesis of sources due.</i>
14	M 5/3	Conferences.	<i>RP full draft with Evidence/Sources and survey data due (1500 words min.)</i>
	W 5/5	Conferences.	<i>Revise and finalize RP draft.</i>
15	M 5/10	Portfolio set up & Course review.	Research Paper due (1500 words min). <i>Reflection on research essay due.</i>
	W 5/12	Reflection Essay draft & review.	<i>Revised Draft of Reflection essay, AB of student work, and samples in portfolio due.</i>
16	M 5/17	Portfolios due.	Reflection Essay due (600 words min)