

San José State University
Department of English & Comparative Literature
ENGL 2: Critical Thinking & Writing
Section 2, Spring 2020

Instructor:	Au-Co Tran
Office Locations:	Steinbeck Center (5 th floor of the MLK Library) OR FOB 219 Let me know before you come so you know where I'll be.
Telephone:	Message me through Canvas
Email:	au-co.tran@sjsu.edu , but message me through Canvas.
Office Hours:	T/Th 11:30am - 12:30pm by appointment only Wed 1pm - 2pm by appointment only
Class Days/Time:	T/Th 4:30pm - 5:45pm
Classroom:	BBC 122
Prerequisite:	Completion of GE Areas A1 and A2 each with grades of C- or better. (Note: ENGL 2 is treated as a repeat for students who have taken ENGL 1B)
GE/SJSU Studies Category	GE Area A3: Critical Thinking and Writing Note: Students must receive a C- or higher to pass the course

Faculty Web Page and Canvas Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can often be found on the course Canvas page. You are responsible for regularly checking with the messaging and announcement system through MySJSU and Canvas to learn of any updates.

Please familiarize yourself with the system so that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Contacting me: Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Remember to sign your name at the end of the message and put the course name/number in the subject line. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional.

Note: All messages that do not demonstrate professionalism (e.g. ones that start with "Hey.") will not get a response.

ENGL 2 Course Description

English 2 is an introductory course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-specific Course Description

In this course, we will explore the idea of the Other or Otherness—groups of people, usually the minority, who are perceived as different from and inferior to the majority. Throughout the course, we will read, understand, and analyze different types of media—film, literature, even social media—on various depictions of the Other. We will examine societal anxieties, how those form our idea of the Other, and how they manifest in popular culture. This can range from actual human social issues like racism & sexism to how the people of Westeros view the Wildlings in Game of Thrones. In pop culture, the Other can take the form of anything: people, zombies, aliens, etc. You will be responsible for seeking, identifying and analyzing instances of Othering in real life as well as in fiction. You will ask yourselves:

- Where does my thinking come from?
- How can I listen & respond to positions that I disagree with in a meaningful way?
- What do I know about my intended audience and how can I use that knowledge to form an argument?
- How do I know what is worth saying and how to say it to my intended audience?

The assignments in this course are designed to help you hone your critical thinking skills, from listening to reading, and ultimately, to writing. We will learn how to read, understand, and analyze the arguments of the material we encounter and construct our own logical and persuasive arguments. You will be encouraged to use your individual, as well as your collective, experiences in your writing. Ultimately, this class aims to train your logical thinking into understanding positions you disagree with, using reasoning to persuade others to accept your point of view, as well as reach common ground.

ENGL 2 Learning Outcomes (GELO)

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

http://www.sjsu.edu/english/frosh/course_descriptions/engl_2/index.html

Course Learning Outcomes (CLOs)

Through this course, students will:

- synthesize and analyze multiple points of view
- articulate and support one's own position regarding various issues
- adjust writing to multiple audiences, purposes, and conventions
- become conscientious and responsible writers, both for college and beyond
- learn to access and become involved with the discourses of the university community
- develop questioning abilities that move them beyond the passive acceptance of new materials to thinkers who can hold these materials up to genuinely informed scrutiny

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.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

Required Texts and Materials

- No textbook required; all reading material can be found on Canvas.
 - Most of my lectures on rhetoric will come from the graphic textbook, *Understanding Rhetoric* by Losh, Alexander & Cannon. **You are not required to buy the book;** I will provide you with all the necessary materials. However, you are welcome to buy it if you wish to follow along.
- Unless stated otherwise, you are required to have laptops/tablets with keyboards in class to do work.
- You must have access to the show “Black Mirror” (It’s currently available on Netflix)
- The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I cancel class last minute, you’d want to know and the only way you can be sure you’d find out will be through a Canvas notification on your phone.

ENGL 2 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.

SJSU classes are designed such that in order to be successful, it is expected that students will 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Breakdown with Learning Goals and Outcomes

UNIT	PROJECT	GELO	WORD COUNT	POINTS
1	Out-of-Class: Visual Rhetoric Analysis Essay	1-5	1000	100
	In-Class: Rhetorical Analysis Essay	1-5	650	50
2	Out-of-Class: Argumentative Essay	1-5	1000	100
	In-Class: Open Letter Essay	1-5	650	50
3	Final Project: Call-To-Action Presentation	1-5	200	80
	Mini-Essay: Rhetoric Explanation	2-5	500	20
1-3	Google Notes	///	///	20
1-3	Daily Warm-Ups	1-5	1000	20
1-3	In-Class Activities	1-5	500	30
1-2	Peer Review	1-5	///	20
///	Portfolio	1-5	500	10
Total	///	///	6000	500

Assignments

Course instruction includes in-class writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly homework to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. All these things must meet MLA Format. Improperly formatted papers will lose points. Any handwritten assignments should be in blue or black ink. No pencil!

