San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 12, Fall 2019

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
Telephone:	408.924.4236
Email:	sarah.prasad@sjsu.edu (Email is the best way to contact me.)
Office Hours:	Tuesday and Thursday 9-10am and by appointment
Class Days/Time:	Tuesdays 10:30-11:45am in BBC 124, Thursdays online
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

Technology Intensive, Hybrid, and Online Courses

This course is a hybrid course that meets face to face on Tuesdays in BBC 124. On Thursdays, work will be done individually online. During class time Thursdays 10:30-11:45am, MsP will be in the classroom BBC 124 available for help or simply if you wish to have a place to work. A computer and internet connectivity is required for this course but it is not required to have it in class. See "**Other technology requirements / equipment / material**" below for help finding computers on campus.

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 12 is a Hybrid course, which means that we will meet every week on Tuesdays in our classroom. On Thursdays, assignments will be online and you will work independently. From 10:30-11:45am on Thursdays, I will be in our classroom, BBC 124, for help or if you want a place to work.

English 2 Section 12 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
"Philadelphia's New DA Wants Prosecutors To Talk Cost Of Incarceration While In Court" by Bobby Allyn
"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.

Assignment	Peer Review	Draft for MsP	Final	Word Count	% of Grade	GELOs
Benchmark Essay	N/A	N/A	8/22	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	9/12	9/17	9/24	1000	10%	2-4
Analysis of Student TED Talk	10/3	10/8	10/15	1000	15%	2-5
Multiple Source (MS) Essay	11/7	11/14	11/21	1200	20%	1-5
Analysis of the Website Version of MS Essay	11/26	11/27	12/3	750	15%	2-4
Assessment Reflection Portfolio	12/5	N/A	12/13 or 12/17	500	10%	3

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.

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. This is a Hybrid class, which means that you will complete some activities and assignments through Canvas. We will

meet one time per week face to face in the classroom and for one class meeting, you will have reading, discussion prompts, online lessons, and writing assignments to complete online. It is important to consistently complete the online activities and resist letting your assignments pile up. 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 12 Critical Thinking and Writing, Fall 2019, 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		8/22 FACE TO FACE (F2F) MEETING IN CLASSROOM 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 "Philadelphia's New DA" article HW Read "Philadelphia's New DA" article
2	8/27 F2F MEETING IN CLASSROOM Due: Revised Benchmark with one paragraph of reflection. Discuss LUNSFORD and "Philadelphia's New DA" Article HO Analysis Worksheet Analysis of "Philadelphia's New DA" Article Activate schema for Ann Bib Annotated Bibliography—LUNSFORD pgs 500-504 Start Ann Bib for "Philadelphia's New DA" HW: finish draft of Ann Bib for "Philadelphia's New DA"	8/29 **HYBRID DAY WORKING ONLINE: Working in "Module Annotated Bibliographies"** Due: Draft of Ann Bib for "Philadelphia's New DA" Article due in "Assignments" Read "Prompt: Annotated Bibliographies" in "Handouts" Watch "Getting Started with Blogger" in "Videos" and create your Blogger Discussion: Find your group in Discussions to choose an article the class will read.
3	9/3 F2F MEETING IN CLASSROOM Due: Post the link to your Blogger for your Annotated Bib for "Philadelphia's New DA" article in "Assignments" Quick quiz about Annotated Bibs Due: Group 1 chooses article for analysis and posts in Discussions. Audience—write a text to Mom, sibling, and boss Logical Fallacies—what are they and how do they work? LUNSFORD ###	9/5 HYBRID DAY WORKING ONLINE: Working in "Module 1: Analysis of a Meme" Watch "Video: How to Make a Meme" Make your meme integrating the Logical Fallacies and post in "Assignments" Read The Writing Process—LUNSFORD pgs 79-89 and prepare to discuss it on 9/10 in class

		Read: "Prompt: Opportunity through a Meme" in "Handouts"	
4	9/10 F2F MEETING IN CLASSROOM Due: Blogger Annotated Bib for article #1 Due: Group 2 chooses article for analysis and posts in Discussions. Discussing the Writing Process (LUNSFORD pgs 79-89) Thesis quiz Thesis statements and taking a stance, LUNSFORD pgs 142, 385 Organization—Freakonomics (http://freakonomics.com/podcast/earth-2-0-income-inequality/) Considering organization of Article #1 Planning meme essay organization Prep for Peer Review	9/12 HYBRID DAY WORKING ONLINE Due: Rough draft of Meme essay for Peer Review in "Assignments" before Peer Review Peer Review in "Assignments" HW: Revise Meme Essay	
5	9/17 F2F MEETING IN CLASSROOM Due: Draft of meme essay for MsP Group 2 introduces article #2 MLA in LUNSFORD Review Thesis LUNSFORD pgs 142, 385 Overview—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 Start Portfolium in class Activate schema for Gladwell	9/19 HYBRID DAY WORKING ONLINE Due: Blogger Annotated Bib for #2 article Meme essay feedback viewable in "Rough Draft of Meme Essay for MsP Respond to feedback in the comments section to confirm your understanding and/or ask questions if you have them. Group 3 chooses article for analysis and posts in Discussions. HW: Watch Gladwell's TED Talk "Choice, Happiness, and Spaghetti Sauce" and complete Analysis Worksheet.	
6	9/24 F2F MEETING IN CLASSROOM Due: Final draft Meme essay Group 3 introduces article #3 TED Talks—analyzing Gladwell's "Choice, Happiness, and Spaghetti Sauce" in class HO Analysis Worksheet Brainstorming academically appropriate topics Group 4 chooses article for analysis and posts in Discussions. Handout TED Analysis prompt HW: Make a Talk of your own	9/26 HYBRID DAY WORKING ONLINE Due: Blogger Annotated Bib for #3 article Read "Steps for Makin Your TED Talk" Due: Post your own TED (YouTube link) in "Discussions" Due: Watch a student TED. Analyze it using Analysis Worksheet and post a comment in "Discussions"	
7	10/1 F2F MEETING IN CLASSROOM Group 4 introduces article #4. Discussion of LUNSFORD Ch 17	10/3 HYBRID DAY WORKING ONLINE Due: Blogger Annotated Bib #4 article Due: Rough draft of Student TED Analysis for Peer Review	

