San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 16, Spring 2021

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
Telephone:	408.924.4236
Email:	sarah.prasad@sjsu.edu (Email is the best way to contact me.)
Office Hours:	Wednesdays 1-2pm and by appointment. Zoom: https://sjsu.zoom.us/j/3641950606?pwd=YnpnZmYwNzNjcjNMQUs1a04rM2tVUT09 Password: Prasad
Class Days/Time:	Wednesdays 10:30-11:45 am
Classroom:	Weekly Zoom: https://sjsu.zoom.us/j/82545357379?pwd=R0czVzlHUlI0akkrNGdERTYvQkJMQT09 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

Technology Intensive, Hybrid, and Online Courses

This course is a fully hybrid course with asynchronous work via Canvas and and synchronous weekly meetings via Zoom; thus, work will be done individually online. On Wednesdays, we will meet via Zoom (see above for Zoom link and password). A computer and internet connectivity are required for this course. See "Other technology requirements / equipment / material" below for help finding computers on campus.

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* 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

English 2 Section 16 is a hybrid course with weekly synchronous meetings on Wednesdays in addition to asynchronous work done independently via Canvas, which means that all work will be done online independently.

English 2 Section 16 will focus on Opportunity. We will look at this idea in different readings and other forms of communication. We will also give you an opportunity to spread your ideas through your own meme, TED Talk, and research paper.

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-13: 978-0393617450

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.

"Choice, Happiness, and Spaghetti Sauce" by Malcolm Gladwell
"Is Income Inequality Inevitable" by Stephen J. Dubner
"MIT prof finds that adding an hour of sleep can bump students up a letter grade" by Cathryn J. Prince
"The Writer's Process" by Hallie Cantor

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

Assignment	Peer Review	Final	Word Count	% of Grade	GELOs
Benchmark Essay	n/a	1/27	600	0%	2-4
HW	n/a	various	various	10%	1-5
Quizzes	n/a	various	various	5%	1-5
Annotated Bibliographies	n/a	various	300+ each	20%	1-5
Fallacy Meme	2/15	2/17	500	10%	2-4
Analysis of Student TED Talk	3/8	3/10	1000	15%	2-5
Multiple Source (MS) Essay	4/26	5/5	1200	20%	1-5
Analysis of the Website Version of MS Essay	5/10	5/17	750	10%	2-4
Assessment Reflection Portfolio (the Final)	n/a	5/25 (Sec 16)	500	10%	3

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 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 Canvas Portfolium. Details about the assignment will be posted in Canvas Final Portfolium Module. To turn in your final, you will need to post the link to your Portfolium in two places: in our Canvas shell and 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.

Essays	55%
Quizzes	5%
Homework	10%
Annotated Bibliographies	20%
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. 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. Word counts for Peer Review will be posted on Canvas.

Classroom Etiquette: Please mute all electronic devices while in class 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 at http://www.sjsu.edu/gup/syllabusinfo/

Additionally, the link here provides information specific to the First Year English program: *http://www.sjsu.edu/english/frosh/program_policies/index.html*

English 2 Section 16 Critical Thinking and Writing, Spring 2021, 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 email and posted on Canvas.
LEGEND
LUNSFORD = Everyone's an Author, 2nd Edition with MLA Updates, by Lunsford et al.

Week	Monday	Wednesday
1		1/27 In ZOOM meeting Review: Syllabus Introductions: Breakout sessions. Find one thing in common. Review: Benchmark—Who are you as a reader and a writer? Goal for revision. Preview: LUNSFORD HW Read: LUNSFORD pgs 18-33 (middle).
2	2/1 Discuss: How do you address Audience? Write a text to Mom, sibling, and boss Read: "Prompt: Opportunity through a Meme" Preview then Read: LUNSFORD pgs. 400-402 Logical Fallacies HW Quiz: LUNSFORD pgs. 18-33 Due: Benchmark with one paragraph of reflection at the end as to if the essay was revised or not after Wednesday 1/27 Zoom.	2/3 In ZOOM meeting Discuss Logical Fallacies, via Google sheet Watch: "Video: How to Make a Meme" Create: A meme integrating the Logical Fallacies Read: LUNSFORD pgs 79-89 The Writing Process Review: "Prompt: Opportunity through a Meme"
3	2/8 Post: Your meme as a JPEG. Respond: On two peer's memes, write two sentences about the fallacy they seem to be representing. Discuss in Breakout Groups: the Writing Process (LUNSFORD pgs 79-89). Write one thing that you would like to change about your process. HW Read: LUNSFORD pgs 142 and 385 Thesis statements and taking a stance Quiz: Fallacies	2/10 Discuss: Thesis Statements PR pg. 7 Review in Breakout Groups: PR pg. 8 Thesis Statement Quiz Review: Analysis Worksheet for a Meme Prep: Peer Review Quiz: Peer Review HW post: Meme essay thesis
4	2/15 Due: Rough draft of Meme essay for Peer Review Due: Peer Review for Meme Essay	2/17 In ZOOM meeting Due: Final draft Meme essay Preview: Portfolium

