

**San José State University**  
**Department of English & Comparative Literature**  
**English 2, Section 17, Spring 2020: Critical Thinking and Writing**

**Course and Contact Information**

Instructor:	Rachel A. Crawford
Office Location:	Faculty Office Building (FOB), 220
Telephone:	TBD
Email:	rachel.crawford@sjsu.edu
Office Hours:	Tuesday 10-11am; Thursday 10-11am (and by appointment)
Class Days/Time:	Monday and Wednesday 10:30-11:45am
Classroom:	Boccardo Business Center (BBC) 221
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C- or better
GE/SJSU Studies Category:	GE A3 – Critical Thinking and Writing

**Faculty Web Page and MYSJSU Messaging**

Course materials such as the most updated and current syllabus, handouts, notes, and assignment instructions can be found on the Canvas Learning Management System course website. On a daily basis, students are responsible for checking the messaging system through MySJSU 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. This course is not a “sit and learn” type of course. The most valuable commodity you have is your own opinion. The goal of this course is to help you develop your opinion and also to articulate it effectively and persuasively.

SECTION-SPECIFIC DESCRIPTION

The theme for this section is the personal, social, cultural, and political issues that surround food. “You are what you eat” is a popular idiom because food is something we engage with physically, mentally, emotionally, and psychologically every day.

Students will read and write about issues connected to food from a variety of perspectives, including diverse ethnic, socioeconomic, geographic, and academic backgrounds. We will read and analyze important arguments about food, and our class discussions will explore the complexities that surround the choices we make when we eat.

## English 2 GE Learning Outcomes (GELO)

Upon successful completion of this GE course, students 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 Texts/Readings

### Required Readings

Various articles, essays, and other content posted on Canvas, as well as other reading materials in support of writing projects.

### Other technology requirements / equipment / material

- A laptop with internet connectivity and a place to print course materials. Laptops and iPads may be checked out from the SJSU Student Computing Service at no cost. <https://library.sjsu.edu/student-computing-services/lending-policies>
- A folder or binder for keeping course materials and assignments.
- Sufficient 8 ½" x 11" paper (either loose-leaf or contained in a spiral notebook).
- Pens, pencils, highlighters, post-it notes or whatever other writing utensils/tools students need for taking notes and/or writing in class.

## Course Requirements and Assignments

### Diversity

SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.

### 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. You will receive detailed assignment sheets for each major assessment. I will also discuss each assignment as they come up in the semester.

### 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. There will be a substantial amount of reading for this class, some of which will come from texts I assign and some of which will be from sources you locate for essays. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing. These analytical, critical, and argumentative texts offer explanations and exercises for practicing critical thinking, as well as serve as writing models. These readings will serve as the foundation for class discussions and aid in the development of writing topics. Readings will be posted on Canvas each week.

## Multimodal

You will be presenting your arguments orally to class both as an individual and as part of a group.

## Assignments, Word Counts, GELOs

Assignments	Word Counts	GELOs
In-Class Participation Writing	1,500	1-5
Canvas Discussion Posts (4)	300 each	2-5
Canvas Discussion Responses (8)	100 each	2-5
Writing Projects (3)	1,500 each	1-5
Presentation	varied	1-5
Final ePortfolio and Reflection	500-750	2-4

## Time Management

SJSU classes are designed in such a way that, in order to be successful, students 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. Please plan accordingly.

## English 2 – Course Content

Canvas Discussion Posts and Responses – You will write at least four discussion posts over the course of the semester in response to the assigned readings. Posts should not simply summarize, or repeat points raised in the readings or class, but should build upon those points to advance the discussion. You are welcome to discuss reactions to the reading (liked or disliked, agreed or disagreed, etc., and why); an observation for how it enlightens the work of the class; or the relationship of a reading to your own thoughts and opinions about the topic. Discussion responses must directly address the points classmates bring up in their posts and must include questions. The intention behind the responses is to *continue the conversation* a peer began in the original post. I will evaluate the posts and responses based on evidence that you have read the assigned readings and have attempted to expand thoughtfully upon the issues raised. I will not grade these posts and responses based on format, usage, or grammar, but I appreciate reading error-free prose.

In-Class Writing – You will engage in daily writing activities in response to prompts given in class (absolutely no make-ups). You will also participate in peer review activities.

