

San José State University
Department of English & Comparative Literature
English 2, Critical Thinking & Writing, Section 17, Winter 2018

COURSE AND CONTACT INFORMATION

Instructor:	Christie McCullen
Office Location:	Faculty Offices Building 218
Telephone:	517-525-1403
Email:	Through the Canvas Inbox (preferred) or christie.mccullen@sjsu.edu
Office Hours:	Wednesday 12:00-1:00PM or by appointment
Class Days/Time:	Mondays & Wednesdays/1:30-2:45PM
Classroom:	BBC 124
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

CANVAS AND MJSJSU

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

ENGLISH 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

How can a diamond signify undying love and dying children *at the same time*? What can one mushroom teach us about conflict, colonialism, catastrophe, and cuisine? Greater economic interdependence and worldwide media sources expose us to these compelling, and often disturbing, intricacies and intimacies of globalized life. This course will trace those connections as they manifest through encounters and exchanges, tensions and transformations, frictions and feuds, and ghosts and gaps. To do so, we'll employ an increasingly popular method and genre of writing called "following the thing" or tracing something—a food, a beauty product, a practice, a song, a drug, a devise—along its global chain of production, distribution, and consumption. Who made the thing? What infrastructure brought the thing to the consumer? Who else helped along the way? And what does that thing *mean* to all those involved in its roots and routes? What kinds of *relationships* become apparent when we follow a thing? In this class, we will each choose a thing and write several essays about that thing, eventually producing a longer research paper on the stories of globalized life that that thing helps us tell.

GE 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).

REQUIRED MATERIALS FOR CLASS

All-Class Texts

Everyone in the class will be assigned some common texts that can be found on Canvas in the "Files" and "Writer's Help 2.0" tabs. When the required texts are online tutorials, you can find the link on the schedule.

Individual Readings

As part of the research process, you will also be required to read articles and book chapters that relate to your specific research question. You will learn how to locate these in class.

Other technology requirements / equipment / material

- Paper or electronic copies of the readings assigned for each class
- Loose leaf paper for in-class writing assignments
- A small stapler
- A *charged* laptop computer or tablet (I will give you 48-hour notice when you need this)

KEYS TO SUCCESS AND WELL-BEING IN SCHOOL

- **Come to class prepared.** Coming to class prepared means showing up on time, completing all homework assignments before class starts, and bringing all homework and reading assignments to class.
- **Participate, participate, participate during class!** Because this is a writing workshop where you'll be learning collaboratively and building off of the skills gained in previous classes, participation is key! Participation means coming to class on time, putting your phone somewhere out of reach ☺, only using electronic devices for accessing relevant materials, giving your all to classroom exercises, asking questions when you think you've completed an exercise, supporting your peers' success, and listening carefully to your instructor and peers.
- **Come to office hours.** Few students take advantage of office hours, but those who do have the best results. I want you to succeed, and I can best support your writing process when we meet to discuss your questions and concerns one-on-one. If you cannot make my scheduled office hours, send me an email to schedule an alternative time to meet. It's helpful to come to office hours even when you don't have a specific question. Just drop by and try it out!

- **Clock in to write every day.** We get better at writing by writing a little bit every day. Instead of writing all at once (e.g., the mythical all-nighter), write every day. Moreover, rather than writing for hours straight, schedule 2-3 “writing blocks” per day and write for 20-40 minutes during each of those blocks.
- **Utilize campus resources.** Here’s a list of invaluable resources on campus (but please contact me if you find that you’re struggling with an issue these resources don’t address):
 - The [Writing Center](#) offers writing one-on-one writing tutoring, group workshops, and video tutorials.
 - The [Student Success Portal](#) offers a variety of online workshops to foster academic success (including one on tips for being successful in an online class).
 - [Peer Connections](#) offer mentoring, tutoring, and workshops.
 - [Counseling Services](#) offer educational counseling in addition to general counseling and workshops.
 - [Student Success Center](#) offers writing assistance in addition to general advising.
 - [eCampus](#) offers workshops (including on how to use Canvas) and can help with technical questions/problems.
- **Self and community care!** Life--in general--is often difficult, and life as a student has particular challenges. You’ll do better in school and feel better about life if you make time to [rest](#), [relax](#), [recreate](#), and [commune with others](#). If you’re feeling [depressed](#) or struggling with something in life, please know that these things are treatable and that we have **free** [counseling services on campus](#). They are compassionate folks who can give you tools for coping.

