

# San José State University

## Department of English & Comparative Literature

### English 2: Critical Thinking and Writing, Section 39, Spring 2022

#### Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
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Email:	<a href="mailto:sarah.prasad@sjsu.edu">sarah.prasad@sjsu.edu</a> (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: <a href="https://sjsu.zoom.us/j/3641950606?pwd=YnpnZmYwNzNjcjNMQUs1a04rM2tVUT09">https://sjsu.zoom.us/j/3641950606?pwd=YnpnZmYwNzNjcjNMQUs1a04rM2tVUT09</a> Password: <i>Prasad</i>
Class Days/Time:	Thursdays 10:30-11:45 am (until Feb 14, on <a href="#">ZOOM</a> ), plus online work
Classroom:	BBC 221 until Feb 14, on <a href="#">ZOOM</a>
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.

## **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>.

### **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.

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Analysis of Image Table	2/6	2/10	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	3/24, 4/7	4/15	1200	20%	1-5
Recast RBE Analysis	5/3	5/10	700	15%	2-4
Final	n/a	5/20	500	10%	3
Quizzes	n/a	n/a	n/a	10%	1-5
HW	n/a	Various	1000	10%	1-5

## 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.

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](mailto: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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

Additionally, the link here provides information specific to the First Year English program:

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

## English 2 Section 39 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, 2<sup>nd</sup> Edition with MLA Updates, by Lunsford et al.

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

Week	Tuesday	Thursday
1	<p>Before School Starts: Read pgs. 79-89 in LUNSFORD Then post one paragraph responding to the Benchmark prompt. HW: Complete the Start Here Module including the Quiz Orientation and Quiz Peer Review</p>	<p>1/27 Meet in ZOOM Speed Meetings in Breakouts (2 groups and 1 pair) Meet MsP Syllabus—meet the course Intro to Analysis of the Image Table Prompt HW: Due 2/1 Your Image Table Exit ZOOM Poll</p>
2	<p>2/1 Online Day HW: Read LUNSFORD pgs. 18-33, complete Quiz Lunsford pgs. 18-33 Preview: Thesis statements, PR (Prasad Reader) pg. 7, LUNSFORD pg. 142, and pgs. 385-387. Preview: Means of persuasion (ethos, pathos, logos) LUNSFORD pgs. 389-400.</p>	<p>2/3 Meet in ZOOM Lesson: Thesis statements, PR (Prasad Reader) pg. 7, LUNSFORD pg. 142, and pgs. 385-387. Lesson: Means of persuasion (ethos, pathos, logos) LUNSFORD pgs. 389-400. Lesson: Prep for Peer Review HW due 2/6: Rough Draft then Peer Review on Analysis of the Image Table with a focus on thesis statement and means of persuasion. HW Quiz: Thesis Statement HW Quiz: Means of Persuasion Exit ZOOM Poll</p>
3	<p>2/8 Online Day HW due 2/6: Rough Draft then Peer Review on Analysis of the Image Table with a focus on thesis statement and means of persuasion.</p>	<p>2/10 Meet in ZOOM HW due 2/10: Final Draft of Analysis of the Image Table Lesson: Annotated Bibliographies: what are they and why are they important?</p>

	HW due 2/10: Final Draft of Analysis of the Image Table	<p>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 (<a href="https://forms.gle/9GVszZ8bnxWmawjk8">https://forms.gle/9GVszZ8bnxWmawjk8</a>)</p> <p>Discussion: Post an article that you would like the class to read</p> <p>Exit ZOOM Poll</p>
4	<p>2/15</p> <p>Online Day</p> <p>Watch: View all in Module 2 Videos</p> <p>HW: Review all in Module 2 Readings</p> <p>HW Quiz: Annotated Bibliographies</p> <p>HW: Ann Bib #1 Rough Draft due. Use the Google Form.</p> <p>HW: Peer Review on Ann Bib #1 Rough Draft with focus on Author and Publisher</p>	<p>2/17</p> <p>Meet in BBC 221</p> <p>Mapping: Places of interest, using stance to show their worth.</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 Preview Faulty Reasoning (Fallacies) pgs. 400-402 in LUNSFORD</p> <p>HW due 2/18 Ann Bib #1 Final Draft</p> <p>Exit Ticket</p>
5	<p>2/22</p> <p>Online Day</p> <p>Read and Discussion: Citizen pages 25-37</p> <p>HW: Ann Bib #2 due (Google Form optional)</p>	<p>2/24</p> <p>Meet in BBC 221</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, something from Citizen?</p> <p>Lesson: Start RBE (Research-Based Essay)—teach us about a topic. Review the RBE Prompt.</p> <p>Lesson: Looking at the Classical essay format, comparing to Rogerian structure for essays</p> <p>Lesson: Getting started in the Database</p> <p>HW: Ann Bib #3 due</p> <p>Exit Ticket</p>
6	3/1	3/3

