

San José State University  
Department of English & Comparative Literature  
English 2: Critical Thinking and Writing, Section 08, Spring 2018

### Course and Contact Information

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<b>Office Hours:</b>	MW 12pm-1pm
<b>Class Days/Time/Room:</b>	MW 1030am-1145am, Sweeney Hall 413
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better  This course is not open to students who have successfully completed ENGL 1B.
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

### Course Learning Management 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

You are engaged in **argument** every day as competing voices around you clamor for your money, attention or political support; dozens of forces aim to persuade you to buy into their claims, but how are they doing this and how effectively are they making their arguments? In this class, we will practice **analyzing** these arguments, breaking down the mechanics of how these arguments work in a bid to **critically evaluate** them. Do we buy what they are saying or not? Why? And, if not, why not? Added to this, not all positions in a controversy are responsible ones — that's part of the quest — to discover which ones are and which ones aren't and why.

As we try to understand how these authors use language to persuade an audience to agree with them we will also look at where these texts sit within a wider context – who are the authors responding to, who are they challenging, who do they agree with? This process of **mapping** where the text stands in relation to other opinions involves an open and inquiring approach to research, which will, in turn, prepare you, to enter into the conversation. Armed with a greater knowledge of the context of the debate and informed via a rigorous **research process** you will be able to use your own selection of rhetorical tools and tactics to present, to advocate, for *your* opinion. So whilst we will be looking at how others exercise influence over us through their words what I'm most interested in is what YOU think and how the process of having your position interrogated critically has helped you arrive at that position and, how you will convince us to see things from your perspective.

Whatever your discipline or intended career path, you will leave this class with skills you will use for the rest of your professional life, including the ability to: evaluate and assess data critically, to research and draw on reputable sources, to design and organize an argument and to express your argument in written and oral language persuasively.

**Our theme for the semester is: *Hamburgers, TV and Football*** - great American pastimes that we have all surely enjoyed, or at the very least experienced. Our discussions of food, the media and sport will focus our study of argument this semester. We will use these topics as an entry point to examining wider controversies and to examine how our everyday encounters with these essential elements of American life shape us, our culture and our understanding of the world around us. We will ask questions like: what *is* food, should we control what people eat, is technology harmful or does it bring us together, and how does sport shape our sense of identity and community? In our reading, our writing and our discussions we will endeavor to grapple with big questions and generate, as always, even more questions as we build our critical thinking skills.

Many exciting conversations lie ahead of us and I am excited to hear your thoughts on these subjects!

### **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 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.

Oral: 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.

I will not assign more work than this, but please bear in mind that we all work differently; some students may need more support from the writing center, or take more time to read assignments. However, if you are struggling with the assigned workload please come and see me to discuss strategies to address this.

The following assignments will give you an overview of what we will be doing. However, these may be subject to amendment in their detail depending on how we move through the course. The informal assignments will likely take place in class; all other assignments will be completed outside of class.

### **Rhetorical analysis**

You will produce a rhetorical analysis of two articles that we will have read in class and make an assessment about which tools the authors are using to make their argument and how they are doing so. You will be asked to critically evaluate both arguments. You will produce at least two drafts of this essay (submitted work must include process materials such as notes, workshop, etc.).

### **Annotated Bibliography**

You will produce an annotated bibliography to high scholarly standards. The bibliography will demand extensive research, critical assessment and evaluation of a range of sources (a mixture of books, peer-reviewed articles and online sources), and an analysis of its relevance to your research topic.

### **Persuasive Writing/Research Paper**

In this article, for an academic audience, you will advocate for some kind of urgent reform or for a particular position which relates to any one of the themes we have been considering for the duration of the course. The essay should make effective use of rhetorical tools and reliable research/evidence with which you support your claims (making use of at least four peer reviewed articles). You will produce at least two drafts of this essay (submitted work must include process materials – notes, workshop, etc.).

### **Oral Presentation (multi-media)**

In this oral presentation you will re-purpose the material developed in your research paper for an audience made up of your peers; how can you make your academic research accessible in a new medium? And how do you work with text and language in a way that fully exploits the available technology. My expectations are that you will make full use of audio-visual rhetoric, your ethos and performative powers to make this speech as persuasive as possible.