	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 and posts in Discussions.	Peer Review Watch: "Video: Inductive and Deductive Reasoning"
8	10/8 F2F MEETING IN CLASSROOM Due: Rough draft of Student TED Analysis for MsP Group 5 introduces article #5 and posts in Discussions. 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	10/10 HYBRID DAY WORKING ONLINE Due: Blogger Annotated Bib for #5 article Due: Complete InfoPower tutorial HW: Student TED Analysis feedback visible online. Respond to MsP in the comments to acknowledge what you need to work on as you revise. Watch "Video: Using the Databases." Then try searching in the databases on potential topics for the MSE. Post possible topics for the MSE in Discussions and respond to one peer's post. HW: Preview LUNSFORD Ch 25—Quote, paraphrasing, or summarizing in class and Ch 26 "Giving Credit, Avoiding Plagiarism" and prepare to discuss in class. HW: Revise Student TED Analysis
9	10/15 F2F MEETING IN CLASSROOM Due: Final draft of Student TED Analysis Group 6 introduces #6 article and posts in Discussions. 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.	10/17 HYBRID DAY WORKING ONLINE Due: Blogger Annotated Bib for #6 article Watch "Video: Getting Started on Portfolium" and set up your Portfolium Watch "Video: How to Get Started on Weebly" Watch "Video: How to make a Blog on Weebly" HW: Read and prepare to discuss LUNSFORD Part III and IV Due 10/20: MSE Proposal Due: Post INFOPower proof of completion
10	10/22 F2F MEETING IN CLASSROOM Getting organized: adding structure. Discuss LUNSFORD Part III and IV 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/ Bringing other websites into the mix—who can we trust? Looking at Knowherenews.com	10/24 HYBRID DAY WORKING ONLINE Due: Annotated Bib #1 for MSE Read "Handout: Quote Sandwich" HW: Writing and posting a Quote Sandwich with source from Annotated Bib #1

11	10/29 F2F MEETING IN CLASSROOM Organizational chart of overview of semester Comparing product vs process articles Adjective Clauses Transitions	10/31 HYBRID DAY WORKING ONLINE Due: Annotated Bib #2 for MSE In Discussions, comparing the source from Annotated Bib #2 (not from the database) HW: finish Adjective Clauses exercise Read: "Handout: Concession" and answer the riddle
12	11/5 F2F MEETING IN CLASSROOM Due: Annotated Bib #3 for MSE MLA in-text citations (Ch 27)—find one thing that surprised you in the section Finding answers to your MLA questions in Ch 27. MLA Prasad Reader p. 24-25 Organization and Outlining—getting ready for Peer Review Handout: Peer Review Day Worksheet and Peer Review Feedback Chart	11/7 HYBRID DAY WORKING ONLINE Due: Rough Draft of MSE for Peer Review Peer Review Day Worksheet—outline the main points in the drafts. Bring the Worksheet to class to discuss. Complete Peer Review Feedback Chart (top half of the grading chart only)
13	11/12 F2F MEETING IN CLASSROOM MLA Works Cited Page (Ch 27) Transitions LUNSFORD p 47 More concession—finding it in articles Concession—working in pairs. With contrasting ideas and with similar ideas. Intro and Conclusions—looking at your own	11/14 HYBRID DAY WORKING ONLINE Due: Rough Draft of MSE for MsP Due: Rough Draft of Works Cited Page Give feedback on Works Cited Pages.
14	11/19 F2F MEETING IN CLASSROOM Due: Works Cited Page for MSE Feedback returned for MSE Weebly Workshop to migrate MSE	11/21 HYBRID DAY WORKING ONLINE Due: Final draft MSE Continue migrating MSE onto Weebly Analyzing the process
15	11/26 HYBRID DAY WORKING ONLINE Weebly Analysis Workshop Due: Rough Draft of Weebly Analysis for Peer Review Due 11/27: Rough Draft of Weebly Analysis for MsP on Canvas	11/28 Thanksgiving: No School
16	12/3 F2F MEETING IN CLASSROOM Assessment Reflection Workshop Due: Weebly Analysis Weak "It"	12/5 HYBRID DAY WORKING ONLINE Due: Rough draft of Assessment Reflection for Peer Review Peer Review for Assessment Reflection
Finals	Eng 2 Sec 12 Friday, December 13 9:45am-12noon	Eng 2 Sec 15 Tuesday, December 17 9:45am-12noon