

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 26 & 29, Spring 2021

Course and Contact Information

Instructor:	Jada Patchigondla
Office Location:	Online on Zoom
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Email:	jada.patchigondla@sjsu.edu
Office Hours:	Thursdays 3:00-4:00 pm & by appt.
Class Days/Time:	TTh 12-1:15 (sec. 26); TTh 1:30-2:45 (sec. 29)
Classroom:	N/A
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

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 or Stretch, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description

We will be reading texts on topics such as the idea of home, food culture in America, and education in America. These readings will be from our book, the blog companion for the book, as well as online/Canvas ones. Additionally, you will be watching videos on mostly on YouTube and TED Talks. You will read and write about these issues from a variety of perspectives—personal, cultural, academic.

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).

Course Accommodation & Accessibility

If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” [Academic Senate Policy F06-2 \[pdf\]](#)

ENGL 2 Course Content

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.

Writing: You will compose several projects informed by research and articulating fully developed arguments about complex issues. These projects will emphasize activities in writing and thinking that generate arguments in various genres, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in the writing process which includes prewriting, organizing, writing, revising, and editing. **This class requires a minimum of 5000 words.**

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualifications, rebuttals, enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Multimodal: You will be presenting most of your arguments multimodally in this class.

ENGL 2 Course Requirements and Assignments

This course is designed in such a way 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.

Building Community (taken from ACUE Microcredential course)

Although this course takes place online, building community is an important component for meeting our course outcomes. Therefore, we need everyone to do their best to:

- Actively Participate
- Read and respond to discussion threads
- Demonstrate respect for differences
- Be timely
- Be specific
- Use appropriate tone and language

Assignment Word Count and Weight

Rhetorical Analysis (1000 words)	15%
Argument Essay (1000 words)	20%
Proposal Project (1200 words)	25%
Rogerian Project	10%
Summary & Response (various)	10%
Final ePortfolio & Reflection (750 words)	10%
Class Participation	10%
TOTAL:	100%

Required Texts/Readings

Textbook

Everyone's an Author (with readings), 3rd Edition, by Andrea Lunsford, Michal Brody, Lisa Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters

Other Materials

- There will be various other readings and videos that will be linked on Canvas
- Laptop, tablet, or any other electronic device that will help you attend Zoom class sessions and complete class assignments

Grading Policy

Specify your grading policy here. Include the following:

- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that particular assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system. Shorter assignments could be worth various points.
- There is no extra credit for this course.
- Percentages for each assignment are in the section under "Assignment word count and weight" and under the Assignments tab on Canvas.
- Late work is not accepted.
- Must receive a C- or higher to pass the course

The following are the criteria by which essays are typically 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.

How to Prepare for Class Sessions.

- Do the readings that are listed under "For next time" on the Daily Schedule on the syllabus. These are your homework readings for the next class. Most of the time you'll have some readings and some sort of Canvas post, so complete those before the following class session. For example, if the syllabus says "for next time, read pages 1-10 in *Everyone's an Author*" at the end of a Wednesday class, read those before the following Monday's class (which is the "next time").
- We will use reading and writing to collaborate in researching on our reading topics and write about it. You will come to our zoom class sessions ready to discuss readings and do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples, and workshop drafts.

- You will need some type of electronic device—laptop, desktop computer, or tablet to attend class. Your device should have a camera. Using a phone is possible, but it will be difficult as all aspects of Zoom are not always available on the phone version. Please use your phone to attend Zoom only in emergency situations (for example, if your computer or tablet is not working).

Where to Find Course Assignments and Materials

Course materials such as syllabus, handouts, major and minor assignments, due dates of those assignments, videos, and some readings can be found on Canvas. You are responsible to check your MySJSU email and/or Canvas announcements to learn of any updates to our schedule

DAILY SCHEDULE

WEEK 1

Thursday, January 28

Introductions

Intro to course, materials, and online teaching

For next time: Introduction chapter in *Everyone's an Author*; watch video "In Defense of Rhetoric"; do Canvas posts

WEEK 2

February 2 & 4

Class Topics: Introduction chapter; Why rhetoric? Why writing? Why should rhetoric be defended?; Preview Summary & Response; intro to reading themes

For next time: Read "The need for Rhetoric and Writing" (p. 1); read "My Life as an Undocumented Immigrant" (p. 1069); read "The (Native)American Dream" (p. 1079); read "Touching the Earth" (p. 935); and read "Bathtime" (p. 219); post in Canvas discussions; do Summary & Response 1

WEEK 3

February 9 & 11

Class Topics: discussion on readings; effective notetaking; in-class reading and discussion: Annotating, Summarizing, Responding (p. 79)

For next time: Read "Reading Rhetorically" (67); pick one effective notetaking strategy and apply to any reading we've done so far; read "Choosing Genres" (pages 137-142); read "Engaging Respectfully with Others" (p. 18), "Rhetorical Situations" (p. 28); do Canvas discussions; do Summary & Response 2

WEEK 4

February 16 & 18

Class topics: rhetorical genres; engaging respectfully with others; intro to Rhetorical Analysis; writing process; Rhetorical Analysis prewriting

For next time: read *Managing the Writing Process* (p. 113); post freewrite on Canvas; read “What’s Your Style?” (p. 667)

WEEK 5

February 23 & 25

Class topics: Discussion & peer review: thesis statements; intro to Purdue OWL; drafting process; writing styles; rhetorical situation PowerPoint

For next time: write draft of Rhetorical Analysis; read “How to Craft Good Sentences” (p. 694); keep working on Draft & post on Canvas for peer review and my feedback by 2/27; post peer review by 3/1; read “Designing What You Write” (p. 757) and “Quoting, Paraphrasing, Summarizing” (p. 541)

WEEK 6

March 2 & 4

Class topics: quotes and quoting styles; designing what you write; revision & editing (p. 713)

For next time: revise Rhetorical Analysis Draft; post final draft on Canvas by 3/8; read “Monsanto’s Harvest of Fear” (p. 823); and “Arguing a Position” (p. 143); do Canvas discussions; do Summary & Response 3

WEEK 7

March 9 & 11

Class topics: argument chapter; Monsanto; food culture in America (and do you care about your food?)

For next time: read “How Factory Farms Play Chicken with Antibiotics” (P. 997); read “Junk Food Can End Obesity” (p. 903); read “Writing in Multiple Modes” (776); do Canvas Posts; do Summary & Response 4

WEEK 8

March 16 & 18

Class topics: discussion on readings; lesson on Multimodal Writing; Adobe Spark account; Intro to Argument Prompt

For next time: watch TED Talk titled “Sustainable Food: Let’s Start a Revolution” and “The Diets that Help Fight Climate Change” (Vox on YouTube); read “Centrality of Argument” (p. 405); start on 1st draft of argument essay; read “Strategies for Supporting an Argument” (p. 451); do Canvas posts

WEEK 9

March 23 & 25

Class topics: discussion on videos; centrality of argument; supporting your argument; One-on-one conferences (OPTIONAL on Thursday)

For next time: write 1st draft of Argument; post draft on Canvas for peer review by 3/27; post peer review for your peers by 3/29; **final draft of Argument Essay due on Canvas by 4/4**

****March 29-April 2: SPRING BREAK****

NOTE: Schedule for weeks 10-15 will be provided in week 10.