

Spring 2022
San José State University
Department of English and Comparative Literature
English 2, section 2; Critical Thinking and Writing

Instructor: Regina Arnold
Office Location: Faculty Offices FOB/Zoom
Email: Message through Canvas (regina.arnold@sjsu.edu)
Office Hours: TBA or by Appointment
Class Days/Time: MW 9:00 - 10:15 AM
Classroom: Synchronous remote instruction
Prerequisites: Successful completion of GE Area A2
GE/SJSU Studies Category: ENGL 2 satisfies GE Area A3

Online Meeting Instructions: This course will meet ONLINE in the Zoom platform. All classes will meet synchronously except when indicated in the syllabus. Students are required to check in via the Waiting Room: lateness and absences will be noted as in a regular class. All cameras must be ON except if specially excused or asked to turn them off. Mics should be on MUTE unless called on by the teacher. When class meets asynchronously, students shall be responsible for viewing lecture at their own pace but must turn in work as scheduled.

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.

Course Content

In this class, you will build upon your writing skills by reading and writing about the kinds of challenging texts and ideas that form the substance of what we often call “higher” education. For the most part, we will be studying old and new texts which make arguments about social justice, civil rights, and the nature of racial equity in the 20th and 21st century, thus entering into conversation – through reading, writing, and class discussion -- with questions and problems that relate to today’s world. By so doing, I hope that you will not only strengthen your academic by gaining skill and confidence in reading and writing but also add clarity and knowledge by understanding issues that are relevant to the present day and to your own lives. Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing.

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

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

This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases.

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. 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.”

Concepts & Analysis: In addition to formal assignments, you will be required to write a number of shorter assignments designed to further your writing and check your understanding of the materials you read or watch. Some of these will be posted to discussion forums designed to stimulate your thinking about issues, questions, and problems raised in class discussions and course readings. Please, follow the rules in discussion guidelines and post regularly by the deadline. Exercises, discussions and quizzes are aimed at improving your facility with writing command of academic English. In addition, there will be four formal essay assignments, which will go through one or more revisions before receiving a grade. I encourage you to use tutoring services. Please, observe deadlines for final submissions.

Course Expectations

This course emphasizes the complex processes of reading, researching, and writing arguments. It functions as an intense workshop where you will be given the opportunity to improve your writing skills. In it, you will engage rhetorical texts, produce argumentative essays, research

scholarly works, and edit and present your work in an academic manner. These tasks are not easy. They invite you to challenge what you believe and how you express your opinions. These processes, however, open up new avenues of inquiry that might change the way you see, read, and speak. The following expectations will be important to your success in this course.

- Before each class, complete the reading assignments. Lectures will not summarize the readings. Lectures will clarify and extend key ideas, and problems in the readings. Therefore, it is important that you be able to articulate the argument of each text and raise questions about things you did not understand, find problematic, thought interesting, etc.
- Participate in class. I expect each member of the course to attend class meetings having completed the readings for the day and prepared to discuss them. It is also vital that students bring the day's readings with them to class. This includes readings assigned from the electronic reader.
- Courtesy. In this class, you will read a number of texts (more than you end up writing about in your formal essays) on several compelling issues of intellectual interest, including racial disparities, inequality, different political beliefs and the potential abuse of language. When addressing difficult topics, I expect students to be thoughtful and courteous in their language, and to respect other students' opinions and ideas. Failing to do so may result in my asking you to leave the Zoom classroom, which will count as an unexcused absence.

Note: Much our work and time in this class will be devoted to developing skill in comprehending, analyzing, and responding to the advanced (and I hope engaging) material that will form the substance and impetus of all major writing assignments for the class. In addition, readings will be assigned covering issues like style, documentation, organization, and research. Please come to each class prepared to participate in discussions.

Course Policies:

E-mail and Canvas Access: Please be sure to have access to your SJSU e-mail account. I will frequently send messages (e. g., assignment reminders and notices of schedule changes) to the class via USF-Connect e-mail. Also, be sure you are able to access the course's Canvas site, which will allow you to obtain the course syllabus and other crucial course documents (all reading report prompts, essay assignments, useful web links, etc.).

Academic Integrity:

The Office of Graduate and Undergraduate Program hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations.

For more information regarding course and university policies on academic integrity, visit <http://www.sjsu.edu/gup/syllabusinfo/#AcademicIntegrity>

Class Participation:

Participation should reflect thoughtful consideration of course material and its application to the terms of the class. Additionally, participation should demonstrate sustained engagement with other classmates, which includes responding to statements and asking questions of others, even

online. You must attend class in order to participate in class; absences may affect the final grade. **In the event of sickness or an emergency, please contact me via email as soon as you can.**

Evaluation and Grading:

In this course, students will be asked to write four papers which will increase in complexity. Each paper will require a rough draft handed in approximately ten days before its due, as well as several revisions, peer reviews and a conference with the teacher. Due dates are subject to change. By the end of the semester, students should be able to put texts in conversation with one another and to craft nuanced and persuasive arguments of their own.

