

**Spring 2022**  
**San José State University**  
**Department of English & Comparative Literature**  
**English 2, Critical Thinking and Writing, Section 42**

**Course and Contact Information**

Instructor: Katharine Studer  
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Office Hours: Tuesday & Thursday 1:30-2:30  
Class Days/Time: Tuesday and Thursday 12:00-1:15  
Classroom: BBC 121  
Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better  
GE/SJSU Studies Category: ENGL 2 satisfies GE Area A3/Critical Thinking and Writing

**Course Description**

English 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGLISH 1A, you will learn various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

**Course Content**

In this class, you will build upon your writing skills by reading and writing about social justice and what is identified as systemic oppression within present day lives. The readings and class discussions will prompt you to explore the idea of the *American Dream* and if issues such as race, class, gender and immigration create inequality. We will investigate social justice issues dominating the news and your daily lives. Additionally, we will read about how others have fought for social justice and racial equity through out history, thus entering into conversations – through reading, writing, class discussion and shared analysis of readings and experiences. You will read, annotate, analyze, prewrite, write, revise and turn in polished essay that say something significant that you find important. Our class activities will help build your reading, critical thinking and source integration skills. We will also learn how to use MLA documentation and prepare for online and digital readers in a variety of modalities.

**Faculty Web Page and Canvas Messaging**

Course materials such as syllabus, handouts, notes and assignment instructions can be found on Canvas learning management system course website. You are responsible for checking the messaging system to learn of any updates.

## **GE Learning Outcomes**

### 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**

#### **No Required Textbook:**

I spend a lot of class time instructing and assisting you through activities that will help you build the skills each essay requires. Consider my thorough class lessons and material your textbook and guide on how to succeed with meeting the expectations of each essay. Additionally, I will require that you learn to pay attention and locate appropriate readings that can be used for course content and sources from The New York Times, The Washington Post, and other online news outlets. Educated people are well informed and pay attention to current events. I want you to begin the practice of paying attention. This is important because you will soon be a college graduate.

#### **Readings:**

I will provide us with readings to guide us towards critical thinking about social injustice in both day present and in the past. These readings will be posted on Canvas under “Readings.”

### **Other equipment / material requirements**

Daily internet access

Access to a desktop, laptop, or tablet

### **Course Requirements and Assignments**

Success in this course 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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Reading**

English 2 is a reading intensive course, and you will be required to complete reading assignment frequently. Reading is a crucial component of the class, as one must read effective writing to

become an effective writer. All reading must be completed by the beginning of each class period. Many of our in-class activities and major assignments will relate to the assigned selections. In addition, you must submit reader responses, which will be turned in periodically throughout the semester (as noted on the schedule).

## **Writing**

This is a comprehensive course---every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class requires a minimum of 6000 words, or at least 4000 of which must be in revised final draft form. You must complete all major assignments to pass the class.

## **Canvas Discussion Posts**

You must submit ten Discussion Board Posts over the course of the semester in which you will answer prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (150+words) to the posted prompt and write a comment (50+) words responding to your peer's responses.

## **Peer Edit Workshop**

Workshops are an important part of the writing process; they give an opportunity to get valuable feedback from your peers and they help the evaluator understand the writing assignment and reflect on their own work. Each workshop will be listed on the class schedule. You must turn in all workshop material with the final copy of the essay. If you miss a workshop, your essay will be graded down one full letter grade. Additionally, the rough draft must be submitted within 24 hours of the rough draft due date to avoid losing points.

## **Classroom Protocol**

All students are expected to treat everyone in class with respect and in general to behave reasonable, responsible, and courteous at all times. Even though we will laugh and have fun in

class, we want to keep a professional atmosphere where every class member feels comfortable. It is okay if we don't agree with each other. You are invited to use your written words to convince us to listen to your point of view. We will after all be writing persuasive essays. Here are the expectations:

1. PLEASE turn on your camera and be a part of the class, if we meet online or on Zoom.
2. Do not sleep, read or do other work during class. Be attentive when your classmates are talking.
3. Don't leave class if you are assigned to a breakout room. I don't take attendance until the last 10 minutes of class. Stay and get counted as present.
4. Use your absences wisely. If are sick, or are experiencing COVID symptoms you are not expected to be in class. Send me an email and let me know your situation.
5. Listen to your class mates' ideas respectfully and objectively.
6. Let's encourage each other. Allow our class to be the place where support and encouragement are always offered.

### **Attendance**

Please attend all classes unless you are sick. I will give you an abundance of writing advice and help during class. I will break the assignments down and help you gather your ideas. Excessive absences will lead to failure in the course. Please see 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 ensure maximum benefits for all members of the class."

### **Class Participation**

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on-time. However, during these times of Covid transmission, I will excuse your absence if you are sick or having symptoms. Please keep me informed.

