

Critical Thinking and Writing ENGL 2

Fall 2022 Section 17 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/15/2022

Contact Information

Instructor:	Sarah Prasad
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Office Hours:	Tuesdays 9am-12pm in FOB 212 or Zoom, and by appointment (Zoom or in-person) Zoom: https://sjsu.zoom.us/j/3641950606?pwd=YnpnZmYwNzNjcjNMQUs1a04rM2tVUT09 Password: Prasad
Class Day/Time:	Wednesdays 12 noon-1:15pm
Classroom:	BBC 128 (https://www.sjsu.edu/map/)

Course Description and Requisites

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Areas A1 and A2 each with grades of C- or better.

Note(s): ENGL 2 is not open to students who successfully completed ENGL 1B.

Letter Graded

* Classroom Protocols

Success in this Course: *I want you to be successful in this course.* Throughout the course, you will have readings, discussion prompts, preparation assignments, drafts, and final papers to complete and submit. **To be successful, follow the weekly schedule and watch for reminders from Canvas.** I recommend **logging in at least three times per week** to complete your work.

Access to Computers and the Internet: It is your responsibility to get to a computer to complete your work on time. Go to school, your local library, or a friend's house if your computer crashes or your Internet goes down. Additionally, the library loans devices if you need one: <https://library.sjsu.edu/student-computing-services> (<https://library.sjsu.edu/student-computing-services>). If you have concerns about completing any of the assignments in this course, please contact me well in advance of the due date.

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an

essay). A “good faith” draft is typed and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

ENGL 2

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 or Stretch English (with a grade of C- or better)

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 equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and 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.

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. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

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

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Time Commitment

Success in ENGL 2 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.

Final Examination or Evaluation

In ENGL 2, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>).

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

🎯 Course Goals

This section will focus on Becoming a Sharp-Eyed Detective. I will teach you analyze everything around you in order to find the highest quality and most reliable resources to build the best argumentative essays.

📊 Course Learning Outcomes (CLOs)

GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

GE Area A3 Learning Outcomes

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📖 Course Materials

Lunsford, Andrea et al. *Everyone's an Author, Second Edition with MLA Updates*. WW Norton and Company, 2016. ISBN: 978-0393617450

Prasad Reader, posted in our Canvas course shell.

Other Readings: You will be responsible for printing these articles from Canvas, and reading and annotating them. Other readings may be added; notice of any additions will be sent via Canvas.

📋 Course Requirements and Assignments

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Annotated Bibliographies, general	Various	Various	350 each, 1050 total	10%	1-5

Annotated Bibliographies, for RBE	Various	Various	350 each, 1050 total	15%	1-5
(Research-based Exploration) RBE	10/20, 10/26	11/4	1200	20%	1-5
Analysis of Hayhoe's TED	11/14	11/20	700	15%	2-4
Recast RBE Analysis	n/a	12/5	500	10%	2-4
Final	n/a	Section 11: December 13 Section 13: December 12 Section 17: December 14	500	10%	3
Quizzes	n/a	n/a	n/a	10%	1-5
HW	n/a	Various	1000	10%	1-5

✓ Grading Information

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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Questions/concerns about grades

If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.

- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your assignment.

Essays	45%
Quizzes	10%
Homework	10%
Annotated Bibliographies	25%
Assessment Reflection Portfolio	10%

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

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D	69-65	F	64-0		

University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via Canvas email and posted in Canvas Announcements.

LEGEND

EAO = Everyone's an Author, 2nd Edition with MLA Updates, by Lunsford et al.

PR = Prasad Reader (see "Important Documents" module in Canvas)

AWCS = All We Can Save, 2022-2023 SJSU Campus Reads (free book)

Week	Other deadlines	Wednesday
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1		<p>8/24</p> <p>In BBC 128</p> <p>Welcome</p> <p>First Day Detective Activities: Getting to Know the Course and Getting to Know Each Other</p> <p>Becoming Detectives: Watch COR video: (LINK)</p> <p>Distribute and preview 2022-2023 SJSU Campus Reads All We Can Save (AWCS) and "How to Talk about Climate Change" pg 105-111</p> <p>HW: Read "How to Talk about Climate Change"</p> <p>HW: After reading, write the Benchmark in Module 1.</p> <p>HW: Finish your "Slide about ME" on Google slideshow</p>
2	<p>8/29</p> <p>Online Day</p> <p>HW: Watch the videos and review the handouts about Annotated Bibliographies in Module 2.</p> <p>HW: Post one question about Annotated Bibs via Google Form</p>	<p>8/31</p> <p>In BBC 128</p> <p>Warm up</p> <p>Reviewing Annotated Bibliographies format.</p> <p>Reviewing Lateral Search (COR video)</p> <p>Review MediaBiasFactCheck et al.</p> <p>Reviewing MLA basic structure in EAO Ch. 27</p> <p>Drafting the Ann Bib #1</p> <p>HW: Write an Annotated Bibliography #1 about "How to Talk about Climate Change".</p> <p>HW: Post an article from any source that you would like the class to read.</p> <p>HW due 9/5: Post a Rough Draft of Ann Bib #1</p> <p>Exit Ticket</p>
3	<p>Tuesday 9/6</p> <p>Online Day</p> <p>Quiz: Annotated Bibliographies</p> <p>HW: Peer Review and review feedback</p> <p>HW: Read Reading #2 in Module 3 Ann Bib and start prepping to analyze it.</p> <p>HW: Preview Faulty Reasoning (Fallacies) pgs. 400-402 in EAO</p>	<p>9/7</p> <p>In BBC 128</p> <p>Warm up</p> <p>Discuss Reading #2</p> <p>Reviewing Click Restraint (COR video)</p> <p>Lesson: questions and concerns about Annotated Bibliographies. Exercise to insert more stance into neutral sentences.</p> <p>Lesson: Faulty Reasoning (Fallacies) with examples from groups (Google Slides) as what to watch for in others' arguments and what to not do in our own arguments.</p> <p>HW: Post Final Draft of Ann Bib #1</p> <p>HW: Draft Ann Bib #2</p> <p>Exit Ticket</p>

