

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 14, Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Sarah Prasad
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<b>Office Hours:</b>	Tuesday and Thursday 9-10am and by appointment
<b>Class Days/Time:</b>	Tuesday and Thursdays 12-1:15pm
<b>Classroom:</b>	CL 238
<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 14 will focus on Opportunity. We will look at this idea in different readings and other forms of communication. We will also give you an opportunity to spread your ideas through your own meme, 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

<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	1/24	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	2/14	2/19	2/26	1000	10%	2-4
Analysis of Student TED Talk	3/7	3/12	3/19	1000	15%	2-5
Multiple Source (MS) Essay	4/18	4/25	5/2	1200	20%	1-5
Analysis of the Website Version of MS Essay	5/7	5/9	5/11	750	15%	2-4
Assessment Reflection Portfolio	5/13	N/A	5/16 or 5/20	500	10%	3

### **Required Texts/Readings**

#### **Textbook**

Lunsford, Andrea et al. *Everyone's an Author, Second Edition with MLA Updates*. WW Norton and Company, 2016. <https://books.wwnorton.com/books/webad.aspx?id=4294994659> and ISBN: 978-0-393-61745-0

**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

“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 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 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.

**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 14 Critical Thinking and Writing, Spring 2019, 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>  LUNSFORD = Everyone's an Author, 2<sup>nd</sup> Edition with MLA Updates, by Lunsford et al.</p>		
Week	Tues	Thurs
1		1/24 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
2	1/29 Due: Revised Benchmark with one paragraph of reflection. Discuss LUNSFORD and NPR Philadelphia Article HO Analysis Worksheet Analysis of NPR Philadelphia Article Activate schema for Ann Bib Annotated Bibliography—LUNSFORD pgs 500-504 Start Ann Bib for NPR Philadelphia Article HW: finish draft of Ann Bib for NPR Philadelphia Article	1/31 Due: Draft of Ann Bib for NPR Philadelphia Article Organize 6 groups and review the Ann Bib group projects Reviewing Ann Bibs with example in LUNSFORD Clear discussion on Ann Bib criteria Start Annotated Bibs on Blogger HW: Blogger Annotated Bib for NPR Philadelphia article
3	2/5 Due: Blogger Annotated Bib for NPR Philadelphia article Due: Group 1 chooses article for analysis Audience—write a text to Mom, sibling, and boss Logical Fallacies—what are they and how do they work?	2/7 Group 1 leads discussion of article #1 Memes and meme making workshop integrating the Logical Fallacies The Writing Process—LUNSFORD pgs 79-89 Meme Essay prompt
4	2/12 Due: Blogger Annotated Bib for article #1 Due: Group 2 chooses article for analysis Thesis quiz Thesis statements and taking a stance, pgs 142, 385	2/14 Due: Rough draft of Meme essay for Peer Review Prep for Peer Review before Peer Review Peer Review in class HW: Revise Meme Essay

	<p>Organization—Freakonomics (<a href="http://freakonomics.com/podcast/earth-2-0-income-inequality/">http://freakonomics.com/podcast/earth-2-0-income-inequality/</a>)</p> <p>Considering organization of article #1</p> <p>Meme essay organization</p>	
5	<p>2/19</p> <p>Due: Draft of Meme Essay for MsP</p> <p>Group 2 leads discussion of article #2</p> <p>MLA in LUNSFORD</p> <p>Review Thesis pgs 142, 385</p> <p>Overview—Genres of Writing LUNSFORD pgs. xvii-xix. Situations for each.</p> <p>Categorize all the readings thus far.</p> <p>Preview LUNSFORD Ch 17 pg 379-416</p> <p>HW: Read LUNSFORD Ch 17 pgs 379-416</p> <p>Portfolio</p>	<p>2/21</p> <p>Due: Blogger Annotated Bib for #2 article</p> <p>Meme essay feedback returned</p> <p>Discuss feedback and next steps (compare to Cantor)</p> <p>Group 3 chooses article for analysis</p> <p>Activate schema for Gladwell</p> <p>HW: Watch Gladwell’s TED “Choice, Happiness, and Spaghetti Sauce”</p>
6	<p>2/26</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>HO Analysis Worksheet</p> <p>Brainstorming academically appropriate topics</p> <p>Group 4 chooses article for analysis</p> <p>Handout TED Analysis prompt</p> <p>HW: Make a Talk of your own</p>	<p>2/28</p> <p>HYBRID DAY</p> <p>Due: Blogger Annotated Bib for #3 article</p> <p>Due: Post your own TED (YouTube link) on Canvas</p> <p>Watching and analyzing a student TED using Analysis Worksheet</p> <p>Group 4 posts article for analysis on Canvas</p>
7	<p>3/5</p> <p>Group 4 leads discussion of article #4</p> <p>Discussion of LUNSFORD Ch 17</p> <p>Workshop LUNSFORD Ch 18 Strategies for Supporting an Argument</p> <p>What is the stance on the Talk and applying Chs 17-18</p> <p>Group 5 posts on Canvas article for analysis</p>	<p>3/7</p> <p>HYBRID DAY</p> <p>Due: Blogger Annotated Bib #4 article</p> <p>Group 5 posts article for analysis on Canvas</p> <p>Due: Rough draft of Student TED Analysis for Peer Review</p> <p>Peer Review</p> <p>Inductive and Deductive Reasoning Video</p>
8	<p>3/12</p> <p>Due: Rough draft of Student TED Analysis for MsP</p> <p>Group 5 leads discussion of article #5</p> <p>Inductive and Deductive Reasoning. Looking at Gladwell and all other articles</p> <p>Introductions and Conclusions</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.</p> <p>HW: Complete InfoPower</p>	<p>3/14</p> <p>HYBRID DAY</p> <p>Due: Blogger Annotated Bib for #5 article</p> <p>Due: InfoPower</p> <p>Student TED Analysis feedback returned</p> <p>Group 6 posts article for analysis on Canvas</p> <p>Researching in the databases on potential topics. Posting on Discussion Board.</p> <p>Preview LUNSFORD Ch 25—Quote, paraphrasing, or summarizing in class and Ch 26 “Giving Credit, Avoiding Plagiarism”</p> <p>HW: Revise Student TED Analysis</p>
9	<p>3/19</p> <p>Due: Final draft of Student TED Analysis</p>	<p>3/21</p> <p>Due: Blogger Annotated Bib for #6 article</p>

