

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 10, Spring 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:	TR 10:30am-11:45
Classroom:	SH 348
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) 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 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 1	N/A	N/A	1/25	600	0%	2-4
HW	N/A	N/A	various	various	10%	1-5
Annotated Bibliographies	N/A	N/A	2/15, 3/8, 3/20, 4/3, 4/10	300+ each	20%	1-5
Letters to 5 th Grade Pen Pal at Grant Elementary HANDWRITTEN	N/A	N/A	1/30, 2/27, 4/3, 5/22	300+ each	10%	2-4
Essay 2—Internet Meme	2/8	2/13	2/20	1200	10%	2-5
Essay 3—Analysis of a TED Talk	N/A	N/A	2/27	800	10%	2-5
Essay 4—Analysis of Your TED Talk	N/A	N/A	3/6	800	10%	2-5
Essay 5—Research Paper	4/12	4/17	4/26	1400	20%	1-5
Essay 6—Analysis of the Website Version of Essay 5	5/3	N/A	5/8	1200	10%	2-5
Assessment Reflection Portfolio	N/A	N/A	5/17	500	10%	3

Required Texts/Readings

Textbook

Johnston, Ian. *Essay and Arguments, A Handbook for Writing Student Essays*. Broadview Press, 2015.

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

“Modest Proposal” by Jonathan Swift

“Shitty First Drafts” by Anne Lamott

“The Writer’s Process” by Hallie Cantor

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

“What I Learned From My TED Talk” by Nilofer Merchant

“What I Learned Watching 150 Hours of TED Talks” by Carmine Gallo

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 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 10 Critical Thinking and Writing, Spring 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>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.</p> <p>LEGEND EA = Essays and Arguments, A Handbook for Writing Student Essays</p>		
Week	Tues	Thurs
1		1/25 Due: Read and annotate Readings 1 and 2 Benchmark Essay Start Letter #1 to a 5 th Grader HW: Read and understand syllabus
2	1/30 Due: Letter to a 5 th Grader Questions about the syllabus Name Game Start Fallacies Previewing “Three Elements of Great Communication”	2/1 In MLK 213 Stanford Fake News session Meme and meme making in SH229 Previewing “Modest Proposal”
3	2/6 Discussing “Three Elements of Great Communication” Analysis of “Modest Proposal” Analysis of a meme workshop Thesis statements EA Ch 4.3	2/8 Due: Rough Draft of E1 for Peer Review Thesis statements Annotated Bibliographies Starting Ann Bib for “Modest Proposal”
4	2/13 Due: Rough Draft of E1 to MsP Deduction and Induction with EA pg 21 exercises Organization with Freakonomics http://freakonomics.com/podcast/earth-2-0-income-inequality/	2/15 Draft returned Discuss Letters from a 5 th Grader Due: Ann Bib for “Modest Proposal” Preview “What I Learned Watching...”

5	2/20 Due: Final Draft of E1 due Start TED Analysis Workshop “What I Learned Watching...”	2/22 Discuss Letters from a 5 th Grader Watch and analyze TED
6	2/27 Due: Letter #2 to a 5th 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 th 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 5th Graders with Letter #4 to a 5 th Grader

