

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 29, Spring 2017

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
Telephone:	408.924.4236
Email:	sarah.prasad@sjsu.edu
Office Hours:	Monday 12-1pm, Tuesday 10:45-11:45am, and by appointment
Class Days/Time:	MW 10:30am-11:45
Classroom:	BBC 128
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

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

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

English 2 Section 5 will focus on Opportunity. We will look at this idea in different readings, such as opportunities for Millennials (Economist), opportunities for Ex-Cons (Malcolm Gladwell), and opportunities for Almost Anybody (TED Talks). We will also give you an opportunity to spread your ideas through your own TED Talk and research paper.

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).

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.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; 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 your arguments orally to class both as an individual and as part of a group.

ENGL 2 Course Requirements and Assignments

SJSU classes are designed such 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Peer Review	Draft for MsP	Final	Word Count	% of Grade	GELO
Benchmark Essay	N/A	N/A	1/30	600	0%	2-4
HW	N/A	N/A	various	various	10%	1-5
Annotated Bibliographies	N/A	N/A	various	200+ each	14%	1-5
Essay 1—Email from a Millennial	2/8	2/10	2/13	750	5%	2-4
Essay 2—Internet Meme	2/20	2/22	3/1	750	5%	2-4
Essay 3—Ex-Cons	3/8	3/13	3/20	1000	10%	1-5
Essay 4—A TED Talk	4/5	4/9	4/17	1000	15%	1-5
Essay 5—Your TED Talk	N/A	N/A	4/24	500	10%	1-3, 5
Essay 6—Research Paper	5/1 and 5/10	5/3	5/15	1200	21%	1-5
Assessment Reflection Final Essay	N/A	N/A	5/19	1000	10%	2, 3, 4

Required Texts/Readings

Textbook

Lunsford, Andrea and John Ruskiewicz, Everything's an Argument. ISBN13: 978-1457698675

Other Readings: You will be responsible for printing these articles from Canvas, and reading and annotating them. Other readings may be added; notice of any additions will be sent via Canvas.

“Building a Bridge-to-School Pipeline” by Larissa MacFarquhar

“Economists Say Millennials Should Consider Careers In Trades” by Chris Arnold

“Eunuchs of the Universe” by Tom Wolfe

“Generation Uphill” in The Economist

“Quantum of scholars” by The Economist

“Shitty First Drafts” by Anne Lamott

“Starting Over” by Malcolm Gladwell

“Trump sets private prisons free” by James Surowiecki

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.

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.

Essays	66%
Homework	10%
Annotated Bibliographies	14%
Final	10%

Additionally:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.

- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such as Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren't.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Students must receive a C- or higher to pass the course

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-65	F	64-0

Classroom Protocol

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an essay). A "good faith" draft is typed and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

Email: When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

Twitter: You are welcome to create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet useful information and assignment reminders, so it's a good idea to try this new technology if you can.

University Policies: University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

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

English 2 Critical Thinking and Writing, Spring 2017, Course Schedule

This schedule is subject to change with fair notice and notice will be made available via email and on Canvas.

Course Schedule

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas.

LEGEND

LUNSFORD = Everything's an Argument

PR = Prasad Reader

		Annotated bibs on blogger.com of readings (200 words each)
		Benchmark: You have read the syllabus, which outlines this course and what's expected of you. Considering all that, who are you as a reader and writer? What works for you and what do you need to work on in order to have success in this course and/or in college in general? Readings: the syllabus and "Shitty First Drafts" by Anne Lamott
		Essay 1 Email from a Millennial—what would you as a Millennial write to your family to tell them about your prospects? (Call to action or call for understanding, for example) "Generation Uphill" in The Economist, "Eunuchs of the Universe" by Tom Wolfe, "Quantum of scholars" by The Economist, and "Economists Say Millennials Should Consider Careers In Trades" by Chris Arnold.
		Essay 2—Opportunity to Spread your Message—Make an internet meme and then analyze that process.
		Essay 3 Opportunity for Ex-Cons—How does the future look for those coming out of our prisons? "Starting Over" by Malcolm Gladwell, "Building a Bridge-to-School Pipeline" by Larissa MacFarquhar, "Trump sets private prisons free" by James Surowiecki.
		Essay 4 Opportunity for Anybody—What ideas are others spreading and how are they presenting them? Analysis of a TED Talk.
		Essay 5 Opportunity for You to Talk—What idea would you like to spread and how did you do with the presentation process? Analysis of a TED Talk of your own. Present your TED Talk and then analyze your process. The topic for this Talk can be connected to the topic you choose for Essay 6
		Essay 6 Opportunity of Your Choice—Research expanding on an idea, which can be connected to your major, your TED Talk, or something else. Final Draft is in the form of a website using Weebly.com
		Assessment Reflection Final Essay—Using the GELOs, analyze your process and progress this semester.
Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	HW due 2/2: Print, read, and annotate the syllabus (especially the GELOs) and "Shitty First Drafts" by Anne Lamott Benchmark essay with a focus on the GELOs, incorporating above reading as appropriate (45 mins)

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas.

