

San José State University
Department of English & Comparative Literature
ENGL 2: Critical Thinking & Writing
Section 23 & 37, Spring 2022

Instructor:	Au-Co Tran
Telephone:	Message me through Canvas
Email:	au-co.tran@sjsu.edu , but message me through Canvas. Emails may get buried under other emails. Canvas is just for students.
Office Hours:	M/W 1pm - 2pm & by appointment (virtual meetings only, Zoom info on Canvas) Note: the responsibility to reach out when you need help or don't understand something is on you . Therefore, you are encouraged to come to office hours (Zoom only) if you need clarification or extra help. Even in an in-person class setting, I wouldn't be able to read your mind to know when you need help.
Class Days/Time:	M/W 1:30pm - 2:45pm, 3:00PM - 4:15PM
Class Location:	For in-person classes: Boccardo Business Center 124 Necessary Zoom info can be found on Canvas
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

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

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Course Description

As of January 15, this course will be remote until February 14th. In-person or online, you will be expected to show up to every class meeting and participate. All Zoom information can be found clearly labeled on Canvas. If I make any changes, you will receive ample notice. These synchronous Zoom days should be treated as an in-person class; that means I will take attendance and assignment prompts given "in class" cannot be made up. It is your responsibility to ask your classmates for extra notes.

WEEKLY SCHEDULE: I will post all relevant information--deadline reminders, articles, Google docs, notes--for the week on Sunday evenings. It is your responsibility to check those Sunday announcements for that week before asking me any questions; most likely, the answer could be found there.

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, 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.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

ENGL 2 Learning Outcomes (GELO)

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

<https://www.sjsu.edu/english/frosh/course-descriptions/engl-2.php>

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.
- You are required to have an electronic device (laptop, desktop, tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Internet access: you're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere](#) website for wi-fi options on campus.
- The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, 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.

Canvas and Contacting Me

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can 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. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss 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. Additionally, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional.

Messages regarding missed class work and lectures with the question "Did I (will I) miss anything important?" will not be answered. It is your responsibility to ask classmates, show up to office hours, use Discord to find out what you missed.

Course Format, Point Breakdown, Assignment Summary

UNIT	PROJECT NAME	GELO	WORD COUNT	POINTS
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1	RHETORICAL ANALYSIS: VISUAL ANALYSIS	1-5	1000	100
	SELF-EVALUATION	2-5	500	5
2	CREATIVE WORK ANALYSIS	1-5	1000	100
	SELF-EVALUATION	2-5	500	5
3	PERSUASIVE: IN DEFENSE OF...WEBSITE & PRESENTATION	1-5	1000	130
	SELF-EVALUATION	2-5	500	5
1-3	CLASS PARTICIPATION	2-5	///	30
1-3	PEER REVIEWS & ROUGH DRAFTS	2-5	///	20
1-3	ANNOTATED BIBLIOGRAPHIES	1, 3, 4	500	15
1-3	SYLLABUS CONTRACT/QUIZ & WEEKLY WARM-UPS	1-5	1500	25
1-3	ACTIVITIES & CONFERENCES	1-5	1000	50
	PORTFOLIO	1-5	500	15
Total	///		8000	500

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>.

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.

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

1. **Visual Analysis:** you will analyze the different rhetorical aspects of visual work
2. **Creative Work Analysis:** you will analyze the different rhetorical strategies of a creative piece
3. **In Defense of...:** you will produce a presentation that argues for a controversial topic.
 - a. **Final Exam:** There will be no final exam in this course. This project will serve as your final.

Minor Assignments

Weekly Warm-Ups:* You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until 11:59pm of that day to complete it. Any later will not be accepted.

Activities: Activities will be done during our class sessions. These activities will most likely be done in groups.

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. If you have not submitted your rough draft by the start of the Peer Review day, **that is a zero**. If you do not show up to the meeting on the day of the Peer Review, **that is also a zero**.

