

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 01, Fall 2017

Course and Contact Information

Instructor:	Jada Patchigondla
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Office Hours:	MW 10:30-11:30am; T 12:00-1:00am; & by appointment
Class Days/Time:	MW 7:30-8:45am
Classroom:	BBC 122
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

Note on Course Materials:

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 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

The theme of the class is Stereotypes in Popular Culture and Sustainability in Food issues; the readings we will be doing in this course will revolve around these issues. You will read and write about these issues from a variety of perspectives—personal, cultural, academic.

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.

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.

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 Word Count and Weight

Rhetorical Analysis (1000 words)	15%
Argument Essay (1000 words)	15%
Proposal Project (1200 words)	20%
Rogerian Project	10%
Toulmin Assignment	5%
Canvas Writing Tasks (various)	10%

Fallacies Assignment (750 words)	5%
Final Portfolio & Reflection (750 words)	10%
Class Participation	10%
TOTAL:	100%

Required Texts/Readings

Textbook

Everything's an Argument by Andrea Lunsford, John Ruszkiewicz, and Keith Walters

Other Readings

There will be various other readings that will be linked on Canvas

Grading Policy

Specify your grading policy here. Include the following:

- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that particular assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system
- There is no extra credit for this course.
- Percentages for each assignment are in the section under "Assignment word count and weight"
- Late work is not accepted.
- Must receive a C- or higher to pass the course

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.

Classroom Protocol

I have developed these policies over the last five years of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored as I do not accept late work.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you're not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments MAY be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops and peer review sessions is critical to your success in this class, and mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft.
- **Laptops:** As this is not a heavily lecture based class, **you will not need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **Phones:** if you are using your phone throughout the class period, I will mark you absent. Being present means you are MENTALLY present and ready to participate in the class discussions and activities. Please don't use your phones in class.
- **Arriving Late or Leaving Early:** Please don't do it. It is not only rude and disrespectful, but it's also disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance and sit close to the door so you can leave without interrupting the class. **Traffic and parking are not going to get better and hence are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly.**

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

http://www.sjsu.edu/english/frosh/program_policies/index.html

WEEKLY SCHEDULE

Note: Schedule is subject to change with notice

WEEK 1

8/23/17

Icebreaker

Introductions

Intro to course and syllabus

Writing task: Why are you here?

For next time: watch “In Defense of Rhetoric” (on Canvas); read pages 1-27 in Lunsford

WEEK 2

8/28/17

Discussion: everything’s an argument

Writing task

Intro to ethos, pathos, logos

For next time: read “Little Girls or Little Women” and read pages 28-70 in Lunsford

8/30/17

Writing Task

Discussion: Little Girls or Little Women

Discussion: Kairos and the rhetorical situation

In-class work: visual arguments (pages 517-520)

For next time: bring images to create meme; read pages 522-525 in Lunsford; and read “Kairos and the Rhetorical Situation” on Canvas; Do Canvas Post (discussion)

WEEK 3

9/4/17

Labor Day HOLIDAY!

9/6/17

Meme workshop

Writing task (Canvas) on Meme

Discussion on readings—Lunsford and Kairos

For next time: read pages 537-548 in Lunsford

WEEK 4

9/11/17

Writing Task

Discussion on readings

Lecture: the writing Process (Writer’s Help)

Intro to Rhetorical Analysis

Prewriting (Writer’s Help)

For next time: Do Canvas Discussion Post on “How I Write”

9/13/17

Prewriting for Rhetorical Analysis

Discussion: going beyond ethos, pathos, logos

Lecture: thesis statements

For next time: write thesis and post on Canvas (discussion)

WEEK 5

9/18/17

Lecture: intro paragraphs

In-class activity: write intro paragraphs

Intro workshop

Audience awareness: stakeholders (discussion)

Prewriting strategy: outlining

9/20/17

Lecture: body paragraphs and evidence; integrating quotations

In-class reading & discussion: Sample Rhetorical Analysis

In-class: essay outline

For next time: write first draft of Rhetorical Analysis and bring draft to class on 9/25

