



ENGL 2: CRITICAL THINKING & WRITING

:: Course Information

- Instructor: Dr. Kristian O'Hare
- Course and Section Number: ENGL 2 Section 33
- Course Title: Critical Thinking and Writing
- Meet Time/Location: MW 1:30pm-2:45pm/Synchronous (Zoom) and Asynchronous (Canvas)
- Term: Spring 2021
- Credits: 3
- 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

:: Contacting Me

You can contact me using the Canvas Messaging system or you can email me at kristian.ohare@sjsu.edu.

I will respond to every message sent to me and always within 24 hours (and usually within an hour or two) Monday through Friday. On the weekends, my response time might be slower, and if for some reason I am not available to respond over the weekend, I will let you know.

Office Hours: Wednesdays 10:30-11:45am and 1:30pm-2:45pm, or by appointment. We will meet in Zoom. I'd suggest emailing me a time, but you can drop in, too.

:: Required Texts and Materials

- There is **no required** textbook for this course; instead, I have uploaded all assigned readings onto Canvas. You must have these readings in class, for

I will be asking you specific questions and pointing out key passages from the text.

- A journal for class notes, writing exercises, daily observations, workshop responses, etc.
- Dictionary and Thesaurus. Being writers, it is important to know what words mean and to vary your word choice. You should own both. There are free apps available.
- Access to a desktop, laptop, or tablet.

:: 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 course will focus on social justice and the concept of advocacy. Social justice issues result from unequal access to resources; unfair treatment of individuals and communities based on race, gender identity, sexual orientation, ability, class; and laws and policies that support exclusion, segregation, and inequality.

:: ENGL 2 GE 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 Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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>

:: 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.

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.

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.

Oral

You will be presenting your arguments orally to class both as an individual and as part of a group.

:: Major Writing Assignments

Over the course of the semester, you will be conducting research on a social justice issue of interest to you. Since you'll be reading and writing extensively on the issue, it's important that you choose a research topic that you really want to know more about.

:: Canvas Discussion Posts

You must submit 9 Discussion Board Posts over the course of the semester in which you will answer prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (150+ words) to the posted prompt and write a comment (50+) words responding to one of your peer's responses.

:: Peer-Edit Workshops

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. You will share rough drafts of your writing, either in the Canvas Discussion Forum or in Zoom Break-Out Rooms, on each workshop date as listed on the class schedule. If you miss a workshop, your essay will be graded down one full letter grade.

:: Class Participation

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. You add value to the class by participating in discussions, writing insightful critiques, and carefully listening. It is my fervent wish that everyone participate actively in our conversations. Participating in a discussion is a skill that can, and should, be learned.

:: Writing Portfolio

At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

:: Assignment Word Count and Learning Goals

ASSIGNMENTS	WORD COUNT	GELO
Analysis of Documentary Film	750-1000	2, 3, 4, 5

Research-Based Argumentative Essay, Proposal, and Annotated Bibliography	3000- 3500	2, 3, 4, 5
Canvas Discussion Posts	200-250 Words Each	2, 3, 4, 5
Final Portfolio	Varies	1, 2, 3, 4, 5

:: Grading Policy

The department's standard grading scheme consists of the following: "Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

While there are no specific requirements concerning style, subject matter, etc., there are standards of quality and craft that will be used to evaluate your work. Here are some of the general guidelines:

- A range (100-90): Original. Well-developed, highly imaginative, and intellectually stimulating. Shows a keen understanding of techniques discussed in class. An impressive initial effort; revision displays rigorous consideration of workshop critiques. Very few spelling and grammatical errors that might distract the reader.
- B range (89-80): Original. Shows a serious attempt to utilize the techniques discussed in class, but could benefit from further revision in terms of language, structure, polish, etc. Revision displays some rigorous consideration of workshop critiques. Very few spelling and grammatical errors that might distract the reader.
- C range (79-70): Somewhat lacking in originality. Demonstrates some attempt to utilize the techniques discussed in class, but is left underdeveloped or unpolished. Revision

shows minimal effort and/or disregard for workshop critiques. Contains enough spelling, and grammatical errors to distract the reader.

