

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 9, Fall 2018

COURSE AND CONTACT INFORMATION

Instructor:	Jessie Fussell
Office Location:	Faculty Office Building 107
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Email:	jessie.fussell@sjsu.edu
Office Hours:	T/Th 12:00-1:00pm and by appointment
Class Days/Time:	T/Th 10:30-11:45am
Classroom:	Sweeney Hall 444
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better. This course is not open to students who have successfully completed ENGL 1B.
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

CANVAS COURSE WEBSITE AND E-MAIL

Course materials such as the syllabus, course book, additional readings, assignment instructions, and due dates can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of 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

Our course reading, writing, and discussions will explore work in the 21st century. How have economic, social, and technological forces transformed the nature of work and our attitudes toward work? What kinds of jobs exist now, and what kinds of jobs can we expect in the future? What problems exist in the current work landscape, and what kinds of policies or collective action can address those problems? How can we prepare ourselves for the future of work? How can we add our voices to the conversation? In this course, we'll practice analyzing and evaluating the arguments made about work by a diverse range of voices: from social media content-producers, to workers, to journalists, and to scholars. And, in turn, we'll practice crafting logically sound and rhetorically effective arguments of our own.

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.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures 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.

Oral/Multimodal: Our work in this class will require you to present your arguments orally to the class individually and, at times, as part of a group. In addition to regular participation in class discussion and activities, you will deliver one brief (5-minute) oral presentation of an article or social media account, and one longer (10-minute) presentation that combines multiple modes (linguistic, visual, aural, etc.) to the class.

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](#).

ASSIGNMENT	MINIMUM WORD COUNT	GELOS	POINTS
Rhetorical or Visual Analysis ✓	1000	2, 3, 4, 5	<i>rough draft</i> 40 <i>final draft</i> 120
Research Proposal with Annotated Bibliography (minimum of 5 sources) ✓	1000	1, 2, 3, 4, 5	<i>rough draft</i> 25 <i>final draft</i> 75
Persuasive Researched Essay ✓	2000	1, 2, 3, 4, 5	<i>rough draft</i> 50 <i>final draft</i> 150
Multimodal Presentation	500	2, 3, 4, 5	100
In-Class Writing Exercises	---	2, 3, 4, 5	150
Contributing Materials	250	2, 3, 4, 5	30
Canvas Posts	750	2,3, 4, 5	(3 x 20 pts) 60
Final Portfolio with Reflection Essay	500	1, 2, 3, 4, 5	100
Participation	---	2, 3, 4, 5	100
TOTAL	6000		1000

- ✓ The minimum word counts listed refer to final revised drafts; however, rough drafts must contain at least half of the final minimum word count.

Writing Assignments

I will give you specific instructions for the three major writing assignments as they are assigned, and we will discuss each assignment as a class. This course is focused on the *process* of writing, and to this end, I've structured our schedule so that our in-class and online writing assignments will lay the groundwork for our larger assignments, and so that you'll have ample opportunity to draft, receive feedback, and revise your work.

- **Peer Review Workshop:** You will bring four copies of your rough draft to the Peer Review Workshop for each essay, three to exchange with your peers, and one to submit to me.

Participation in the Peer Review Workshop itself is worth 10 points, and there are no make-ups.

- **Rough Draft:** Your rough draft will be worth 25% of your paper's final grade. For full credit on the rough draft, your draft will need at least **half of the total word count** for the paper, an **identifiable thesis**, and **multiple supporting points**. Your final drafts will be due at least one week after I return your drafts with my feedback.

Contributing Materials

During the semester, you will each contribute one item to our class materials – either an article discussing an aspect of work in the 21st century or the account of a content producer (for instance, an Instagram influencer, a YouTube vlogger, or a professional gamer). Ideally, the article or account you present will be relevant to the unit. In a short 5-minute presentation, you will provide a summary of the article or account *and* evaluate its effectiveness. You will also submit an accurate MLA citation and one-page write-up. The sign-up sheet is available [here](#). **(20 points for the presentation + 10 points for the write-up)**

Canvas Posts

During each module, you will post a response on Canvas (minimum of 200 words) to one of the articles assigned from that module. Your response can take a number of forms, but it must be substantive: for instance, you might comment on the strengths or weaknesses in the writer's argument; or you might point out issues that the writer failed to address; or you might compare the article with another from the module or from your own research. Your assertions will have to be supported; *citations are encouraged*. Additionally, you will have to respond to a classmate's post (minimum of 50 words). Each discussion board will close at 11:59pm the Monday night before the new module begins. **(15 points for your post + 5 points for a post responding to a classmate)**

REQUIRED TEXTS

Weston, Anthony. *A Rulebook for Arguments*. 5th ed., Hackett Publishing Company, 2017.

Additional readings and/or links to readings will be posted on our Canvas website.

