

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 07, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Sarah Prasad
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<b>Office Hours:</b>	Tuesday and Thursday 9:30-10:15am, and Tuesday 12-12:30pm, and by appointment
<b>Class Days/Time:</b>	TR 10:30am-11:45
<b>Classroom:</b>	SH 348
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
<b>GE/SJSU Studies Category:</b>	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 7 will focus on Reading and Writing in Many Different Ways. We will look at this idea in different forms, such as in articles, online, in TED Talks, and in memes. Our goals are to analyze, understand, and emulate the different ways to communicate with reading and writing today.

**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).** Note: this GELO is the one selected for Fall 2018 Assessment, so it will be the one we will revisit throughout the semester.

## **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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Peer Review</b>	<b>Draft for MsP</b>	<b>Final</b>	<b>Word Count</b>	<b>% of Grade</b>	<b>GELO</b>
Benchmark Essay	N/A	N/A	8/21	600	0%	2-4
HW	N/A	N/A	various	various	10%	1-5
Annotated Bibliographies	N/A	N/A	various	300+ each	20%	1-5
Fallacy Meme	9/11	9/11	9/18	1000	10%	2-4
Analysis of Student TED Talk	9/27	10/2	10/9	1000	15%	2-5
Multiple Source (MS) Essay	11/1	11/8	11/15	1200	20%	1-5
Analysis of the Website Version of MS Essay	11/20	11/27	11/29	750	15%	2-4
Assessment Reflection Portfolio	12/4	N/A	12/6	500	10%	3

### **Required Texts/Readings**

#### **Textbook**

Lunsford, Andrea et al. *Everyone's an Author*. WW Norton and Company, 2017.

**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.**

“Choice, Happiness, and Spaghetti Sauce” by Malcolm Gladwell

“Is Income Inequality Inevitable” by Stephen J. Dubner

“Shitty First Drafts” by Anne Lamott

“The Writer’s Process” by Hallie Cantor

### **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	60%
Homework	10%
Annotated Bibliographies	20%
Assessment Portfolio	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 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	69-65	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, 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](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## English 2 Section 07 Critical Thinking and Writing, Fall 2018, Course Schedule

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

### Course Schedule

<p><b>NOTE:</b> 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.</p> <p><b>LEGEND</b>  <b>LUNSFORD</b> = Everyone's an Author, 2<sup>nd</sup> Edition, by Lunsford et al.</p>		
Week	Tues	Thurs
1	8/21 Name game icebreaker Reviewing benchmark—Who are you as a reader and a writer. Goal for revision. Preview LUNSFORD HW Read LUNSFORD pgs 18-33 (middle). Preview NPR Philadelphia article. HW Read NPR Philadelphia article	8/23 Due: Revised Benchmark with one paragraph of reflection. Discuss LUNSFORD and NPR Philadelphia Article Analysis Worksheet Analysis of NPR Philadelphia Article Annotated Bibliography—LUNSFORD pgs 500-504 Start Ann Bib for NPR Philadelphia Article HW: finish draft of Ann Bib for NPR Philadelphia Article
2	8/28 Due: Draft of Ann Bib for NPR Philadelphia Article Reviewing Ann Bibs Clear discussion on criteria Start Annotated Bibs on Blogger	8/30 Due: Blogger Annotated Bib for NPR Philadelphia Article Due: Group 1 chooses article for analysis Logical Fallacies—what are they and how do they work?
3	9/4 Group 1 leads discussion of article #1 Memes and meme making workshop integrating the Logical Fallacies The Writing Process—LUNSFORD pgs 79-89	9/6 Due: Blogger Annotated Bib for #1 article Due: Group 2 chooses article for analysis Thesis statements and taking a stance Organization—Freakonomics ( <a href="http://freakonomics.com/podcast/earth-2-0-income-inequality/">http://freakonomics.com/podcast/earth-2-0-income-inequality/</a> ) Considering organization of #1 article Meme essay organization
4	9/11 Due: Rough Draft of Meme essay for MsP Group 2 leads discussion of article #2 MLA and OWL Purdue Due: Rough draft of Meme essay for Peer Review Prep for Peer Review before Peer Review Peer Review in class HW Post revised draft on Canvas by midnight	9/13 Due: Blogger Annotated Bib for #2 article Meme essay feedback returned Discuss feedback and next steps Group 3 chooses article for analysis Overview—Genres of Writing LUNSFORD pgs. xvii-xix. Situations for each. Preview LUNSFORD pg xx Ch 17. HW Read LUNSFORD Ch 17 pgs 379-416 for 9/20

