

San José State University
Department of English and Comparative Literature
English 2, Critical Thinking and Writing, Section 14 (CRN #: 22154)
Spring 2021

Instructor: Carlos Mujal

Office Location: Online

Telephone: (408) (924- 4485)

Email: carlos.mujal@sjsu.edu

Office Hours: By appointment and M/W (7:30 PM - 8:30 PM) - e-mail

Class Days/Time: M/ W 1:30 PM – 2:45 PM

Classroom: Online

Prerequisites: Reflection on College Writing

GE Category: GE Area A2 Written Communication I

Course Description

English 2 is a thematic course that focuses on the relationship between language and logic in composing arguments. Building on the skills acquired in English 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Specific Course Description

To provide focus and continuity, the theme of the class is “global citizenship.” Since our world is becoming more interconnected and the ramifications of a few affect so many, our readings and assignments will take into account our place in this global setting where boundaries exist in name if not in fact.

Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

English 2 provides repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing,

English 2 differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, its introduction to writing informed by research, and an emphasis on logic.

Students will develop sophistication in writing analytical, persuasive, and critical essays; a

mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Prerequisites: Passage of GE Areas A1 (Oral Communication) and A2 (Written Communication, ex. English 1A) with grades C- or better.

Course Goals and Student Learning Objectives

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (persuasive essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

English 2 Learning Outcomes (GELO):

Upon successful completion of the course, you will be able

- 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/Materials

1. Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters;
Everything's an Argument with Readings, Eighth Edition
(online with a purchased access code)

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

MINIMAL PRESENCE ON CANVAS

1. Though there is course information on Canvas, that information consists of only the course syllabus, faculty contact hours, and links to LaunchPad. We will not use Canvas except on this minimal basis.

ACCESS TO LAUNCHPAD

1. Launchpad is where all our online work will be.

All online assignments are to be done in LaunchPad, a publisher's platform. The instructor is offering this course section only through the "LaunchPad" online program, so students will need to purchase access to LaunchPad.

2) You will purchase access to LaunchPad and do your online assignments at:

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

(If you have any trouble logging into LaunchPad or with on-line assignments, contact the HelpDesk for LaunchPad at Macmillan Technical Support at 1-800-936-6899.)

AFTER REGISTERING IN "LAUNCHPAD"

1. After you have registered in LaunchPad with your Access Card, do the Course Assignments listed in the LaunchPad web site as assigned for this course by the due dates.

(See Assignment Schedule below.)

Course Content

One of the themes for a course is global citizenship. Research shows that themes provide content, context, and purpose for writing courses. Past themes have included food, language, sustainability, sports, technology, education, new media, and global citizenship. As it relates to our theme of global citizenship, five related content areas are

I) 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.

II) 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.

As a reading course, ENGL 2 readings will engage us with the theme of our course, global citizenship, so that it becomes part of the writing process, but readings will also include useful models of writing for academic, general, and specific audiences.

The majority of the reading should be devoted to analytical, critical, and argumentative texts. One of our goals in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of persuasive writing. Please make sure to do the Launchpad online assignments associated with the readings.

Reading Assignments: Reading is essential for you to succeed in this class. Please read the assignments by the assigned due date when they will be discussed in our zoom class. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions. You will take frequent online quizzes and participate in other classroom assignments related to the readings.

III) Oral Communication: Students will be presenting your arguments orally to class both as individuals and as part of a group.

IV) Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures and distinguish common logical fallacies. (Such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms). Terms: During the semester we will discuss different rhetorical concepts and how to use the ideas in writing. The terms are all listed on the syllabus and their definitions can be found in *Inventing Arguments*. You will be tested on these terms, both the definitions given in the book and the discussion during class.

Critical Thinking: In addition to focusing on how to write arguments, ENGL 2 also teaches students how to analyze and evaluate texts critically. More specifically, students should practice

- evaluating arguments for purpose, audience, rhetorical strategies, conclusions;
- evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political);
- evaluating their own understanding of idea by identifying their own interpretative lens.

V) Diversity: SJSU studies include an emphasis on diversity. Students 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, genders, and economic class standings.

