

San José State University
Department of English & Comparative
Literature
English 2: Critical Thinking and Writing,
Section 26, Fall 2021

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
Telephone:	408.924.4236 (Not the best way to contact me)
Email:	sarah.prasad@sjsu.edu (Email is the best way to contact me.)
Office Hours:	Monday 12:30-1:30pm, 11:15am-12:15pm, and by appointment. Sign up to meet with me in Canvas Calendar! Zoom: https://sjsu.zoom.us/j/3641950606?pwd=YnpnZmYwNzNjcjNMQUs1a04rM2tVUT09 Password: <i>Prasad</i>
Class Days/Time:	Mondays and Wednesdays 4-5:15pm, Aug 23 to December 6, 2021
Classroom:	Online: Join URL: Eng 2-26 ZOOM Password: Prasad
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

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 on [Spartan App Portal http://one.sjsu.edu](http://one.sjsu.edu) 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

This section will focus on Becoming a Sharp-Eyed Detective. I will teach you how to look closely at everything around you in order to find the highest quality and most reliable resources to support you through your college career.

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 (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

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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.

Required Texts/Readings

Textbook

Lunsford, Andrea et al. *Everyone's an Author, Second Edition with MLA Updates*. WW Norton and Company, 2016. ISBN: 978-0393617450

Prasad Reader, posted in our Canvas course shell.

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.

Other technology requirements / equipment / material

1. Ability to download and open these types of files: pdf, doc, and docx files.
2. Student Computer Labs: If you don't have a personal computer, the school has computers available to students in the Academic Success Center (<http://www.sjsu.edu/at/asc/>) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Analysis of Image Table	9/2	9/4	500	10%	2-4
Annotated Bibliographies, general	Various	Various	350 each, 1050 total	10%	1-5
Annotated Bibliographies, for RBE	Various	Various	350 each, 1050 total	15%	1-5
(Research-based essay) RBE	10/20, 10/27	11/13	1200	20%	1-5
Recast RBE Analysis	11/22	11/29	500	15%	2-4
Final	n/a	TBD	500	10%	3
Quizzes	n/a	n/a	n/a	10%	1-5
HW	n/a	Various	1000	10%	1-5

Final Examination or Evaluation

Our final will be a portfolio project which will be organized in Canvas Portfolium. Details about the assignment will be posted in Canvas Final Portfolium Module. To turn in your final, you will need to post the link to your Portfolium in two places: in our Canvas shell and in the Department's Canvas shell.

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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Questions/concerns about grades

If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.
- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your assignment.

Essays	45%
Quizzes	10%
Homework	10%
Annotated Bibliographies	25%
Assessment Reflection Portfolio	10%

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

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

Success in this Course: *I want you to be successful in this course.* Throughout the course, you will have readings, discussion prompts, preparation assignments, drafts, and final papers to complete and submit. **To be successful, follow the weekly schedule and watch for reminders from Canvas.** I recommend **logging in at least three times per week** to complete your work.

Access to Computers and the Internet: It is your responsibility to get to a computer to complete your work on time. Go to school, your local library, or a friend's house if your computer crashes or your Internet goes down. Additionally, the library loans devices if you need one: <https://library.sjsu.edu/scs>. If you have concerns about completing any of the assignments in this course, please contact me well in advance of the due date.

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.

Communication

Email: Please use your SJSU email address or email through the Canvas Inbox. My email address is sarah.prasad@sjsu.edu . You should expect a response in 24 to 48 hours.

Zoom: Zoom is in our Canvas course, which allows us a way to video conference as a way to communicate. Please email to set up a time for us to meet on Zoom.

Canvas Chat: Chat sessions can also be arranged as a way for us to communicate. Please email me to arrange a time when we can meet in our Canvas course to Chat.

University Policies: Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Additionally, the link here provides information specific to the First Year English program:

<https://www.sjsu.edu/english/frosh/program-policies.php>

English 2 Section 26 Critical Thinking and Writing, Fall 2021, Course Schedule

This schedule is subject to change with fair notice and notice will be made available via email and on Canvas.

Course Schedule

NOTE: 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 Canvas email and posted in Canvas Announcements.

LEGEND

LUNSFORD = Everyone's an Author, 2nd Edition with MLA Updates, by Lunsford et al.