- D range (69-60): Lacks originality. Demonstrates little imagination and regard for elements of craft. Shows little to no evidence of revision. Contains enough typographical, spelling, and grammatical errors to distract the reader.
- F range: Failure to submit work, or plagiarized work.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Unless I make changes and announce otherwise, the overall breakdown of graded assignments will be calculated as followed:

- **SOAPSTone Analysis: 15 points**
- **Canvas Discussion Posts: 90 points**
- **Analysis of Documentary Film: 50 points**
- **Research Proposal: 20 points**
- **Annotated Bibliography: 80 points**
- **Oral Presentation on Research Paper: 50 points**
- **Argumentative Research Paper (on Social Justice Issue): 100 points**
- **Self-Reflection/Assessment Portfolio Submission: 25 points**
- **In-Class Writings, Group Work, Participation: Factors into your final grade. If you are active in both the asynchronous and synchronous meetings, you will get a boost on your final grade. If you are not active and miss many sessions, your final grade will be affected.**

No grade haggling: I do not negotiate grades. If you are concerned with your grade and want to know how to do better in the future, I welcome appointments to discuss possible strategies for improvement.

:: Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

:: Zoom Class Protocol

The use of camera

The sense of presence will be enhanced when everyone shows their face via their web cam. Although I am not requiring camera use, I am highly recommending it. Since this is a discussion heavy course, I would love to hear from each of you and see your faces. If you are unable to share, I understand; it will not in any way harm your grade.

Recording Zoom Classes

I will not be recording our Zoom class sessions. All my lectures will be made available on Canvas. Our Zoom class sessions will incorporate discussion on assigned readings and/viewings, group work, and in-class activities; none of these can be made up at a later time.

- If you miss a Zoom session due to internet connectivity issues or other disruptions, you should notify me, and we can discuss what was missed and can be made up.

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.

Zoom Classroom Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Lastly, all students are expected to treat everyone in class with respect and in general to behave in a reasonable, responsible, and courteous manner at all times. This means observing the customary rules that govern polite, civilized behavior. I expect everyone to do the following:

- Arrive promptly and stay in the classroom for the duration of the class meeting, unless you are ill or have an emergency; this holds true for all classroom activities. If you must leave class early for some reason, please let me know in advance.
- Do the reading and writing assignments before class time so that you come to class prepared to contribute to and participate in discussions.

:: Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a [free equipment](#) loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

:: Technical Difficulties

If they arise, please notify me and let me know how (and if) I can help. You should also contact the SJSU technical support for Canvas:

Technical Support for Canvas

Email: ecampus@sjsu.edu

Phone: (408) 924-2337

<https://www.sjsu.edu/ecampus/support/>

:: 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.”

:: Late Policy

Assignments are due at the beginning of the class for which they are due. **No late assignments will be accepted.**

:: Accommodations for Students with Disabilities

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

:: Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](#).

:: Peer Connections

[Peer Connections](#) is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students.

For more information on services, hours, locations, or a list of current student success workshops, please visit the website at <http://peerconnections.sjsu.edu>.

:: Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](https://library.sjsu.edu/services/services) at the MLK Library at <https://library.sjsu.edu/services/services> (Fourth floor)
- [Student Computing Services](https://library.sjsu.edu/student-computing-services/student-computing-services-center) at <https://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. 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.

:: Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#).

ENGL 2, Critical Thinking and Writing, Spring 2021 Course Schedule

Reading assignments must be completed by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas.

Date	Readings, Assignments, Deadlines
W Jan 27th	Class/Zoom Meet Introductions Lecture: Critical Thinking Read out loud and annotate “We Can Make America Anew Only If We’re Honest About the Depth of the Ugliness and Hate Today” Discussion Post #1: Conspiracies, Disinformation, and Misinformation DUE Friday, January 29th by 11:59pm

M Feb 1	<p>Class/Zoom Meet Lecture on Rhetoric and Rhetorical Appeals SOAPSTone: Strategy for Written Analysis Discuss “Anyone Can Fall For ‘Fake News,’ Conspiracy Theories: The Psychology of Misinformation”</p>
W Feb 3	<p>Asynchronous Read and Apply SOAPSTone (writing assignment) to “Why People Latch Onto Conspiracy Theories, According to Science” SOAPSTone Due: Sunday, Feb 7th by 5pm</p>
M Feb 8	<p>Class/Zoom Meet Lecture and In-Class Activity on Fragments, Run-on’s, and Comma Splices Lecture on Integrating Quotes Discuss “Joe Biden’s Inaugural Speech Transcript, Annotated”</p>
W Feb 10	<p>Asynchronous/Discussion Forum Read “After the Siege, We Need Civics Education” Read “We Can’t Ignore Alarms About the Need For Civics” Discussion Post #2: Civics Education and Being an Informed Citizen due Friday, Feb 12th by 11:59pm</p>
M Feb 15	<p>Zoom/Class Meet Discuss Policing the Police Read “10 Questions with Jenali Cobb” Lecture: The Rhetorical Analysis Essay Handout Writing Assignment: Rhetorical Analysis of a Documentary Film</p>
W Feb 17	<p>Asynchronous/Discussion Forum Read “The Only Solution is to Defund the Police” Read “Black Ex-Cop: I Understand the Anger But Don’t Defund Police” Discussion Post #3: To Defund or Not to Defund due Friday, Feb 19 by 11:59pm</p>
M Feb 22	<p>Zoom/Class Meet Lecture on Formal VS Informal Writing Discuss “Yes, We Mean Literally Abolish the Police” Discuss “Defunding the Police Isn’t the Answer”</p>