Rough Drafts: I *do not* read your rough drafts. That's what your peer reviews are for. If you want me to look at your rough draft. Make an appointment to discuss your draft with me at least two weeks before the final deadline. The draft you sent me should be complete. And you must include specific questions you want me to take a look at. Otherwise, if you do not need me to look at your rough draft or have general questions/confusion about the project, you can drop by my office hours at any time or make an appointment with me.

Participation:** You will be expected to contribute to the class discussion at least twice during the week. This includes answering Qs or asking Qs of your own. This will count as your participation. I will be keeping a record of this.

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

* Late work for Weekly Warm-ups and Activities will not be accepted.

** Participation only counts when you speak up during the class discussions. I cannot give you participation points for “paying attention,” “trying hard,” or speaking up during your group meetings because I cannot monitor those things for every individual in the class. Therefore, you can do all of the above listed and still get low participation points if you do not speak up during the class discussions.

No extra credit will be offered in this class.

Grading Policy

In addition to the policies outlined here, refer to the rubric for each specific major project.

For essays: I generally read assignments by looking at three things: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment.

- 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.

A (92-100);
A- (90-91);
B+ (88-89);
B (82-87);

B- (80-81);
C+ (78-79);
C (70-77);
C- (70-71);

D+ (68-69);
D (62-67);
D- (60-61);
F (<60)

- **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+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no. Do not do this especially when you open your request with, “I know you said on the syllabus that...” You already know the answer since you’ve read the syllabus.
- **Attendance grade.** Canvas will show your grade for attendance. Disregard that. It’s not included in your overall grade.
- **Your grade on Canvas is not accurate.** It will always show your grade being a bit higher than it actually is. The grade I will send out at the end of the semester is the most accurate grade.
- **You have two weeks from the date the grade is posted to make an appointment with me to ask about it.** (Canvas always notifies you when your grades are posted, along with any comments. That’s why you should have the Canvas app on your phone.) 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 project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, 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.

General Course Protocol

Note: If there's anything that 2020 has taught us so far, it's that life happens. You are in college, so your academics should take priority. However, 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.**

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law (Title 17, U.S. Code). *I am the exclusive owner of copyright in all materials created for the purpose of this class.* For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent.** **This includes providing materials to commercial material suppliers such as CourseHero and other similar services.**

Submissions: **I will only accept submissions on Canvas.** No email. 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. (If you are unsure whether or not your submission went through, you can leave a comment with your submission and I will check.)

Keep in mind, it is not my responsibility to seek you out and remind you to submit on Canvas.

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 Google doc history will not be acceptable excuses. **So, once again: if I do not have a submission from you ON CANVAS, that is a zero.**

Late Policy: All assignments are due at 11:59 p.m. on the day of the deadline. For in-class (in person or on Zoom) activities, if you are not present when the prompt is given, 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 two days. After that, it is a zero. *Requests for extensions will be treated case-by-case.*

Presentations: You always know in advance when you are expected to have a presentation/interview. If you ask to switch within two days of your assigned presentation day, that is an automatic 50% off of your grade for that portion.

Attendance: You are expected to show up every day we have a meeting and participate. Any assignments/activities given during those meetings cannot be made up if you miss the meeting. If you 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.

Masks: As per the [SJSU mask mandate](#), we are required to wear masks when we are meeting in person. I'll make sure to try and keep the doors/windows open in our room if possible for air circulation. **No food or drink is allowed in the classroom.** Your mask needs to stay on at all times when you are inside. That means over the nose and mouth.

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.

Zoom Policies:

University policy ([S12-7](#)) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a class recording, you are permitted to turn off identifying info, like name and picture, prior to recording. I most likely will not record Zoom meetings when we have them. Any recordings that I do have will be deleted at the end of the semester.