### **Canvas and Electronic Devices**

Most of our course materials will be posted on Canvas: syllabus, readings, Discussion prompts, Assignments Sheets and assignment drop boxes. You should check the Canvas site continually throughout the semester and you will want to use Canvas materials during class. However, please don't waste class time by texting, or being on social media. If you are on your phone during

class, it must be used for class activities. I won't allow you make up class work, if you are present but doing other activities. Each in class assignment will be due by the end of class.

### **Late Policy**

I will give you 1 late pass to be used at your discretion during the semester. A late pass means you are permitted to use it to turn in a late assignment without a grade deduction. You can use it up to 48 hours after the assignment due date. After that, I will deduct one whole letter grade for assignments that are turned in 24 hours late and 2 letter grades for assignments that are 48 hours late. Assignments that are turned in 48 hours beyond the due date will receive a 50% deduction. If you have a sickness or an emergency, please contact me immediately.

### **Assignment Word Count and Learning Goals**

- |   |                 |
|---|-----------------|
| 1. Rhetorical Analysis – 1000 words               | GELO 2,3,4,5    |
| 2. Response and Reaction Essay – 1500 words       | GELO 2,4,4,5    |
| 3. Research Argument – 2000 words                 | GELO 2,3,4,5    |
| 4. Portfolio/Final Reflection Letter – 1000 words | GELO 1,2,3,4,5  |
| 5. Discussion Board Posts – 1000 words            | GELO 1,2,3,4,5, |
| 6. In class writing and peer review – 1000 words  | GELO1,2,3,4,5   |

### **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 of errors.

A "C" range essay will complete the requirements of the assignment, but it will show weakness 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 grades ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

**To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.**

### **Grade Breakdown**

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

#### Assignment Point Values

Peer Revision Workshops/Class Participation	200
Canvas Discussion Posts	200
Rhetorical Analysis Essay	100
Response Essay	150
Research Argument	150
Multimodal Presentation	100
Reflective Letter	100
Total	1000
Every Assignment must be completed!	

### **Grading Policies**

#### **Canvas Discussion Posts**

There will be 10 discussion prompts assigned on Canvas worth 20 points, totaling 200 points for the semester. Each one requires you to post a response of 150 words to the assignment prompt and then post a reply to one of your classmates. To get the full 200 points at the end of the semester, your post and reply must be made during the week they are assigned and you should provide both a response and a reply. I will watch these points closely and deduct points for underdeveloped post and replies.

### **Peer Revision Workshops**

Each of the five assignments will require a rough draft and a peer revision workshop. If you miss class the day of peer editing, you will have 24 hours to submit your peer revision comment worksheet to the assignment drop box on canvas. Your points will be tallied after each workshop and you will receive 20 points for submitting a rough draft to the Peer revision space and then 20 points for reading and commenting on the peer paper you are assigned to. There will 40 points are possible for each peer revision activity for a total of 200 point (40 points x 5= 200 points) Again, I will watch these points closely.

### **Research Argument Assignment**

The 200 points will include the following process assignments:

Proposal – 25 points  
Annotated Bib – 50 points  
Synthesis Cheat Sheet – 25 points  
Final Draft – 100 points  
Total Points=200

### **Percentages and Grade Averages**

A plus = 1000 to 970 points  
A = 969 to 940 points  
A minus = 939 to 900 points  
B plus = 899 to 870 points  
B = 869 to 840 points  
B minus = 839 to 800 points  
C plus = 799 to 770 points  
C = 769 to 740 points  
C minus = 739 to 700 points  
D plus = 699 to 670 points  
D = 669 to 639 points  
D minus = 639 to 600 points  
F = 599 points or lower

### **University Policies**

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc.

<http://www.sjsu.edu/gup/syllabusinfo>.



## **Class Schedule – Due dates and Readings are also listed on our Canvas site**

Below is a tentative schedule of all reading and major writing assignments. I will announce any changes to due dates and reading schedule during class and I will post it on our Canvas site. Readings should be completed before class.

All Readings are located in Files on Canvas  
Click Files, Click Readings

### **January 27**

TH-Introductions, overview of course and Canvas. Ethos, Pathos and Logos. Introduction to a Rhetorical Situation.

**Homework for next Class: Complete Discussion #1.** See instructions on Canvas “Discussions” which includes reading and responding to Yucheng Huang’s Essay, Rhetorical Analysis.

### **January 31-Feb. 4**

T-Introduction to Essay #1

**Homework for Next Class:** Read and Annotate Brent Staples Essay. Be prepared to identify Ethos, Pathos and Logos in group discussion.

TH-Visual Ads and Today’s rhetorical devices.

**Homework for Next Class: Analyze and annotate Why Black Lives Matter**

<http://www.cnn.com/2020/05/27/us/gallery/george-floyd-demonstrations/index.html>.

**Select a document for your rhetorical analysis essay. Complete Discussion #2 on Canvas by the beginning of next class**

### **Feb. 7-11**

T-Building your Argument/Prewriting. Writing strategies: Summary, quotation and paraphrase. Do you have a clear thesis? Complete **Discussion #3** during class. Write your Thesis and then give 1 peer feedback on how to improve their thesis statement or overall argument.

