

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 24,
Spring 2022

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
Telephone:	408.924.4236 (Not the best way to contact me)
Email:	sarah.prasad@sjsu.edu (Email is the best way to contact me.)
Office Hours:	Wednesdays 9-10am and Thursdays 12-2 pm in FOB 212, and by appointment (ZOOM or in-person) Zoom: https://sjsu.zoom.us/j/3641950606?pwd=YnpnZmYwNzNjcjNMQUs1a04rM2tVUT09 Password: <i>Prasad</i>
Class Days/Time:	Mondays and Wednesdays 12 noon-1:15pm, in Clark 316 (until Feb 14 on ZOOM)
Classroom:	Clark 316 Online: Join URL: Eng 2 ZOOM Password: PRASAD
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

Faculty Web 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 regularly checking with the messaging system through MySJSU on [Spartan App Portal http://one.sjsu.edu](http://one.sjsu.edu) to learn of any updates.

ENGL 2 Course Description

[General 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.

Section-Specific Course Description

This section will focus on Becoming a Sharp-Eyed Detective. I will teach you how to look closely at everything around you in order to find the highest quality and most reliable resources to support you through your college career.

Note about our format: Our class is Hybrid In-Person one day per week and "Synchronous" one day per week, which means that we meet online on Zoom during our class scheduled times. (Please note: until Feb 14, we will be meeting solely on Zoom.) When we are online, I am still expecting some level of participation from you and I may periodically call on you during a Zoom. Audio works for this expectation, so you can just unmute yourself to respond. Having your video up is even better! I love to see my students; however, I cannot require you to use video. If you are in a place where you cannot talk, you can use the Chat function or you can just let me know and I'll move on to the next person. I hope to make our learning experience the best it can be considering the circumstances and I hope you will be willing to join in the effort.

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 (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.

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

Required Texts/Readings

Textbook

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.

Other technology requirements / equipment / material

1. Ability to download and open these types of files: pdf, doc, and docx files.
2. Student Computer Labs: If you don't have a personal computer, the school has computers available to students in the Academic Success Center (<http://www.sjsu.edu/at/asc/>) located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Analysis of Image Table	2/9	2/11	500	10%	2-4
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 essay) RBE	3/23, 4/5	4/20	1200	20%	1-5
Recast RBE Analysis	5/4	5/10	700	15%	2-4
Final	n/a	Tuesday 5/24	500	10%	3
Quizzes	n/a	n/a	n/a	10%	1-5
HW	n/a	Various	1000	10%	1-5

Final Examination or Evaluation

Our final will be a portfolio project which will be organized in a Canvas shell entitled English 2 Assessment. Details about the assignment will be posted in our Canvas course. To turn in your final, you will need to upload your documents in the Department's Canvas shell.

Grading Policy

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.

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.

Grade Breakdown	
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		

Classroom Protocol

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/scs>. 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.

Communication

Email: Please use your SJSU email address or email through the Canvas Inbox. My email address is sarah.prasad@sjsu.edu. You should expect a response in 24 to 48 hours.

Zoom: Zoom is in our Canvas course, which allows us a way to video conference as a way to communicate. Please email to set up a time for us to meet on Zoom.

Canvas Chat: Chat sessions can also be arranged as a way for us to communicate. Please email me to arrange a time when we can meet in our Canvas course to Chat.

University Policies: Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Additionally, the link here provides information specific to the First Year English program. Please review the materials here:

<https://www.sjsu.edu/english/frosh/program-policies.php>

English 2 Section 24 Critical Thinking and Writing, Spring 2022, Course Schedule

This schedule is subject to change with fair notice and notice will be made available via email and on Canvas.

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

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

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

Week	Monday	Wednesday
1		1/26 ZOOM Meeting Introduction to the class Scavenger Hunt in Canvas HW: Complete the “Start Here” module including: Read: pgs. 79-89 in LUNSFORD Read: Sapiens “The Age of Shopping” Post: one paragraph responding to the Benchmark prompt on Canvas. HW: Bring any questions to class or email MsP at sarah.prasad@sjsu.edu Exit Poll
2	1/31 ZOOM meeting Opening Brainstorm Speed Meetings about shopping Meet MsP Syllabus—meet the course Intro to Analysis of the Image Table Prompt Looking at the Image Table in Citizen pgs. 96-97 Exit Poll	2/2 ZOOM Meeting Lesson: Quote Sandwich pg. 13-14 in PR Write: a Quote Sandwich from “The Age of Shopping” and the speed meetings about shopping HW: Your Image Table due HW: Read LUNSFORD pgs. 18-33, complete Quiz Lunsford pgs. 18-33 Exit Poll
3	2/7 ZOOM Meeting Opening Brainstorm (what is a thesis?) Lesson: Thesis statements, PR (Prasad Reader) pg. 7, LUNSFORD pg. 142, and pgs. 385-387. Connect to the prompt. Lesson: Means of persuasion (ethos, pathos, logos) LUNSFORD pgs. 389-400. Groups	2/9 ZOOM Meeting Do Peer Review on Analysis of the Image Table with a focus on thesis statement and means of persuasion. HW due 2/11 Final Draft of Analysis of the Image Table