Some recordings may be uploaded onto Canvas for study purposes. Please do not download the recordings. You cannot share class recordings with someone who isn't enrolled in the class or without permission. These recordings are protected by the instructor's copyright.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

Zoom Classroom Etiquette: Have your video turn on when possible. Mute when you're not talking. Dress appropriately. Be mindful of your background. You can use the graphic option on Zoom, but if you're not, make sure it's an appropriate setting. Do your tech support before we start. Don't do other private things while in a meeting. Stay focused. You shouldn't be doing other stuff while in a Zoom meeting for our class.

University Policies

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 (<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			1/27	<ul style="list-style-type: none"> ZOOM MEETING • Introductions; Syllabus • Syllabus Contract & Quiz 	

1	2/1	<ul style="list-style-type: none"> ● ZOOM MEETING ● Introduce Rhetorical Analysis ● Read Week 1 Bulletin 	2/3	<ul style="list-style-type: none"> ● ZOOM MEETING 	1
2	2/8	<ul style="list-style-type: none"> ● ZOOM MEETING ● 2/7 Last day to drop without a W ● Read Week 2 Material 	2/10	<ul style="list-style-type: none"> ● ZOOM MEETING ● DUE: ANNOTATED BIB 	
3	2/15	<ul style="list-style-type: none"> ● Read Week 3 Bulletin 	2/17	<ul style="list-style-type: none"> ● DUE 2/16 (the night before): RHETORIC ANALYSIS ROUGH DRAFT ● Peer Review 	
4	2/22	<ul style="list-style-type: none"> ● Read Week 4 Bulletin ● CONFERENCES DAY 1 	2/24	<ul style="list-style-type: none"> ● DUE: RHETORICAL ANALYSIS FINAL DRAFT & SELF-EVALUATION ● CONFERENCES DAY 2 	
5	3/1	<ul style="list-style-type: none"> ● Introduce In Defense of a Villain Project ● Read Week 5 Bulletin 	3/3	<ul style="list-style-type: none"> ● In-Class discussion 	2
6	3/8	<ul style="list-style-type: none"> ● Read Week 6 Bulletin 	3/10	<ul style="list-style-type: none"> ● DUE: ANNOTATED BIB 	
7	3/15	<ul style="list-style-type: none"> ● Read Week 7 Bulletin 	3/17	<ul style="list-style-type: none"> ● In-Class discussion 	
8	3/22	<ul style="list-style-type: none"> ● Read Week 8 Bulletin 	3/24	<ul style="list-style-type: none"> ● DUE 3/23 (the night before): DEFENSE ROUGH DRAFT ● Peer Review 	
9	3/28 - 4/1	SPRING BREAK			
10	4/5	<ul style="list-style-type: none"> ● Read Week 10 Bulletin ● CONFERENCES DAY 1 	4/7	<ul style="list-style-type: none"> ● DUE: DEFENSE FINAL DRAFT ● DEFENSE SELF-EVALUATION ● CONFERENCES DAY 2 	
11	4/12	<ul style="list-style-type: none"> ● Introduce CTA Project ● Read Week 11 Bulletin 	4/14	<ul style="list-style-type: none"> ● In-Class discussion ● 	3
12	4/19	<ul style="list-style-type: none"> ● Read Week 12 Bulletin 	4/21	<ul style="list-style-type: none"> ● In-Class discussion ● DUE: ANNOTATED BIB 	
13	4/26	<ul style="list-style-type: none"> ● Read Week 13 Bulletin 	4/28	<ul style="list-style-type: none"> ● In-Class discussion ● 	
14	5/3	<ul style="list-style-type: none"> ● Read Week 14 Bulletin ● WORK DAY 	5/5	<ul style="list-style-type: none"> ● In-Class discussion ● WORK DAY 	
15	5/10	<ul style="list-style-type: none"> ● FINAL PRESENTATIONS 	5/12	<ul style="list-style-type: none"> ● DUE: FINAL CTA ● FINAL PRESENTATIONS 	
	5/18	CTA REFLECTION DUE ON CANVAS We do not meet this day			