

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, *Section 31*, Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Zehlia Babaci-Wilhite
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<b>Office Hours:</b>	Mondays and Wednesdays: 13:30-14:30pm (by appointment)
<b>Class Days/Time:</b>	Monday 6pm
<b>Classroom:</b>	<b>Clark building 316</b>
<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**

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

This summer, you began preparing yourself for the college experience by attending orientation and among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college

experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

To pursue this exploration of higher education, this course will be the culmination of your thoughts and reflections about higher education. You will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?

## **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 in critical thinking.

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 and critical thinking.

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.

### Assignment Word Count and Learning Goals

Assignment	% Worth	Word Count	GELO
<b>In-class proposal</b>	<b>50</b>	<b>250</b>	<b>1-3</b>
<b>Critical Exercises (Informal)</b>	<b>100</b>	<b>1500</b>	<b>1-5</b>
<b>Essay #1: Rhetorical analyses</b>	<b>125</b>	<b>750</b>	<b>1-3</b>
<b>Draft Essay #1</b>	<b>25</b>	<b>250</b>	<b>1-3</b>
<b>Essay #2: Research argument</b>	<b>125</b>	<b>750</b>	<b>1-5</b>
<b>Draft Essay #2</b>	<b>25</b>	<b>250</b>	<b>1-5</b>
<b>Multimodal Presentation (Group)</b>	<b>50</b>	<b>10-15 mins</b>	<b>1-3</b>
<b>Multimodal Presentation (Individual)</b>	<b>50</b>	<b>5 mins</b>	<b>1-5</b>
<b>Quizzes &amp; Canvas Posts (CRR)</b>	<b>100</b>	<b>1500</b>	<b>1-5</b>
<b>Workshops &amp; Peer Mentor</b>	<b>100</b>	<b>N/A</b>	<b>1-5</b>
<b>Self-Reflection/Final Portfolio</b>	<b>100</b>	<b>750</b>	<b>TBD</b>
<b>Class Participation</b>	<b>150</b>	<b>N/A</b>	<b>1-5</b>
<b>Total</b>	<b>1000</b>		

## Required Texts

### Textbook and free learning platform

- Babaci-Wilhite, Zehlia. *Learning Critical Thinking Skills Beyond 21ST Century For Multidisciplinary Courses: A Human Right Perspective in Education* <https://store.cognella.com/82424-1A-001>
- <https://owl.excelsior.edu/>

## Other Readings

- Other readings (and videos) provided throughout the semester through email or Canvas

## 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

Students must receive a C- or higher to pass the course

### **Course Grade Point Values**

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

### **Classroom Protocol**

Please do your part to help us all foster a welcoming and supportive classroom environment. We will do our best work when everyone feels comfortable enough to participate. Blatant displays of disrespect undermine the sense of community we need to learn and to share what we learn from each other. When we disagree, let’s do so respectfully and sincerely. We will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, s/he will be asked to leave for the remainder of the class session. Behavior that fits this description include offense comments directed at your peers or myself, sleeping during class, talking with your peers about things unrelated to the class, or focusing your attention on electronic equipment rather than the class activity or discussion.

The class policies have been developed over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored, as *I do not accept late work.*
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to advise you of my absence. *I cannot accept papers via email.* Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.

- **Make ups** for in class work cannot be made; if you are not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments MAY be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer’s working experience. Your participation in workshops is critical to your success in this class, and mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay (Only with documented reason and prior approval will I allow you to complete workshops with your group via email).
- **Laptops:** As this is not a heavily lecture based class, **you will need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **“Smart” Phone:** Attendance is both a physical and mental state of being. Smart phone usage, during recent years, has become so prevalent that, in my view, it is hindering students’ ability to get the most out of classroom activities. To address this issue, I am asking everyone to NOT use it. ***I will lower your overall Participation grade (20% of course total) for the course by one full letter.***
- **Arriving Late or Leaving Early:** Please don’t do it. It is disruptive to your classmates. However, 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 are not an excuse to arrive late to class.** Please keep traffic and parking conditions in mind and plan accordingly.
- **I do not accept students eating and/or sleeping in my class.**
- **For attendance:** [University Policy F-69-24.](#)

### 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>>

### Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas and will provide at least one week’s advance notice.