CLASSROOM PROTOCOL

- **Participation** is an indispensable part of a **writing workshop** (i.e., classes where you learn by doing, not by listening to lecture). I will be grading your participation each day on an excellent/satisfactory/unsatisfactory basis. Excellent participation means actively engaging in an exercise, fully completing it, asking questions if confused, and alerting me when you’re done. Satisfactory participation means that you engage in the exercise, but your attention veers away at some point. Unsatisfactory participation means that your attention is scantily focused on the exercise or you provide cursory work during the exercise. When confused or finished, raise your hand to for me to check your work and prompt you with further instruction. If you are not actively engaged in the exercise, it is your responsibility to let me know so that you need further instruction. You should never pull out your phone or computer when you think you are done.
- **Deadlines** must be honored to maximize learning. Because each class uses exercises that build off of homework assignments and drafts, you cannot participate in the exercises without homework assignments or drafts. As such, **assignments are due at the beginning of class and you will earn an unsatisfactory participation grade for every class where you miss a deadline.** Please let me know if you anticipate difficulty reaching a particular deadline.
- **Sickness/Missed Class.** If you are sick and cannot turn in work to class, please **email me with your homework attached.** Then, read through the slides posted on Canvas for that day (the last slide will always include homework for the following class). To keep up on the exercises for class, contact a homework buddy immediately or come see me in office hours. Please do not ask me to explain what you missed in an email.
 - Homework Buddy #1: _____
 - Homework Buddy #2: _____
- **Laptops/tablets/phones:** Please take them out when I ask you to work on specific assignments or to access slides. Using devices for non-educational purposes means that you are not actively participating and I will mark your grade accordingly. If you anticipate an issue where you will need to be on a device for a non-educational purpose, please let me know before class and I will instruct you on where to sit or where to go to minimize the distraction to others.
- **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. It's **best to email through Canvas** (in the Conversations/Inbox). If you use SJSU email to contact me, please put the name of our class in the subject line so that it sticks out to me.

- **Arriving Late or Leaving Early:** Please don't do it as it's disruptive to your classmates. 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 they are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly****
- **Expected workload.** 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). That time includes preparing for class, participating in course activities, completing assignments, and so on.

ENGLISH 2 COURSE REQUIREMENTS AND ASSIGNMENTS

Participation in Pre-Writing Exercises – 10% of final grade

This class is a participatory workshop, meaning that in order for you to learn theory and skills, you need to *practice* writing during each class and in between classes. As such, each assignment below describes a larger project that includes a series of prewriting exercises including in-class activities, homework assignments, drafts, and final essays. You will be given more detailed descriptions of those exercises in class.

Annotation Memos – 10% of final grade

You should complete an Annotation Memo for Readings while reading/watching the assigned texts. Likewise, you should fill out an Annotation Memo for Research Sources every time you read an article or book chapter for your research project. You can handwrite or type out these memos, but either way, you should follow the format given in the appropriate file: "Annotation Memo for Readings" or "Annotation Memo for Research Sources" (both on Canvas in the "Files" tab).

Research Report – 10% of final grade

See the Prompts folder for this prompt (under the Files tab on Canvas)

They Say/I Say Handout – 12.5% of final grade

The prompt for this will be given out in class. See the Handouts folder for a template and example (under the Files tab on Canvas)

Follow the Thing Research Essay – 25% of final grade

See the Prompts folder for this prompt (under the Files tab on Canvas)

In-Class Essay – 5% of final grade

The prompt for this will be given out in class

Zoom In and Out Essay – 5% of final grade

See the Prompts folder for this prompt (under the Files tab on Canvas)

Persuasive TED Talk – 20% of final grade

See the Prompts folder for this prompt (under the Files tab on Canvas)

Portfolio Self-Reflection Essay – 2.5% of final grade

This prompt will be available in early May (under the Files tab on Canvas)

Portfolio as Final Examination

A portfolio of your ongoing development as a writer will be due on final exam date (5/22 at 1:00PM). You will upload it through Canvas. I will give you more information on what goes in the portfolio in early May. Until then, please save an electronic file of all of your final drafts.