	<p>present how Means of Persuasion connect to the Image Table</p> <p>Prep: for quizzes and Peer Review</p> <p>Exit Poll</p> <p>HW Quiz: Means of Persuasion</p> <p>HW Quiz: Thesis Statement</p>	<p>Discussion: Post an article that you'd like the class to read on any topic</p> <p>Watch: All videos in Module 2</p> <p>Exit Poll</p>
4	<p>2/14</p> <p>Meet in Clark 316</p> <p>Opening Brainstorm</p> <p>Lesson: Annotated Bibliographies: what are they and why are they important? Reviewing the Prompt. Becoming Critical Readers.</p> <p>Lesson: going through all "Readings" in Module 2</p> <p>Lesson: How to use the Analysis Worksheet with an example.</p> <p>Lesson: How to create an Annotated Bibliography using the Google form (https://forms.gle/9GVszZ8bnxWmawjk8)</p> <p>Exit Poll</p> <p>HW: Review all in "Readings"</p> <p>HW Quiz: Annotated Bibliographies</p> <p>HW: Ann Bib #1 Rough Draft due. Use the Google Form.</p>	<p>2/16</p> <p>Meet in Clark 316</p> <p>Peer Review: Ann Bib #1 Rough Draft with focus on Author and Publisher</p> <p>HW Preview Faulty Reasoning (Fallacies) pgs. 400-402 in LUNSFORD</p> <p>HW due 2/18 Ann Bib #1 Final Draft</p> <p>Exit Poll</p>
5	<p>2/21</p> <p>Meet in Clark 316</p> <p>Opening Brainstorm</p> <p>Lesson: questions and concerns about Annotated Bibliographies</p> <p>Lesson: Faulty Reasoning (Fallacies) with examples from groups (Google Slides or Paper)</p> <p>Exit Poll</p> <p>HW: Ann Bib #2 due (Google Form optional)</p> <p>HW: Quiz: Faulty Reasoning</p>	<p>2/23</p> <p>Meet in Clark 316</p> <p>Read and Discussion: Citizen pages 25-37</p> <p>Discussion: Considering the articles we read for Ann Bibs 1-3, which topic was most interesting to you and why? What other topics are interesting to you, including your major, your minor, your other interests, something from Citizen?</p> <p>HW: Ann Bib #3 due</p> <p>Exit Poll</p>
6	<p>2/28</p> <p>Meet in Clark 316</p> <p>Opening Brainstorm</p> <p>Lesson: Start RBE (Research-Based Essay)—learn about a topic, a new topic or one that you want to know more about.</p> <p>Review the RBE Prompt.</p> <p>Lesson: Rogerian structure for essays</p>	<p>3/2</p> <p>Meet in Clark 316</p> <p>Lesson: Inductive and Deductive Reasoning</p> <p>Read and Watch: All items pertaining to Inductive and Deductive Reasoning in the module.</p> <p>HW: RBE Proposal due (add to the Slideshow)</p> <p>Exit Poll</p>

