

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 14, Spring / 2018**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Zehlia Babaci-Wilhite
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<b>Office Hours:</b>	Tuesdays and Thursdays: 10:45-11:45 & 3:00-4:00pm by appointment only
<b>Class Days/Time:</b>	Tues./Thurs. 12:00-1:15pm
<b>Classroom:</b>	Sweeney Hall 411
<b>Prerequisites:</b>	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.
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

**Course Learning Management 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**

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

This summer, you began preparing yourself for the college experience by attending orientation and among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

To pursue this exploration of higher education, this course will be the culmination of your thoughts and reflections about higher education. You will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?

## **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 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: 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.

### Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
In-class essay	350	2-3
Critical Exercises (informal)	2000	1-5
Final Portfolio and Reflection (revised)	1500	1-5
Essay #1: Rhetorical analyses	1250	1-4
Essay #2: Research argument	1250	1-5
Multimodal Presentation (Individual)	10-15 mins	1-4
Multimodal Presentation (Group)	5 mins	1-4

## **Required Texts**

### **Textbook**

- Babaci-Wilhite, Zehlia. *Human Rights in Language and STEM Education*. Rotterdam, NL: Sense Publishers- Springer.
- Lunsford, Andrea. *The Everyday Writer*, included (as *Writer's Help*): There is a digital edition, available in Canvas, that is free to all SJSU students. Please inform me if you encounter difficulty accessing *Writer's Help*.

### **Other Readings**

- Other readings (and videos) provided throughout the semester through email or Canvas

### **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  
Students must receive a C- or higher to pass the course

## Classroom Protocol

The class policies have been developed over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored as I do not accept late work.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you’re not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments MAY be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer’s working experience. Your participation in workshops is critical to your success in this class, and mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval will I allow you to complete workshops with your group via email.)
- **Laptops:** As this is not a heavily lecture based class, **you will need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **“Smart” Phone:** Attendance is both a physical and mental state of being. Smart phone usage, during recent years, has become so prevalent that, in my view, it is hindering students’ ability to get the most out of classroom activities. To address this issue, I am asking everyone to NOT use it. I will lower your overall Participation grade (20% of course total) for the course by one full letter.
- **Arriving Late or Leaving Early:** Please don’t do it. It is disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance

and sit close to the door so you can leave without interrupting the class. **Traffic and parking are not going to get better and hence are not an excuse to arrive late to class.** Please keep traffic and parking conditions in mind and plan accordingly.

- **I do not accept students sleeping in my class.**
- **For attendance:** [University Policy F-69-24](#).

### 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/gup/syllabusinfo/index.html>>

### Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas and will provide at least one week’s advance notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1		<b>Module 1: Introduction</b>
1	Th 1/25	<ul style="list-style-type: none"> <li>• Introductions and Icebreakers</li> <li>• What we will do during class: Your questions about the Syllabus</li> <li>• Discussion on our class topic: Education</li> <li>• In class essay</li> </ul> <p><i>For next time:</i> To be assigned on Canvas.</p>
2	T 1/30	<ul style="list-style-type: none"> <li>• Power Point presentation</li> <li>• The class will break up into small groups</li> <li>• Project Proposal</li> </ul> <p><i>For next time:</i> To be assigned on Canvas.</p>
2	Th 2/1	<b>Module 2: Reading and Writing</b>
		<ul style="list-style-type: none"> <li>• Reading: How do you read? Practice active reading</li> <li>• Introduction to Reading techniques</li> </ul> <p><i>For next time:</i> Bring your project proposal.</p>
3	T 2/6	Each student will take 2-3 minutes to present the project proposal and discuss what s/he found most significant about the project conducted so far. <i>For next time:</i> Post your outline on Canvas.
3	Th 2/8	Class activity: What are the elements of your project? <i>For next time:</i> To be assigned on Canvas.
4	T 2/13	Class activity: Continue to analyze the elements of your project. <i>For next time:</i> To be assigned on Canvas.
4	Th 2/15	Assigning Peer Review groups, read and respond to your peer’s drafts, this