Formatting Resource: Owl Purdue Online Writing Lab

(<https://owl.english.purdue.edu/owl/resource/747/01/>)

Library Liaison

Peggy Cabrera, Librarian for English Department

Email: Peggy.Cabrera@sjsu.edu

Phone: 408-808-2034

Major Assignments

Unit 1

Out-of-Class (OC): Visual Rhetoric Analysis Essay - Visual representation or response to the cultural/social change of the time

In-Class (IC): Rhetorical Analysis Essay

Unit 2

Out-of-Class (OC): Argumentative Essay: In Defense of the Villain

In-Class (IC): Black Mirror Response

Unit 3

Final: Call-to-Action

Presentation: Group

Mini-Essay: Rhetoric Explanation

Minor Assignments

Google Notes: Collective Notetaking points will be assigned to your group for every major assignment.

- Your group will start with full points at the beginning of the semester.
- You will form small groups and share Google Doc of in-class notes.
- **Each group member will have a different highlight color**
- Everyone will contribute notes to the document
- If you have any questions on assignments, you must check this document. Your question may be answered by your peers.
- If it is not answered by a peer, you may ask me. **CHECK NOTES FIRST.**
- If you ask me a question that can be answered by your notes, **YOUR WHOLE GROUP'S GRADE WILL SUFFER.**
- If one person in the group is not contributing to the notes, and the group informs me, then **THAT PERSON'S GRADE WILL SUFFER.**

Warm-Up Exercises: The prompt will only be given during class. The assignment on Canvas itself will be open until midnight on the day the prompt is given.

In-Class Activities: If you miss class on the day an activity is given, that assignment **CANNOT BE MADE UP.**

Peer Review: One of the most important steps in the writing process is evaluating the work of your peers. Identifying the pros and cons of other writers will help you do the same for your own writing. For your first two projects, you will be given time to read your peers' work, as well as have them read yours. As with in-class activities, if you are not present in class on the day of the peer review, **that is a zero.** If you have not submitted your rough draft by the start of the Peer Review day, **that is a zero.**

No extra credit will be offered in this class.

Grading Policy:

An “A” 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” 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” 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” 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 & 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	69-60	F	59 or lower		

I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.

I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. Do not message me at the end of the semester to ask me to round up to an A-.

Your grade on Canvas is NOT accurate. Your grade on Canvas will **ALWAYS** be higher than your actual grade. This is because it includes things I do not wish included, like attendance. I will send out grade reports throughout the semester with your most accurate grade. Do not message me at the end of the semester asking why you got a lower grade than is shown on Canvas.

If you have any questions about your grade for an assignment, **you have two weeks from the date it's posted to make an appointment with me during office hours to ask me about it.** Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final assignment and final grade because I have about two

weeks after the final meeting to get your grades in. So for the final grades, you have **one week** to ask me.

Keep in mind, you need a C- or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Course Protocol (Read carefully.)

Submissions: I will only accept submissions on Canvas. No email. No hardcopy. No sharing via Google. If I do not receive a submission from you on Canvas before the deadline, **that is a zero**. It is your responsibility to make sure your submission went through. It is not my responsibility to seek you out and remind you. Excuses like “I wrote my response in my notebook but I forgot to type it up and submit it on Canvas” or sending me your a Google doc history will not be acceptable excuses. **Once again: if I do not have a submission from you ON CANVAS, that is a zero.**

Late Policy: The prompt for warm-ups will only be given in class. You have until midnight of that day to submit your response. For in-class activities, if you are not in class, that will be a zero. If you are not present for a presentation, that is a zero. For major assignments, you will lose 10 points from your overall grade every day it is late for three days. After that, it is a zero. Requests for extensions will be treated case-by-case.

Participation: If you are not in class, you cannot participate. What qualifies as participation: asking good questions; listening carefully and courteously to both me—your instructor—and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments. What does not qualify as participation: sleeping; staring; asking for repeated instructions; dominating discussions; making small talk; studying for another class; texting; going to the restroom. Time your bathroom breaks around class.

If you miss class, it is **your** responsibility to contact a classmate or consult your group’s Google Docs to ask about assignments. Coming to me with questions should be your last option. (And it could cost your group their Google Note points.)