Course Requirements, Assignments, and Policies

SJSU classes are designed such 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.

I. Writing: Students are required to write a series of essays informed by research and articulating fully developed arguments about complex issues related to a course theme. Assignments emphasize those skills and activities in writing and thinking that produce the critical essay and persuasive essay, each of which demands analysis, interpretation, and evaluation. ENGL 2 requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. There will be a total of seven required written assignments.

A. Two Essay Assignments: Two major essays are required: a critical essay (global document essay) and a persuasive argument — both of which are researched based.

A critical essay is any essay that demands analysis, interpretation, and evaluation of a text or an issue. Critical essays should include scholarly sources as supporting evidence. Essays might include (but are not limited to) the following:

1. rhetorical analysis: rhetorical frameworks might include Aristotelian, Toulmin, Rogerian, or Mills.

2. visual analysis: film, art work, photograph, advertisement, website.

3. contextual analysis (text- or issue-in-context): requires students to synthesize multiple texts or ideas, seeing each in the context of the others. Contextual frameworks might include the following:

- historical: What are the historical events and facts surrounding the

argument, and how does this affect how the argument is read? Students can consider when the argument was written or composed, or they can consider the time period in which it takes place, or about other factors concerning the time period of a text such as historical objects or artifacts important to the argument.

- biographical: What occurred in the writer's life? What were the writer's beliefs, values, experiences, and so on, and how do these affect the ways that one understands the writer's purpose of the argument?

- social: This context is similar to the historical because it asks that students to look at the social influences of the time. For instance, what were the social values, events, discourses, and so on, and how are these social contexts reflected in the argument?

- cultural: What kinds of culturally specific values, beliefs, and patterns can be observed? How has the argument been shaped by cultural influences such as religion, nationality, family traditions, and so forth?

4. theoretical analysis: requires students to determine the underlying values, assumptions, conflicts as it relates to a particular lens (gender, political, ethnic, cultural, and socio-economical) or course theme.

5. synthesis essay: requires students to synthesize multiple sources to show how different writers discuss and provide evidence for their viewpoints on a highly debated subject. Students will need to think about each writer's reasons and assumptions in the debate, and situate these assumptions within a broader context.

The instructor will choose which analysis will be used for student emphasis. The Global Document essay drafts/ critical analysis essay falls into this category.

A persuasive argument requires students to take a position on an issue and use external evidence to support their reasoning. Arguments might include the following:

1. definition: arguing about meaning
2. causal: arguing through causes and effects
3. evaluation: arguing about value
4. proposal: arguing about the future
5. review: arguing about performance
6. commentary: arguing about current issues and events
7. multimodal: arguing by showing, telling, and listening
8. rebuttal: arguing the opposing side

b. Assignment tips

- The persuasive essay must be researched-based with proper Chicago Style citations. Research is an important component of the ENGL 2 curriculum. **Please note that a research-based essay that merely reports on a topic is not an appropriate assignment.** The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.

- This course will have a minimum of one in-class essay.
- If a contextual, theoretical, or synthesis analysis is assigned, it will be sequenced with the persuasive argument. This will help you to see connection among context, audience, and purpose.

B) Seven Writing Assignments: Beyond the critical essay and the persuasive essay, there are a total of five other required assignments—the newspaper analysis, four annotated bibliographies, and the final exam.

You must complete all seven assignments and the final exam in order to pass the course.

Research: ENGL 2 includes a library orientation coordinated by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Additional Course Requirements

The University Essay Final Exam: A common essay final, shall count 20 percent toward the course grade. Students must take the final exam in order to pass the class.

The mandatory final exam will be due by e-mail by Wednesday, May 19, 2021 at 2:30 PM.