	<p>Lesson: Assessing good sources IS difficult, so stay in the safety of the Databases is best. Getting started in the Database Exit Poll HW: Complete InfoPower tutorial and post quiz score. HW: Research in the Database for possible RBE topics. HW: Add to slideshow: Potential topics for the RBE</p>	
7	<p>3/7 Meet in Clark 316 Opening Brainstorm (experience in the Database) Lessons: Inductive and Deductive Reasoning. Using PPT to practice. Connecting to Annotated Bibs and sources. Lessons: Starting the RBE Chart (topic) Exit Poll HW Quiz: Inductive and Deductive Reasoning HW: RBE Ann Bib #1 (database) due</p>	<p>3/9 Meet in Clark 316 HW: RBE Ann Bib #2 (database or otherwise) due HW: Preview Genres of Writing Part III of LUNSFORD, pgs. 105-370 HW: MLK Tutorial: Plagiarism. Post proof of completion. Exit Poll</p>
8	<p>3/14 Meet in Clark 316 Opening Brainstorm Lesson: Genres of Writing (situations for each, groups present using class and outside examples). Lesson: Adding to the RBE Planning Chart (Genre) Lesson: Works Cited Page (WCP) basic tenets, pg. 590 in LUNSFORD, PR pg 26 Exit Poll HW: RBE Ann Bib #3 (database) due HW: Create Rough Draft of WCP</p>	<p>3/16 Meet in Clark 316 Prep for Peer Review on WCP. Review peers for: MLA (not APA) format, hanging indent, alphabetization, inclusion of URL or DOI Do Peer Review: Rough Draft of WCP HW due 10/15: Final Draft of WCP Exit Poll</p>
9	<p>3/21 Meet in Clark 316 Opening Brainstorm Lesson: MLA In-text Citations, Chs. 25 and 27 in LUNSFORD. Groups dissect quoting, paraphrasing, and summarizing; also Ch 27 surprises. Exercise PR pgs. 24-25. Lesson: Deciding what to use from the 3 sources on the WCP, adding to the RBE Planning Chart (Quotes) Exit Poll</p>	<p>3/23 Meet in Clark 316 Concession PR pgs 36-40 Activate schema for Intros and Conclusions Watch: Videos “Intros and Conclusions Part 1” and “Intros and Conclusions Part 2”. HW: Do Peer Review of Section 2 for RBE</p>

	HW Quiz: Citations In-Text HW: Section 2 for RBE including 2 sources	HW: Add to the RBE Google Sheet on the RBE Structure tab, in the column for “Intro” and “Conclusion” Exit Poll
Spring Break		
10	4/4 Meet in Clark 316 Opening Brainstorm (Intros and Conclusions) Lesson: Intros and Conclusions Lesson: How do we consider the other side? Writing Section 1. Exit Poll Lesson: In-text Citation PR pg 22 HW: Add RBE Section 1 (and/or Section 1.5) to Section 2	4/6 Due 4/5: RBE Section 1 (and/or Section 1.5) to Section 2 together (all 3 sources) Conference with MsP in Clark 316
11	4/11 Conference with MsP in Clark 316	4/13 Conference with MsP in Clark 316
12	4/18 Meet in Clark 316 Opening Brainstorm Lesson: Define Recast. Lesson: Considering how you might Recast the RBE. Add to RBE Chart (if ready) which form: free (Weebly) website, infographic, screencast, voiceover, podcast, video, Sparkpage, etc.) Lesson: Transitions Exit Poll	4/20 Meet in Clark 316 Lesson: Review “Paint Me Done” for RBE Lesson: Adding to the RBE Planning Chart (Intro and Conclusion) Compare: Intro and Conclusion on RBE Planning Chart. 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.” Exit Poll HW: Final Draft of RBE
13	4/25 Meet in Clark 316 Opening Brainstorm Lesson: Working through the Recast Exit Poll HW due 4/26: Post Recast RBE the product. If it’s a large file, you will need to use a YouTube link.	4/27 Meet in Clark 316 Presenting the Recast RBE Exit Poll
14	5/2 Meet in Clark 316 Opening Brainstorm Presenting the Recast RBE	5/4 Meet in Clark 316 Presenting the Recast RBE

	<p>Lesson: How to analyze your Recast RBE. Reviewing the prompt. Exit Poll HW due: Recast RBE Analysis Rough Draft (no peer review, only feedback from MsP)</p>	<p>Lesson: Outlining the Recast RBE Analysis Exit Poll HW due: Recast RBE Analysis Rough Draft (no peer review, only feedback from MsP)</p>
15	<p>5/9 Meet in Clark 316 Opening Brainstorm Lesson: Feedback from the Recast RBE Analysis drafts Exit Poll Due 5/10: Recast RBE Analysis Final Draft</p>	<p>5/11 Meet in Clark 316 Lesson: Start Final Portfolio, reviewing the Prompt. What we did and why. Lesson: Final Portfolio Workshop— outlining the draft. Exit Poll</p>
16	<p>5/16: Last Day of Class Meet in Clark 316 Opening Brainstorm Lesson: Review “Paint Me Done” for Final Portfolio Exit Poll</p>	
Finals	Tuesday 5/24	