Assignment	Word Count	GELO
Research Report	400-500	1, 3, 5
Annotation Memos	2000 (in total)	1, 2, 3, 4, 5
They Say/I Say Handout	1000-1500	1, 2, 3, 4, 5
Follow the Thing Research Essay	1500-2000	1, 2, 3, 4, 5
In-Class Essay	400-500	1, 2, 3, 4, 5
Zoom In and Out Essay	200-300	1, 2, 3
Persuasive TED Talk	600-800	1, 2, 3, 5
Portfolio Self-Reflection Essay	500-600	1, 2, 3, 4, 5

GRADING AND REVISING GRADED ESSAYS

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.

The prompt for each essay will include a specific rubric for that essay. In the classes leading up to the deadline for your final draft, we will reflect on the rubric and use it in peer review activities. When you turn in your final draft to me, I will use the essay's specific rubric and the general criteria above to give your essay a letter grade. I will also share feedback on how to improve your grade. If you choose, you will have one week to revise your essay based on my feedback. Your revised copy should include a Post-Grade Revisions Cover Sheet (on Canvas in the "Files" tab) and the revised text should be highlighted according to the instructions on the cover sheet. If your revisions adequately address my feedback, I will improve your letter grade (up to one whole letter grade).

DETERMINATION OF FINAL GRADES

Final grades will be calculated at the end of the semester, based on the weights for different assignments listed above. A+ = 100-98, A = 97-93, A- = 92-90, B+ = 89-88, B = 87-83, B- = 82-80, C+ = 79-78, C = 77-73, C- = 72-70. You must earn a C- or better to fulfill this writing requirement for graduation.

UNIVERSITY POLICIES

Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/index.html) contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:
<http://www.sjsu.edu/gup/syllabusinfo/index.html>.

COURSE GRID SCHEDULE

Note #1: The schedule is subject to change. I will give you notice through Canvas when changes are made.

Note #2: Always bring paper or electronic copies of the assigned readings for the day.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	SEMESTER BEGINS FOR ADMINISTRATIVE PURPOSES
1	1/24	1ST DAY OF CLASS – INTRO TO COURSE AND FOLLOW THE THING GENRE Read: (before class): The syllabus Bring: (to class): Questions about the syllabus
2	1/29	MEANING CONSTRUCTION & PROBLEM-BASED WRITING Read: Engber: Terra Infirma Read: Packer: How Susie Bayer's T-Shirt Ended Up on Yusuf Mama's Back Bring: Reading Annotation Memos Bring: Several ideas of things to follow for research
2	1/31	RESEARCH MEHTODS AND FINDING SOURCES Complete Online (before class): InfoPower Research Skills Tutorial https://libguides.sjsu.edu/infopower/home Bring: Printed/screenshot email confirmation of completion of InfoPower
3	2/5	MEANING CONSTRUCTION & PROBLEM-BASED WRITING Read: 4 articles related to your thing from LexisNexis Bring: 4 Research Source Annotation Memos
3	2/7	PEER REVIEW ON “THE TOP 20” Due: Draft of Research Report Read: Lunsford: The Top Twenty – Troubleshooting Your Writing Read: 2 articles related to your thing from LexisNexis Bring: 2 Research Source Annotation Memos