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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Assignments and Grading Policy

(Due dates are tentative)

#1) Assignment: Global Document Final Draft (Due: 2/15/21, Monday, 12:00 PM)

GELO 1, 2,3,4,5

1000 words

5% of Grade

#2) Assignment: Research Paper Proposal (Due: March 1, Monday, 12:00 PM)

GELO 2

1% of Grade

#s3- 6) Assignments: 4 Annotated Bibliographies

GELO 1, 3
4% of grade

- 1. (4) Internet Annotated Bibliography (Due: March 8, Monday, 12:00 PM)**
- Total 300 words
- 2. (4) Periodical Annotated Bibliography (Due: March 15, Monday, 12:00 PM)**
- Total 300 words
- 3. (3) Journal Annotated Bibliography (Due: April 5, Monday, 12:00 PM)**
Total 225 words
- 4. (2) Book Annotated Bibliography (Due: April 19, Monday, 12:00 PM)**
GELO 1, 3
Total 150 words

Total words for all bibliographies – 975 words
4% of Grade

#7) Assignment: Newspaper Analysis (Due: March 22, Monday, 12:00 PM)
GELO 2,3,4,5
750 words
5% of Grade

8) Test on Rhetorical Terms (Due May 5, Wednesday, 12:00 PM)
10% of Grade

9) Mock Final (Due: May 12, Wednesday, 12:00 PM)
GELO 2, 3, 4
5% of Grade

10) Assignment: Research Paper Final Draft (Due: May 17, Monday, 12:00 PM)
GELO 1, 2,3,4,5
1500 words
15% of Grade

11) Final Exam (Due: May 19, Wednesday, 2:30 PM)
GELO 2, 3, 4
750 words
20% of Grade

12) Participation – Zoom Class participation, presentations
10% of Grade

13) LaunchPad Online Assignments

GELO 1, 2,3,4,5

25%

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. While all particular assignment will vary, 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. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weaknesses in one of these areas. It will respond to the topic suitably and may contain some grammatical mechanical or usage errors.

The "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weaknesses of grammar, mechanics, usage, or voice.

The "D" 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.

The "F" essay does not fulfill the requirements of the assignment. Participation will include submittal of in-class writings and quizzes, as well contribution to discussion groups et al.

Students must receive a grade of C- or higher to pass this course.

The Department of English reaffirms its commitment to the differential grading scale as defined in the [SJSU Catalog](#). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure.

Courses grades (A, B, C, D, and F) refer to the following point averages: [90 – 100% (A); 80 – 89% (B); 70 – 79% (C); 60 – 69% (D); sub-60% (F)]

Classroom Protocol

Participation and attendance are important aspects for success in this course. For our Zoom meetings, please keep your video link open, make sure to have the readings done ahead of time (per LaunchPad, syllabus, due dates and times), and be respectful of others.

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>

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website: Writing Center | San Jose State University](#). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://counseling.sjsu.edu).

Library Liaison for English Courses

Peggy Cabrera, Dr. Martin Luther King Jr. Library

Email: peggy.cabrera@sjsu.edu

English 2, Spring 2021, Course Schedule (Tentative)

Assignments Schedule

[Based on the text: *Everything's an Argument with Readings, Eighth Edition*,
by **Andrea Lunsford et al.**

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

Please have the readings done prior to each class!

Week One: (January 27) - Introduction

- Introduction to Course

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due on January 29 by 12:00 PM (Friday).

Before Class:

READ/ LaunchPad:

N/A

Before Class:

Other Activities/ LaunchPad:

- Sentence Grammar Diagnostic Pretest
 - Style, Punctuation, and Mechanics Diagnostic Pretest
 - Reading Skills Diagnostic Pretest
 - Reading Strategies Diagnostic
-

Week Two: (February 1 – February 3) - Arguments

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week’s work on Launchpad is due prior to class on February 1 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 1: “Understanding Arguments and Reading Them Critically....” (pp. 3- 24)
- Alli Joseph, “With Disney’s Moana, Hollywood.....” (Ch. 23, pp. 537-43)
- C. Richard King, “Redskins: Insult and Brand” (Ch. 23, pp. 554-66)

Before Class:

Other Activities/ LaunchPad:

- Chapter 1, Learning Curve, Argument: Persuasive Appeals
- Chapter 23, Reading Comprehension Quiz on article by Alli Joseph
- Chapter 23, Reading Comprehension Quiz on article by C. R. King

In-class: Discussion by Zoom

=====

Week Three: (February 8 – February 10) – Appeals (Pathos, Ethos)