**Homework for Next Class:** Write your rough draft for Essay 1 and post it to the peer revision drop box by the beginning of next class.

TH- Rough Draft Due at the beginning of class. Peer Review Workshop

**Homework for Next Class: Revise your rough draft using feedback from Peer Revision Workshop.**

### **Feb. 14-18**

T-Building a Revision Plan. Rough Drafts returned. Complete **Discussion #4** during class.

**Homework for Next Class: Work: Revise your rough draft using your teacher’s comments.**

TH- Introduction to Essay 2 and Response writing.

**Homework for Next Class:** Read and annotate *Fremont High School*. Write your Final Draft of Essay #1. Final Draft of Essay #1 due in the Canvas Drop box by the beginning of next class.

### **Feb. 21-25**

Commented [KS1]: Double check your notes. Are you just summarizing or giving a clear opinion?

Commented [KS2R1]:

T-Reading and analyzing. Joining the conversation. What does Fremont High School say about generational Poverty?

**Homework for Next Class: Read and Annotate**

<https://www.nccp.org/publication/childhood-and-intergenerational-poverty/>

Th-Complete **Discussion #5** by the end of class.

**Homework for Next Class:** Find an interesting article that connects with poverty, generational poverty and post it to **Discussion #6**. Write a 150-word paragraph explaining how the article you select connects to either of our class text this week. See the Discussion Prompt on Canvas.

Feb. 28-March 4

T- Class Reading/Discussion Immigration in America.

**Homework for Next Class: Read *the History of Anti-Immigration* and Complete **Discussion #7**.**

Th-Class Discussion of the History of Anti-Immigration. Thesis statement and prewriting.

**Homework for Next Class: Work on your Essay #2 rough draft due next class.**

March 7-11

T-Rough Draft Due at the beginning of class. Peer Revision workshop

**Homework for Next Class: Read and Annotate:**

<https://www.npr.org/sections/health-shots/2021/10/13/1045746655/1-in-4-asian-americans-recently-feared-their-household-being-targeted-poll-finds>

Th-Class discussion Asian Hate Crimes.

**Homework for Next Class:** Locate an article to share with the class that focuses on oppressive or hateful treatment pertaining to gender or sexual orientation. Post the article to **Discussion #8** and write a brief 150-200 word summary.

March 14-18

T-Rough Drafts Returned. Building your revision plan

**Homework for Next Class: Read**

<https://www.washingtonpost.com/news/acts-of-faith/wp/2015/09/01/kentucky-clerk-kim-davis-on-gay-marriage-licenses-it-is-a-heaven-or-hell-decision/>

and complete **Discussion #9**.

Th-Discussion of Kim Davis Article.

**Homework for Next Class: Finish your final draft of Essay #2.**

March 21-25

T-Essay 2 final draft due at the beginning of class – Introduction to the research paper

**Homework for Next Class:**

Th-Selecting a topic

**Homework for Next Class: Complete **Discussion #10** and share your topic choice.**

March 28-April 1 – Spring Break

April 4-8

T- Proposal Due/topic approval

**Homework for Next Class:** Begin to build your source list. Vet, Read and Annotate.

Th-Source Integration

**Homework for Next Class:** Begin to build your source list. Read, Vet and Annotate. Complete

April 11-15

T-Visual Aids and Document Design.

**Homework for Next class:** Vet, Read and Annotate. Locate Visual aids. Synthesis Cheat Sheet due at the beginning of next class.

Th-Checking your synthesis and source integration

**Homework for Next Class:** Finish your Annotate Bib assignment. Due at the beginning of next class.

April 18-22

T-Annotated Bib Due-Be prepared to share your working thesis.

**Homework for Next Class:** Begin prewriting and planning your essay. Build a strategy for Organization.

Th-Building your writing plan. Document Design and Incorporating Visual Ads.

**Homework for Next Class:** Work on your rough Draft. Add visual ads and incorporate Ethos, Pathos and Logos.

April 25-29

T-Rough Draft Due. Peer Revision Workshop

**Homework for Next Class:** Revise your Rough Draft and Work on your upcoming presentation.

Th-Research Presentations during class.

**Homework for Next Class:** Revise your Rough Draft and Work on your upcoming presentation.

May 2-6

T-Presentations Presentations during class.

**Homework for Next Class:** Revise your Rough Draft and Work on your upcoming presentation.

Th-Research Final Essay Due at the beginning of class. Research Presentations during class.

May 9-13

T-Portfolio and Reflective Letter

**Homework for Next Class:** Work on your Reflective letter and portfolio.

Th-Last class. Portfolio and Reflective Letter continued.

**Homework for Next Class:** Work on your Reflective letter and portfolio.

**May 17 – Final Exam Week**

T-Portfolio and Letter Due by 9 pm on Tuesday, May 17.

