

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 16, Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Sarah Prasad
<b>Office Location:</b>	Faculty Offices 212
<b>Telephone:</b>	408.924.4236
<b>Email:</b>	sarah.prasad@sjsu.edu
<b>Office Hours:</b>	Tuesday and Thursday 9-10:15am, on Canvas Chat Monday 10-11am, and by appointment
<b>Class Days/Time:</b>	F 9:30am-12:15pm
<b>Classroom:</b>	BBC 121
<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) and opportunities for Almost Anybody (TED Talks). We will also give you an opportunity to spread your ideas through your own 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.

## **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>Peer Review</b>	<b>Draft for MsP</b>	<b>Final</b>	<b>Word Count</b>	<b>% of Grade</b>	<b>GELO</b>
Benchmark Essay	N/A	N/A	8/25	600	0%	2-4
HW	N/A	N/A	various	various	10%	1-5
Annotated Bibliographies	N/A	N/A	various	200+ each	20%	1-5
Essay 1—Internet Meme	9/5	9/8	9/15	750	5%	2-4
Essay 2—Ex-Cons	9/26	9/29	10/6	1000	10%	1-5
Essay 3—A TED Talk	N/A	N/A	10/13	1000	15%	1-5
Essay 4—Your TED Talk	10/17	10/20	10/27	500	10%	1-3, 5
Essay 5—Research Paper	11/14 and 12/1	11/17	12/11	1200	20%	1-5
Assessment Reflection Final Essay	N/A	N/A	12/8	1000	10%	3

## Required Texts/Readings

### Textbook

Johnston, Ian. *Essay and Arguments, A Handbook for Writing Student Essays*. Broadview Press, 2015.

**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.**

An excerpt of *Mindset, the New Psychology of Success* excerpt by Dr. Carol S. Dweck

“Choice, Happiness, and Spaghetti Sauce” by Malcolm Gladwell

“Economists Say Millennials Should Consider Careers In Trades” by Chris Arnold

“Generation Uphill” in *The Economist*

“Shitty First Drafts” by Anne Lamott

“The Writer’s Process” by Hallie Cantor

### 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	60%
Homework	10%
Annotated Bibliographies	20%
Assessment Portfolio	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 as 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	69-65	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 2017, 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

EA = Essays and Arguments, A Handbook for Writing Student Essays

PR = Prasad Reader (which will be posted on Canvas)

#### **ENG 2-16 F 9:30am BBC 121**

		Annotated bibs on blogger.com of readings (200 words each)
		Benchmark, which will be due before the first day of class: You have read the syllabus, which outlines this course and what's expected of you. And you should have some idea of who are you as a reader and writer and what works for you and what parts of your processes that you need to work on, especially from your English 1A experience. Additionally you have read two professional writers who have written about their own writing processes. Which of the two speaks to you more and why? Please detail clear connections with clear examples and explanations. Readings: the syllabus, "Shitty First Drafts" by Anne Lamott, and "The Writer's Process" by Hallie Cantor
		Essay 1—Opportunity to Make a Meme—Make an internet meme about one of the fallacies and then analyze that process. Audience: English 2 students
		Essay 2 Opportunity for Your Future—How do you see your future? Write an email to your family using at least two of the readings. Relate the email specifically to you and your choice of study. "Generation Uphill" in <i>The Economist</i> , <i>Mindset, the New Psychology of Success</i> excerpt by Dr. Carol S. Dweck, "Economists Say Millennials Should Consider Careers In Trades" by Chris Arnold. Audience: Your family
		Essay 3 Opportunity for Anybody—What ideas are others spreading and how are they presenting them? Analysis of a TED Talk. Malcolm Gladwell Spaghetti sauce and Diversity. Audience: New TED Talk viewers
		Essay 4 Opportunity for You to Talk—What idea would you like to spread and how did you do with the presentation process? Analysis of a TED Talk of your own. Present your TED Talk and then analyze your process. The topic for this Talk can be connected to the topic you choose for Essay 5. Audience: Your instructor
		Essay 5 Opportunity of Your Choice—Research expanding on an idea, which can be connected to your major, your TED Talk, or something else. Final Draft is in the form of a website using Weebly.com Audience: You define the audience
		Assessment Portfolio—Using the GELOs, analyze your process and progress this semester. Audience: SJSU composition instructors

