

San José State University  
Department of English and Comparative Literature,  
English 2, Critical Thinking and Writing, Section 28, Fall 2020

## Course and Contact Information

<b>Instructor:</b>	Alesya Petty
<b>Office Location:</b>	Faculty Offices FOB 224/Zoom
<b>Email:</b>	Message through Canvas ( <a href="mailto:Alesya.Petty@sjsu.edu">Alesya.Petty@sjsu.edu</a> )
<b>Office Hours:</b>	W 2:00 - 3:00 PM or by Appointment
<b>Class Days/Time:</b>	MW 12:00 - 1:15 PM
<b>Classroom:</b>	Synchronous remote instruction
<b>Prerequisites:</b>	Successful completion of GE Area A2
<b>GE/SJSU Studies Category:</b>	ENGL 2 satisfies GE Area A3

## 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 various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

## English 2, Section Specific Description

This section will focus on exploring the idea of happiness and how people have understood and wrote about it through times and across cultures. Happiness is a universal value and the one that has captivated the minds of people for ages. What is happiness? Are there secrets to being happy? What prevents people from finding their happiness? We will read and analyze text on the subject of happiness, perform rhetorical analysis, create written arguments backed by scholarly research, learn argument styles based on inductive and deductive reasoning, and explore Toulmin and Rogerian arguments. Students will also participate in a multimodal group presentation. Students will evaluate the semester's learning and work by creating a portfolio and writing a self-reflection at the end of the semester.

## GE Learning Outcomes (GELO)

For the list of course learning goals, click on the following link:

[http://www.sjsu.edu/english/frosh/course\\_descriptions/engl\\_2/index.html](http://www.sjsu.edu/english/frosh/course_descriptions/engl_2/index.html)

## Course Learning Outcomes (CLO)

Upon successful completion of the course, this GE course, students 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 your 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 Materials

Syllabus, handouts, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regular check-ins at Canvas to learn of any updates.

## Required Texts/Readings

Parfitt, Matthew and Dawn Skorzewski. *Pursuing Happiness*. Bedford: Boston, 2016.  
Print 1st edition: ISBN #978-1-4576-8377-0

## Recommended Readings

Barnet, Sylva, Hugo Bedau, and John O'Hara. *From Critical Thinking to Argument*. 5 ed. Bedford: Boston, 2017.

Print Edition: ISBN-13: 978-1319035440

Any other readings this semester will be posted at Canvas

## Other technology requirements / equipment / material

You will need access to a laptop or tablet to access course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.). You are responsible for regularly checking with the Canvas Announcements system to learn of any updates. You will also need access to a laptop or tablet to participate in the classroom activities and submit assignments. You will not be able to use a smartphone. Laptop rentals are available on campus.

## Course Requirements and Assignments

The University Policy S16-9, Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

The course writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

**Discussions:** You will regularly post to discussion forums that will require follow-up threaded replies, for which Canvas does not adjust. As a general rule, the due date is set for the first original post and replies must be made by the next class time, though this may not always be reflected in assignment settings. Most discussions are designed to stimulate your thinking about "issues, questions, and problems raised in class discussions and course readings." For the most part you will be rewarded "for the process of thinking rather than for the end product produced." Some discussion board activities will take place during live class and will be due by the end of class time. If you miss a class but still do the written part of the activity, you may get partial credit for participation. In discussions, you must use formal tone and follow rules in [discussion guidelines](#).

**Reader Responses & Quizzes:** You will write a number of informal assignments designed to check your understanding of the materials you read or watch on your own.

**Peer-reviews & Writing Practices:** You will participate in synchronous and asynchronous review activities to provide ideas, feedback and support for drafts of your peers.

**Major Writing Projects & Essays:** You will write several formal assignments. Each essay will go through at least one revision before receiving a grade. Refer to the daily schedule for each assignment due date.

**Group Work & Shares:** You will design and share multimodal projects, group and individual, related to the invention, arrangement, and style of arguments. Projects must contain visual, written, and audio design elements.

## Grading Information and Policies

Assignment	% of final grade	GELO
Critical Analysis Essay	15%	1-5
Proposal	5%	1-5
Annotated Bibliography	15%	1-5
Research Paper	40%	1-5
Writing Practices & Reviews	10%	1-5
Readings & Activities	10%	1-5
Final Exam/ Course Portfolio/Self-Reflection Essay	5%	1-5

1. Requirements for assignments will vary, but in all cases grades for formal/major essays will reflect the paper's effectiveness in the areas of content (this includes maturity and sophistication of thought), organization, and expression. Please click on the following link for more information on grading policies:

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

2. You are expected to participate actively in class. A limited number of absences for illness and other emergencies have been factored into the final point value, so a few missed classes will not affect your grade. Excessive absences, however, will.

3. Please Note: This course must be passed with a C- or better as a CSU graduation requirement.

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12* (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

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.

Your overall course grade will be calculated as follows:

A (93%-100%)	B- (80%-82.99%)	D+ (67%-69.99%)
A- (90%-92.99%)	C+ (77%-79.99%)	D (63%-66.99%)
B+ (87%-89.99%)	C (73%-76.99%)	D- (60%-62.99%)
B (83%-86.99%)	C- (70%-72.99%)	F (0%-59.99%)

## Final Examination or Evaluation

You must attend the final exam. Our exam follows university schedule posted [here](http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html)  
<http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html>

## Office Hours

Office Hours provide students and teachers with one-on-one time in addition to messaging. You may ask questions about class work, my feedback on your work, clarify assignments, or voice any other questions or concerns related to your work in this course. You do not need an appointment during the office hours stated on the first page of this syllabus, just drop by! If you want to meet with me another time, please message me to set up a time that works for both of us.