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week’s work on Launchpad is due prior to class on February 8 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 2: “Arguments Based on Emotion: Pathos” (pp. 32 – 45)
- Chapter 3: Arguments Based on Character: Ethos” (pp. 44 – 46)
- D.K., “Shooting Guns: It’s Rather Fun, Actually” (Ch. 23, pp. 544 – 46)
- Rob Greenfield, “An Argument against Veganism” (Ch. 24, pp. 609 – 14)

Before Class:

Other Activities/ LaunchPad:

- Chapter 23, Reading Comprehension Quiz on article by D.K.
- Chapter 23, Reading Comprehension Quiz on article by Rob Greenfield

In-class: Discussion by Zoom

Week Four: (February 15 – February 17) – Logical Appeals

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week’s work on Launchpad is due prior to class on February 15 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 4: “Arguments Based on facts and Reason: Logos” (pp. 58 – 78)
- Gallup/ Knight Foundation, “Free Speech on Campus: What Students Think about the First Amendment Issues” (Ch. 27, pp. 741 – 45)
- Joannie Fischer, “Nation Made of Poetry” (Not in LaunchPad), TBD

Before Class:

Other Activities/ LaunchPad:

- Chapter 27, Reading Comprehension Quiz on article by Gallup/ Knight Foundation

In-class: Discussion by Zoom

DUE by e-mail/ google docs: Global Document Essay (February 15, Mon., by 12:00 PM)
DUE: in Zoom class Presentation (February 15, Monday)

Week Five: (February 22 – February 24) – Rhetorical Analysis

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on February 22 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 6: "Rhetorical Analysis" (pp. 97 – 124)
- Chapter 7: "Structuring Arguments" (pp. 135 – 57)
- Nicholas Kristof, "Fleeing to the Mountains" (Chapter 6, pp. 118-20)
- Cameron Hauer, "Appeal, Audience, and Narrative in Kristof's Wilderness" (Ch. 6, pp. 121-24)

Before Class:

Other Activities/ LaunchPad:

- Chapter 6, Learning Curve – Argument: Overview of Reading and Writing Arguments
- Chapter 6, Learning Curve – Topic, Purpose, and Audience
- Chapter 6, Learning Curve – Critical Reading

In-class: Discussion by Zoom

DUE: Online Zoom Library Research Tutorial (February 22, Monday, during class time)

=====

Week Six: (March 1 – March 3) – Proposals and Academic Arguments

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on March 1 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 12: "Proposals" (pp. 286 – 99)
- Caleb Wong, "Addiction to Social Media: How to Overcome It" (Chapter 12, pp. 307 – 312)

- Lenore Skenazy, “My Free-Range Parenting Manifesto” (Chapter 12, pp. 313 – 17)
- Chapter 17: “Academic Arguments” (pp. 405 – 18)
- Charlotte Geaghan-Breine, “Where the Wild Things Should Be....” (Ch. 17, pp. 422 – 31)
- Sidra Montgomery, “The Emotion Work of ‘Thank You ...Service’” (Ch. 17, pp. 432-37)
- Melinda C.R. Burgess, et al, “Playing with Prejudice... Video Games” (Chapter 23, pp. 567-76)

Before Class:

Other Activities/ LaunchPad:

- Chapter 12, Reading Comprehension Quiz on article by L. Skenazy
- Chapter 12, Proposals Quiz
- Chapter 17, Learning Curve – Supporting Details
- Chapter 17, Reading Comprehension Quiz on article by S. Montgomery
- Chapter 23, Reading Comprehension Quiz on article by M.C.R. Burgess

In-class: Discussion by Zoom

DUE by e-mail/ google docs: Research Topic and Thesis Sentence (Proposal)
(March 1, Monday, by 12:00 PM)

DUE in Zoom class: Presentation on Proposal (March 1, Monday)



Week Seven: (March 8 – March 10) – Causal Arguments and Evaluations

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week’s work on Launchpad is due prior to class on March 8 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 11, “Casual Arguments” (pp. 255 – 70)
- Laura Tarrant, “Forever Alone (and Perfectly Fine)” (Chapter 11, pp. 280 – 83)