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	<p>Due: Read and understand EA Ch 1</p> <p>Due 8/25: Print, read, and annotate the syllabus (especially the GELOs) and “Shitty First Drafts” by Anne Lamott and “The Writer’s Process” by Hallie Cantor</p> <p>In class: Student Questionnaire</p> <p>Name Game</p> <p>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. What in chapter 1 of EA applies?</p> <p>Benchmark essay with a focus on the GELOs, incorporating above reading as appropriate (45 mins)</p> <p>Essays and Arguments (EA)—why do we make arguments? When have you had to make an argument for something in the recent past?</p> <p>Starting the unit on Memes. Why is it important to think about this? (Readers and writers need to be aware of what’s going on in the background.) Using Analysis handout and Fallacies of Argument handout.</p> <p>Preview EA Ch2 with EA Ch2 Reading Chart</p> <p>HW: EA Ch2</p>
2	9/1	<p>Remembering names</p> <p>Audience</p> <p>Reviewing E2 prompt</p> <p>EA Ch2 Arguments: Deductive, inductive, and EA Ch2 Reading Chart. Also Fallacies Infographic and Fallacy Memes</p> <p>(Move to Computer Classroom? TBD)</p> <p>Looking at memes and connecting it to Argumentation</p> <p>Presenting Student Memes</p> <p>Analyzing the Meme process with analysis chart (choices of image, verbage, etc)</p>
3	9/8	<p>Due by EOD 9/5: E1 Peer Review on Canvas Discussion Board</p> <p>Finish Peer Review in class</p> <p>Deduction and induction with EA pg21 exercises</p> <p>Organization with “Freakonomics” <a href="http://freakonomics.com/podcast/earth-2-0-income-inequality/">http://freakonomics.com/podcast/earth-2-0-income-inequality/</a></p> <p>Analyze E1 Daft organization before turning in</p> <p>Due in class: E1 Draft to MsP</p> <p>Fact/Opinion/Inference</p> <p>Annotated Bibliographies</p> <p>Preview <i>Mindset</i> excerpt</p>
4	9/15	<p>E1 Draft returned via Canvas or email by 12noon Wednesday 9/13</p> <p>Due: Annotated Bibliography <i>Mindset</i></p> <p>Due: E1 Final Draft</p> <p>PIE paragraph organization</p> <p>EA Ch 3.2 Paragraph organization</p> <p>EA Ch 4.0 Introductions and “He Got Game”</p> <p>Preview “Generation Uphill” and “Economists Say”</p>

5	9/22	Due: Annotated bibliographies for “Generation Uphill” and “Economists Say” EA Ch 4.3 Thesis statements EA Ch 4.5 Introductions = Intro hook + Thesis Conclusions
6	9/29	Due by EOD 9/26: E2 Peer Review on Canvas Discussion Board Finish Peer Review in class Due in class: E2 Draft for MsP Intro and discuss Classical and Rogerian arguments MLA Works Cited Page Previewing Gladwell, the author
7	10/6	E2 Draft returned via Canvas or email by 12noon Wednesday 10/4 Due: E2 Final Draft Watch and analyze Gladwell TED Talk MLA In-text Citation Finding TED Talks (individual student selections) Prep for E3 In-Class Writing
8	10/13	E3 In-Class Writing E4 Prompt E4 Workshop—Summary notes and analysis More MLA Due 10/16 Info Power tutorial
9	10/20	Due by EOD 10/17: E4 Peer Review on Canvas Discussion Board Finish Peer Review in class Due in class: E4 Draft to MsP Start Assessment Portfolio Concession E5 prompt
10	10/27	E4 Draft returned via Canvas or email by 12noon on Wednesday 10/25 Due in class: E4 Final Draft Continuing discussion of E5 prompt and topics (Move to Computer Classroom? TBD) Databases presentation Database search Weebly
11	11/03	Due: E5 Proposal Due: Annotated Bibliography #1
12	11/10	Due: Annotated Bibliography #2 and #3 E5 Workshop: Organization
13	11/17	Due by EOD 11/14: E5 Peer Review on Canvas Discussion Board Finish Peer Review in class Due in class: E5 Draft to MsP Questions about MLA
14	11/24	Thanksgiving Holiday—no school
15	12/1	E5 Draft returned via Canvas or email by 12noon on Monday 11/27 Workshop Assessment Portfolio (Move to Computer Classroom? TBD) Due in class: E5 Weebly Peer Review

	12/8	Last Day of Class Due on Canvas: Assessment Portfolio Due in class: E5 Works Cited Page Due 12/11: E5 Final Draft
Final Exam	12/18	7:15 am-9:30am Final conferences