San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 16, Spring 2020

Course and Contact Information

Instructor:	Sarah Prasad
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Office Hours:	Tuesdays 9:30-10:15 am in FOB 212 and Thursdays12-1:15pm in CL 303A and by appointment
Class Days/Time:	Tuesdays and Thursdays 10:30-11:45 am
Classroom:	CL225B
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* 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
English 2 Section 16 will focus on Opportunity. We will look at this idea in different readings and other forms of communication. We will also give you an opportunity to spread your ideas through your own meme, TED Talk, and research paper.

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.

Required Texts/Readings

Textbook
Lunsford, Andrea et al. *Everyone's an Author, Second Edition with MLA Updates*. WW Norton and Company, 2016. https://books.wwnorton.com/books/webad.aspx?id=4294994659 and ISBN: 978-0-393-61745-0

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.

"Choice, Happiness, and Spaghetti Sauce" by Malcolm Gladwell
"Is Income Inequality Inevitable" by Stephen J. Dubner
"MIT prof finds that adding an hour of sleep can bump students up a letter grade" by Cathryn J. Prince
"The Writer's Process" by Hallie Cantor

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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Final Examination or Evaluation

Our final will be a portfolio project which will be organized in Cavas 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.

Assignment	Peer Review	Draft for MsP	Final	Word Count	% of Grade	GELOs
Benchmark Essay	N/A	N/A	1/23	600	0%	2-4
HW	N/A	N/A	various	various	10%	1-5
Annotated Bibliographies	N/A	N/A	various	300+ each	20%	1-5
Fallacy Meme	2/13	2/18	2/25	1000	10%	2-4
Analysis of Student TED Talk	3/5	3/10	3/17	1000	15%	2-5
Multiple Source (MS) Essay	4/7	4/21	4/30	1200	20%	1-5
Analysis of the Website Version of MS Essay	5/5	5/6	5/7	750	10%	2-4
Practice WST			5/5	500	5%	2-5
Assessment Reflection Portfolio (the Final)	5/7	N/A	5/13 or 5/18	500	10%	3

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	60%
Homework	10%
Annotated Bibliographies	20%
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 at http://www.sjsu.edu/gup/syllabusinfo/

Additionally, the link here provides information specific to the First Year English program: *http://www.sjsu.edu/english/frosh/program_policies/index.html*

English 2 Section 16 Critical Thinking and Writing, Spring 2020, 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 email and posted on Canvas. LEGEND LUNSFORD = Everyone's an Author, 2nd Edition with MLA Updates, by Lunsford et al.		
Week	Tues	Thurs
1		1/23 Name game icebreaker Reviewing benchmark—Who are you as a reader and a writer. Goal for revision. Preview LUNSFORD HW Read LUNSFORD pgs 18-33 (middle). Preview "MIT prof finds…" article HW Read "MIT prof finds…" article
2	1/28 Due: Revised Benchmark with one paragraph of reflection. Discuss LUNSFORD and "MIT prof finds…" Article HO Analysis Worksheet Analysis of "MIT prof finds…" Article Activate schema for Ann Bib Annotated Bibliography—LUNSFORD pgs 500-504 Start Ann Bib for "MIT prof finds…" Article HW: finish draft of Ann Bib for "MIT prof finds…" Article	1/30 Due: Draft of Ann Bib for "MIT prof finds…" Article Organize 6 groups and review the Ann Bib group projects Reviewing Ann Bibs with example in LUNSFORD Clear discussion on Ann Bib criteria Start Annotated Bibs HW: Annotated Bib for "MIT prof finds…" article
3	2/4 Due: Annotated Bib for "MIT prof finds…" article Quick quiz about Annotated Bibs Due: Group 1 chooses article for analysis Audience—write a text to Mom, sibling, and boss Logical Fallacies—what are they and how do they work? LUNSFORD pgs. 400-402	2/6 Group 1 leads short discussion of article #1 Reviewing the Fallacies with a blank chart. Groups draw one of the fallacies. A better way than drawing? Memes and meme making workshop integrating a Logical Fallacy The writing process as compared to Hallie Cantor HW: Read The Writing Process—LUNSFORD pgs 79-89 and prepare to discuss it on 2/11 Meme Essay prompt
4	2/11 Due: Annotated Bib for article #1	2/13

	Due: Group 2 chooses article for analysis Reviewing memes in groups Discussing the Writing Process (LUNSFORD pgs 79-89). Write one thing that you would like to change about your process. Thesis quiz Thesis statements and taking a stance, pgs 142, 385 Organization—Freakonomics (http://freakonomics.com/podcast/earth-2-0-income-inequality/) Considering organization of article #1 Meme essay organization	Due: Rough draft of Meme essay for Peer Review with a printout of the Meme Prep for Peer Review before Peer Review Peer Review in class HW: Revise Meme Essay
5	2/18 Due: Draft of Meme Essay for MsP Group 2 leads discussion of article #2 MLA in LUNSFORD Review Thesis pgs 142, 385 Overview—Genres of books, movies, food. Genres of Writing LUNSFORD pgs. xvii-xix. Situations for each. Categorize all the readings thus far. Preview LUNSFORD Ch 17 pg 379-416 HW: Read LUNSFORD Ch 17 pgs 379-416 Intro Portfolium	2/20 Due: Annotated Bib for #2 article Meme essay feedback returned Write on Feedback Charts: what was the feedback and what are next steps Discuss feedback and next steps (compare to Cantor) Group 3 chooses article for analysis Discuss LUNSFORD Ch 17 pg 379-416 and Genres (def, ex from book, ex from outside)—groups break it down Activate schema for Gladwell What could you do a TED Talk on? Brainstorming HO Analysis Worksheet HW: Watch Gladwell's TED "Choice, Happiness, and Spaghetti Sauce"
6	2/25 Due: Final draft Meme essay Review Genre Group 3 leads discussion of article #3 TED Talks—analyzing Gladwell's "Choice, Happiness, and Spaghetti Sauce" in class. Write: how is it different than the other things we have analyzed? HO Analysis Worksheet Brainstorming academically appropriate topics Group 4 chooses article for analysis Handout TED Analysis prompt HW: Make a Talk of your own	2/27 Due: Annotated Bib for #3 article Due: Post your own TED (YouTube link) on Canvas Watching and analyzing a student TED using Analysis Worksheet Group 4 posts article for analysis on Canvas
7	3/3 Group 4 leads discussion of article #4 Discussion of LUNSFORD Ch 17 (focus: ethos, pathos, logos—what do you have sold	3/5 Due: Annotated Bib #4 article Group 5 posts article for analysis on Canvas Due: Rough draft of Student TED Analysis for Peer Review