- Pascal-Emmanuel Gobry, “America’s Birthrate...A National Emergency” (Ch. 11, pp. 284-85)
- Amanda Hess, “How Privacy Became a Commodity..... ” (Ch. 26, pp. 724-28)
- Chapter 10, “Evaluations” (pp. 224 – 39)
- Jenny Kim, “The Toxicity in Learning” (Chapter 10, pp. 247 – 51)
- Becca Stanek, “I Took Vitamins Every day for a Decade....” (Chapter 10, pp. 252 – 254)
- Sonny Assu, “Breakfast Series” (Chapter 23, pp. 577 – 79)

Before Class:

Other Activities/ LaunchPad:

- Chapter 11, Reading Comprehension Quiz on article by R-E Gobry
- Chapter 26, Reading Comprehension Quiz on article by A. Hess
- Chapter 10, Reading Comprehension Quiz on article by B. Stanek
- Chapter 23, Reading Comprehension Quiz on article by Assu

In-class: Discussion by Zoom

DUE by e-mail/ google docs:

**Internet Annotated Bibliography
(March 8, Monday, by 12:00 PM)**

Week Eight: (March 15 – March 17) – Visual and Multimodal Arguments

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week’s work on Launchpad is due prior to class on March 15 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 14, Visual Rhetoric (pp. 346 – 62)
- Ch. 27, “Making a Visual Argument: Racial Macroaggressions....” (pp.752 – 753)
- Ch. 16, “Multimodal Arguments” (pp. 381 – 91)

Before Class:

Other Activities/ LaunchPad:

- Chapter 14, Tutorial, Reading Visuals: Audience
- Chapter 14, Tutorial, Reading Visuals: Purpose

- Chapter 27, Reading Comprehension Quiz on Racial Macroaggressions/ Questions

In-class: Discussion by Zoom

**DUE by e-mail/ google docs: Periodical Annotated Bibliography
(March 15, Monday, by 12:00 PM)**

Week Nine: (March 22 – March 24) – Style in Arguments

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on March 22 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 13, "Style in Arguments" (pp. 321 – 45)

Before Class:

Other Activities/ LaunchPad:

In-class: Discussion by Zoom

DUE by e-mail/ google docs:

**Newspaper Analysis
(March 22, Monday, by 12:00 PM)**

Week Ten: (March 29 – March 31)

SPRING RECESS

Week Eleven: (April 5 – April 7) – The Irrefutable Power of Language

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week’s work on Launchpad is due prior to class on April 5 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 25, “How Does Language Influence Our World?” (pp. 648 – 649)
- Ernie Smith, “They Should Stop: In Defense of the Singular ‘They’” (Ch. 25, pp. 650 – 656)
- Japanese Citizens League. “The Power of Words” (Ch. 25, pp. 667 – 76)
- Roxanne Gay, “The Careless Language of Sexual Violence” (Ch. 25, pp. 682 – 88)
- Jorge Encinas, “How Latino Players Are Helping Major League Baseball Learn Spanish (Ch. 25, pp. 689 – 95)
- John McWhorter, “Thick of Tongue” (Ch. 25,

Before Class:

Other Activities/ LaunchPad:

- Chapter 25, Reading Comprehension Quiz on article by E. Smith
- Chapter 25, Reading Comprehension Quiz on article by Japanese Citizens League
- Chapter 25, Reading Comprehension Quiz on article by R. Gay
- Chapter 25, Reading Comprehension Quiz on article by J. Encinas
- Chapter 25, Reading Comprehension Quiz on article by J. McWhorter

In-class: Discussion by Zoom

DUE by e-mail/ google docs:

**Journal Bibliography
(April 5, Monday, by 12:00 PM)**

Week Twelve: (April 12 – April 14) – Source Documentation

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on April 12 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 19, "Evaluating Sources" (PP. 454 – 63)
- Chapter 22, "Documenting Sources, MLA Style" (pp. 496 – 515)

Before Class:

Other Activities/ LaunchPad:

- Chapter 22, Videos: How to Cite in MLA Style
- Chapter 22, Learning Curve, Working with Sources (MLA)

