

San José State University
Department of English and Comparative Literature
English 2: Critical Thinking & Writing, Section 10, Spring 2021

Instructor:	Dr. Linda Landau
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Office Hours:	T/TH 4:00-5:00 pm and by appt.
Class Days/Time:	T/TH 1:30-2:45 pm
Classroom:	On Zoom
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better. This course is not open to students who have successfully completed ENGL 1B.
GE/SJSU Studies Category:	Qualitative Reasoning (A3)

MYSJSU Messaging

Course materials such as the syllabus, course book, additional readings, assignment instructions, and due dates can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of updates.

ENGL 2 Course Description

General Course Description

English 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A and drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle and Rogers), students learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Section-Specific Course Description

The theme of this course is Words Matter: Reframing the Argument. The course focuses on the dynamics of rhetoric—the role of *Kairos*, *logos*, *ethos*, and *pathos* in persuading others to reach common ground with us. As rhetoricians, we will explore the language we use to construct our arguments and tell the stories about our individual and collective experiences. We will use critical thinking and research to strengthen the logic of our arguments, detect ideological bias in the words we read and the words we write, measure the consequences of our words, and challenge long-held assumptions. By focusing on the relationship between empathy and communication, we will analyze the rhetorical strategies that writers and speakers have used to reframe important arguments and change national narratives.

ENGL 2 Learning Outcomes

GE Area A3 Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to

GELO 1: locate and evaluate sources through library research, and integrate research through appropriate citation and quotation.

GELO 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.

GELO 3: effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.

GELO 4: identify and critically evaluate the assumptions in and the context of an argument.

GELO 5: effectively 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).

Required Texts

- English 2 Course Book, *Words Matter: The Art of Persuasion – a Rhetoric with Readings*** will be posted in modules on Canvas.
- Readings** from our library database and the *New York Times*, *Washington Post*, *The Boston Globe*, *The Atlantic*, PEW Research, Economic Policy Institute, National Constitution Center, *Vox* and other online newspapers, journals, think and fact tanks, websites, YouTube videos, and films.
- Option 1: Student subscription to the digital version of the *New York Times* for the full year** (4 weeks @ 99 cents, then \$1.88 per week or less); use your @sjsu.edu account to set up the special education rate for the subscription, <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>. The digital edition will allow you to keep a personal archive of stories you are following for your writing assignments in this course as well as request newsletters that collect articles relevant to your topic of investigation and deposit them in your in-box, such as Climate Fwd, #MeToo Moment, California Today, Upshot, Morning or Evening Briefing, Op-Eds, as well as Edit, a student writing guide.
- Option 2: You can access all the above news publications free through the university library database.**
- English 2 includes a required **library orientation** to introduce you to the SJSU library and basic research strategies that you will need to complete upper-division coursework. Three online tools have been designed by our librarians to help you develop the information literacy skills necessary for successful research.
 - **English 2 Library Research Guide** libguides.sjsu.edu/english1b – This is a concise guide that will help you find answers to your research questions. Required.
 - **Library Research and Writing Skills: Tutorials** – Available in Canvas Commons, this is a collection of modules and quizzes. Topics include “Finding Articles and Books,” “How to Spot Fake News,” and “Why Cite.”
 - **Assignment Calculator Tutorial** <http://libguides.sjsu.edu/calculator>) – This tutorial helps you manage your time and organize the steps of a research assignment. After entering a beginning and due date into the calculator, you receive an email providing a timeline for completing your assignment, and the Calculator provides details for each step of the process.

