

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 5, Fall 2016**

**Course and Contact Information**

<b>Instructor:</b>	Sarah Prasad
<b>Office Location:</b>	Faculty Offices 212
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<b>Office Hours:</b>	Tuesday 10am-12pm
<b>Class Days/Time:</b>	MW 10:30am-11:45
<b>Classroom:</b>	Clark 316
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
<b>GE/SJSU Studies Category:</b>	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 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 5 will focus on Opportunity. We will look at this idea in different readings, such as opportunities for Millennials (Economist), opportunities for Quants (Tom Wolfe), opportunities for Ex-Cons (Malcolm Gladwell), and opportunities for Almost Anybody (TED Talks). We will also see part of the film Girl Rising to look at opportunities for Girls.

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

### Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>% of Grade</b>	<b>GELO</b>
Benchmark Essay	600	0%	2-4
Annotated Bibliographies	200+ each	10%	1-5
Essay 1—Letter from a Millennial	750	5%	2-4
Essay 2—Girl Rising	750	5%	2-4
Essay 3—Nerds and Ex-Cons	1000	10%	1-5
Essay 4—Everybody	1000	12%	1-5
Essay 5—TED Talk	500	10%	1-3, 5
Essay 6—Your Opportunity	1200	18%	1-5
Final Reflection	1000	10%	3

## Required Texts/Readings

### Textbook

Lunsford, Andrea and John Ruskiewicz, *Everything's an Argument*. ISBN13: 978-1457698675

**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.**

“Eunuchs of the Universe” by Tom Wolfe  
“Young, Gifted and Held Back” in *The Economist*  
“Shitty First Drafts” by Anne Lamott  
“Starting Over” by Malcolm Gladwell

### 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.

Essays	70%
Homework	10%
Annotated Bibliographies	10%
Final	10%

Additionally:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.

- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren't.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Students must receive a C- or higher to pass the course

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+	69-67	D	66-65	F	64-0

## Classroom Protocol

**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.

**Email:** When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

**Twitter:** You are welcome to create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet useful information and assignment reminders, so it's a good idea to try this new technology if you can.

**University Policies:** 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](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## English 2 Critical Thinking and Writing, Fall 2016, 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 = Everything's an Argument

PR = Prasad Reader

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	HW due 2/1: Print, read, and annotate the syllabus and "Shitty First Drafts" by Anne Lamott Benchmark essay, incorporating above reading as appropriate (45 mins) Intro Everything's an Argument (LUNSFORD)—why do we make arguments? When have you had to make an argument for something in the recent past? HW: Ch1 LUNSFORD and article Economist about Millenials HW: Student Questionnaire
2	8/29	Due Student Questionnaire Name Game The Reading Process and Writing Process—what was it like for you to write in the last class and to read over the weekend? What did that look like? Separate the class into Reading and Writing groups. Discuss Millenials article Ch1 LUNSFORD Way to track the arguments: Annotated bibliographies (Ch 19 and 22) HW: Ch2, Ch3, and Ch4 LUNSFORD
2	8/31	Remembering names Finding examples of ethos, pathos, and logos (Chs 2-4) that pertain to article Economist about Millenials Discussion of the topic and what the topic and main point is of the article (start the annotated bib together) Thesis Statements, PR p.6 HW due 2/4: p.7 in PR HO prompt for Essay 1
3	9/5	No class—Labor Day
3	9/7	Due: annotated bib for Millenial article More thesis statements, p.7 in PR Peer review on Essay 1 CH7 Lunsford PPT HW: Ch7 LUNSFORD
4	9/12	Essay 1 due Reviewing Ch7 in more detail. What does it mean? Examples. How does it relate to the things we have read thus far? A few examples. Preview Quants article

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		Introduction to PIE paragraphing, PR p.2-3
4	9/14	Girl Rising screening Draft: Write a PIE paragraph about what you saw HW: Finish the PIE and post on Blogger
5	9/19	Girl Rising: Discussion of what we saw. What does it mean and how does it relate to us? Looking at the prompt and drafting Essay 2. Integrating what we have learned thus far—Ch7 and Ch 2-4, PIE
5	9/21	More PIE paragraphing, PR p.4-5 Peer Review Essay 2
6	9/26	Essay 2 due Discuss Quants article (first half) HW: Annotated bib for Quants article
6	9/28	Discuss Quants article (second half) Write a tweet, a FB posting, and an academic paragraph about Quant article Concession, p.32-36 in PR Intro Gladwell article
7	10/3	Dissect Gladwell article (groups take separate sections) HW: Annotated bib for Gladwell article Intro Ch5 (Fallacies of Argument) and Ch6 (Rhetorical Analysis)
7	10/5	Due: Annotated bib for Gladwell article Fallacies of argument quiz in class Finish Gladwell discussion Starting Essay 3 Fact/Opinion/Inference, PR p.23-24
8	10/10	Peer Review Essay 3 Go over Ch6
8	10/12	Essay 3 Rough Draft due to MsP Ch6 LUNSFORD—chart for HW
9	10/17	Feedback for Essay 3 returned Citations, p. 16-22 in PR
9	10/19	Essay 3 Final Draft due Introductions Intro to TED Talks
10	10/24	Watch a TED Talk and analyze it with 2 viewings Intro Essay 4 In-text Citation
10	10/26	Quote Sandwich, p.11-15 in PR Intro Essay 5 TED Talk Assignment and assign talk days Draft the layout for the Talk Intro Essay 6 HW: Ch17-20 LUNSFORD with Annotated Bib for each chapter due 11/14

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11	10/31	Workshopping Essay 6
11	11/2	TED Talks (7 students)
12	11/7	TED Talks (6 students) Due Essay 6 Research Paper Proposal on Canvas only
12	11/9	TED Talks (6 students) Essay 6 Annotated Bibs #1 and #2 due
13	11/14	TED Talks (6 students) All TED docs due on Canvas
13	11/16	Essay 6 Annotated Bibs #3 and #4 due What's important in Ch 17-20 LUNSFORD Works Cited Page Workshop
14	11/21	Peer review Essay 6 Conclusions
14	11/23	Thanksgiving—No Class
15	11/28	Due Rough Draft of Essay 6 to MsP Intro Final Essay Works Cited Page—Fixing them
15	11/30	Draft feedback for Essay 6 returned Workshopping to understand next steps with Checklist
16	12/5	More citations—in text and Works Cited Page
16	12/7	Another Peer Review on Essay 6 Essay 6 Works Cited Page due
17	12/12	Last Day of Class Essay 6 Research Paper due
Final Exam	12/14 9:45-12pm	Due Final Essay Final conferences