San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, *Section04*, Fall 2020

Course and Contact Information

Instructor:	Dr. Zehlia Babaci-Wilhite
Office Location:	Zoom: https://sjsu.zoom.us/j/97622916348?pwd=MGxpVUl2dUZkK2R5eFBKRG1uamhtUT09
Telephone:	N/A
Email:	Zehlia.babaci-wilhite@sjsu.edu
Virtual Office Hours:	Tuesdays and Thursdays: 1:30-2:30pm (by appointment)
Class Days/Time:	Wednesday 6:00-8:45pm
Classroom:	**Zoom**
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

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.

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
Proposal Outline/Map project	**50**	**250**	**1-3**
Essay #1: Rhetorical analysis	**150**	**750**	**1-3**
Outline/Draft Essay #1	**50**	**250**	**1-3**
Essay #2: Research argument	**150**	**750**	**1-5**
Outline/Draft Essay #2	**50**	**250**	**1-5**
Multimodal Presentation (Group)	**50**	**10 minutes**	**1-3**
Multimodal Presentation (Individual)	**50**	**5 minutes**	**1-5**
Reading/Quizzes	**150**	**1500**	**1-5**
Workshops	**100**	**1500**	**1-5**
Final Portfolio	**100**	**750**	**TBD**
Participation/Discussion	**100**	**N/A**	**1-5**

Total	1000		

Required Texts

Textbook and free learning platform
- Babaci-Wilhite, Zehlia. Learning Critical Thinking Skills Beyond 21st Century For Multidisciplinary Courses: https://store.cognella.com/91352
- https://owl.excelsior.edu/

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

Grading Policy

Specify your grading policy here. Include the following:
- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that particular assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system
- There is no extra credit for this course.
- Percentages for each assignment are in the section under "Assignment word count and weight"
- Late work is not accepted; if I do (for significant reasons) the grade will be reduced accordingly.
- Must receive a C- or higher to pass the 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.
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

Letter grade	Percentage	GPA
A+	97–100%	4.33 or 4.00
A	93–96%	4.00
A−	90–92%	3.67
B+	87–89%	3.33
B	83–86%	3.00
B−	80–82%	2.67
C+	77–79%	2.33
C	73–76%	2.00
C-	70–72%	1.67
D+	67–69%	1.33
D	63–66%	1.00
D-	60–62%	0.67
F	0–59%	0.00

Online Etiquette

1. Zoom brings the classroom into your home, but while on camera, you are nevertheless in a public space. Therefore, **we ask that you present yourself online as you would in an actual classroom**. Please be fully dressed, for instance, and refrain from eating. We recognize that there's little to be done about the cat sauntering across your keyboard, or family members moving around in the background, but we appreciate the things you do to create a positive, professional learning environment for yourself and others.

2. Additionally, just like in a classroom, **we are asking for your active attention**. This means closing all windows other than Zoom, and refraining from toggling between other programs or apps. This is different from passively interacting with your screen.

3. When not speaking, please mute your microphone. This will avoid ambient noises making their way into our discussions. When in class, I encourage you to keep your video on. If you have any concerns about doing so, please speak with your instructor about an accommodation.

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**: 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* (if I do for significant reasons, the grade will be reduced accordingly).
- **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. 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
		Module 1: Introduction
1	W 8/19	- Welcome to English 2 - Introductions and Icebreakers - What we will do during our zoom class: Your questions about the Syllabus - Discussion on our class topic: Education and STEAM for your map project, the used of our textbook and the active learning platform for the quizzes. - The class will break up into small groups of 3-5 and discuss a selected topic to develop a research/map project on Art in STEM (STEAM) *For next time*: Write a short-biography and Read the syllabus *and* the Writing Process (https://owl.excelsior.edu/)