PR = Prasad Reader (see "Important Documents" module in Canvas)

Week	Monday	Wednesday
0		<p>8/18</p> <p>HW: Complete the “Start Here” module including:</p> <p>Read pgs. 79-89 in LUNSFORD</p> <p>Then post one paragraph responding to the Benchmark prompt: who are you as a reader and writer? Post the essay on Canvas.</p> <p>HW: Bring any questions to class or email MsP at sarah.prasad@sjsu.edu</p>
1	<p>8/23</p> <p>Speed Meetings in Breakouts (2 groups and 1 pair)</p> <p>Meet MsP</p> <p>Syllabus—meet the course</p> <p>Scavenger Hunt in Canvas</p> <p>Intro to Analysis of the Image Table Prompt</p> <p>Looking at the Image Table in Citizen pgs. 96-97</p> <p>ZOOM Poll</p>	<p>8/25</p> <p>HW: Your Image Table due</p> <p>HW: Read LUNSFORD pgs. 18-33, complete Quiz Lunsford pgs. 18-33</p>
2	<p>8/30</p> <p>Lesson: Thesis statements, PR (Prasad Reader) pg. 7, LUNSFORD pg. 142, and pgs. 385-387.</p> <p>Lesson: Means of persuasion (ethos, pathos, logos) LUNSFORD pgs. 389-400.</p> <p>Lesson: Prep for Peer Review</p> <p>ZOOM Poll</p>	<p>9/2</p> <p>Do Peer Review on Analysis of the Image Table with a focus on thesis statement and means of persuasion.</p> <p>HW due 9/4 Final Draft of Analysis of the Image Table</p>

	<p>HW Quiz: Means of Persuasion</p> <p>HW Quiz: Thesis Statement</p>	
3	<p>9/6 Holiday—Labor Day</p>	<p>9/8</p> <p>Do discussion: Post an article suggestion</p> <p>Watch: All videos in Module 2</p>
4	<p>9/13</p> <p>Lesson: Annotated Bibliographies: what are they and why are they important? Reviewing the Prompt. Becoming Critical Readers.</p> <p>Lesson: going through all “Readings” in Module 2</p> <p>Lesson: How to use the Analysis Worksheet with an example.</p> <p>Lesson: How to create an Annotated Bibliography using the Google form (https://forms.gle/9GVszZ8bnxWmawjk8)</p> <p>ZOOM Poll</p> <p>HW: Review all in “Readings”</p> <p>HW Quiz: Annotated Bibliographies</p> <p>HW: Ann Bib #1 Rough Draft due. Use the Google Form.</p>	<p>9/15</p> <p>Do Peer Review on Ann Bib #1 Rough Draft with focus on Author and Publisher</p> <p>HW Preview Faulty Reasoning (Fallacies) pgs. 400-402 in LUNSFORD</p> <p>HW due 9/17 Ann Bib #1 Final Draft</p>
5	<p>9/20</p> <p>Lesson: questions and concerns about Annotated Bibliographies</p> <p>Lesson: Faulty Reasoning (Fallacies) with examples from groups (Google Slides)</p> <p>ZOOM Poll</p> <p>HW: Ann Bib #2 due (Google Form optional)</p>	<p>9/22</p> <p>Do discussion post: Considering the articles we read for Ann Bibs 1-3, which topic was most interesting to you and why?</p> <p>HW: Ann Bib #3 due</p>

6	<p>9/27</p> <p>Lesson: Start RBE (Research-Based Essay)—learn about a topic, a new topic or one that you want to know more about. Review the RBE Prompt.</p> <p>Lesson: Rogerian structure for essays</p> <p>Lesson: Getting started in the Database</p> <p>ZOOM Poll</p> <p>HW: Complete InfoPower tutorial and post quiz score.</p> <p>HW: Research in the Database for possible RBE topics.</p> <p>HW: Discuss: Potential topics for the RBE</p>	<p>9/29</p> <p>HW: RBE Proposal</p> <p>Read and Watch: All items pertaining to Inductive and Deductive Reasoning in the module.</p>
7	<p>10/4</p> <p>Lessons: Inductive and Deductive Reasoning. Using PPT to practice. Connecting to Annotated Bibs and sources.</p> <p>Lessons: Starting the RBE Chart (topic)</p> <p>ZOOM Poll</p> <p>HW Quiz: Inductive and Deductive Reasoning</p> <p>HW: RBE Ann Bib #1 (database) due</p>	<p>10/6</p> <p>HW: RBE Ann Bib #2 (database or otherwise) due</p> <p>HW: Preview Genres of Writing Part III of LUNSFORD, pgs. 105-370</p> <p>HW: MLK Tutorial: Plagiarism. Post proof of completion.</p>
8	<p>10/11</p> <p>Lesson: Genres of Writing (situations for each, groups present using class and outside examples).</p> <p>Lesson: Adding to the RBE Planning Chart (Genre)</p> <p>Lesson: Works Cited Page (WCP) basic tenets, pg. 590 in LUNSFORD</p>	<p>10/13</p> <p>Do Peer Review: Rough Draft of WCP</p> <p>HW due 10/15: Final Draft of WCP</p>

