

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 27, Fall 2020

Course and Contact Information

Instructor:	Jada Patchigondla
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Email:	jada.patchigondla@sjsu.edu
Office Hours:	TBA
Class Days/Time:	MW 7:30-8:45am
Classroom:	N/A
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

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 or Stretch, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description

We will be reading texts on topics such as the idea of home, food culture in America, and education in America. These readings will be from our book, the blog companion for the book, as well as online/Canvas ones. Additionally, you will be watching videos on mostly on YouTube and TED Talks. You will read and write about these issues from a variety of perspectives—personal, cultural, academic.

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).

Course Accommodation & Accessibility

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” [Academic Senate Policy F06-2 \[pdf\]](#)

ENGL 2 Course Content

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 compose several projects informed by research and articulating fully developed arguments about complex issues. These projects will emphasize activities in writing and thinking that generate arguments in various genres, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in the writing process which includes prewriting, organizing, writing, revising, and editing. **This class requires a minimum of 5000 words.**

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualifications, rebuttals, 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 most of your arguments multimodally in this class.

ENGL 2 Course Requirements and Assignments

This course is designed in such a way 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.

Building Community (taken from ACUE Microcredential course)

Although this course takes place online, building community is an important component for meeting our course outcomes. Therefore, we need everyone to do their best to:

- Actively Participate
- Read and respond to discussion threads
- Demonstrate respect for differences
- Be timely
- Be specific
- Use appropriate tone and language

Assignment Word Count and Weight

Rhetorical Analysis (1000 words)	15%
Argument Essay (1000 words)	15%
Proposal Project (1200 words)	20%
Rogerian Project	10%
Canvas Writing Tasks (various)	10%
Fallacies Assignment (750 words)	10%
Final Portfolio & Reflection (750 words)	10%
Class Participation	10%
TOTAL:	100%

Required Texts/Readings

Textbook

Everyone's an Author (with readings), 3rd Edition, by Andrea Lunsford, Michal Brody, Lisa Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters

Other Materials

- There will be various other readings and videos that will be linked on Canvas
- Laptop, tablet, or any other electronic device that will help you attend Zoom class sessions and complete class assignments

Grading Policy

Specify your grading policy here. Include the following:

- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that particular assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system. Shorter assignments could be worth various points.
- There is no extra credit for this course.
- Percentages for each assignment are in the section under "Assignment word count and weight" and under the Assignments tab on Canvas.
- Late work is not accepted.
- Must receive a C- or higher to pass the course

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.

How to Prepare for Class Sessions.

- Do the readings that are listed under "For next time" on the Daily Schedule on the syllabus. These are your homework readings for the next class. Most of the time you'll have some readings and some sort of Canvas post, so complete those before the following class session. For example, if the syllabus says "for next time, read pages 1-10 in *Everyone's an Author*" at the end of a Wednesday class, read those before the following Monday's class (which is the "next time").
- We will use reading and writing to collaborate in researching on our reading topics and write about it. You will come to our zoom class sessions ready to discuss readings and do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples, and workshop drafts.

- You will need some type of electronic device—laptop, desktop computer, or tablet to attend class. Your device should have a camera. Using a phone is possible, but it will be difficult as all aspects of Zoom are not always available on the phone version. Please use your phone to attend Zoom only in emergency situations (for example, if your computer or tablet is not working).

Where to Find Course Assignments and Materials

Course materials such as syllabus, handouts, major and minor assignments, due dates of those assignments, videos, and some readings can be found on Canvas. You are responsible to check your MySJSU email and/or Canvas announcements to learn of any updates to our schedule

DAILY SCHEDULE

WEEK 1

Wednesday, August 19

Introductions

Intro to course, materials, and online teaching

For next time: complete MODULE 1;

read Introduction chapter in Everyone's an Author; watch video "In Defense of Rhetoric" (MODULE 2)

WEEK 2

Monday, August 24

Discussion: Introduction chapter

Why rhetoric? Why writing?

Breakout groups: why should rhetoric be defended?

For next time: Read "The need for Rhetoric and Writing" (p. 1); Intro to reading themes; read "My Life as an Undocumented Immigrant" (p. 1069); continue working on MODULE 2

Wednesday, August 26

For next time: read "The (Native)American Dream" (p. 1079); read "Touching the Earth" (p. 935); and read "Bathtime" (p. 219); finish MODULE 2; start working on MODULE 3

WEEK 3

Monday, August 31

Discussion on readings (breakout groups)

Video: Effective Notetaking

In-class reading and discussion: Annotating, Summarizing, Responding (p. 79)

For next time: Read “Reading Rhetorically” (67); pick one effective notetaking strategy and apply to any reading we’ve done so far; read “Choosing Genres” (pages 137-142); continue working on MODULE 3

Wednesday, September 2

Discussion post: rhetorical genres

Discussion and lesson: engaging respectfully with others

For next time: read “Engaging Respectfully with Others” (p. 18), “Rhetorical Situations” (p. 28); continue working on MODULE 3

WEEK 4

Monday, September 7

LABOR DAY—HOLIDAY!

For next time: do NOTETAKING module activities; pick one read so far and apply ONE note-taking technique to it & post to Canvas; read Managing the Writing Process (p. 113); continue working on MODULE 3

Wednesday, September 9

Intro to Rhetorical Analysis

Discussion & activity: writing process

Lesson & Discussion: thesis statements

For next time; post freewrite on Canvas; read “What’s Your Style?” (p. 667)

WEEK 5

Monday, September 14

Discussion & peer review: thesis statements

Freewrite activity—breakout groups

Intro to Purdue OWL

Discussion: drafting process

For next time: write draft of Rhetorical Analysis; read “How to Craft Good Sentences” (p. 694)

Wednesday, September 16

For next time: keep working on Draft & post on Canvas for peer review and my feedback by 9/18; post peer review by 9/20; read “Designing What You Write” (p. 757) and “Quoting, Paraphrasing, Summarizing” (p. 541)

WEEK 6

Monday, September 21

Discussion: quotes and quoting styles

Discussion: revision & editing (p. (713)

For next time: revise Rhetorical Analysis Draft; post final draft on Canvas by 9/25

Wednesday, September 23

Intro to argument

Start working on MODULE 4

For next time: read “Monsanto’s Harvest of Fear” (p. 823); and “Arguing a Position” (p. 143); continue working on MODULE 4

WEEK 7

Monday, September 28

Discussion: argument chapter

Breakout groups: food culture in America (and do you care about your food?)

For next time: read “How Factory Farms Play Chicken with Antibiotics” (P. 997); continue working on MODULE 4

Wednesday, September 30

Continue working on MODULE 4

For next time: read “Junk Food Can End Obesity” (p. 903); read food readings linked on Canvas; continue working on MODULE 4

WEEK 8

Monday, October 5

Treasure hunt on opinion readings

For next time: watch TED Talk titled “Sustainable Food: Let’s Start a Revolution” and “The Diets that Help Fight Climate Change” (Vox on YouTube); read “Centrality of Argument” (p. 405); read “Writing in Multiple Modes” (776); Continue working on MODULE 4

Wednesday, October 7

Create Adobe Spark account & experiment

Intro to Argument PROMPT

Thesis activity & workshop

For next time: start on 1st draft of argument essay; read “Strategies for Supporting an Argument” (p. 451); continue working on MODULE 4