W Feb 24	<p>Zoom/Class Meet Lecture on the following Writing Tips: Style and Tone; The PIE Paragraph; and Coordinating Conjunctions and Subordinators <i>*Peer-Review: Rough Draft-Rhetorical Analysis Essay*</i></p>
M Mar 1	<p>Zoom/Class Meet In-Class Watch and Discuss MLK Jr’s “The Other America” Discuss “The Destructive Power of Despair”</p>
W Mar 3	<p>Asynchronous/Discussion Forum Listen to Podcast: <i>The Daily</i> “The Case For Defunding the Police” Discussion Post #4: Defunding the Police due Friday, March 5th by 11:59pm <i>*Rhetorical Analysis Essay -- Due Sunday, March 7th by 11:59pm*</i></p>
M Mar 8	<p>Zoom/Class Meet Discuss “The Resegregation of America” Discuss “Separate and Unequal”</p>
W Mar 10	<p>Asynchronous/Discussion Forum Read “‘You Are Still Black’: Charlottesville’s Racial Divide Hinders Students” Discussion Post #5: Still Separate, Still Unequal due Friday March 12 by 11:59pm</p>
M Mar 15	<p>Zoom/Class Meet Discuss “Teaching Changed Almost Instantly Due to Covid-19. How Long Will it Take to Revolutionize Equity in Education” Handout: Research Paper Proposal and Tentative Thesis Statement</p>
W Mar 17	<p>Asynchronous/Discussion Forum Listen to <i>KCRW Press Play</i> podcast “How to Close Education Gap That’s Only Widened Since Covid-19” Discussion Post #6: Can We Narrow the Education Gap? Due Friday, March 19 by 11:59pm</p>

M Mar 22	<p>Zoom/Class Meet Watch (in class): A City Made the Case For Universal Basic Income Discuss “Why We Should Give Free Money to Everyone” Handout: The Annotated Bibliography assignment</p>
W Mar 24	<p>Asynchronous/Discussion Forum Read “The Case Against Universal Basic Income”</p> <p>Discussion Post #7: Case for Universal Basic Income due Friday, March 26 by 11:59pm <i>*Research Proposal and Tentative Thesis--Due Sunday, March 28th by 11:59pm*</i></p>
M Mar 29	SPRING BREAK
W Mar 31	SPRING BREAK
M April 5	<p>Zoom/Class Meet Library Research Day</p>
W April 7	<p>Asynchronous/Discussion Forum Discussion Post #8: What Did You Learn in the Library Research Session? Due Friday, April 9 by 11:59pm</p>
M April 12	<p>Zoom/Class Meet Discuss “How Cities Can Fight Inequality and Climate Change at Once” Discuss “Fallout From Climate Disasters Are Being Exacerbated by a Housing Crisis”</p>
W April 14	<p>Asynchronous/Discussion Forum Read “What is the Green New Deal, A Climate Proposal, Explained” Listen to the Daily podcast “Promise and Peril of the Green New Deal” Discussion Post #9: Green New Deal due Friday, April 16 by 11:59pm</p>

M April 19	Zoom/Class Meet <i>*Peer-Review: Annotated Bibliography (part one)*</i>
W April 21	TBA
M April 26	Zoom/Class Meet Go over Outline for the Research Paper <i>*Peer-Review: Research Paper (rough draft #1)*</i>
W April 28	Zoom/Class Meet <i>*Peer-Review: Annotated Bibliography (part two)*</i> <i>*Due: Annotated Bibliography due Sunday, May 2nd by 11:59pm*</i>
M May 3	Zoom/Class Meet Lecture: Revision <i>*Peer-Review Research Paper (rough draft #2)*</i>
W May 5	Zoom/Class Meet Discuss Final Project
M May 10	PRESENTATIONS
W May 12	PRESENTATIONS
M May 17	Zoom/Class Meet Work on Final Projects <i>*Due: Research Paper and E-Portfolio to be submitted May 25 by 11:59pm*</i>