Writing Projects – There will be three major writing projects: ①rhetorical analysis (critical); ②visual analysis (critical); and ③argumentative research (persuasive). These essays will have multiple steps of the writing process, but you will write them outside of class and go through the revision process before finalizing them. All out-of-class writing projects must adhere to MLA formatting and citation guidelines, and you must submit an electronic copy on Canvas as well as a hard copy in class attached to any process papers.

Multi-modal Presentation – You will design a multimodal presentation related to the invention, arrangement, and style of arguments. The presentation must contain visual, written, and audio design elements.

### Final Evaluation

You are required to turn in a portfolio at the end of the semester that consists of a reflection and an annotated bibliography of your own writing. Required in every portfolio are the following:

- a self-reflection essay (approximately 500-600 words) in which you argue that you have developed an understanding of the course’s learning goals (specifically GELO 1) and have developed strategies for working toward those goals.
- An annotated bibliography of your writing that includes evidence of your progress as a writer. This may include any writing you have done this semester along with materials that support the arguments you make in the self-reflection.

### Grading and Late Policies

You must submit all work on time. If there is a reason you cannot make a deadline, because life happens, contact me BEFORE THE DEADLINE. You must turn in all assignments to pass the class, and this course must be passed with a C- or better as a CSU graduation requirement. Extra credit *may* be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered.

Course grades are calculated using the following scale:

93% – 100% = A	80% – 82% = B-	67% – 69% = D+
90% – 92% = A-	77% – 79% = C+	63% – 66% = D
87% – 89% = B+	73% – 76% = C	60% – 62% = D-
83% – 86% = B	70% – 72% = C-	0% – 59% = F

### Determination of Grades

Assignment	Point Value	% of Total
Class Participation – attendance, in-class writing, discussions, peer review and revision exercises (30)	varies	15%
Canvas Discussion Posts (4)	10 each	10%
Canvas Discussion Responses (8)	5 each	10%
Writing Projects (3)	50 each	30%
Presentation	50	20%
Final ePortfolio and Reflection	50	15%

Requirements for each assignment will vary, but in all cases, 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 writing is typically evaluated in first-year writing courses:

**An “A” writing assignment** 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” writing assignment** 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” writing assignment** 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” writing assignment** 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” writing assignment** does not fulfill the requirements of the assignment.

### Grading Information for GE/100W (if applicable)

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

### Classroom Protocol

University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” If you miss a class, it is your responsibility to check Canvas or contact a classmate to find out the assignment. Tardiness shows a lack of respect because late entrance into the classroom creates a disruption and distracts everyone from their learning. So be on time.

Laptops will be treated as resources rather than distractions. Bring them, but do not put them on your desk/table until instructed to do so. It is disrespectful to text in class. To resist temptation, please keep your phone out of sight. Class notes will be posted, so please do not take photographs.

This course will cover topics that are contentious and potentially upsetting to some students. You may encounter materials that differ from, and perhaps challenge, your ideas, beliefs, and understanding of reality. You are encouraged to discuss issues about such material with me. It is important to remain respectful of all classmates and the instructor during class discussions and in all assignments in class and online. If you have a question at any time about what is appropriate, please contact me for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. Please keep in mind this is not an exhaustive list. Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed.

If you have requests for special needs or accommodations, see me as soon as possible. Failure to do so may result in forfeiture of the accommodations students may deserve.

### University Policies (Required)

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

## English 2, Section 17, Spring 2020, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and/or in class.

*\*\*Readings will be posted on Canvas and MUST be read BEFORE the class session listed.\*\**