In-class: Discussion by Zoom

=====

Week Thirteen: (April 19 – April 21) - Fallacies

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on April 19 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 5, "Fallacies of Argument" (pp. 79 – 86)

Before Class:

Other Activities/ LaunchPad:

- Chapter 5, Learning Curve, Argument: Reasoning and logical Fallacies

In-class: Discussion by Zoom

DUE by e-mail/ google docs:

**Book Bibliography
(April 19, Monday, by 12:00 PM)**

DUE: Peer Review - Rough Draft Research Paper (April 19, Monday)

Week Fourteen: (April 26 – April 28)

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on April 26 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

- Chapter 15, "Presentations"

Before Class:

Other Activities/ LaunchPad:

In-class: Discussion by Zoom

Week Fifteen: (May 3 – May 5)

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on May 3 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

N/A

Before Class:

Other Activities/ LaunchPad:

N/A

DUE: Presentations

(May 3, Monday)

DUE: Test on Terms

(May 5 by 12:00 PM, Wednesday)

In-class: Discussion by Zoom

Week Sixteen: (May 10 – May 12)

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on May 10 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

N/A

Before Class:

Other Activities/ LaunchPad:

N/A

In-class: Discussion by Zoom

DUE: Presentations (continued)

(May 10, Monday)

DUE: Mock Final

(May 12 by 12:00 PM, Wednesday)

In-class: Discussion by Zoom

Week Seventeen: (May 17) – Last Day of Instruction

For weekly class assignments, you must go into LaunchPad by going to

<http://www.macmillanhighered.com/launchpad/everythingsanargument8e/15992332>

This week's work on Launchpad is due prior to class on May 17 by 12:00 PM (Monday).

Before Class:

READ/ LaunchPad:

N/A

Before Class:

Other Activities/ LaunchPad:

N/A

In-class: Discussion by Zoom

DUE by e-mail/ google docs:

**Final Draft Research Paper
(May 17, 12:00 PM, Monday)**

Final Exam: Due by e-mail/ google docsMay 19 (Wednesday) at 2:30 PM

Global Document Essay (Critical Essay)

In “A Nation Made of Poetry,” Joannie Fischer writes about the U.S. National Archives and Records Administrations list of 100 milestone documents chronicling the nation’s history from 1776 to 1965. She argues this list is sadly incomplete; many other documents, works of literature, letters, and more impacted American history as much if not more than the 100 documents on this list.

For this essay, select one work from the United States or a foreign nation which you believe should be in this list or in a similar for a foreign country’s archive (literature, memoirs, song lyrics, movies and so forth are acceptable if approved by instructor) and argue how this particular work has been crucial to shaping a global identity. Your addition to the list or a global list must have been produced between 1900 and 2015.

Your essay must be a minimum of 1000 words (put word count on the last page), and focused on ONE work. Use Fischer’s essay as a model. Due: February 15 by 12:00 PM (Monday)

Later in the semester, this global document essay might be expanded upon to create a research-based essay with supporting evidence. The critical analysis essay must be researched-based with proper MLA Style citations. Research is an important component of the ENGL 2 curriculum. The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.

News Paper Comparison

Every day we hear stories or read reports about world events. A well-informed reader cannot just accept any information provided; instead a well-informed reader must evaluate multiple sources, identify inaccuracies and bias, and understand who the intended audience is and how this audience affects/effects the message.

Find two newspaper articles about the same event – one must be a U.S. paper and one must be a paper from any other country – analyze the articles, and explain which is the better piece of writing and why. The writer must work for the newspaper where the article was printed, not for a news agency.

Things to consider for the news comparison:

- who is the primary audience, and how does audience affect the writing – defend your audience analysis with specific examples from the text
- errors in the writing (be ready to prove these are errors)
- author bias (every piece of writing has a bias)
- differences in the information presented (this could be part of bias)
- what type of publication did the stories come from and how does this impact the writing

The url links to the two articles must be listed in your submitted analysis so that the instructor

can examine the original sources. As well, the names, dates, and authors of the publications which issued the two sources must also be clearly identified in your submitted analysis. This written assignment has a 750-word minimum; slightly longer is fine, but keep it close. Please put word count on the last page. This assignment is due on March 22 at 12:00 PM (Monday).