4	<p>9/12</p> <p>Online Day</p> <p>HW Post final draft of Ann Bib #2</p> <p>HW: Read Reading #3 in Module 3 Ann Bib and draft Ann Bib #3</p> <p>HW: Quiz on Faulty Reasoning</p>	<p>9/14</p> <p>In BBC 128</p> <p>Warm up</p> <p>Mapping: Places of interest, using stance to show their worth.</p> <p>Brainstorm: what topics have we covered thus far?</p> <p>Write: Which topic was most interesting to you and why? What other topics are interesting to you, including your major, your minor, your other interests?</p> <p>HW: Ann Bib #3 due</p> <p>HW due 9/16: Add to the Discussion at least 3 topics that you are interested in.</p> <p>Exit Ticket</p>
5	<p>9/19</p> <p>Online Day</p> <p>HW: Watch: Getting Started in the Databases.</p> <p>HW: Complete InfoPower tutorial and post your score from the quiz at the end.</p> <p>HW: Search at least 2 of your topics from the 9/16 Discussion in the Database. Reply to your own post with your experience and results from the searches on your potential topics. Do they seem like viable topics?</p>	<p>9/21</p> <p>In BBC 128</p> <p>Warm up—Brainstorm of topics</p> <p>Lesson: Start RBE (Research-Based Essay)—teach us about a topic. Review the RBE Prompt.</p> <p>Lesson: Getting started in the Database to guide the topic choice.</p> <p>Lesson: Presenting your topic in a different format. Google Sites and Spark.</p> <p>HW: Post your Proposal on a Google Site or Spark.</p> <p>Exit Ticket</p>
6	<p>9/26</p> <p>Online Day</p> <p>HW: Read and Watch all items pertaining to Inductive and Deductive Reasoning</p> <p>HW: Respond to feedback from MsP on RBE Proposal</p>	<p>9/28</p> <p>In BBC 128</p> <p>Warm up</p> <p>Lessons: Inductive and Deductive Reasoning. Using PPT to practice. Looking for Inductive and Deductive Reasoning in all past readings and for future Ann Bibs 1-3 for the RBE</p> <p>Lessons: Start planning the RBE using the RBE Structure Chart. Starting to consider the counterpoint by collecting RBE topics and modeling thesis/point of view (POV) and counterpoints.</p> <p>Exit Ticket</p>

7	<p>10/3</p> <p>Online Day</p> <p>HW: Inductive and Deductive Reasoning Quiz</p> <p>HW: Preview Genres of Writing Part III of EAO, pgs. 105-370</p> <p>HW: RBE Ann Bib #1 (from database) due on a Google Site or Spark with your Proposal.</p>	<p>10/5</p> <p>In BBC 128</p> <p>Warm up</p> <p>Lesson: Genres of Writing (situations for each, groups present using class and outside examples).</p> <p>Lesson: Adding to the RBE Structure Chart (Genre) plus Ann Bib #1</p> <p>Lesson: Rogerian vs Classical</p> <p>Lesson: Works Cited Page (WCP) basic tenets, pg. 590 in EAO. Fixing "broken" WCP.</p> <p>Exit Ticket</p> <p>HW: RBE Ann Bib #2 (from database or otherwise) due 10/7 on a Google Site or Spark with your Proposal and Ann Bib #1</p>
8	<p>10/10</p> <p>Online Day</p> <p>HW: RBE Ann Bib #3 (from database) due on a Google Site or Spark with your Proposal and Ann Bib #1 and #2</p> <p>HW: Create Rough Draft of WCP, collecting, arranging, and formatting all 3 sources in your Ann Bibs in a Word Doc. Bring a printed version to class on 10/12.</p> <p>HW: Post one sentence in Discussion from one of your sources that you want to include in your RBE.</p>	<p>10/12</p> <p>In BBC 128</p> <p>Warm up</p> <p>Lesson: MLA In-text Citations, Chs. 25 and 27 in EAO. Groups break down quoting, summarizing, paraphrasing (Ch 25). Other groups find surprises in Ch 27. More practice PR pgs 24-25</p> <p>Exercise: Peer Review: Rough Draft of WCP</p> <p>Lesson: Deciding what to use from the 3 sources on the WCP, adding to the RBE Structure Chart</p> <p>Lesson: Quote Sandwich pg. 15-16 in PR. Write a Quote Sandwich for A) "How to Talk About Climate Change" (All We Can Save pgs. 105-111) and B) the quote you posted on 10/10.</p> <p>HW due 10/14 : Final Draft of WCP, after which time your sources will be set.</p> <p>HW: Start drafting Section 2 for RBE including 2 sources</p> <p>Exit Ticket</p>
9	<p>10/17</p> <p>Online Day</p> <p>HW Quiz: Citations In-Text</p> <p>HW: Pull one quote from each article (all 3 Ann Bibs) and add it to the Google Sheet.</p> <p>HW: Continue drafting Section 2 for RBE including 2 sources</p>	<p>10/19</p> <p>In BBC 128</p> <p>Warm up</p> <p>Lesson: Intros and Conclusions. Adding to the RBE Structure Chart (Intro and Conclusion) Look for theme that connects in both, broad and general point of view, lack of detail, intro that presents the topic, conclusion that addresses the audience with "you" and/or "we."</p> <p>Lesson: Concession PR pgs 36-40 for RBE Section 1.5. Why does it fit in this section?</p> <p>Lesson: Revisiting the Counterpoint</p> <p>HW on 10/20: Peer Review of Section 2 for RBE with an emphasis on MLA in-text citation and quote sandwiches.</p> <p>Exit Ticket</p>