	<p>Group 6 leads discussion of #6 article CH 25 and 26</p> <p>Brainstorming all potential topics (topic not problem).</p> <p>Review of Info Power and introduction of the database Academic Search Premiere (EBSCOHost).</p> <p>Searching other possible sources.</p> <p>Discussing viability of the topics.</p>	<p>Portfolium</p> <p>Getting organized: adding structure.</p> <p>LUNSFORD Part III and IV</p>
10	<p>3/26</p> <p>More Weebly—start with blog page</p> <p>Take one source from the databases and get it started in your blog for the Annotated Bib.</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>3/28</p> <p>Due: Annotated Bib #1 for MS Essay</p> <p>Discussion of the first source</p> <p>Quote Sandwich</p> <p>Writing a Quote Sandwich in class with source from Annotated Bib #1</p> <p>Transitions</p>
Spring Break	<p>4/2</p> <p>Spring Break</p>	<p>4/4</p> <p>Spring Break</p>
11	<p>4/9</p> <p>Organizational chart of overview of semester</p> <p>Comparing product vs process articles</p> <p>Adjective clauses</p>	<p>4/11</p> <p>Due: Annotated Bib #2 for MS Essay</p> <p>Discussing and Comparing the source from Annotated Bib #2 (not from the database)</p> <p>More adjective clauses</p> <p>Concession</p>
12	<p>4/16</p> <p>Due: Annotated Bib #3 for MS Essay</p> <p>MLA in-text citations (Ch 27)—find one thing that surprised you in the section</p> <p>Finding answers to your MLA questions in Ch 27.</p> <p>MLA Prasad Reader p. 24-25</p> <p>Organization and Outlining—getting ready for Peer Review</p>	<p>4/18</p> <p>Due: Rough Draft of MS Essay for Peer Review</p> <p>Peer review day worksheet—outline the main points and set up what to add</p> <p>Peer Review (top half of the grading chart only)</p>
13	<p>4/23</p> <p>MLA Works Cited Page (Ch 27)</p> <p>Transitions LUNSFORD p 47</p> <p>More concession—finding it in articles</p> <p>Intro and Conclusions—looking at your own</p>	<p>4/25</p> <p>Due: Rough draft of MS essay for MsP</p> <p>Due: Rough Draft of Works Cited Page</p> <p>Highlighting concession, transitions, MLA citations, thesis, favorite section, section of concern</p> <p>Concession—working in pairs. With contrasting ideas and with similar ideas.</p>
14	<p>4/30</p> <p>Due: Works Cited Page for MS essay</p> <p>Feedback returned for MS essay</p> <p>Weebly Workshop to migrate MS essay</p>	<p>5/2</p> <p>Due: MS essay</p> <p>Weebly Workshop to migrate MS essay</p> <p>Analyzing the process</p>
15	<p>5/7</p>	<p>5/9</p>

	Weebly Analysis Workshop Due: Rough Draft of Weebly Analysis for Peer Review	Due: Rough Draft of Weebly Analysis for MsP on Canvas Assessment Reflection Workshop
16	5/11 Due: Weebly Analysis Weak "It"	5/13 Due: Rough draft of Assessment Reflection for Peer Review Peer Review for Assessment Reflection
Finals	Eng 2 Sec 10 Thursday 5/16 9:45am-12noon	Eng 2 Sec 14 Monday 5/20 9:45am-12noon
Grades Due	Wednesday 5/24	