These four major essays will each be graded according to the five following criteria:

- Clear articulation of and focus on an arguable and insightful, often complex claim/thesis about the texts, ideas, and issues examined in the essay;
- Thorough development and support of that claim/thesis with sufficient, relevant, and well integrated evidence from appropriate reading, library and internet research, and perhaps observations and experiences;
- Acknowledgement of and response to questions or issues that challenge or complicate the main claim/thesis of the essay;
- Clear and logical organization of the main argument or analysis conducted in the essay, including effective use of transitions between main points and establishment of paragraph focus using clear topic sentences;
- Careful editing for grammatical correctness, minimal mechanical errors, clarity and academic maturity of style, and proper documentation of sources.

To receive a grade of “A,” essays must be very strong or exceptional in all five areas, going beyond the basic expectations of the assignment in depth and rigor. “B” papers will be strong in all five, perhaps exceptional in two or three and with minor lapses in one or two others. Papers receiving a grade of “C” will be roughly adequate in most or all areas, perhaps showing signs of haste or lack of focus. “D” papers will perform poorly in several or all areas, showing evidence of some effort but not meeting the basic requirements of the assignment. Grades of “F” will be assigned to papers that clearly fail to meet most or all criteria or to address the essential task of the assignment. An “F” will also be assigned when a paper is determined to be plagiarized and when a paper is not turned in.

In-class writings will be graded on a “check” system based on effort. A grade of “check” will be assigned for exercises that fully address the task assigned. Note: In-class writings may not be made up except in the case of excused absence.

Computing Final Grades: Each student’s final letter grade will be computed according to the following percentage breakdown:

Essay #1	10%
Essay #2	15%
Essay #3	20%
Essay #4	30%

Participation and in-Class Assignments 25 %

Late Work: Formal essay assignments) turned in after official due dates will lose a grade for each day that they are late. In-class writings may not be made up, except in the case of excused absence (see “Attendance” above).

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

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.

NOTE: Final grades are determined by me, the professor, NOT by Canvas. Canvas is a useful tool to see how you’re doing but does not calculate your final grade correctly. If, for example, Canvas says you’ve done 100% of the work, but you have received Bs on all your papers, please do NOT contact me after you’ve been graded and tell me that Canvas says you have an A. **Once again: CANVAS does not determine your grade. I do.**

Final Examination

This class will not hold a formal final examination. In lieu of a test, the culminating project will consist of a portfolio with eight items: the rough draft and final copy of all four assignments. This will be due on the day of our final examination.

Class Schedule

Below is a schedule of all reading and major writing assignments. Note that reading must be completed **before** the class period for which it is assigned. This schedule is subject to revision by the instructor at any time during the semester.

January 26:

W – 26 -: Introductions, overview of course structure; review of ethos, pathos, logos.
Reading (for W): Crowley and Hawhee, “Kairos and the Rhetorical Situation.”
online discussion/introductory letter.

Assignment: <https://www.cnn.com/2020/05/27/us/gallery/george-floyd-demonstrations/index.html>

Jan. 31 – Feb. 2:

M 31: Kairos/8 Mile

Read: “Killing an Elephant,”

W: Debrief Orwell. Getting started on your Rhetorical Analysis: developing a working theses.

Exercise (due Monday), first paragraph, due Monday.

Feb. 7 and 9:

M 7: First paragraph work.

W 9: Writing strategies: summary, quotation and paraphrase

Outlining drafts, and finding textual support

HW: Exercise: paraphrase and quotation

Paper rough draft, due Sunday Feb 13, midnight.

Feb. 14 - 16

M – 14 Close Reading/Berenice Bobs Her Hair

W - 16 Peer Reviews/rough draft meetings

Feb 21 - 23

M - 21: more meetings

W - 23: Essay due

Reading: Hua Hsa: “New Monuments That America Needs.”

<https://www.newyorker.com/culture/culture-desk/the-new-monuments-that-america-needs>

Siddhartha Mitter, “The View From Cottage Hill”

<https://popula.com/2018/08/23/the-view-from-cottage-hill/>

Feb. 28 – March 2.

M - 28: Debrief Monuments, New Assignment

W – 2: Mascots, thesis writing, discussion

HW: First paragraph, discussion. Choose monument

March 7 - 9

M – 7 Mascots/first paragraph work

W – 9 Writing Workshop/research strategies.

March 14 – 16

M – 14: ROUGH DRAFT DUE, Sunday midnight. Conferences/peer review

W – 16: Conferences/peer review

March 21 -23

M - 21: Present work

W – 23: PAPER DUE

SPRING BREAK: March 28 – April 1April 4 - 6

M – 4 New paper: Op Ed. Who should be honored instead?

W - 6 Workshopping topics

April 11 - 13

M - 11 Rough drafts due. Proof reading exercise (teenagers/street)

W – 13 Conferences I

April 18 - 20

M – 1 Conferences II

W – 3 Paper due

Reading: *Technopoly*

April 25-27

M - 25: Technopoly debrief/new paper

Read: Black Box/Panopticism

W - 27: Discuss box/panopticism: New paper: thesis workshop

May 2- 4

M - 2 Paper work/revision strategies

W – 4: Paper work/proofreading strategies

May 9 - 11

M – 9 Conferences

W – 11 Conferences

May 16

M – 16: LAST CLASS/PAPER DUE