Attendance: If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas. As stated previously: if you miss in-class activities, you cannot make it up. This is a college course, so if you miss a class it doesn’t matter much why. If you miss class, you’re missing valuable information. (One of the most inconsiderate things you could ask a professor is “Did I miss anything important?” Don’t do it.) Arrive on time to each class and stay until the end of class. You should attend all meetings of this class, not only because you are responsible for material discussed in class, but because active participation is essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

Special Treatment: In life, there will always be unexpected issues: illnesses, family emergencies, work, etc. These things happen. When they happen, students will inevitably ask for leniency on deadlines and grading. Unfortunately, if I make special exceptions for some students, it would be unfair to those who are in class and participating.

You are in college, so your academics should take priority. I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the

problems arise to help you keep up, but I will not excuse you from those assignments. (However, as stated before, for smaller assignments, I will not accept late work if you were not present in class on the day of the assignment.) You have to learn how to navigate challenges rather than avoid responsibility.

Electronics: Laptops or tablets are required for all class sessions as all of your readings and assignments will be online. Obviously, you shouldn't be on Facebook, Tumblr, Instagram, etc. Cell phones are not allowed in class and must be turned off and put away in your bag. If I see you on your phone or if I see that you're looking at something not related to class, you will lose all points for any in-class assignment for the day. I will assume that if you are staring at your hands in your lap, you are texting

Food: Yes, water, coffee, tea, and soda are permitted. "Quiet" snacks that do not interfere or disrupt class are also permitted. No, you may not bring whole meals or anything with a crunch or a smell, such as cheeseburgers, burritos, or bowls. No, you may not eat chips. Clean up if you spill something.

Consideration: We will discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

If you are a repeat offender for any of the issues listed above, I will ask you to leave.

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/>

Please refer to the Syllabus Contract once you are done reading through this.

Course Schedule

Note: The schedule is subject to change with fair notice in class or via notice on Canvas. All assignments are due on Canvas by 11:59 on the due date.

NO SUBMISSIONS = ZERO

WEEK	DATE	TUESDAY	DATE	THURSDAY	UNIT
0			1/23	<ul style="list-style-type: none"> Writing Questionnaire Syllabus Walkthrough & Contract 	1
1	1/28	<ul style="list-style-type: none"> OC Essay 1: Prompt Intro Form Google Groups Why Rhetoric? (Losh) Defining "the Other" 	1/30	<ul style="list-style-type: none"> The Rhetorical Triangle 	
2	2/4	<ul style="list-style-type: none"> REALM Last day to drop without a W 	2/6	<ul style="list-style-type: none"> Annotated Bibliography due Possible field trip Get my approval for your image topic by this date 	

3	2/11	<ul style="list-style-type: none"> Strategic Reading (Losh) 	2/13	<ul style="list-style-type: none"> Research: More Than Detective Work (Losh) 	
4	2/18	<ul style="list-style-type: none"> Rough Draft OC 1 due Peer Review 	2/20	<ul style="list-style-type: none"> IC 1: Rhetorical Analysis 	
5	2/25	<ul style="list-style-type: none"> Final OC 1 due Writing Identities (Losh) 	2/27	<ul style="list-style-type: none"> Audience Codeswitching 	2
6	3/3	<ul style="list-style-type: none"> Argument Beyond Pro & Con (Losh) 	3/5	<ul style="list-style-type: none"> Annotated Bibliography due Rogerian Argument 	
7	3/10	<ul style="list-style-type: none"> Open Letter Activity Pockets 	3/12	<ul style="list-style-type: none"> IC 2: Open Letter 	
8	3/17	<ul style="list-style-type: none"> Agree & Disagree Worksheet 	3/19	<ul style="list-style-type: none"> Rough Draft OC 2 due Peer Review 	
9	3/24	<ul style="list-style-type: none"> Composing Together (Losh) 	3/26	<ul style="list-style-type: none"> OC 2 due 	
10	3/31	SPRING BREAK	4/2	SPRING BREAK	
11	4/7	<ul style="list-style-type: none"> Final Project Prompt: Call-To-Action Form groups 	4/9	<ul style="list-style-type: none"> Rethinking Revision (Losh) 	3
12	4/14	<ul style="list-style-type: none"> PSA to CAD activity 	4/16	<ul style="list-style-type: none"> Going Public (Losh) 	
13	4/21	<ul style="list-style-type: none"> Public Speaking 	4/23	<ul style="list-style-type: none"> Portfolio Intro 	
14	4/28	<ul style="list-style-type: none"> Work Day 	4/30	<ul style="list-style-type: none"> Work Day 	
15	5/5	<ul style="list-style-type: none"> Work Day Gathering Portfolio 	5/7	PRESENTATIONS	
16	5/12	PRESENTATIONS LAST DAY OF CLASS Mini-Essay due on Canvas by 11:59PM			