## Communication

Please give at least 24 hours for a response during the work week. Usually, I will answer within 48 hours, though sometimes I may not be able to respond promptly in the evening and on weekends. You can message me through Canvas, which I prefer, or directly from your email to mine.

## Classroom Protocol

### Attendance

**University policy F69-24:** “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.”

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergency arises that prevents you from meeting the deadlines on major assignments, you must contact me before the deadline to establish a new due date at my discretion. All late work has a penalty of 10% per day late. Only health issues and illness with documented proof are considered for extensions without late penalty.

**Participation in the course.** To build a learning community and to create an engaging classroom environment close to that of an in-person studying, it is important to be visible to others as much as possible during live meetings. It is hard to interact with others when they are not visually present. To provide additional support between live sessions, zoom recordings will be available after the class, usually within 1-2 hours. Please, refrain

from doing unrelated-to-class activities during live meetings just as you would do it in a traditional classroom; it can help create an atmosphere of learning and engagement. If you have back to back courses, please use the break time for stepping away from the meeting.

Your participation is based on your contribution to the learning that we do together as a class weekly in our discussions and group work in live sessions as well as outside of class. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Frequent tardiness and absences may have a negative impact on your participation, and you will be missing on important feedback and interaction with peers.

## Cell Phones

Make sure you are not distracted by information not relevant to class on your phone.

## Leaving the Class Meetings

Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes and watch for Canvas or email messages and contact other classmates to confirm if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume immediately that the meeting is not going to take place. Same goes for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or announcement from the instructor about how to proceed further.

## Late Work

**Late submissions are accepted with a 10% penalty per day late** (set automatically in Canvas). All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

## Extra Credit

Though there is no specific extra credit for this course, some assignments such as refresher writing practice quizzes, discussion posts, and peer-reviews are built into the course to reward consistent participation and engagement in ways similar to extra credit.

## Other course policies

To review all other course policies, please go to [www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html).

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo>. Make sure to review these university policies and resources.

## Course Schedule

***Day-to-day homework and writing tasks are posted on Canvas.***

*The schedule is subject to change with fair notice. All changes will be announced in class and on Canvas.*

**PH – Pursuing Happiness, CTA - From Critical Thinking to Argument**

<b>Date</b>	<b>In Class Activities/Schedule</b>	<b>Assignments due dates</b>
W 8/19	Course Theme and Plan.	Get PH Textbook.
M 8/24	Class Community. Syllabus. Critical Thinking. Critical Reading.	Posts. Week1 refreshers. Syllabus quiz.
W 8/26	Key Terminology. Induction/Deduction.	CTA-1, 2, 3.
M 8/31	Visual arguments. Playlist project started.	CTA-4.
W 9/2	Project share.	<i>Playlist due.</i>
M 9/7	<b>LABOR DAY! No class.</b>	
W 9/9	<b>What are the Ethics of Happiness?</b> Critical Analysis.	PH-2. CTA-5.
M 9/14	<b>What Makes People Happy?</b> Reading with and against the grain.	PH-3
W 9/16	Writing Critical Analysis. Models of Philosopher, Logician, and Psychologist	CTA- 8, 9, 10.
M 9/21	<b>Do We Deserve to Be Happy?</b> CA sample analysis.	PH-4.
W 9/23	<b>Can We Create Our Own Happiness?</b> Brainstorm for CA.	PH-5.
M 9/28	Revision workshop.	<i>Critical Analysis Draft due.</i>
W 9/30	Developing an argument of your own.	<b>Critical Analysis due (900-1000 words).</b>
M 10/5	Proposal. Topic selection. Brainstorm.	CTA-6.
W 10/7	Group work. Review. Share.	<i>Draft of proposal due (300-400 words)</i>
M 10/12	Library Databases. Selecting sources. Annotated Bibliography.	<b>Proposal due (300-400 words).</b> CTA Ch.7
W 10/14	Group work. Review.	<i>AB Draft due (2 entries)</i>
M 10/19	Group work. Review.	<i>Full AB draft with title, introduction, and 6 sources due.</i>
W 10/21	Mapping/Outlining.	<b>Annotated Bibliography on 6 sources due (900-1000 words).</b>

M 10/26	Group work. Review.	<i>Outline of RP with TSs only due.</i>
W 10/28	Group work. Review. Definitions.	<i>Full Outline of RP with para. due. Review CTA 3 - definitions.</i>
M 11/2	Group work. Review. Data for research.	<i>Background section with definitions due (400-500 words).</i>
W 11/4	Group work. Review. Survey. Data collection. Graphs in arguments.	<i>Review CTA 4 -graphs. Survey due.</i>
M 11/9	Group work. Review. Refine survey.	<i>Idea draft of body due (800-900 words).</i>
W 11/11	<b>VETERAN’S DAY! No class.</b>	
M 11/16	Group work. Review.	<i>RP full draft with Evidence due (1800 words).</i>
W 11/18	Group work. Review.	<i>Advanced draft with survey data due.</i>
M 11/23	Portfolio set up workshop.	<b>Research Paper due.</b> <i>Reflection on research essay due.</i>
W 11/25	<b>THANKSGIVING! No class.</b>	
M 11/30	<b><i>In-class timed writing for reflection essay.</i></b>	
W 12/2	Group work. Full Portfolio Review.	<i>Revised Draft of Reflection essay, AB of student work, and samples in portfolio due.</i>
M 12/7	<b>Portfolios due.</b>	
Final Exam		