	to you frequently? Advertise this to us using all three) Workshop LUNSFORD Ch 18 Strategies for Supporting an Argument What is the stance on the Talk and applying Chs 17-18 Group 5 posts on Canvas article for analysis	Peer Review Inductive and Deductive Reasoning Video
8	3/10 Due: Rough draft of Student TED Analysis for MsP Group 5 leads discussion of article #5 Inductive and Deductive Reasoning. Looking at Gladwell and all other articles Introductions and Conclusions Group 6 chooses article for analysis Compilation of all the topics discussed thus far for the Annotated Bibs, then appropriate topics for the Multiple Source (MS) essay. HW: Complete InfoPower	3/12 Due: Annotated Bib for #5 article Due: InfoPower Student TED Analysis feedback returned Group 6 posts article for analysis on Canvas Researching in the databases on potential topics. Post possible topics for the MSE in Discussions by midnight on 3/15 and respond to one peer's post by midnight on 3/16. Intro and Conclusions—with "Bright" Transitions—handout from Prasad Reader Preview LUNSFORD Ch 25—Quote, paraphrasing, or summarizing in class and Ch 26 "Giving Credit, Avoiding Plagiarism" HW: Revise Student TED Analysis
9	3/17 Due: Final draft of Student TED Analysis Group 6 leads discussion of #6 article CH 25 and 26 Brainstorming all potential topics (topic not problem). Review of Info Power and introduction of the database Academic Search Premiere (EBSCOHost). Searching other possible sources. Discussing viability of the topics.	3/19 Due: Annotated Bib for #6 article Portfolium Topics LUNSFORD Part III and IV Due 3/20: MSE Proposal Due: Post INFOPower proof of completion
10	3/24 More Weebly—start with blog page Take one source from the databases and get it started in your blog for the Annotated Bib. More sources: Analyzing the source: https://www.pop.org/debunking-the-myth-of-overpopulation/ Also American College of Pediatrics Bringing other websites into the mix—who can we trust? Looking at Knowherenews.com	3/26 (In SH 229? To be confirmed) Due: Annotated Bib #1 for MSE Discussion of the first source and putting it on Weebly Quote Sandwich (Prasad Reader p. 13-14) Writing a Quote Sandwich in class with source from Annotated Bib #1 Qualtrics Exit Ticket and Control Survey
	3/31 Spring Break	4/2 Spring Break
11	4/7 Due: Annotated Bib #2 for MSE	4/9 Due: Annotated Bib #3 for MSE

	Organizational chart of overview of semester Quickly go over prompt for clarification Review how to get the citation info from databases Return Exit Ticket to clarify what needs to be cited and what doesn't Practicing In-Text Citation MLA (Prasad Reader p. 24-25) Adjective Clauses (Prasad Reader p. 68-70)	Discussing and Comparing the source from Annotated Bib #2 (not from the database) Finish Adjective Clauses Concession (Prasad Reader p. 37, 39-40) Review of Inductive/Deductive Reasoning Harrison PPT—In-class quiz Connect to Rogerian
12	4/14 Getting Organized: Rogerian Organization and Outlining—getting ready for Peer Review Brainstorming ideas that you have gotten from your sources MLA in-text citations (Lunsford Ch 27)—find one thing that surprised you in the section Finding answers to your MLA questions in Ch 27.	4/16 Due: Rough Draft of MSE for Peer Review Peer review day worksheet—outline the main points and set up what to add Peer Review (top half of the grading chart only) HW Reading: Sapiens: The Age of Shopping
13	4/21 Due: Rough draft of MSE for MsP MLA Works Cited Page (Lundsford Ch 27) Analyze: Sapiens: The Age of Shopping More concession—finding it in articles Intro and Conclusions—looking at your own	4/23 Due: Rough Draft of Works Cited Page Highlighting concession, transitions, MLA citations, thesis, favorite section, section of concern Concession—working in pairs. With contrasting ideas and with similar ideas. Weak "it" NPAs
14	4/28 Due: Works Cited Page for MSE Feedback returned for MSE Weebly Workshop to migrate MSE	4/30 Meeting in SH 229 Due: Final draft MSE Weebly Workshop to migrate MSE Analyzing the process Workshop on Assessment Reflection Portfolio
15	5/5 Due: Rough Draft of Weebly Analysis for Peer Review Assessment Reflection Workshop In-class Practice WST Questionnaire SOTES Due 5/6: Rough Draft of Weebly Analysis for MsP on Canvas	5/7 Due: Final Draft of Weebly Analysis Workshop on Assessment Reflection Portfolio
Finals	Eng 2 Sec 16 Monday, May 18 9:45am-12 noon	Eng 2 Sec 40 Wednesday, May 13 9:45am-12 noon

Grades Due	Friday May 22	