Week	Date	Topics, Readings, Assignments, Deadlines
2	W 8/26	**Module 2: Reading and Writing** • *Reading:* How do you read? Practice active reading • Introduction to reading techniques: Chapter 1 • Power Point presentation on Language in Education and STEM vs STEAM • *Writing:* How do you write an outline? Practice active writing • Class activity: What are the elements of your project? • Each student will take 2-3 minutes to present his/her project and discuss what s/he found most significant about the project conducted so far • Video-1 *For next time*: Read Prewriting Strategies (https://owl.excelsior.edu/) and post your outline on Canvas and read Citation and Documentation (https://owl.excelsior.edu/)
3	W 9/2	• **Quiz on your syllabus** • Class activity: Continue to analyze the elements of your map/research project with references • How to use APA format • Quiz (1) • Short presentation of your map project • Revise and complete your research project • Assigning Peer Review groups • Respond to your peers´ project • Video- 2 • *For next time:* Quiz on your new chapter (3). Read a new chapter and complete quiz (2)
4	W 9/9	• *Library session* *For next time:* Post your final research project proposal on Canvas
5	W 9/16	**Module 3: Presentation** • Discussion and activity: What is the purpose of STEAM education and what are the 21st century critical thinking skills? • In class research: resources on different literacies (visual literacy, digital literacy, science literacy, virtual literacy and critical literacy). • Discussion on readings and video supports: Video- 3 • Pre-writing activities: Post an article or a video on higher education in the Discussions on Canvas related to our readings. Please include a paragraph

Week	Date	Topics, Readings, Assignments, Deadlines
		of at least 200 words in which you summarize the article and explain why you think it is important.
		For next time: Peer review a post and read Argument and Critical Thinking (https://owl.excelsior.edu/) and select a new chapter for your presentation. Do the quiz (4) and watch See mp4 (Invited Guest)
6	W 9/23	**Group workshop (1)** on your presentation
		For next time: Post your presentation proposal on Canvas. Discussion and peer review a proposal. Prepare your power-point presentation & how to give feedback
7	W 9/30	In-class: Multimodal Group Presentations 1- (3 groups)
		For next time: Revise your post and give feedback to your peers.
8	W 10/7	**MODULE 4: Essay#1** • Read and reflect on the writing prompt for your rhetorical analysis essay • Start your outline: Summarizing, paraphrasing, and quoting. • Discuss your final outline with your peers and your first draft • Practice on how to use APA *For next time*: Complete the draft of your Essay and share a copy of your outline. Discuss your outline with your peers**.** Be inspired by one of the post you read demonstrating the learning outcomes of: ***Gelo 1 and 3***
9	W 10/14	**Group workshop** (2) on your essay#1 Discuss the chapters you read as well as your presentation • Inspire each other and discuss APA format Assigning Peer Review groups • Respond to your peers´ final Essay • Discuss APA format *For next time*: Complete the final draft of your Essay and Post it on Canvas
10	W 10/21	**Module 5: Individual Presentation and Essay#2** • In-class: Select a chapter for your Multimodal Individual Presentations • Read and reflect on the writing prompt for your research argument essay • Start your outline *For next time*: Prepare your presentation and a new quiz (5)
11	W 10/28	**Group workshop** (3) on your presentation #2 Discuss the chapters you read as well as your presentation

Week	Date	Topics, Readings, Assignments, Deadlines
		For next time: Bring a copy of your outline to class
12	W 11/04	• Discuss your outline in class and start your first draft Essay#2 • Demonstrating the learning outcomes of: *Gelo 3, 4 and 5* • Class activity: Summarizing, paraphrasing, and quoting • Practice on how to use MLA and APA (Revision) • Assigning Peer Review groups • Read and respond to your peer´s draft; this includes completing the Peer Response Form provided to you for this assignment *For next time*: Submit your outline on Canvas and your first draft on Canvas. New quiz (6)
13	W 11/11	**VETERAN DAY**
14	W 11/18	• In-class: Multimodal Individual Presentations- *For next time*: Read a new chapter and complete a quiz (7). Complete and submit your final draft Essay#2 on Canvas
15	W 11/25	**THANKSGIVING**
16	W 12/2	**MODULE 6: ePortfolio** • In-Class: Demonstrating the learning outcomes of: *Gelo 1-5* • ePortfolio prewriting activity: Integrating evidence into your ePortfolio • Assemble and prepare the inventories and the outline for the Self-Reflection Essay and ePortfolio. • Write a practice essay in preparation for the Final Self-Reflection Essay that is the centerpiece of your ePortfolio. • Discussion and Informal Peer Review. • You will be uploading the Final ePortfolio. Complete your ePortfolio and your last quiz (8) **DUE: Final ePortfolio to submit on Canvas** (with the ePortfolio materials for your assessment).