LEGEND

LUNSFORD = Everything's an Argument

PR = Prasad Reader

		Intro Everything's an Argument (LUNSFORD)—why do we make arguments? When have you had to make an argument for something in the recent past? HW: Ch1 LUNSFORD and article Economist "Generation Uphill" and "Economists Say Millennials Should Consider Careers In Trades" HW: Student Questionnaire
1	2/1	Due Student Questionnaire Name Game The Reading Process and Writing Process—what was it like for you to write in the last class and to read over the weekend? What did that look like? Separate the class into Reading and Writing groups. Discuss "Generation Uphill" and "Economists Say..." articles—what is the main argument? What in chapter 1 of LUNSFORD applies? Why is it important to think about this? (Readers and writers need to be aware of what's going on in the background.) Using Analysis handout. Ch1 LUNSFORD HW: Ch2, Ch3, and Ch4 LUNSFORD
2	2/6	Remembering names Way to track the arguments: Annotated bibliographies (Ch 19 and 22) on Blogger (consider the blog audience) with Annotated Bibliographies prompt Finding examples of ethos, pathos, and logos (Chs 2-4) that pertain to "Generation Uphill" Discussion of the topic and what the topic and main point is of "Economists Say..." (start the annotated bib together) link to Ch 1 components HO prompt for Essay 1 HW due 2/7: Annotated Bibs for "Generation Uphill" and "Economist Say..." articles Preview "Quantum of Scholars" and "Eunuchs of the Universe" with Analysis handouts (split "Eunuchs" into groups) CH7 Lunsford PPT HW: Ch7 LUNSFORD
2	2/8	Due: Annotated Bibs for "Generation Uphill" and "Economists Say..." Thesis Statements, PR p.6 and 7 Discuss Thesis for "Quantum of Scholars" Small groups dissect "Eunuchs of the Universe"
3	2/13	Peer review on Essay 1—Rough draft due to MsP on 2/11 by 8am Reviewing Ch7 in more detail. What does it mean? Examples. How does it relate to the things we have read thus far? A few examples.
3	2/15	Essay 1 due Making a Meme PPT Meme workshop Introduction to PIE paragraphing, PR p3-5 PIE practice p.6 in PR

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas.

LEGEND

LUNSFORD = Everything's an Argument

PR = Prasad Reader

		Draft: Write a PIE paragraph about one part of the process of making a meme HW: Finish the PIE and post on Blogger
4	2/20	Due: PIE paragraph Looking at the prompt and drafting Essay 2. Integrating what we have learned thus far—Ch7 and Ch 2-4, PIE Previewing “Starting Over” by Malcolm Gladwell and “Building a Bridge-to-School Pipeline” by Larissa MacFarquhar
4	2/22	Peer Review Essay 2 Concession, p.32-36 in PR
5	2/27	Draft for Essay 2 due to MsP Intro Ch5 (Fallacies of Argument) and Ch6 (Rhetorical Analysis) HW: Annotated Bibs for “Starting Over” by Malcolm Gladwell and “Building a Bridge-to-School Pipeline” by Larissa MacFarquhar
5	3/1	Essay 2 feedback returned Due: Annotated Bibs for “Starting Over” by Malcolm Gladwell and “Building a Bridge-to-School Pipeline” by Larissa MacFarquhar Discussions of “Starting Over” by Malcolm Gladwell and “Building a Bridge-to-School Pipeline” by Larissa MacFarquhard
6	3/6	Essay 2 due Fact/Opinion/Inference, PR p.23-24 Essay 3 prompt Looking at other opportunities for ex-cons Preview “Trump sets private prisons free ” by James Surowiecki
6	3/8	Applying Ch5 (Fallacies of Argument) and Ch6 (Rhetorical Analysis) to all readings (Gladwell, MacFarquhar, and Surowiecki) In-text Citation and Works Cited Page
7	3/13	Peer Review Essay 3 More In-text Citation and Works Cited Page
7	3/15	Library Day—INFO POWER online Essay 3 Rough Draft due to MsP on Canvas
8	3/20	Feedback for Essay 3 returned Introductions—He Got Game Revising Essay 3 introductions Previewing TED Talks
8	3/22	Essay 3 Final Draft due More TED Talks Essay 4 prompt Conclusions—He Got Game
SPRING BREAK March 27-31		
9	4/3	Watch a TED Talk and analyze it with 2 viewings Choosing the criteria for the analysis

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas.

LEGEND

LUNSFORD = Everything's an Argument

PR = Prasad Reader

9	4/5	Due: Post Essay 4 for peer review on Canvas Quote Sandwich, p.11-15 in PR Transitions Weak it Misplaced Modifiers
10	4/10	Due 4/7: Peer review Essay 4 COMPLETED on Canvas Due 4/9: Essay 4 Draft for MsP due ON CANVAS Start the Assessment Reflection Final Essay Preview Ch17-20
10	4/12	TED Talks (8 students) Continue the Assessment Reflection Final Essay
11	4/17	Essay 4 Final Draft due TED Talks (9 students)
11	4/19	TED Talks (8 students) Due Essay 6 Research Paper Proposal Due Essay 6 Annotated Bib #1
12	4/24	Due Essay 6 Annotated Bib #2 In-class Essay 5—Analysis of Your Own TED Talk
12	4/26	Due Essay 6 Annotated Bib #3 Continue the Assessment Reflection Final Essay Due Final Essay draft Works Cited Page Workshop
13	5/1	Peer review Essay 6 Learning Weebly.com
13	5/3	Due Rough Draft of Essay 6 to MsP Works Cited Page—Fixing them
14	5/8	Feedback for Essay 6 returned
14	5/10	Another Peer Review on Essay 6 Essay 6 Works Cited Page due
15	5/15	Last Day of Class Essay 6 packet due
Final Exam	5/19	9:45 am-12pm Due Assessment Reflection Final Essay Final conferences