Week	Date	Topics, Readings, Assignments, Deadlines
		includes completing the Peer Response Form provided to you for this assignment. <i>For next time:</i> To be assigned on Canvas.
5	T 2/20	Class/group work on your draft to complete your project. <i>For next time:</i> To be assigned on Canvas.
5	Th 2/22	<b>Module 3: Presentation</b> Discussion and activity: What is the purpose of higher education in the 21 <sup>st</sup> century and what are the 21 <sup>st</sup> century education skills? In class research: resources on different literacies (visual literacy, digital literacy, science literacy, virtual literacy and critical literacy). Discussion on readings and video supports <i>For next time:</i> To be assigned on Canvas.
6	T 2/27	In-class: Discussion on readings. How to use MLA (Revision). Pre-writing activities- Writing Workshop link to you presentation. You may choose to write this in-class on a laptop/mobile device. <i>For next time:</i> To be assigned on Canvas.
6	Th 3/1	In-class: Presentations 1- <i>For next time:</i> Prepare your presentation or how to give feedback.
7	T 3/6	In-class: Presentations 2- <i>For next time:</i> Prepare your presentation or how to give feedback.
7	Th 3/8	In-class: Presentations 3- <i>For next time:</i> Prepare your presentation or how to give feedback.
8	T 3/13	In-class: Presentations 4- <i>For next time:</i> Read chapter 8, “Writing an Analytical Essay”, from <i>The Curious Writer</i> .
8	Th 3/15	<b>MODULE 4: Essay#1</b> Read and reflect on the writing prompt for your rhetorical analyses <i>For next time:</i> Submit your outline.
9	T 3/20	Post an article on higher education in the Discussions on Canvas related to our readings. Please include a paragraph of at least 200 words in which you summarize the article and explain why you think it is important. <i>For next time:</i> Revise your post.
9	Th 3/22	Workshop: Discussion and peer review a post. <i>For next time:</i> Enjoy your Spring Break!
10		<b>Spring Break, March 26<sup>th</sup> – 30<sup>th</sup></b> <b>Caesar Chavez Day, March 30<sup>th</sup>: Campus closed.</b>
10	T 4/3	Class activity: Summarizing, paraphrasing, and quoting. Be inspired by one of the post for your Essay. <i>For next time:</i> To be assigned on Canvas.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	Th 4/5	Read and reflect on the writing prompt for your Essay. <i>For next time:</i> To be assigned on Canvas.
11	T 4/10	<i>Guest Lecture</i> Discussion and practice: Critical Thinking <i>For next time:</i> To be assigned on Canvas.
12	Th 4/12	Visit Library <i>For next time:</i> Complete the first draft of your Essay
12	T 4/17	Peer Review Workshop- Meet with your peers, read and respond to your peer's drafts on Canvas; this includes completing the Peer Response Form provided to you for this assignment. <i>For next time:</i> Bring a hard copy of your first draft to class.
13	Th 4/19	<b>Module 5: Essay#2</b> In-class: Holding our final Mandatory Peer Review Session. <i>For next time:</i> Complete and submit your final draft on Canvas
13	T 4/24	In-Class: Demonstrating the learning outcomes of: Gelo 1 and 2 <i>For next time:</i> To be assigned on Canvas.
14	Th 4/26	In-Class: Demonstrating the learning outcomes of: Gelo 3, 4 and 5 <i>For next time:</i> Bring a laptop, a mobile device, or exam booklet to write a practice essay in preparation for the Final Reflection essay that is the centerpiece of your ePortfolio.
14	T 5/1	<b>MODULE 6: Portfolio</b> Practice Essay: First Draft of your Final Reflection. <i>For next time:</i> Read your assigned peers' practice essays.
15	T 5/3	Portfolio prewriting in class; Integrating evidence into your portfolio <i>For next time:</i> Assemble and prepare the inventories and the outline for the self-reflection essay and ePortfolio.
15	Th 5/8	We will be uploading the Final ePortfolio. <i>For next time:</i> Complete your ePortfolio. Informal Peer Review
16	T 5/10	<b>DUE: Final Portfolio on Canvas</b> (submit it with the portfolio materials for your assessment).
Final Exam		Venue and Time TBA