	HW: Revise Meme Essay based on feedback Quiz: Thesis statements	Preview: Gladwell Review: Analysis Worksheet for Video Essay organization
5	2/22 Watch: Gladwell's TED Talk "Choice, Happiness, and Spaghetti Sauce" and complete Analysis Worksheet. Preview and Read: LUNSFORD Ch 17 Analyzing and Constructing Arguments Attempt: Set up Portfolium Watch: "Video: Inductive and Deductive Reasoning" and "Another Video: Inductive and Deductive Reasoning"	2/24 In ZOOM meeting Discuss: LUNSFORD Ch 17 Analyzing and Constructing Arguments Discuss in Breakout Groups: analyzing Gladwell's "Choice, Happiness, and Spaghetti Sauce" Discuss: Inductive and Deductive Reasoning using Inductive and Deductive Reasoning Handouts Discuss in Breakout Groups: Gladwell in terms of Inductive and Deductive Reasoning Review: TED Analysis prompt Brainstorm: academically appropriate topics
6	3/1 Read: "Steps for Making Your TED Talk" Due: Post your own TED (YouTube link) Due: Watch a classmate's TED. Analyze it using Analysis Worksheet and post a comment referring to 2 items from the Analysis Worksheet. Quiz: Inductive and Deductive Reasoning	3/3 In ZOOM meeting Discuss: LUNSFORD Ch 17 (focus: ethos, pathos, logos) Workshop: LUNSFORD Ch 18 Strategies for Supporting an Argument Outline in Breakout Groups: analysis of a TED, applying Chs. 17-18
7	3/8 Due: Rough draft of Student TED Analysis for Peer Review Due Peer Review: Respond to MsP in the comments to acknowledge what you need to work on as you revise. Watch: Intros and Conclusions Part 1 and Part 2 Quiz: Three Appeals	3/10 In ZOOM meeting Due: Final draft of Student TED Analysis Discuss: Introductions and Conclusions, via Google Sheets Preview: Annotated Bibliographies Watch: "Annotated Bibliographies" Preview: "MIT prof finds…" article, publisher, and author Preview: "Read: Most Reliable Sources" Preview: "Infographic: Reliable Sources" HW post one article that you would like the class to read. HW Read: LUNSFORD pgs 500-504 Annotated Bibliography
8	3/15 Read "What is an Annotated Bibliography? Link #1" and "What is an Annotated Bibliography? Link #2" Read "Sample Annotated Bibliographies" Due: Annotated Bib for #1 article ("MIT prof finds…") Quiz: Annotated Bibs	3/17 In ZOOM meeting Due: Annotated Bib for #2 article Review Annotated Bibliographies
9	3/22	3/24

	Due: Annotated Bib for #3 article Complete: MLK Tutorial: InfoPower Research Skills and post proof of completion Watch: "Video: Using the Databases." Then try searching in the databases on potential topics for the MSE.	In ZOOM meeting Due: Annotated Bib for #4 article Discuss: Transitions in Prasad Reader pgs. 58-59 Brainstorm: All potential topics (students must choose a topic, not a problem). Preview: Database Academic Search Premiere (EBSCOHost). Discuss: Other possible sources and viability of the topics. Post: Possible topics for the MSE in "Discussion: MSE Topics" and respond to one peer's post. Preview Weebly HW due 3/31: MSE Proposal
	Spring Break	
10	4/5 Watch "Video: Getting Started on Portfolium" and set up your Portfolium Watch: "Video: How to Get Started on Weebly" Watch: "Video: How to make a Blog on Weebly" HW: Read and prepare to discuss LUNSFORD Part III Genres and IV Research	4/7 In ZOOM meeting Review: Genres of Writing LUNSFORD pgs. xvii-xix. Situations for each. Categorize all the readings thus far. Review: LUNSFORD Part III. Poll: what genre will you be using? Analyze the source: Population Research Institute (https://www.pop.org/debunking-the-myth-of-overpopulation/) then American College of Pediatrics (acpeds.org) Discuss: Other websites. Who can we trust? View: Looking at Knowherenews.com showing bias Discuss Weebly HW Read: Prasad Reader pgs 12-14 Quotes HW Post: A Quote Sandwich with source from Annotated Bib #1
11	4/12 Due: Annotated Bib #1 for MSE from databases Review: MLA Works Cited format and In-Text Citation Lunsford Chapters 25-27 Post: one thing that surprised you in each chapter (total of 3 things) Watch: "Rogerian Arguments"	4/14 In ZOOM meeting Due: Annotated Bib #2 for MSE from databases or otherwise Read: Concession (Prasad Reader p. 37) and answer the riddle Fix: MLA In-text Citation (Prasad Reader pgs. 24-25, questions 1-9 together) Discuss Classical vs. Rogerian Arguments (Organization) HW: Citations In-text Quiz
12	4/19 Due: Annotated Bib #3 for MSE from databases	4/21 In ZOOM meeting

	Finish: Concession (Prasad Reader p. 39-40) Complete: MLK Tutorial: Plagiarism	Prasad Reader pg 26 Fixing Works Cited Page Prepping the Works Cited Page Practice concession: Finding it in articles. Post: an example in Google Sheet Organize and outline MSE: getting started on the Rough Draft
13	4/26 Due: Rough Draft of MSE for Peer Review Due: Peer Review on Rough Draft of MSE	4/28 In ZOOM meeting Due: Rough Draft of Works Cited Page for the MSE Peer Review on Rough Draft of Works Cited Page for the MSE Workshop: Start to migrate MSE to Weebly
14	5/3 Due: Final Draft of Works Cited Page for MSE Compare on Google Sheet: Your MSE Intro and Conclusion (focus on theme, connection, and being broad and general).	5/5 In ZOOM meeting Due: Final draft MSE Continue: Migrating MSE onto Weebly Review: Prompt for Weebly Analysis
15	5/10 Due: Link to Weebly site Sunday 5/9 Due: Rough Draft of Weebly Analysis for Peer Review Due: Peer Review	5/12 In ZOOM meeting Review: Prompt for Assessment Reflection Portfolio Workshop: Assessment Reflection Portfolio
16	5/17 Last Day of Class Due: Final Draft of Weebly Analysis Optional ZOOM Workshop: Help with Assessment Reflection Portfolio	
Finals	Eng 2 Sec 16 Tuesday, May 25, at 11:59pm	Eng 2 Sec 18 Monday, May 24, at 11:59pm
Grades Due	Friday, May 28	