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	<b>WELCOME!</b>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>In Class:</b> Introductions, syllabus review, Canvas, survey, and essay
	1/29	<b>DUE:</b> Upload RCW “Literacy Narrative” to Canvas, Update Canvas account and profile <b>In Class:</b> Understanding arguments and reading them critically; annotating and interacting with texts
2	2/3	<b>DUE:</b> Canvas Discussion Post #1 (post on Canvas BEFORE class) <b>In Class:</b> Pathos, Ethos, Logos; Writing Project #1 Assigned
	2/5	<b>DUE:</b> Canvas Discussion Response #1 (post on Canvas BEFORE class) <b>In Class:</b> Topic proposals; fallacies of argument; essay questions/clarifications
3	2/10	<b>In Class:</b> <b><u>MEET IN LIBRARY ROOM 219 AT 10:30AM SHARP!</u></b>
	2/12	<b>DUE:</b> Canvas Discussion Response #2 (post on Canvas BEFORE class) <b>In Class:</b> Rhetorical analysis; evaluating blog posts; writing effective and meaningful responses; online etiquette; evaluating and using sources
4	2/17	<b>ONLINE MEETING: RESEARCH AND WRITING DAY</b> <b>DUE:</b> Canvas Discussion Post #2 (post on Canvas by 11:59pm)
	2/19	<b>DUE (in class and on Canvas):</b> Draft of Writing Project #1 (print two copies) <b>In Class:</b> Peer Review
5	2/24	<b>DUE:</b> Canvas Discussion Response #3 (post on Canvas BEFORE class) <b>In Class:</b> Structuring arguments; documenting sources; MLA
	2/26	<b>DUE (in class and on Canvas):</b> Final draft of Writing Project #1 – upload to Canvas before class, print one copy and bring to class with process papers <b>In Class:</b> Style in arguments; Writing Project #2 assigned
6	3/2	<b>DUE:</b> Canvas Discussion Response #4 (post on Canvas BEFORE class) <b>In Class:</b> Topic proposals; visual rhetoric; essay questions/clarifications
	3/4	<b>In Class:</b> Continuing visual rhetoric, multimodal arguments
7	3/9	<b>DUE (in class and on Canvas):</b> Draft of Writing Project #2 (print two copies) <b>In Class:</b> Peer Review, sign up for writing conferences
	3/11	<b>DUE:</b> Canvas Discussion Post #3 (post on Canvas BEFORE class) <b>In Class:</b> Writing conferences
8	3/16	<b>DUE:</b> Canvas Discussion Response #5 (post on Canvas BEFORE class) <b>In Class:</b> Writing conferences
	3/18	<b>In Class:</b> Instructor mid-semester review; writing conferences
9	3/23	<b>DUE (in class and on Canvas):</b> Final draft of Writing Project #2 – upload to Canvas before class, print one copy and bring to class with process papers <b>In Class:</b> Writing Project #3 assigned; writing arguments (structuring)
	3/25	<b>DUE:</b> Canvas Discussion Response #6 (post on Canvas BEFORE class)

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>In Class:</b> Continuing writing arguments; academic arguments; essay questions/clarifications
10	3/30	<b>Spring Break – NO CLASS</b>
	4/1	<b>Spring Break – NO CLASS</b> <b>DUE:</b> Canvas Discussion Post #4 – last one! (post on Canvas BEFORE class)
11	4/6	<b>DUE:</b> Canvas Discussion Response #7 (post on Canvas BEFORE class) <b>In Class:</b> Continuing writing arguments; multimodal arguments
	4/8	<b>DUE (in class and on Canvas):</b> Draft of Writing Project #3 (print two copies) <b>In Class:</b> Peer review; continuing writing arguments
12	4/13	<b>ONLINE MEETING: RESEARCH AND WRITING DAY</b> <b>DUE:</b> Canvas Discussion Response #8 – last one! (post on Canvas BEFORE class)
	4/15	<b>DUE (in class and on Canvas):</b> Final draft of Writing Project #3 – upload to Canvas before class, print one copy and bring to class with process papers <b>In Class:</b> Presentation assigned (details and signups); presenting arguments
13	4/20	<b>In Class:</b> Continuing presenting arguments; creating effective presentations
	4/22	<b>DUE:</b> Draft of Presentation materials <b>In Class:</b> Peer review
14	4/27	<b>In Class:</b> Final ePortfolio assigned; ePortfolio logistics
	4/29	<b>DUE:</b> Presentation materials (upload to Canvas by 11:59pm) <b>In Class:</b> Giving effective presentations
15	5/4	<b>In Class: PRESENTATIONS</b>
	5/6	<b>In Class: PRESENTATIONS</b>
16	5/11	<b>In Class: PRESENTATIONS</b>
Final Exam	5/15	BBC 221, 9:45am-12pm <b>DUE (on Canvas):</b> Final ePortfolio with Reflection. Upload to both Canvas sites by end of class