## Informal Writing Assignments

There will be regular, short writing assignments related to our readings in every class; these will be opportunities to practice the rhetorical moves you are mastering and to refine your sentences. You will be required to upload these to a discussion board and share them with the class.

## Canvas Discussions

You will be asked to post/contribute to Canvas discussions each week. These are to be submitted to the board by Friday midnight. Then you will be expected to comment on the posts of at least two peers by midnight Sunday before class. These will be varied; you might be asked to share some writing, to comment on the work of others, or take part in an online conversation about a reading. Please enter posts in the text box (not attachments). **I do not accept late posts.**

## In-Class Participation

This component is for ACTIVE participation. There is more below regarding what constitutes active in-class participation; suffice to say that this is an essential component of your final grade and can make the difference between receiving a C+ and a B- at the end of the course.

## Final portfolio/reflection

At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELC
Short assignments x3	1000	2,3,4
Discussion Boards	1000	2,3,4,5
Rhetorical Analysis	1000	1,2,3,4
Annotated Bibliography	1000	1,3,4
Research Paper	2000	1,2,3,4,5,
Presentation	1000	1,2,3,4,5

## Required Texts

### Textbook

*Thank You For Arguing* by Jay Heinrichs (\$12.00)

Revised and Updated Third Edition

ISBN-13: 978-0804189934

ISBN-10: 0804189935

Available at Spartan Books.

*The Everyday Writer* by Andrea Lunsford available to you at no cost as **Writer's Help** on Canvas. Please familiarize yourself with this as we will be using this a great deal.

### Other Readings

A fairly large number of additional readings and chapters will be available on Canvas which **you will be required to print out**; please factor in the cost of this in terms of time and money so that you have printouts ready for class when required.

## Other technology requirements / equipment / material

You will work with pen and paper in this class; laptops are not required and can only be used with my permission. Please make sure you have a journal/exercise book that you bring to every class meeting. You will use this journal for taking notes in class, for writing exercises, essay sketches and for sentence work.

You will need a pack of index cards.

Obviously, pens/pencils and highlighters will also be needed.

Please make sure you have a folder in which to keep your work, in particular annotated readings (we will be producing a number of these). If at any point you would like to discuss your progress with me, bring this folder to our meeting.

You will be required to bring your text book to class unless I indicate otherwise. Please know you will be required to print out articles as indicated. This is essential so that you can mark-up and annotate copies, etc.

## Grading Policy

The point breakdown for the class is as follows:

Assignment	Points Possible	As %
Rhetorical analysis	150	15
Annotated Bibliography	100	10
Research Paper	200	20
Presentation	200	20
Short informal assignments/final reflection	150	15
Canvas Discussions	150	15
<b>Active in-class participation</b>	50	5
Total points	<b>1000</b>	<b>100%</b>

## Grading Scale:

### As Points:

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

### As Percentages:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%

**This course must be passed with a C- or better as a CSU graduation requirement.**

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.

If you do not understand the reason you received a specific grade, please ask for clarification *at least 24 hours after receiving it, and at most one week after.*

**Active Participation in Class Discussions:** This accounts for 5% of your final grade. Class participation takes a number of forms from listening to your peers, contributing to discussion, completing in class assignments to workshopping. I expect you to participate in ALL these ways. However, this component of your grade relates specifically to your speaking up in class. The more you speak up in this class the more you will get from the class. Learning to express your ideas in a public forum is an important life skill and our class is a safe place to learn how to master this. It does not come easily to everyone but I expect to see improvements in this skill over the semester if you are to score well on class participation, i.e. hard as it might feel to speak up, I expect you to try.

### **Extra Credit**

There is no opportunity for extra credit at this time.