WEEK 5

9/25/17

Discussion: Peer Review

Peer Review Etiquette

In-class peer review

For next time: work on revising Rhetorical Analysis; read pages 121-129 in Lunsford

9/27/17

VIDEO: Rogerian argument

Intro to Rogerian and Toulmin Arguments

In-class argument: Toulmin (on Canvas)

For next time: read pages 602-618 in Lunsford; read “Will 2017 be the year we get serious about sustainable food?”, “Why It Matters What President Trump Eats”, and “How I Realized It’s More Important To Be Healthy Than To Be Skinny” on Canvas; and revise Rhetorical Analysis

WEEK 6

10/2/17

In class writing task (Canvas)

Discussion on readings

Form group or partners in class

Intro to Rogerian Argument project

Pre-work for Rogerian project

For next time: read pages 620-638

10/4/17

Group work: Rogerian Project

Grammar interlude

For next time: draft a plan of your Rogerian argument and post in Canvas Discussion board; **DUE: Rhetorical Analysis on Canvas by 10/8;** read pages 71-85 and 653-667 in Lunsford

WEEK 7

10/9/17

Intro to fallacies

Discussion: fallacies

In-class activity: find fallacies in news & Canvas Post

Intro to Fallacies Assignment

10/11/17

Rhetorical analysis of images: pages 641-652

Fallacies discussion continued

Intro to Argument Essay

Lecture: Body Paragraphs & integrating evidence

For next time: Post freewrite on Canvas

WEEK 8

10/16/17

Thesis workshop & activities

Group meetings with me on Rogerian Project

For next time: finalize Rogerian Videos & post on Canvas

10/18/17

Viewing session: Rogerian Projects

Developing paragraphs (Writer's Help)

For next time: post thesis statements on Canvas for feedback by 10/19

WEEK 9

10/23/17

Viewing session continued (if necessary)

Discussion: Research (Writer's Help)

For next time: find 3 articles for Argument Essay and bring them to class

10/25/17

Discussion: evaluating sources

In-class activity: evaluating YOUR sources (post on Canvas)

Planning and Drafting (Writer's Help)

For next time: Writ first draft of Argument Essay and bring to class on 10/30

WEEK 10

10/30/17

In-class peer review: Argument Essay
Lecture: signal phrases (Writer's Help)
One-on-one conferences

For next time: work on revising Argument Essay

11/1/17

One-on-one conferences continued

For next time: read pages 272-287 in Lunsford; continue revising Argument Essay

WEEK 11

11/6/17

Canvas Post on reading
Discussion: proposals
Intro to Proposal Project
Prewriting for proposal project

For next time: pick proposal topic; writing task on proposal topic (Canvas); read "A Call to Improve Campus Accessibility" (page 295)

11/8/17

Discussion: share proposal topic with class
Canvas Post: analysis of "A Call to Improve Campus Accessibility"
In-class reading: "Let's Charge Politicians for Wasting Our Time" (page 303)

For next time: bring Proposal outline to class on 11/13

WEEK 12

11/13/17

Proposal workshop
Classwork: reading and discussion for in-class essay

For next time: bring green book to class

11/15/17

In-class Essay

DUE: Argument Essay on Canvas by 11/17

WEEK 13

11/20/17

Reflection on In-class Essay (Canvas)
Optional: conferences on Proposals
Intro to Final Portfolio
Reflecting to Learn (Writer's Help)

For next time: prewriting activities for Final Reflection (Canvas); continue working on Proposals

11/22/17

HOLIDAY!

WEEK 14

11/27/17

Proposal Project Peer Review

In-class work: final portfolio

For next time: bring “evidence” for Portfolio

11/29/17

GELOs activity

WEEK 15

12/4/17

Proposal Presentations

12/6/17

Proposal Presentations

DUE: Final Proposals on Canvas by 12/9

WEEK 16

12/11/17

TBA