	<p>ZOOM Poll</p> <p>HW: RBE Ann Bib #3 (database) due</p> <p>HW: Create Rough Draft of WCP</p>	
9	<p>10/18</p> <p>Lesson: MLA In-text Citations, Chs. 25 and 27 in LUNSFORD</p> <p>Lesson: Deciding what to use from the 3 sources on the WCP, adding to the RBE Planning Chart (Quotes)</p> <p>ZOOM Poll</p> <p>HW Quiz: Citations In-Text</p> <p>HW: Section 2 for RBE including 2 sources</p>	<p>10/20</p> <p>Do Peer Review of Section 2 for RBE</p> <p>Watch: Videos “Intros and Conclusions Part 1” and “Intros and Conclusions Part 2”.</p>
10	<p>10/25</p> <p>Lesson: Intros and Conclusions</p> <p>Lesson: Quote Sandwich pg. 13-14 in PR</p> <p>ZOOM Poll, adding to the RBE Planning Chart (Quote Sandwich)</p> <p>HW: Add RBE Section 1 (and/or Section 1.5) to Section 2</p>	<p>10/27</p> <p>Do Peer Review of RBE Section 1 (and/or Section 1.5) to Section 2 together (all 3 sources)</p>
11	<p>11/1</p> <p>Lesson: Review “Paint Me Done” for RBE</p> <p>Lesson: Adding to the RBE Planning Chart (Intro and Conclusion)</p> <p>ZOOM Poll</p> <p>HW: Adding to the RBE Planning Chart (Intro and Conclusion)</p>	<p>11/3</p> <p>Compare: Intro and Conclusion on RBE Planning Chart. Look for theme that connects in both, broad and general point of view, lack of detail, intro that presents the topic, conclusion that addresses the audience with “you” and/or “we.”</p>
12	<p>11/8</p>	<p>11/10</p>

	<p>Lesson: Define Recast. Polishing and Revising the RBE</p> <p>Lesson: Considering how you might Recast the RBE.</p> <p>ZOOM Poll</p>	<p>Continue: Polishing and Revising the RBE</p> <p>HW: Final Draft of RBE due 11/13</p>
13	<p>11/15</p> <p>Lesson: start Recast RBE, reviewing the Prompt. Add to RBE Chart (if ready) which form: free (Weebly) website, infographic, screencast, voiceover, podcast, video, Sparkpage, etc.)</p> <p>ZOOM Poll</p> <p>HW: Recast the RBE</p>	<p>11/17</p> <p>Watch: Getting Started on Portfolium</p> <p>HW due 11/17: Add to RBE Chart what form the Recast RBE will take if you didn't already choose on 11/15</p> <p>HW due 11/19: Post Recast RBE the product. If it's a large file, you will need to use a YouTube link.</p>
14	<p>11/22</p> <p>Lesson: How to analyze your Recast RBE</p> <p>ZOOM Poll</p> <p>HW: Post Recast RBE Analysis Rough Draft (MsP will review the drafts)</p>	<p>11/24</p> <p>Thanksgiving Holiday</p>
15	<p>11/29</p> <p>Lesson: Start Final Portfolio, reviewing the Prompt.</p> <p>ZOOM Poll</p> <p>HW: Recast RBE Analysis Final Draft due</p>	<p>12/1</p> <p>Continue: Final Portfolio</p>
16	<p>12/6</p> <p>Last Day of Class</p> <p>Lesson: Final Portfolio Workshop</p> <p>Lesson: Review "Paint Me Done" for Final Portfolio</p> <p>ZOOM Poll</p>	
Final	<p>Wednesday 12/10</p>	