10	<p>10/24</p> <p>Online Day</p> <p>HW: Complete the MLK tutorial on Plagiarism and post quiz results from the end of the tutorial.</p> <p>HW: Add RBE Section 1 (and/or Section 1.5) to Section 2</p>	<p>10/26</p> <p>In BBC 128</p> <p>Warm up</p> <p>In class: Peer Review of RBE (Sections 1, 1.5, and 2 together with all 3 sources).</p> <p>Lesson: Review "Show Me Done" for RBE</p> <p>Lesson: Citation In-Text Format Prasad Reader pg 22</p> <p>Exit Ticket</p>
11	<p>10/31</p> <p>Online Day</p> <p>HW: Respond to the feedback from MsP in the comment section</p> <p>HW: Continue revising RBE Rough Draft (Sections 1, 1.5, and 2 together with all 3 sources).</p>	<p>11/2</p> <p>In BBC 128</p> <p>Warm up</p> <p>Lesson: Transitions</p> <p>Lesson: Considering how you might Recast the RBE. Define Recast.</p> <p>Lesson: start Recast RBE, reviewing the Prompt. Add to RBE Chart (if ready) which form: website, infographic, screencast, voiceover, podcast, video, Sparkpage, etc.)</p> <p>Exit Ticket</p> <p>HW due 11/4: Final Draft of RBE due</p>
12	<p>11/7</p> <p>Online Day</p> <p>HW: Post the recast RBE in the form of your choice</p> <p>HW: Post in Discussion "What should we analyze when looking at information in alternative formats?"</p>	<p>11/9</p> <p>In BBC 128</p> <p>Warm up</p> <p>Present: Recast RBE</p> <p>Exit Ticket</p> <p>HW: Watch Hayhoe's TED (LINK)</p> <p>HW due 11/11: Post in Discussion "Initial Points on Analysis of Hayhoe's TED"</p>
13	<p>11/14</p> <p>Online Day</p> <p>HW: Post a Draft of Analysis of Hayhoe's TED for feedback from MsP</p>	<p>11/16</p> <p>In BBC 128</p> <p>Warm up</p> <p>Present: Recast RBE</p> <p>Preview: the final module</p> <p>Exit Ticket</p> <p>HW: Final Draft of Analysis of Hayhoe's TED due 11/20</p>
14	<p>11/21</p> <p>Online Day</p> <p>HW: Post two points of analysis for your own Recast</p>	<p>11/23</p> <p>No class: Thanksgiving</p>

15	<p>11/28</p> <p>Online Day</p> <p>HW: Preview the final module and read the entire prompt. Post one question in Discussion.</p>	<p>11/30</p> <p>In BBC 128</p> <p>Last Class</p> <p>Warm up</p> <p>Discuss: How do we analyze our Recast? Personal Reflection vs. Analysis.</p> <p>Brainstorm: How it started and how it's going.</p> <p>Lesson: Starting the Final</p> <p>Exit Ticket</p> <p>HW: Post Rough Draft Analysis of Recast RBE</p>
16	<p>12/5</p> <p>Online Day</p> <p>Meet with MsP for feedback on Analysis of Recast RBE</p> <p>HW: Final Draft of Analysis of Recast RBE due</p>	<p>12/7</p> <p>SJSU Study/Conference Day</p> <p>Meet with MsP (Optional) with any concerns (Zoom or In Office FOB 212)</p>
Final due dates	<p>Section 11: December 13</p> <p>Section 13: December 12</p> <p>Section 17: December 14</p>	
Grades due:	December 19	