### **Classroom Protocol**

**Attendance:** According to [University Policy F-69-24](#), attendance is not a criterion for grading. What this means is that mere attendance, that is, just showing up, is NOT factored into your grade; what *is* factored into your grade is active participation and it is only for **active participation** (see above) that you will earn your participation points. You do not start with 100 points and then get points deducted. You start with nothing and build up from there. Being present *and* taking part is how you earn points, but more importantly this is how you learn. Assignments are also cumulative, with each one preparing you for the next. At any given point, class sessions and homework are likely to have been designed to help you complete your next major assignment. Missing class or skipping an assignment will certainly lower the quality of your performance and subsequently your grade. Finally, college is expensive – someone (you? Your family?) is paying for this class; let’s honor that by making the work we do count.

In summary:

- (i) Absences will be detrimental to your performance and may lower your overall grade.
- (ii) Absences which are not excused **will incur lost points for that day.**

If you do not come to class, your grade **will be ADVERSELY AFFECTED.**

In addition, **IF YOU DO NOT ATTEND ON WORKSHOP DAYS FOR OUR WRITING ASSIGNMENTS YOU WILL LOSE A LETTER GRADE ON THE FINAL ASSIGNMENT.**

**Excused Absences:** I will make a reasonable effort to accommodate excused absences. Students with legitimate illnesses or circumstances beyond their control are allowed to make up work, but I require that you inform me via email ahead of class and that you provide documentation of the absence.

**Deadlines:** Excused absences do not excuse late work; please don't assume you have been given permission to turn in late work. If your work is late, you will get a letter grade deduction for each day you are late. I will not read work that is more than three days late at all.

**Punctuality:** In addition to the statement on attendance, I ask that you arrive on time. If you know you are going to be late (as with an absence) tell me ahead of time.

**Class interaction:** As I have mentioned, I expect active participation. In whatever way you participate, I expect thoughtful and respectful interactions in this class. This means being alert, open and actively listening during discussion but it also means being respectful of your colleagues and their opinions. Please also note that I **expect** you to complete any assigned reading **BEFORE** class; without having completed the reading you will find yourself disadvantaged in discussions and informal class activities.

**CELL PHONE USE: TO BE DISCUSSED.**

#### **Online Discussions**

Online discussions will be posted on Canvas every week (these may be based on reading you have completed from the text book or articles I ask you to post). You will be asked to post comments by Friday night and then comment on the posts of your peers by Sunday night to get all your points. **I will not accept late discussion posts.**

**Deadlines and Workload:** I expect assigned work to be delivered on time. Please hand your STAPLED work in to me at the **beginning** of class. I will expect a digital copy to be posted on CANVAS BEFORE CLASS but I will always also ask that you hand in a hard copy, so be prepared to type and print out your assignments.

**Assignments: All assignments** (including informal assignments) handed in for grading should be typed up, double spaced and in Times New Roman font, point 12, MLA style. All materials must be stapled.

**Classroom Etiquette:** Please do not sleep, text, do homework for other classes, play around with cell phones or socialize in a distracting manner during this class. Your choices in a community environment like our classroom affect everyone; they impact the learning taking place and the quality of my teaching. Please help us to become the best version of this class we can create. Also, you will get a great deal more from this class if you come prepared to really engage with the material we will be discussing.

**Plagiarism:** Don't do it. Make sure you understand what plagiarism is – if you have any doubts about how you are handling your material and sources please come and see me before you turn in your work. Academic dishonesty has serious repercussions for students. **Any assignment with the hallmarks of plagiarism will automatically be given an F grade.** Be honest with me and with yourself.

#### **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/gup/syllabusinfo/index.html>>

Additional Information on policies for students can be accessed here on the Frosh English web page:

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## English 2 / Spring 2018, Course Schedule

Please note this schedule is subject to change – you will be informed of changes either via Canvas or email. Please note that key deadlines are marked in **BLUE**. It would be best to put these dates into your calendars at the start of this class – please remember my policy on late work and grade deductions. Please also remember missing a workshop date will automatically result in a letter grade deduction.

**DB**= discussion board; there will be 10 DB threads (dates are in the calendar).

**HW**=Homework, reading pages refer to the Heinrichs unless stated otherwise.

There will be a number of short writing activities; dates are not yet assigned for these.