GRADING POLICY

Because so much of the learning in this course will come from class discussion, peer review workshops, and instructor feedback, it is extremely important that you complete the reading and written assignments **on time**. However, if an emergency arises, you must contact me **before the deadline** in order to establish a new due date at my discretion. **Unexcused late work** will be graded down a full letter grade (10%) for every day it is late. In-class quizzes and writing assignments **cannot** be made up.

Participation will be scored based on your contribution to the learning that we do together as a class each day in our discussions and group work. Moreover, in-class writing exercises and peer

review workshops themselves are graded and cannot be made up. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade.

Requirements for particular assignments will vary, and we will discuss them in detail as they are assigned. In all cases, essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (which includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are 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.*

The total point value for the course is 1000. Your overall course grade will be calculated as follows:

A+	970-1000	B+	870-899	C+	770-799	D+	670-699	F	0-599
A	930-969	B	830-869	C	730-769	D	630-669		
A-	900-929	B-	800-829	C-	700-729	D-	600-629		

Students must receive a **C- (700 points) or higher** to pass the course.

CLASSROOM PROTOCOL

- Please treat your classmates and your instructor with courtesy and respect. This begins with arriving to every class session on time and prepared to contribute to our discussion. It includes actively participating in class activities and not sleeping, texting, iMessaging, scrolling through your social media feeds, playing games, etc. And finally, it extends to *how* you contribute to our discussion, by listening carefully and responding thoughtfully and constructively. Some of the topics we discuss may be sensitive in nature, and immature and/or hostile remarks will severely limit our capacity for productive conversation. A compassionate and supportive learning environment is our **shared responsibility**.

- Feel free to ask questions about anything that is unclear to you. Chances are, other people have the same question.
- Visit me in office hours if you'd like to run through some ideas for a paper, or if you need a little extra discussion about a topic. Be proactive in your own education. My office hours are listed on the first page of the syllabus, and feel free to email me to set up an appointment if you are not available during the listed times.
- Food and drinks are allowed! However, please refer to the first bullet point in this list, and avoid bringing anything too messy or with too strong an odor. Clean up after yourself.
- Please refer to the following [university-wide policies](#) relevant to all courses for information about expectations, academic integrity, accommodations, etc.

RESOURCES

Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one [tutoring services](#), the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: www.sjsu.edu/writingcenter.

Technology

SJSU offers a variety of options for free access to technology on campus. The IT Service desk lab in CL 102 has over 40 computers with dozens of programs you can use for multimodal or creative assignments. The Library also has computers that you can use for free for word processing and internet access, as well as equipment loans at Student Computing Services on the fourth floor.

ENGL 2: Critical Thinking and Writing, Section 9, Fall 2018 Course Schedule

The schedule and readings are subject to change with fair notice. Please attend class and check in with our Canvas website regularly for updates.

Week	Date	Topics, Readings, Assignments, Deadlines
1	T Aug 21	**Unit 1: Work Today** Course overview <ul style="list-style-type: none"> • READ: It's Not Technology That's Disrupting Our Jobs
1	Th Aug 23	Rhetorical appeals: Logos The Gig Economy <ul style="list-style-type: none"> • READ: Policy Must Catch Up with the Gig Economy
2	T Aug 28	Rhetorical appeals: Ethos The Gig Economy <ul style="list-style-type: none"> • READ: There's an App for Wrecking Nannies' Lives
2	Th Aug 30	Rhetorical appeals: Pathos The Gig Economy <ul style="list-style-type: none"> • READ: How to Make Money on Instagram as an Influencer • READ: How to Make Money on YouTube
3	T Sep 4	Visual Rhetoric Influencers <ul style="list-style-type: none"> • READ: The Rise and (Maybe) Fall of Influencers • READ: <i>Rulebook</i>: Chapter 1 – Short Arguments
3	Th Sep 6	Introduction to <u>Paper 1: Rhetorical or Visual Analysis</u> Premises and Conclusions Influencers <ul style="list-style-type: none"> • READ: Inside the Life of a Pro Gamer • READ: <i>Rulebook</i>: Chapter 2 – Arguments by Example
4	T Sep 11	Context and Generalizations Pro Gamers <ul style="list-style-type: none"> • READ: Why Youtubers are Feeling the Burn • READ: <i>Rulebook</i>: Chapter 3 – Arguments by Analogy
4	Th Sep 13	Arguments by Analogy <ul style="list-style-type: none"> • READ: <i>Rulebook</i>: Chapter 6 – Deductive Arguments
5	T Sep 18	Deductive Arguments and Logical Fallacies <ul style="list-style-type: none"> • BRING TO THE NEXT CLASS: Four copies of your rough draft for Peer Review Workshop (minimum of 500 words)