	<p>Online Day  Read and Watch: All items pertaining to Inductive and Deductive Reasoning in Module 3.  HW: Complete InfoPower tutorial and post quiz score.  HW: Research in the Database for possible RBE topics.</p>	<p>Meet in BBC 221  Pair Share: RBE topics and explanations.  Moving into the RBE: Weebly and Spark, examples of online applications for the RBE  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  Lessons: Start planning the RBE using the RBE Structure Chart  HW: RBE Proposal on Slideshow  Exit Ticket</p>
7	<p>3/8  Online Day  HW: Preview Genres of Writing Part III of LUNSFORD, pgs. 105-370  HW Quiz: Inductive and Deductive Reasoning  HW: RBE Ann Bib #1 (database) due</p>	<p>3/10  Meet in BBC 221  Lesson: Genres of Writing (situations for each, groups present using class and outside examples).  Lesson: Adding to the RBE Structure Chart (Genre), considering what genre  Lesson: Works Cited Page (WCP) basic tenets, pg. 590 in LUNSFORD. Fixing “broken” WCP.  HW: RBE Ann Bib #2 (database or otherwise) due  Exit Ticket</p>
8	<p>3/15  Online Day  HW: RBE Ann Bib #3 (database) due  HW: Create Rough Draft of WCP</p>	<p>3/17  Meet in BBC 221  Lesson: MLA In-text Citations, Chs. 25 and 27 in LUNSFORD. Groups break down quoting, summarizing, paraphrasing (Ch 25). Other groups find surprises in Ch 27.  More practice PR pgs 24-25  Exercise: Peer Review: Rough Draft of WCP  Lesson: Deciding what to use from the 3 sources on the WCP, adding to the RBE Structure Chart  HW due 3/19: Final Draft of WCP  Exit Ticket</p>
9	<p>3/22  Online Day  Watch: Videos “Intros and Conclusions Part 1” and “Intros and Conclusions Part 2”.  HW Quiz: Citations In-Text</p>	<p>3/24  Meet in BBC 221  Lesson: Intros and Conclusions  Lesson: Concession PR pgs 36-40 for RBE Section 1.5. Why does it fit in this section?</p>

	<p>HW: Pull one quote from each article (all 3 Ann Bibs) and add it to the Google Sheet.</p> <p>HW: Section 2 for RBE including 2 sources</p> <p>HW: (**ADD to Canvas) Post one quote from one of your sources (and also bring that quote to class on 10/20)</p>	<p>Lesson: Quote Sandwich pg. 15-16 in PR. Write a Quote Sandwich for 1) Sapiens (PR pg 16) and 2) the quotes you posted on 3/22.</p> <p>HW: Peer Review of Section 2 for RBE with an emphasis on MLA in-text citation and quote sandwiches.</p> <p>Exit Ticket</p>
Spring Break		
10	<p>4/5 Online Day</p> <p>Peer Review of Section 2 for RBE with an emphasis on MLA in-text citation and quote sandwiches.</p> <p>HW: 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>HW: Add RBE Section 1 (and/or Section 1.5) to Section 2</p>	<p>4/7</p> <p>Meet in BBC 221</p> <p>Lesson: Citation In-Text Format Prasad Reader pg 22</p> <p>In class: Peer Review of RBE Section 1 (and/or Section 1.5) to Section 2 together (all 3 sources)</p> <p>Lesson: Review “Show Me Done” for RBE</p> <p>HW: Post RBE Draft for MsP to review</p> <p>Exit Ticket</p>
11	<p>4/12 Online Day</p> <p>Continue: Polishing and Revising the RBE.</p> <p>Conference with MsP</p>	<p>4/14</p> <p>Meet in BBC 221</p> <p>Lesson: Polishing and Revising the RBE</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: free (Weebly) website, infographic, screencast, voiceover, podcast, video, Sparkpage, etc.)</p> <p>Exit Ticket</p> <p>HW due 4/15: Final Draft of RBE due</p>
12	<p>4/19 Online Day</p> <p>HW: Post the recast RBE in the form of your choice</p>	<p>4/21</p> <p>Meet in BBC 221</p> <p>Present: Recast RBE</p> <p>Exit Ticket</p>
13	<p>4/26 Online Day</p>	<p>4/28</p> <p>Meet in BBC 221</p> <p>Present: Recast RBE</p> <p>Lesson: How to analyze the Recast RBE</p> <p>Lesson: Building the main points of analysis</p>

		Exit Ticket
14	5/3 Online Day HW: Post Recast RBE Analysis Rough Draft (MsP will review the drafts)	5/5 Meet in BBC 221 Feedback: Recast RBE Analysis Lesson: Start Final Portfolio, reviewing the Prompt. Exit Ticket
15	5/10 Online Day HW: Recast RBE Analysis Final Draft due	5/12 Meet in BBC 221—Last Day of Class Lesson: Final Portfolio Workshop Exit Ticket
Final	Friday 5/20	