Week	Date	Topics, Readings, Assignments, Deadlines
4	2/12	<p>MEANING CONSTRUCTION & PROBLEM-BASED WRITING</p> <p>Due: Final Research Report</p> <p>Read/Listen: Calhoun: Dead Ringer https://www.thisamericanlife.org/484/doppelgangers (transcript and audio)</p> <p>Bring: Reading Annotation Memo</p>
4	2/14	<p>ARTICULATING RESEARCH QUESTIONS</p> <p>Read: Wikipedia: "Giant Octopus"</p> <p>Read: Hanel: The Octopus that Almost Ate Seattle</p> <p>Bring: Reading Annotation Memos</p> <p>Read: 2 articles related to your thing from LexisNexis</p> <p>Bring: 2 Research Source Annotation Memos</p>
5	2/19	<p>USING SOURCES TO ADDRESS RESEARCH QUESTIONS</p> <p>Read: Grief: The Sociology of the Hipster</p> <p>Bring: Reading Annotation Memo</p> <p>Read: 2 articles related to your thing from LexisNexis</p> <p>Bring: 2 Research Source Annotation Memos</p>
5	2/21	<p>RESEARCH MEHTODS AND FINDING SOURCES</p> <p>Read/Watch: SJSU Library Tutorial – How to Find Articles https://libguides.sjsu.edu/c.php?g=230312&p=3741434</p> <p>Read/Watch: SJSU Library Tutorial – How to Find Books https://libguides.sjsu.edu/c.php?g=230312&p=3741439</p> <p>Bring: Reading Annotation Memos (for tutorials)</p>
6	2/26	<p>CITING SOURCES WITH MLA</p> <p>Read/Watch: SJSU Library Tutorial – How Do I Cite in MLA https://libguides.sjsu.edu/c.php?g=230312&p=3741446</p> <p>Read: 2 academic articles related to your thing</p> <p>Bring: 2 Research Source Annotation Memos</p>
6	2/28	<p>IDEA MAPPING TO ORGANIZE AN ARGUMENT</p> <p>Read: 2 academic articles related to your thing</p> <p>Bring: 2 Research Source Annotation Memos</p>
7	3/5	<p>TYPES OF EVIDENCE FOR ARGUMENTS</p> <p>Read: 2 academic articles related to your thing</p> <p>Bring: 2 Research Source Annotation Memos</p> <p>Read: Pollan: Power Steer</p> <p>Read: Bizup: BEAM Sources</p>
7	3/7	<p>DRAFTING TO DEVELOP IDEAS</p> <p>Due: Writer-Centered Draft of Follow the Thing Essay</p> <p>Due (in class): Halved Follow the Thing Essay (bring computer or tablet)</p>
8	3/12	<p>FINDING ARGUMENTATIVE STRUCTURE</p> <p>Due: Reader-Centered Draft of Follow the Thing Essay</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/14	PEER REVIEW FOR FINDING ARGUMENTATIVE STRUCTURE Due: Revised Reader-Centered Draft of Follow the Thing Essay
9	3/19	WRITING CONFERENCES Due: Revised Reader-Centered Draft of Follow the Thing Essay
9	3/21	WRITING CONFERENCES Due: Revised Reader-Centered Draft of Follow the Thing Essay
10	3/26	SPRING RECESS: NO CLASS
10	3/28	SPRING RECESS: NO CLASS
11	4/2	FOLLOW THE THING ARGUMENTATION STYLES Read: Gravois: A Toast Story Read: Davis: The Messy Middle Bring: Reading Annotation Memos
11	4/4	ARGUMENTATION STYLES AND STRATEGIES Read: Heinrichs: Excerpts from Thank You for Arguing Bring: Reading Annotation Memos
12	4/9	FINAL REVISIONS ON FOLLOW THE THING ESSAY Due: Revised Reader-Centered Draft of Follow the Thing Essay
12	4/11	OTHER ARGUMENTATION STYLES AND STRATEGIES Due: Final Follow the Thing Essay Read: Heinrichs: Excerpts from Thank You for Arguing Bring: Reading Annotation Memos
13	4/16	OTHER ARGUMENTATION STYLES AND STRATEGIES Read: Heinrichs: Excerpts from Thank You for Arguing Bring: Reading Annotation Memos
13	4/18	OTHER ARGUMENTATION STYLES AND STRATEGIES Read: Heinrichs: Excerpts from Thank You for Arguing Bring: Reading Annotation Memos
14	4/23	CRAFTING A PERSUASIVE ORAL ARGUMENT Watch: 3 TED Talks online (your choice) Bring: TED Talks Handout
14	4/25	CRAFTING A PERSUASIVE ORAL ARGUMENT Read: TBD Bring: Reading Annotation Memos
15	4/30	REVISING TED TALKS Due: Draft of TED Talk Script

Week	Date	Topics, Readings, Assignments, Deadlines
15	5/2	SPEAKING TO TELL Due: Revised Draft of TED Talk Script Read: TBD Bring: Reading Annotation Memos
16	5/7	TED TALK PRESENTATIONS Due: Final TED Talk Script
16	5/9	TED TALK PRESENTATIONS Due: Final TED Talk Script
17	5/14	FINAL REFLECTIONS AND PORTFOLIO PREPARATIONS Due: Draft of Final Reflection Essay for Portfolio
Finals Week	5/22	PORTFOLIOS DUE Portfolios due on Canvas by 1PM