

San José State University
School/Department
ENGL 2: Critical Thinking and Writing, Section 12, Fall 2020

Course and Contact Information

Instructor:	Lilly Chen
Office:	Canvas/Zoom
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Email:	lilly.chen@sjsu.edu
Office Hours:	Th 9:00-10:00am
Class Days/Time:	TuTh 3:00-4:15pm
Classroom:	Online—Canvas
Prerequisites:	Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	<ul style="list-style-type: none">• This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.• Prerequisite: ENGL 1A (with a grade of C- or better)

Course Management 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 checking the messaging system through MySJSU to learn of any updates.

Course Description

English 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, Burke, and Toulmin, among others), students learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

ENGL 2 Learning Outcomes

Upon successful completion of the course, students should 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 your 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

All readings will be accessible on Canvas.

Other technology requirements / equipment / material

Access to the Internet, Microsoft Word, and a frequently checked e-mail account. I do not accept PDF, Google Docs, .pages (iPad format word processor), or rtf.

Expectations and Teaching Philosophy

Because you are a college student, I expect you to be prepared and complete the assignments listed in this course. Our online classroom is a learning environment, and while you are learning from me, I will also be learning from *you*. Weekly discussions should be interactive; pose your own questions, responses, thoughts, and reflections. There is no such thing as a bad idea or comment; however, derogatory comments are unacceptable. I will not tolerate foul, offensive, and inappropriate language as well as accusing, attacking, or patronizing styles of writing.

As we are in a writing course and are corresponding with others through writing, you need to write in a professional and academic manner. Please use Standard Written English (e.g., no slang, no abbreviations, etc.), and be aware of your writing tone. Everyone must remain respectful, courteous, and open-minded to another's opinions. We are working together as a group to learn from the materials as well as from one another.

Online Preparation

Throughout the course, we will have synchronous online meetings via Zoom. The online schedule will be posted on Canvas. The meetings are not mandatory (I will not dock off points if you cannot attend a meeting); however, assignments that I will explain during the meeting will be due by the end of the class period. Please be respectful and have your full attention in all Zoom meetings.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

All written work must...

- ...be submitted to the correct dropbox on the SJSU Canvas portal for this course.
- ...be fully formatted according to MLA standards.
- ...stay within the word limit (do not go over or under) to be considered for full credit.

Class Participation: Be engaged in class discussions and complete in-class activities on time.

Essays and In-class Writing Assignments: There are three majors essays assigned throughout the semester: personal, critical analysis, and argumentative. We will also do various writing assignments.

Assignment	Word Count	Learning Goals
Rhetorical Analysis	1,000-1,250	2, 3, 5
Critical Essay	1,500-1,750	2, 3, 4
Persuasive Argument	2,000-2,500	1, 2, 4
Visual Analysis Presentation	N/A	2, 3, 4
Writing Assignments	250-500 (per response)	2, 4, 5

****Final Project:** Your final project will be a writing portfolio that will consist of your writing assignments done throughout the course and a self-reflection essay.

Grading Information

Deadlines due dates in this course are final, so please plan ahead! Use the schedule page attached. Plan ahead so as not to adversely affect your grade.

Late Assignments: I will not accept late assignments unless it is an emergency. If special circumstances arise, please contact me immediately for an extension on an assignment. Depending on the circumstance, I will allow an extension. However, the sooner you contact me, the more I will take into consideration of an extension.

Plagiarizing is using some else's words or ideas as your own and will not be tolerated. You will receive a zero on an assignment if you use another's words or ideas or use a previous essay that you have submitted in a previous class that used Turnitin. Any reference to another's ideas needs appropriate documentation. This means whenever you quote an author or even use words directly from a source, you need to give credit to that source. If the words are said best by the author, then use quotation marks around the exact words and document accordingly. Even if you do not copy word for word, you must document if using another's ideas. Documentation must be written in MLA style. I will check your essays for plagiarism, and we will work together to prevent unintentional plagiarism.

Determination of Grades

Assignments and point value are listed below. Requirements for essays will be handed out later. Please review the course requirements and the effect of poor attendance on the final grade. Grades will be promptly posted on Canvas.