Week	Date	Topics, Readings, Assignments, Deadlines
5	Th Sep 20	Peer Review Workshop: Rhetorical or Visual Analysis <ul style="list-style-type: none"> • READ: <i>Rulebook</i>: Chapter 5 – Arguments about Causes
	M Sep 24	Canvas discussion board for Unit 1 closes at 11:59pm
6	T Sep 25	**Unit 2: Creating a Fair Workplace** Revising your essay Causal Arguments <ul style="list-style-type: none"> • READ: Arguments of Definition [on Canvas] • READ: What's the Real Gender Pay Gap?
6	Th Sep 27	Arguments of Definition Gender Diversity and the Wage Gap <ul style="list-style-type: none"> • READ: The Pay Gap Holds Us All Back • READ: <i>Rulebook</i>: Chapter 7 – Extended Arguments
7	T Oct 2	Persuasive Arguments Gender Diversity and the Wage Gap <ul style="list-style-type: none"> • READ: Segregated Valley: The Ugly Truth About Google and Diversity in Tech • READ: <i>Rulebook</i>: Chapter 8 – Argumentative Essays
7	Th Oct 4	Introduction to the Research Proposal and Annotated Bibliography Diversity in Hiring <ul style="list-style-type: none"> • READ: Create a Culture of Inclusion If You Want True Workplace Diversity • READ: <i>Rulebook</i>: Chapter 4 – Arguments from Authority
8	T Oct 9	What counts as evidence? Diversity in Hiring <ul style="list-style-type: none"> • READ: Right-to-work Ruling Could Gut Washington's Public Unions • READ: Misnamed "Right-to-work" Laws Exploit Workers
8	Th Oct 11	Evaluating Sources and Citations Workers' Rights and Unions <ul style="list-style-type: none"> • READ: A Smarter Minimum Wage
	F Oct 12	Final draft of <u>Rhetorical or Visual Analysis</u> due on Canvas by 11:59pm
9	T Oct 16	Researching and the Annotated Bibliography Minimum Wage & Income Inequality <ul style="list-style-type: none"> • BRING TO THE NEXT CLASS: Four copies of your Research Proposal and Annotated Bibliography rough draft for Peer Review Workshop (minimum of 500 words)
9	Th Oct 18	Peer Review Workshop: Research Proposal and Annotated Bibliography <ul style="list-style-type: none"> • READ: Structuring Argument [on Canvas]

Week	Date	Topics, Readings, Assignments, Deadlines
10	T Oct 23	Introduction to Paper 2: The Persuasive Researched Essay Structuring Your Argument <ul style="list-style-type: none"> • READ: The Gig Economy is Especially Susceptible to Sexual Harassment
10	Th Oct 25	Structuring Your Argument: Toulmin Method
	M Oct 29	Canvas discussion board for Unit 2 closes at 11:59pm
11	T Oct 30	**Unit 3: Preparing for the Jobs of the Future** Structuring Your Argument: Toulmin Method <ul style="list-style-type: none"> • READ: Smart Machines and the Future of Jobs
11	Th Nov 1	Structuring Your Argument: Rogerian Method <ul style="list-style-type: none"> • READ: Invest in STEM. But Don't Forget About the Arts and Humanities. • READ: Will Robots Take Our Children's Jobs?
	F Nov 2	Final draft of <u>Research Proposal and Annotated Bibliography</u> due on Canvas by 11:59pm
12	T Nov 6	Research Day [no meeting]
12	Th Nov 8	Research Day [no meeting] <ul style="list-style-type: none"> • BRING TO THE NEXT CLASS: Four copies of your Persuasive Researched Essay rough draft for Peer Review Workshop (minimum of 1000 words)
13	T Nov 13	Peer Review Workshop: The Persuasive Researched Essay <ul style="list-style-type: none"> • READ: <i>Rulebook</i> – Chapter 9: Oral Arguments • READ: Trump Should Just Give People Money
13	Th Nov 15	Oral Argument <ul style="list-style-type: none"> • READ: We're Heading Into a Jobless Future
14	T Nov 20	Introduction to Multimodal Presentations <ul style="list-style-type: none"> • WATCH: TedTalk – What Will Future Jobs Look Like?
14	Th Nov 22	Thanksgiving [no meeting]
15	T Nov 27	Portfolio Setup/Reflection
15	Th Nov 29	Presentations Day 1
	F Nov 30	Final draft of <u>Persuasive Researched Essay</u> due on Canvas by 11:59pm
16	T Dec 4	Presentations Day 2
16	Th Dec 6	Presentations Day 3
	F Dec 7	Presentation Write-Ups due on Canvas by 11:59pm Canvas discussion board for Unit 3 closes at 11:59pm
	W Dec 12 9:45am -12pm	Final Exam [Optional Class] Portfolios due on Canvas by 12pm