### Course Schedule

**Please note that this schedule is subject to change; I will continue to update you!**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Before Class	Read Syllabus
1	1/24	Intro, syllabus. HW: Reading up to p68 and Writer's Help (Critical Thinking)
2	2/29	<b>Module 1: Rhetoric</b> DB on writing process due/Ethos, pathos, logos/Informal Assignment 1 assigned (your rhetorical day). Syllabus QUIZ! Arguing by the seat of your pants In class, read: <i>Don't Blame The Eater</i> HW Readings: <i>What You Eat is Your Business, Junking Junk Food</i>
2	2/1	Rhetorical Analysis assigned/Writing skills/Discuss essays HW: up to-p.134, Writer's Help (Argument, Structuring Argument)
3	2/6	<b>DB look at opening and closings of essays read so far /Informal Assignment 1 due on Canvas Board</b> /Moving beyond the rhetorical triangle; types of argument (stasis theory). Discuss Readings. HW: upto-p.148, p.280-290, <i>Escape from the Western Diet, Resisting the Moralization of Eating</i>
3	2/8	Jigsaw reading of <i>Escape from the Western diet</i> . HW: and Canvas Chapter on Logos
4	2/13	DB: the thesis statement /Inductive/deductive logic/ and analysis of Logos, Kairos HW: up to p169 (Fallacies), Ted-ed videos, Proposal/pre-writing Sketch for analysis.
4	2/15	DB: Topic sentences and paragraphs /writing fallacies/discussing fallacies/discuss reading and food advertising exercise/peer feedback on pre-writing/structuring your essay! HW: Canvas Chapter on Rhetorical analysis, complete draft
5	2/20	<b>DB rhetorical analysis/First Draft Rhetorical Analysis (Workshop)/ Philosophical Chairs</b> HW: Technology essay 1, Technology essay 2
5	2/22	Discussion of essays; brainstorming topics around food and technology and sports;

Week	Date	Topics, Readings, Assignments, Deadlines
		what are you curious about and why? HW: Technology essay 3
6	2/26	<b>DB reflection on rhetorical analysis/Final Draft Rhetorical Analysis</b> <b>Module 2: Researching and Writing Arguments</b> Library introduction. Narrowing/broadening a research topic – creating an umbrella/Evaluating sources/Annotated Bib assigned and Research paper/Technology essay 4 in-class HW: Sports Essay 1, Sports Essay 2, Canvas Chapter on Sources
6	2/28	Discuss readings/Developing a thesis HW: Sports Essay 3, Sports Essay 4
7	3/5	DB opening and closing paragraphs of research paper drafts/Discuss readings/Choosing evidence
7	3/7	Discuss readings/integrating evidence/avoiding plagiarism HW: p171-214
8	3/12	<b>DB: essay sketch of main points / Annotated Bibliography due</b> Paragraphs – claim, evidence, reasoning. What’s your logos, pathos, ethos? HW: p217-297
8	3/14	Your audience/stakeholders and naysayers
9	3/19	DB: Hooks and titles/ Identifying and writing the topic sentence exercises and transitions
9	3/21	<b>First Draft Research Paper (Workshop)</b>
10	3/26	<b>Spring Break</b>
10	3/28	<b>Spring Break</b>
11	4/2	DB: your best sentences, reflect on them/tone and language and imagery; your voice. HW: complete research paper
11	4/4	<b>First Revision of research paper (Workshop 2)</b>
12	4/9	<b>DB: reflection on research paper/Final Draft Research Paper Due/</b> <b>Module 3: Oral Rhetoric</b> <b>Presentation Assigned/ watching rhetors</b> HW:p303-372, bring in speeches to share.
12	4/11	Re-purposing your paper for a speech and a new audience/structuring a formal speech. Brainstorming audio-visual elements – how to use multi-media
13	4/16	<b>Informal assignment x2 due/</b> Performing – practicing PVLEGS
13	4/18	<b>Speech workshops</b>
14	4/23	Wrapping up our themes. What did we learn, what do we still want to learn?
14	4/25	<b>Presentations</b>
15	4/30	<b>Presentations</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
15	5/2	Presentations
16	5/7	Presentations
Final Exam		Venue and Time (Final Reflection due in class)