Course Content

Diversity: SJSU studies include an emphasis on diversity. In this class, you will engage in integrated reading, writing, and oral assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class. Classroom discussion will always be inclusive and respectful of other viewpoints.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex social issues. Assignments emphasize the skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These writing assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6,000 words, at least 4,000 of which must be in revised final draft form. For each assignment you will be given a specific prompt detailing all the requirements, including due dates, scope, and criteria for evaluating your essay. All writing will be assessed for its level of critical thinking, integrated research, synthesized ideas, and logical structure as well as for its clarity, conciseness, coherence, organization, and proper MLA citation. Writing workshops will precede all major essays, and a peer reviewed version of your essay with substantial comments will be submitted with your final revision.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will enable you to identify logical structures and distinguish valid evidence from logical fallacies; distinguish denotation from connotation, abstract from concrete, and literal from inferential meaning; recognize and evaluate assumptions underlying an argument; distinguish the role of audience, context, and purpose in shaping argumentation strategies; and evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

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. Readings in our course book (rhetoric-reader), and selected articles, book chapters, and videos will be integrated into weekly writing assignments and class discussion. These analytical, critical, and argumentative texts offer explanation and exercises for practicing critical thinking, as well as serve as writing models. You will also read daily articles in the *New York Times* and other newspapers for information for your three major essays. The assigned reading and exercises must be completed *before* the class they are due.

Multimodal assignments: You will be required to participate in Zoom discussions, respond orally to assigned articles, and actively engage in team collaborative work. These assignments will be graded and evaluated according to logic, content, delivery, and the effective use of visual tools.

Final: The final will be a reflective essay on your progress as a writer and critical thinker that compares the critical essay you wrote before entering SJSU with the argumentative critical essay you will write for this class, along with an annotated bibliography of your work cited in the reflection.

Course Requirements and Assignments

Credit hours: As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

Requirements and Assignments

Major Assignments	Revised Words	% of Grade	Points	GELO
<p>Rhetorical Analysis “Why Colin Kaepernick and I Decided to Take a Knew” by Eric Reid Essay argues an interpretation of the text, its purpose, intended audience, and Kairos; identifies its rhetorical strategies (logos, ethos, pathos); and analyzes the way the article questions assumptions and frames its argument. Essay uses research to define article’s key terms and provide context. Essay integrates and cites sources from the library database, peer reviewed journals and newspapers, interviews and fact tanks, according to MLA guidelines.</p>	1,000 + sketch and edited revisions (500 words)	20%	20	1-5
<p>Rhetorical Analysis “You’re Wrong! I’m Right!” by Nicholas Kristoff Same as above.</p>	1,000 + (500 words)	20%	20	1-5
<p>Argumentative Essay “Mystery of a Slightly Used Dog” A research-informed argument that agrees or disagrees with the article’s conclusion that empathy and “escaping the lockbox of self” are essential for effective communication. The argumentative analysis defines key terms, such as empathy, “lockbox of self,” communication, etc. It focuses on a current controversial issue as an example. Essay integrates and cites sources from the library database, peer reviewed journals and newspapers, interviews and fact tanks, according to MLA guidelines.</p>	1,250 + sketch and edited revisions (750 words)	25%	25	1-5
<p>Final – ePortfolio Self-Reflection & Annotated Bibliography</p>	650-750	15%	15	1-5
<p>CT & Participation: short reading reports, workshop participation, well prepared contributions to team & class discussion, Library Orientation.</p>	1,000	20%	20	2-5
TOTAL	4,000 + 2,500	100%	100	

Essay Submission Policy

- **Submit your final draft with Works Cited** at end of essay (not a separate page) on **Canvasa**.
- **Format** your papers as doubled spaced pages in **MLA** style. **Your name, class - section number, my name, and date** are printed in the **top left corner of the first page**. All subsequent pages show **your last name and page number in top right corner**.
- **Late Papers** are accepted **within three days of the deadline**, but **drop a grade unless you have a valid excuse** (documented illness, religious holiday) and notify me *before* or *on* the missed date. **Participation activities** such as workshops, quizzes, and in-class short essays cannot be made up.
- **Extra credit** in this class consists of **additional research for assigned essays** that improves critical thinking and writing skills. There is no extra credit for writing additional essays.

Grading Policy

Grading: A-F. This course must be passed with a C- or better as a CSU graduation requirement. A passing grade in the course signifies that you have satisfactorily demonstrated qualitative reasoning using deductive and inductive logic, informational literacy and research skills, and rhetorical strategies and critical thinking in both written and oral communication.

