

San José State University
Department of English & Comparative Literature
ENGL 2: Critical Thinking and Writing, Section 21, Spring 2020

Course and Contact Information

Instructor:	Joseph Navarro	Course Management Page and Canvas Messaging
Office Location:	FOB 220	Course materials such as announcements, messages from the instructor, syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. Use this PDF to assist with setting up messages to your phone and personal email: http://www.sjsu.edu/ecampus/docs/Canvas-Student-Quick-Guide.pdf
Email:	Joseph.navarro@sjsu.edu	
Office Hours:	Monday and Wednesday 6:00-7:00 PM or Friday TBD	Textbook
Class Days/Time:	Monday and Wednesday : 12-1:15	<i>Hollow City: The Siege of San Francisco and the Crisis of American Urbanism</i> by Rebecca Solnit 978-1859843635
Classroom:	Boccardo Business Center 221	Other technology requirements / equipment / material
Prerequisites:	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.	<ul style="list-style-type: none">• Notebook• Flash Drive / Cloud Storage / Personal Email Account (3 save points)• Internet Access• Laptop or Desktop Computer (there are also several computer labs on campus)
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing	

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.

Students will explore a local issue in the South Bay and State of California through a process of inquiry based writing assignments. Through the development of three essays and one creative project, they will explore a single, local issue through four different genres. Each stage of the semester will feature assignments that

have the students critically listening, reading, and watching potential resources and examples. They will learn to understand the foundations of college-level language and the development of an argument through rhetorical appeals and concepts, which shape our ability to clearly and fluently communicate issues in the public sphere. The result will be a portfolio of critical and creative work that reflects both the core points of discussion and the competing interests that each stakeholder maintains.

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 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.

All written work must...

- ...be submitted to the correct folder on the SJSU Canvas portal for this course.
- ...be fully formatted according to MLA standards.
- ...meet the minimum word count to be considered for full credit.

Assignment Word Count and Learning Goals

Assignment	Word Count/Content Requirement	Points
<i>Essays</i>		
Topic Proposal	500 rds	30
Working Outline	6 Claims / 1 Thesis Statement	30
Annotated Bibliography	A minimum of nine sources. Three must be Scholarly. You may not use Tertiary resources.	30
Ethnography Essay		
- Draft	500 words	30
- Peer Review	See draft.	30
- Final	1000	100
History Essay		
- Draft	1000 words	30
- Peer Review	See draft.	30
- Final	1000	100

Digital Script		
- Draft	1000 words	30
- Peer Review	See draft.	30
- Final	2000	100
Unit 2—Digital Short (Alternative Research Project)	20 Minute Presentation Process Letter: 500 words	100
<i>Additional Work</i>		
In class reading / writing / group activities	300-500 words each	30
Critical Response (x3)	500 words each	

Assignment Breakdown

Essay Stages, In-Class Assignments and Critical Responses

1. We will undertake a number of writing assignments pertaining to readings, videos, podcasts, and other forms of media. Students may write their work in class and submit later that night. All work, both in and out of class, must be submitted to its proper drop box.
2. Students will write three 500 word minimum critical responses, a fourth with be open for extra credit.
3. Essay Staging Minimum Requirements- all submissions must be in full MLA format
 - Outline
 - 6 claims
 - 1 thesis
 - Topic Proposal
 - 500 word minimum, free write
 - Annotated Bibliography
 - Two full formatted source entries
 - One paragraph summarizing
 - One paragraph explaining how you will utilize
 - Rough Draft
 - 2 full pages, day of work shop in order to take part in Peer Review
 - Peer Review
 - 2 x 250 peer review responses

Three Essays

1. Ethnography essay (1500 words, 3 sources, APA)
2. Positionality essay (1500 words, 3 sources, MLA)
3. Digital script (1500 words, 3 sources, MLA/APA/CMS)

Essay Minimum Requirement – Automatic Point Reduction

- (- 10) under minimum word count, additional (-10) if under 50% of count
- (- 5) per MLA/APA/CMS section– Heading / Body / Work Cited
- (- 5) per missing Primary or Secondary source

Peer Review Response (2 x 250 word minimum per essay)

Students will be required to submit two peer review responses for each essay. During the workshop session for each draft, students should take notes and record feedback. Students will then write two, 250 word responses to their peer's essay that was shared during the workshop.

Research and Writing Workshops

The Research and Writing Workshops will run the first and second week of the course. It will provide a baseline for you to begin the process of finding sources and developing an argument within this course. It is highly recommended that you do not miss the first two weeks of the semester.

Process Write x 3

Complete three 500 word responses on your writing during the course of the semester. Speak about the ideas and concepts from the lectures and class discussions. Discuss how your current essay is coming along. What are you having issues with? What is going well? What are the quality of your resources? What do you still need to do? What issues with time management, are you having? What are you going to do to complete the work in time?

Portfolio

Students will complete a portfolio assessment for the final exam. We will review this project at the end of the term

Critical Responses x 3 (+1 additional for Extra Credit)

Complete three Critical Responses based on the assigned Chapter prompts located on Canvas.

Alternative Research Project

- Digital Script – an outline and script for your video short. You will pull Claims from the outlines you use to develop your three essays. The Evidence used will be media, images, etc.
- Digital Short - once you have completed your Outline and script, you will record an audio track of the script. You will add this to video editing software that we will review in class and create a short documentary of your argument for the semester.

Grading Policy

*Student's must receive a "C-" or higher in order to pass this course.

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.

1. "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.
2. "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.
3. "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.
4. "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.

5. “F” essay does not fulfill the requirements of the assignment.

Extra credit

- A fourth critical response will be accepted for extra credit. This option is only available if you have completed the first three critical responses.
- A final round of revisions will be made available after the Final Draft is graded. Students may revise for an additional 10 points towards the paper’s final grade.

Late work

- *Late work is accepted if you reach out to me and communicate the issue at hand. The only way late work will be accepted, past the due date and without communication, is in the case of an emergency. If there is an emergency, you must provide written documentation.*
- There are four units to this course that are centered on each essay. Work that is submitted past its unit, will receive an automatic ten point reduction, per new unit.

Classroom Protocol

Attendance

- San Jose State University mandates, “Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](#).” At the same time, all of the essays are contextualized through in-class lectures, discussions, activities, and writing. Failure to attend class at over a 20% rate will directly impact your performance in this class.
- You are adults, if you need to leave early or if you arrive late, please do so on your own accord. Later, send me an email and explain what the issue is.

Respect and Participation

- No one has to like anyone, but everyone has to work together.
- Please bring your laptops, tablets and cell phones to class. Keep the volume off on all electronic devices. If you have an emergency, please step outside at your volition.
- If the discussions are not engaging the subject matter, we will switch to in-class writing assignments.

Safety

- In the case of a fire or active harmer situation, we will review the necessary steps to ensure our safety.
 - Note the correct evacuation procedures and exits
 - Understanding the necessary options in the case of an active harmer scenario
 - Run/Hide/Fight

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, includes:

- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services

Course Calendar

Calendar is located on Canvas. Note, the instructor reserves the right to make changes to the course syllabus and overall structure, at any point in the semester. Students will be informed directly from the instructor via email and in-class when any adjustments are made.