***Please make sure to follow the word limit for each assignment. You will be severely penalized if you go under or over the word limit. I will dock off points if you go over the word limit which includes name, title, and Works Cited page.*

Estimated Points

Journal (2 @ 50)	100 pts
Writing Assignments	590 pts
Essay Peer Reading Sessions (4 @ 25)	100 pts
Revision Choice Essay	100 pts
Rhetorical Analysis	100 pts

Critical Essay	100 pts
Persuasive Argument	100 pts
Visual Analysis Presentation	100 pts
Final Writing Portfolio	75 pts
Total	1,415 pts

*To figure your grade, add the points you have accumulated and divide by the total points possible at that time.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 829</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

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.

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

Classroom Protocol

ATTENDANCE POLICY

Success in this course directly relates to regular attendance. Attendance and make-up work are **your responsibility**. Students are expected to attend and participate in all class activities throughout the length of the course and to contact the instructor if failure to do so.

E-MAILING THE INSTRUCTOR:

I will *do my best* to respond to my e-mails within 24 hours of receiving them. If the e-mails are sent at odd hours of the night or on the weekends, I most likely will not respond quickly. Please use writing etiquette and address your e-mails such as Dear Professor Chen, Hi, Prof. Chen, etc. As I expect you to be professional in the classroom, you also need to be professional in your e-mails. Refrain from using slang, abbreviated/shortened words, or any informal speech. Below is a link about e-mail etiquette: <http://www.emailreplies.com/>.

WITHDRAWAL/DROP POLICY

It is the responsibility of the student to drop the class. Students should never rely on the instructor to drop them from a class for non-attendance.

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

Disability Support Services

The AEC “works closely with faculty, staff, programs and departments to deliver services and promote access for students with disabilities in the classroom and throughout the campus.” Please refer to the AEC website for detailed policies: <http://www.sjsu.edu/aec/>

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In order to ensure the achievement of course objectives and learning outcomes, I reserve the right to change or alter the course assignments or requirements as necessary. All assignments and assigned readings are due the date on which they appear. Requirements for assignments and essays will be posted on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, and Deadlines
1	8/20	Course Syllabus
2	8/25	Sports: Philosophy
2	8/27	Sports: Philosophy
3	9/1	Sports: Symbolism and Representation
3	9/3	Sports: Symbolism and Representation
4	9/8	Sports: Cultural Influence Introduce Rhetorical Analysis
4	9/10	Sports: Cultural Influence
5	9/15	Issues: Racism
5	9/17	Issues: Racism Rhetorical Analysis Peer Revision Due: Rhetorical Analysis Rough Draft
6	9/22	Issues: Gender Inequality
6	9/24	Issues: Transgendered Athletes Introduce Critical Essay *Library Orientation Due: Rhetorical Analysis
7	9/29	Issues: Money Due: Critical Topic
7	10/1	Issues: Money Due: Journal 1
8	10/6	Issues: Political Conflict
8	10/8	Issues: Political Conflict Critical Essay Peer Revision Due: Critical Essay Rough Draft
9	10/13	Issues: Ethics
9	10/15	Issues: Ethics Due: Critical Essay
10	10/20	Issues: Coronavirus Introduce Persuasive Argument/Visual Analysis Presentation
10	10/22	Issues: Coronavirus

Week	Date	Topics, Readings, Assignments, and Deadlines
11	10/27	Future: Esports Due: Thesis Statement, Working Bibliography
11	10/29	Future: Olympics Final Writing Portfolio Workshop
12	11/3	Future: New Sports Due: Persuasive Argument Proposal
12	11/5	Future: Redefining Sports
13	11/10	Due: Annotated Bibliography
13	11/12	Persuasive Argument Peer Revision Due: Persuasive Argument Rough Draft
14	11/17	Persuasive Argument Second Peer Revision Due: Persuasive Argument Second Rough Draft Journal 2
14	11/19	Visual Analysis Presentations Due: Persuasive Argument
15	11/24	Visual Analysis Presentations
15	11/26	NO CLASS—HAVE A HAPPY THANKSGIVING BREAK!!! ☺ ☺ ☺
16	12/1	Visual Analysis Presentations Due: Revision Choice Essay
16	12/3	Visual Analysis Presentations (if necessary) Final Writing Portfolio Workshop
Final Week	12/11	ePortfolios Due on Canvas by 5:00pm