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.

A (100-90) = Exceptional communication and critical thinking skills as demonstrated on all or most major assignments; intellectual curiosity and exemplary mastery of course readings and concepts as shown by excellent preparation for in-class writing and quizzes, class discussion, and team work; initiative during group activities with insightful contributions to class and team discussions; *highly developed proficiency in all 5 GELOs.*

B (89-80) = Good communication and critical thinking skills as demonstrated by responding to all points on the prompt of all major assignments; interest and engagement in course readings and concepts, and solid preparation for in-class writing and quizzes, class discussion; consistently meaningful and voluntary contributions to group and class activities; *developing proficiency in all 5 GELOs.*

C (79-70) = Satisfactory communication and critical thinking skills; competence in course readings and concepts as shown in fair but inconsistent preparation for class discussion; positive, but noncommittal attitude towards class; sporadic contributions to class and team activities; *emerging proficiency in all 5 GELOs.*

D (69-60) = Limited communication and critical thinking skills; uneven preparation for class; demonstrated indifference to class activities and course readings as shown in rare contributions to class and group activities, inattentiveness during class discussions, and other factors such as consistent tardiness, leaving class early, texting, and other disruptive behaviors; failure to submit essays and homework on time, or at all.

F (59-0) = Weak communication and critical thinking skills; little to no preparation for class; no contributions to class and team discussions; no commitment to class concepts and goals; failure to submit essays and homework.

Grade	% Points	Evaluation
A plus	100-99	Outstanding
A	98-93	Excellent
A minus	92-90	Very good
B plus	89-88	Good
B	87-83	Above average
B minus	82-80	Average
C plus	79-78	Competent
C	77-73	Below average
C minus	72-70	Barely passing
D plus	69-68	Not passing
D	67-63	Not passing
D minus	62-60	Not passing
F	59-0	Fail

Criteria for Grading Essays

Feedback on your work is intended to help you apply lessons from class and previous writing assignments to your present writing assignment. Together we will assess how effectively you are performing the skills that you are learning.

Your Scoring Guide: For each assignment, we will develop together a scoring guide based on the 5 Cs listed below. The scoring guide will detail the assignment requirements and the GELOs and CLOs to be scored, along with the reading, thinking, and writing processes that will help us achieve them. The scoring guide will also ask you to reflect on your own work, evaluate your progress, and identify the challenges on which you would like to focus for your next essay.

Your Grade: The grade on your work measures your ability to manage the writing assignment requirements defined on the prompt, which may include such tasks as reading actively and rhetorically to learn and to write, performing essential steps in the writing process, identifying and using specific rhetorical strategies, integrating research, developing arguments, explaining and analyzing ideas, and writing concisely and clearly using college level vocabulary and specific kinds of sentence structure.

To earn a B in this class:

- Complete *all* major essays and homework assignments.
- Fulfill *all* requirements defined on the prompt and scoring guide for each essay.
- Use critical thinking and the complete reading and writing processes before submitting work.
- Participate actively in class activities.

Participation plays a large part in learning the reading and writing skills we will be developing this year. Participation means being present visually and contributing to the group—no black tiles, tardiness, leaving early, texting, and other non-relevant activities.

To earn an A in this class:

Students who earn A's tend to *read* more than the required articles.

- Reading provides a wider scope of information *and* more complex ideas, which shows in deeper critical thinking and more compelling and factual evidence and examples to support a thesis.
- More research also creates a stronger reader-writer ethos that engages readers and teammates in dialogue.
- Additional reading helps build a larger vocabulary and a more sophisticated college-level sentence structure.
- Students who read more tend to contribute more detailed information to Zoom sessions.

To earn a C in this class:

Work that fulfills less than 100% but **more than 75%** of assignment requirements **as defined on the scoring guiding** will earn a **C**, and work that fulfills **less than 75%** but more than 70% will earn a C-. C- is required to pass this class.

Essays and participation that consistently fall below 70% will result in a non-passing grade of **D or F**.

