

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 06, Fall 2018

Course and Contact Information

Instructor:	Sarah Prasad
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Office Hours:	Tuesday and Thursday 9:30-10:15am, and Tuesday 12-12:30pm, and by appointment
Class Days/Time:	Fridays 9:30am-12:15pm
Classroom:	SH 435
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 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). 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

Assignment	Peer Review	Draft for MsP	Final	Word Count	% of Grade	GELO
Benchmark Essay	N/A	N/A	8/24	600	0%	2-4
HW	N/A	N/A	various	various	10%	1-5
Annotated Bibliographies	N/A	N/A		300+ each	20%	1-5
Fallacy Meme	9/7	9/10	9/14	1000	10%	2-4
Analysis of a Student TED Talk	9/28	10/1	10/5	1000	15%	2-5
Multiple Source (MS) Essay	11/2	11/5	11/16	1200	20%	1-5
Analysis of the Website Version of MS Essay	11/30	N/A	12/4	750	15%	2-4
Assessment Reflection Portfolio	12/7	N/A	12/14	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

“Philadelphia's New DA Wants Prosecutors To Talk Cost Of Incarceration While In Court” by Bobby Allyn

“Shitty First Drafts” by Anne Lamott

“The Writer’s Process” by Hallie Cantor

“Three Elements of Great Communication, According to Aristotle” by Scott Edinger

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 Reflection 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 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	69-65	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 Section 06 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

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 = Everyone's an Author, 2nd edition, by Lunsford et al.

Week	Date	Friday
1	Friday Aug 24	<p>Due: Read Lamott and Cantor</p> <p>Due: Read and understand syllabus</p> <p>Questions about the syllabus</p> <p>Reviewing benchmark—Who are you as a reader and a writer.</p> <p>Goal for revision.</p> <p>Name Game</p> <p>Preview LUNSFORD</p> <p>HW Read LUNSFORD pgs 18-33 (middle).</p> <p>Preview then read NPR Philadelphia article</p> <p>Annotated Bibliography—LUNSFORD pgs 500-504</p> <p>Start Ann Bib for NPR Philadelphia Article</p> <p>HW: finish draft of Ann Bib for NPR Philadelphia Article</p> <p>Organize and begin groups 1-6 for articles and Ann Bibs</p> <p>HW for Group 1: post article on Canvas by Monday 8/27</p>
2	Friday Aug 31	<p>Group 1 presents Article #1 with discussion and analysis</p> <p>Clear discussion on Ann Bib criteria</p> <p>Logical Fallacies—what are they and how do they work?</p> <p>Meme and meme making</p> <p>Analysis of a meme workshop</p> <p>Organization with Freakonomics</p> <p>(http://freakonomics.com/podcast/earth-2-0-income-inequality/)</p> <p>Considering Article 1 organization</p> <p>HW for Group 2: post article on Canvas by Monday 9/3</p> <p>HW due 9/3: Ann Bib for Article #1</p>
3	Friday Sept 7	<p>Group 2 presents Article #2 with discussion and analysis</p> <p>LUNSFORD pgs 79-89 the Writing Process</p> <p>Due: Rough Draft of Fallacy Meme Essay for Peer Review</p> <p>Prep for Peer Review</p> <p>Peer Review</p> <p>Thesis statements</p> <p>HW for Group 3: post article on Canvas by Monday 9/10</p> <p>Due 9/10: Rough Draft of Fallacy Meme Essay for MsP on Canvas</p>

4	Friday Sept 14	<p>Group 3 presents Article #3 with discussion and analysis Finish thesis statements Due: Final Draft of Fallacy Meme Essay More analysis Inductive and Deductive Reasoning MLA and OWL Purdue Start TED Analysis Watch and take notes on a TED—Gladwell’s “Choice, Happiness, and Spaghetti Sauce” HW: Make your own TED and post on YouTube HW for Group 4: post article on Canvas by Monday 9/17</p>
5	Friday Sept 21	<p>Group 4 presents Article #4 with discussion and analysis Classical and Rogerian Applying Classical and Rogerian to the previous readings Genres of Writing LUNSFORD pgs xvii-xix. Situations for each Watching and analyzing student TEDs Research: Appropriate topics Previewing Weebly Preview LUNSFORD Ch17 pgs 379-416 HW for Group 5: post article on Canvas by Monday 9/24</p>
6	Friday Sept 28	<p>Group 5 presents Article #5 with discussion and analysis Due: Rough Draft of Analysis of a Student TED Essay Introduce the research project Discussion of Ch 17 (Preview Ch 18) InfoPower Tutorial HW for Group 6: post article on Canvas by Monday 10/1 Due 10/1: Rough Draft of Analysis of Student TED Essay for MsP</p>
7	Friday Oct 5	<p>Group 6 presents Article #6 with discussion and analysis Due: Final Draft of Analysis of Student TED Essay Introducing databases Introducing Weebly Appropriate topics Classical and Rogerian Due 10/8: Proposal for Multiple Source Essay</p>
8	Friday Oct 12	<p>Due: Multiple Source Essay Proposal Finish Intro and Conclusion Organization and Structure LUNSFORD Part III and IV Concession Works Cited Page and in-text citation Integrating quotes Due 10/15: Ann Bib #1 for Multiple Source Essay</p>
9	Friday Oct 19	<p>Essay 5 Workshop—outline, intro/conclusion Inductive and Deductive—taking a step back to look at organization LUNSFORD Ch 25 HW Read LUNSFORD Ch 26 Work cited page intro Due 10/22: Ann Bib #2 for Multiple Source Essay</p>

10	Friday Oct 26	Due 10/29: Ann Bib #3 w/Quote Sand and Concession for Multiple Source Essay More sources: Analyzing the source: https://www.pop.org/debunking-the-myth-of-overpopulation/ Bringing other websites into the mix—who can we trust? Looking at Knowherenews.com Intro and Conclusions
11	Friday Nov 2	Due: Rough Draft for Multiple Source Essay for Peer Review Peer Review Transitions LUNSFORD p 47 Due 11/5: Rough Draft for Multiple Source Essay for MsP
12	Friday Nov 9	Feedback returned Works Cited Page workshop Due 11/12: Works Cited Page for Works Cited Page
13	Friday Nov 16	Due: Multiple Source Essay Final Draft Weebly workshop Analysis of the workshop
14	Friday Nov 23	Thanksgiving holiday
15	Friday Nov 30	Weebly link due on Canvas Peer review on Rough Draft of Analysis of the Website Version of MS Essay Start Reflection Assessment Portfolio Due 12/4: Final Draft of Analysis of the Website Version of MS Essay
16	Friday Dec 7	Due: Rough Draft of Reflection Assessment for Peer Review Due 12/14: Reflection Assessment Portfolio due on Canvas
Final	Friday Dec 14	0715-0930