***The schedule is subject to change with fair notice and the notice will be made available on Canvas.***

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Module 1: Introduction</b>
1	M 1/28	<ul style="list-style-type: none"> <li>• Welcome to English 2</li> <li>• Introductions and Icebreakers</li> <li>• What we will do during class: Your questions about the Syllabus</li> <li>• Discussion on our class topic: Education and the used of our textbook and the free learning platform</li> <li>• Power Point presentation</li> <li>• The class will break up into small groups of 2-3 and discuss the presentation to develop a project proposal</li> </ul> <p><b><i>For next time:</i></b> Write a short-biography, read the syllabus and the Writing Process</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		( <a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a> )
2	M 2/4	<p style="text-align: center;"><b>Module 2: Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Quiz on your syllabus</li> <li>• Introduction to reading techniques: How do you read?</li> <li>• Practice active reading</li> <li>• <i>Writing</i>: Write a CRR on the chapter you read and on the Writing Process</li> </ul> <p><b>For next time:</b> Post your CRR on Canvas for an open discussion</p>
3	M 2/11	<ul style="list-style-type: none"> <li>• Class activity: What are the elements of your project?</li> <li>• Write an Outline of your Project</li> <li>• Each student will take 2-3 minutes to present his/her project proposal and discuss what s/he found most significant about the project conducted so far</li> <li>• <b>For next time:</b> Post your outline on Canvas. Lecture on Citation and Documentation (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>)</li> </ul>
4	M 2/18	<p>Visit Library: room 213</p> <ul style="list-style-type: none"> <li>• <b>For next time:</b> Take notes to present in class, Read Prewriting Strategies (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>) and Post your CRR on Canvas for an open discussion</li> </ul>
5	M 2/25	<ul style="list-style-type: none"> <li>• Class activity: Continue to analyze the elements of your project with references</li> <li>• How to use MLA and APA format</li> <li>• Assigning Peer Review groups: read and respond to your peers' CRR.</li> <li>• Group workshop on your project</li> <li>• Write a CRR on the chapter you read and on the "Lecture on Citation and Documentation"</li> </ul> <p><b>For next time:</b> Complete your project</p>
6	M 3/4	<ul style="list-style-type: none"> <li>• Research Workshop: What is the purpose of higher education in the 21<sup>st</sup> century and what are the 21<sup>st</sup> century critical thinking skills? Research: resources on different literacies (visual literacy, digital literacy, science literacy, virtual literacy and critical literacy).</li> <li>• Pre-writing activities: Post an article on higher education in the Discussions on Canvas related to our readings. Please include a paragraph of at least 200 words in which you summarize the article and explain why you think it is important</li> <li>• <b>For next time:</b> Revise your post, Peer review a post and give feedback to your peers. Reading: Argument and Critical Thinking (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>) and prepare your presentation.</li> </ul>
7	M 3/11	<p style="text-align: center;"><b>Module 3: Presentation</b></p> <p>In-class: Multimodal Group Presentations – Give feedback to your peers</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>For next time:</i> To be assigned on Canvas
8	M 3/18	<p style="text-align: center;"><b>MODULE 4: Essay#1</b></p> <ul style="list-style-type: none"> <li>• Read and reflect on the writing prompt for your rhetorical analyses essay</li> <li>• Read rhetorical Styles (<a href="https://owl.excelsior.edu/">https://owl.excelsior.edu/</a>)</li> <li>• Practice on how to use MLA and APA (Revision)</li> <li>• Start your outline and your first draft essay</li> <li>• <i>For next time:</i> Submit your outline and bring a copy of your first draft of your Essay to class.</li> </ul>
9	M 3/25	<ul style="list-style-type: none"> <li>• Class activity: Summarizing, paraphrasing, and quoting.</li> <li>• Demonstrating the learning outcomes of: <b><i>Gelo 1 and 3</i></b></li> <li>• Peer Review Workshop: read and respond to your peer's draft</li> <li>• <i>For next time:</i> Complete and submit your final draft on Canvas</li> </ul>
10	M 4/1	<b>SPRING BREAK</b>
11	M 4/8	<p style="text-align: center;"><b>Module 6: Essay#2 and Individual Presentation</b></p> <ul style="list-style-type: none"> <li>• Read and reflect on the writing prompt for your research argument essay</li> <li>• Start your outline and your first draft</li> <li>• Demonstrating the learning outcomes of: <b><i>Gelo 3, 4 and 5</i></b></li> <li>• Class activity: Summarizing, paraphrasing, and quoting</li> <li>• Peer Review Workshop: Discussion and Reflection</li> </ul> <p><i>For next time:</i> Submit your outline on Canvas and bring a copy of your fist draft to class</p>
12	M 4/15	<p><i>Meet with your peers:</i> read and respond to your peer's draft; this includes completing the Peer Response Form provided to you for this assignment</p> <p><b><i>Campus Workshop on your individual presentation</i></b></p> <p><i>For next time:</i> To be assigned on Canvas</p>
13	M 4/22	<p><i>Guest Lecture</i></p> <p>Reading and Pre-writing activities in-class: Holding our final Mandatory Peer Review Session/You may choose to write your 2<sup>nd</sup> draft in-class on a laptop/mobile device.</p> <p><i>For next time:</i> Complete and submit your final draft on Canvas</p>
14	M 4/29	<p>In-class: Multimodal Individual Presentations-</p> <p><i>For next time:</i> To be assigned on Canvas</p>
15	M 5/6	<p style="text-align: center;"><b>MODULE 7: Portfolio</b></p> <p>In-Class: Demonstrating the learning outcomes of: <b><i>Gelo 1-5</i></b></p> <p>Bring a laptop, a mobile device, or exam booklet to write a practice essay in preparation for the Final Self-Reflection essay that is the centerpiece of your ePortfolio. Prewriting in class: Integrating evidence into your portfolio</p> <p><i>For next time:</i> Assemble and prepare the inventories and the outline for the self-</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		reflection essay and ePortfolio.
16	M 5/13  <b>Final Exam</b>	Discussion and Informal Peer Review. We will be uploading the Final ePortfolio. Complete your ePortfolio. <b>DUE: Final Portfolio on Canvas</b> (submit it with the portfolio materials for your assessment). Venue and Time TBA