If you are experiencing difficulty in meeting course requirements, please see me to discuss strategies for success.

University Policy and Classroom Protocol

This course welcomes diversity of opinion. SJSU studies include an emphasis on diversity. You will engage in reading, writing, and class discussion to construct your own arguments on complex issues such as class and social equity, gender and racial equality. Classroom discussion will always be inclusive and respectful of other viewpoints.

This course encourages collaboration. Sharing ideas, asking questions, and providing valuable feedback to your team and classmates are the basic contributors to a successful learning environment. Think of yourself and your classmates as your most valuable resources. If you cannot attend a team meeting or peer review session, notify your team and make arrangements to exchange papers, notes, or essays with a team member.

We practice empathy at all times. Online learning is a new experience for all of us, myself included. If Zoom discussions or Canvas modules or assignments aren't working for you or could be improved, if you have tech issues or time issues, contact me immediately with questions and comments at my email on Canvas or at linda.landau@sjsu.edu.

Workshops are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class. Bring to our Zoom session the required draft for workshopping or peer review.

Zoom Discussion Rules:

- **We actively participate on Zoom**, by
 - **contributing to the discussion**,
 - **closing our microphones only** when there is interference from background noise,
 - **showing our faces at all time**, and
 - **focusing our attention** on the discussion (not on other activities, such as texting, etc).If any part of this discussion rule is difficult for you, please let me know right away.
- **We encourage perspectives different from our own**, but we don't necessarily have to agree with an opposing viewpoint. We aim to reach common ground.
- **We listen without judgment**, and we refrain from evaluating each other's ideas.
- **We ask scholarly questions** about a statement before disagreeing with it.
- **We provide evidence** to support our opinions.
- **We refrain from evaluating the works** we encounter. Instead we explore the messages they communicate and their purpose in creating this particular message in this particular way at this particular time.
- **We arrive on time**. Arriving late and taking breaks disturbs the session and results in your missing important discussion and activities. These disruptions will lose you points. Same with texting.
- **We check our Canvas schedule and announcements** and communicate with teammates, especially if we miss a Zoom session.
- **We do not record Zoom sessions**. Since our zoom sessions are participation-based, *written permission* to record the session is required from *all* class members as per [University Policy S12-7](#).

Professor – Student Collaboration

- **Office hours are part of the college experience:** University professors expect students to visit us during office hours to get acquainted, share ideas, ask questions, discuss assignments, and learn tips for success. Set up a time with me and send me a Zoom link so we can meet: linda.landau@sjsu.edu
- **Email** is useful to schedule appointments, share your concerns about your progress, and ask questions about an assignment that cannot be answered by rereading the prompt and guidelines, or by consulting with teammates.
- **Canvas:** Our syllabus and assignments are posted on Canvas and all your major essays are uploaded to the appropriate assignment box on Canvas. I send announcements through Canvas, so open your mail regularly.
- **Late Papers and Missed In-class Essays:** Late papers are not accepted without a valid excuse (documented illness, religious holiday). Quizzes cannot be made up.
- **Formatting your papers:** Standard format is double-spaced. **Own your work:** Place **your name, English 1AF- section number, my name, and date in the top left corner of the first page.** Place **your last name and page number in top right corner** of all subsequent pages. Put your last name on your uploaded document.

Helpful Resources

- **SJSU Health Center:** For appointments, call (408) 924-6122, or <http://www.sjsu.edu/studenthealth>. For after-hours **Advice Nurse** Line, call (866) 935-6347.
- **SJSU Counseling Services,** <http://www.sjsu.edu/counseling> located in the Student Wellness Center, 3rd floor, 300B, offers a variety of workshops, support groups, and professional help.
- **Accessible Education Center** <http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/>.
- **Writing Center.** To make an appointment, visit [Writing Center website:](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>.
- **Peer Connections.** Visit [Peer Connections website](https://peerconnections.sjsu.edu/appointments/appointment/index.html) at <https://peerconnections.sjsu.edu/appointments/appointment/index.html>.