5	<p>9/18</p> <p>Due: Final draft Meme essay</p> <p>Group 3 leads discussion of article #3</p> <p>TED Talks—analyzing Gladwell’s “Choice, Happiness, and Spaghetti Sauce” in class</p> <p>HW: Make a Talk of your own</p> <p>Brainstorming academically appropriate topics</p>	<p>9/20</p> <p>Due: Blogger Annotated Bib for #3 article</p> <p>Group 4 chooses article for analysis</p> <p>Discussion of LUNSFORD Ch 17</p> <p>Workshop LUNSFORD Ch 18 Strategies for Supporting an Argument What is the stance on the Talk and applying Chs 17-18</p>
6	<p>9/25</p> <p>Due: Post your own TED (YouTube link) on Canvas</p> <p>Group 4 leads discussion of article #4</p> <p>Watching and analyzing a student TED</p> <p>Using Analysis tools to organize</p>	<p>9/27</p> <p>Due—Blogger Annotated Bib #4 article</p> <p>Group 5 chooses article for analysis</p> <p>Due: Rough draft of Student TED Analysis for Peer Review</p> <p>Peer Review</p> <p>Start introductions</p>
7	<p>10/2</p> <p>Due: Rough draft of Student TED Analysis for MsP</p> <p>Group 5 leads discussion of article #5</p> <p>Finish introductions</p> <p>Starting the research process</p>	<p>10/4</p> <p>Due: Blogger Annotated Bib for #5 article</p> <p>Student TED Analysis feedback returned</p> <p>Group 6 chooses article for analysis</p> <p>Compilation of all the topics discussed thus far for the Annotated Bibs, then appropriate topics for the Multiple Source (MS) essay. Researching in the databases on potential topics.</p> <p>LUNSFORD Ch 25—Quote, paraphrasing, or summarizing in class.</p> <p>HW Read Ch 26 “Giving Credit, Avoiding Plagiarism”</p>
8	<p>10/9</p> <p>Due: Final draft of Student TED Analysis</p> <p>Group 6 leads discussion of #6 article</p> <p>HW: Complete InfoPower</p> <p>Brainstorming all potential topics.</p> <p>Introduction of the database Academic Search Premiere (EBSCOHost).</p> <p>Searching other possible sources.</p> <p>Discussing viability of the topics.</p>	<p>10/11</p> <p>Due: Blogger Annotated Bib for #6 article</p> <p>Due: Proposal for MS essay</p> <p>Getting organized: adding structure.</p> <p>LUNSFORD Part III and IV</p>
9	<p>10/16</p> <p>More sources: Analyzing the source: <a href="https://www.pop.org/debunking-the-myth-of-overpopulation/">https://www.pop.org/debunking-the-myth-of-overpopulation/</a></p> <p>Bringing other websites into the mix—who can we trust?</p> <p>Looking at Knowherenews.com</p>	<p>10/18</p> <p>Due: Annotated Bib #1 for MS Essay</p> <p>Discussion of the first source</p> <p>Quote Sandwich</p> <p>Writing one in class with source from Annotated Bib #1</p>
10	<p>10/23</p> <p>MLA in-text citations (Ch 27)</p> <p>Adding to the Quote Sandwich</p>	<p>10/25</p> <p>Due: Annotated Bib #2 for MS Essay</p> <p>Discussing and Comparing the source from Annotated Bib #2</p>
11	<p>10/30</p>	<p>11/1</p>

	Due: Annotated Bib #3 for MS Essay Organization and Outlining	Due: Rough Draft of MS Essay for Peer Review Peer Review
12	11/6 MLA Works Cited Page (Ch 27) Transitions Conclusions	11/8 Due: Rough draft of MS essay for MsP Due: Rough Draft of Works Cited Page
13	11/13 Due: Works Cited Page for MS essay Feedback returned for MS essay Weebly Workshop to migrate MS essay	11/15 Due: MS essay Feedback returned for MS essay Weebly Workshop to migrate MS essay
14	11/20 Weebly Analysis Workshop Due: Rough Draft of Weebly Analysis for Peer Review	11/22 Thanksgiving
15	11/27 Due: Rough Draft of Weebly Analysis for MsP on Canvas Assessment Reflection Workshop	11/29 Due: Weebly Analysis
16	12/4 Due: Rough draft of Assessment Reflection for Peer Review	12/6 Due: Assessment Reflection
Final	Wednesday 12/12, 9:45am-12 noon	
Grades	Due 12/20	

5	2/20 Due: Final Draft of E1 due Start TED Analysis Workshop “What I Learned Watching...”	2/22 Discuss Letters from a 5 <sup>th</sup> Grader Watch and analyze TED
6	2/27 Due: Letter #2 to a 5 <sup>th</sup> Grader In Class E2 TED Analysis Preview “What I Learned from My TED Talk”	3/1 Due: Make your own TED InfoPower tutorial
7	3/6 In Class E3 TED Analysis Discuss “What I Learned from My TED Talk” Watch and analyze randomly chosen class TEDs	3/8 Due: Ann Bib for one of the HBR TED articles Start the Research Introductions and EA Ch 4.5
8	3/13 Appropriate topics Previewing Weebly Classical and Rogerian	3/15 Due: Proposal on Weebly Introductions and Conclusions MLA Works Cited Page
9	3/20 Due: Annotated Bib #1 on Weebly Workshopping the Research project	3/22 Workshopping the Research project
10	3/27 Spring Break	3/29 Spring Break
11	4/3 Due: Letter #3 to a 5 <sup>th</sup> Grader Due: Annotated Bib #2 Integrating Quotes—Quote Sandwich	4/5 Starting the Works Cited Page (Word doc) Concession
12	4/10 Due: Annotated Bib #3 using a Quote Sandwich and Concession	4/12 Due: Rough Draft of Research Essay 5 for Peer Review (Word doc) Peer Review with a focus on Quote Sandwich and Concession
13	4/17 Due: Draft of Research Essay 5 for MsP due (Word doc)	4/19 Finishing the Works Cited Page Starting the Reflection Assessment
14	4/24 Due: Works Cited Page (PDF) Draft of Research Essay 5 returned Research paper workshop and conferences	4/26 Due: Final Draft of Research Essay 5 Weebly Workshop
15	5/1 Weebly Workshop Starting Reflection Assessment Portfolio	5/3 Due: Draft of Essay 6 for Peer Review
16	5/8 Due: Final Draft of Essay 6 Reflection Assessment Portfolio Workshop	5/10 Reflection Assessment Portfolio Workshop Due 5/17: Reflection Assessment Portfolio
Final	Tuesday, May 22, 0945-1200	Meeting the 5 <sup>th</sup> Graders with Letter #4 to a 5 <sup>th</sup> Grader