Annotated Bibliographies

Finding sources for your research paper is the first step; you also need to evaluate each source and understand how it will impact your research. You will write four annotated bibliographies on your sources. An annotated bibliography lists the sources (using proper documentation; see LaunchPad, Chapter 22, “Documenting Sources, MLA Style” for the description of the MLA documentation style for each type of source), and will give a word summary of each source and its relevance to your research (this assignment description so far is 77 words). You will write one bibliography for each of the following. Please put the word count on the final page of each bibliography.

- Four internet sites (Wikipedia or any other on-line encyclopedia is not acceptable) – due March 8 – Total 300 words
- Four periodicals (newspapers or popular magazines) – due March 15 – Total 300 words
- Three peer-reviewed journal articles (we will discuss these in the library tutorial day) – April 5 – Total 225 words
- Two books (encyclopedias, and dictionaries do not count; textbooks require my approval) – April 19 – Total 150 words

Research Paper

Introduction

“When you write an argument, you attempt to convince a reader to agree with you on a topic open to debate. You support your position, proposal, or interpretations with evidence, reasons, and examples – factual, logical data, not opinions” (Troyka 147).

“Research writing involves three steps: conducting research, understanding and evaluating the results of your research, and writing the research paper with accurate documentation. [. . .] First, you can choose a topic on which intelligent people have differing opinions. Next, you analyze your sources to decide which position appears most reasonable. Your paper would then take the form of an argument that shows readers you have considered the various positions and chosen a reasonable one” (Troyka 484-5).

Topics:

The topic of your research will be some issue of current national/ global debate. You will have some freedom to decide your own topic from a list we will generate in our zoom class.

Again, this persuasive argument requires students to take a position on an issue and use external

evidence to support their reasoning. Arguments might include the following:

1. definition: arguing about meaning
2. causal: arguing through causes and effects
3. evaluation: arguing about value
4. proposal: arguing about the future
5. review: arguing about performance
6. commentary: arguing about current issues and events
7. multimodal: arguing by showing, telling, and listening
8. rebuttal: arguing the opposing side

The persuasive essay must be researched-based with proper MLA citations. Research is an important component of the ENGL 2 curriculum. **Please note that a research-based essay that merely reports on a topic is not an appropriate assignment.** The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.

Bibliography

You will find and evaluate thirteen sources while completing your annotated bibliographies; a minimum of eight of these sources must be used in your research paper; although, you are free to use more.

Workshop and Draft

A peer review of your paper will be work shopped and is due on April 19 by 12:00 PM (Monday). Revision is major part of our course and specific guidelines will be offered. Revision examines syntax, grammatical correction, content of argument, and critical thinking components.

Length

Your essay must be a minimum of 1500 words (about 6 pages); the bibliography does not count in total word count. Put the word count on the final page.

Due Date

The final draft is due on May 17 by 12:00 PM (Monday).

=====

SPRING 2021 Calendar

Wednesday..... January 27..... First Day of Instruction – Classes Begin

Monday..... February 8..... Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)

Monday..... February 15..... Last Day to Add Courses & Register Late

(A)

Tuesday..... February 23..... Enrollment Census Date (CD)

Monday - Friday..... March 29-April 2..... Spring Recess (*SPRING RECESS*)

Wednesday..... March 31..... Cesar Chavez Day (Observed) - Campus Closed (CC)

Monday..... May 17..... Last Day of Instruction – Last Day of Classes

Tuesday..... May 18..... Study/Conference Day (no classes or exams) (SC)

Wednesday - Friday..... May 19-21..... Final Examinations (exams)

Monday - Tuesday..... May 24-25..... Final Examinations (exams)

Wednesday..... May 26..... Final Examinations Make-Up Day (MU)

Thursday..... May 27..... Grade Evaluation Day (E)

Friday..... May 28..... Grades Due From Faculty (G)

Friday..... May 28..... End of Academic Year - End of Spring Semester

Wednesday-Friday..... May 26-28..... Commencement (C)

Monday..... May 31..... Memorial Day - Campus Closed (M)