

# Critical Thinking and Writing Section 15

## ENGL 2

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/20/2023

### 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

Writing can be a solitary enterprise, but the critical thinking and habits of mind that go into such work can be developed and enriched in community. Thus, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments and activities. Electronic resources such as laptops, tablets, and phones may be used during class only to compose select assignments, or access course materials on Canvas. Please be sure that social media and other distractions not related to our course pursuits are turned OFF during class.

#### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be 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/>

#### IMPORTANT COURSE POLICIES

You are encouraged to use the tutoring services on campus, but all work in ENGL 100A is expected to be your own. If the instructor has reason to believe otherwise, he or she has the right to require additional evidence that the work is your original writing.

**Statement of Plagiarism:** The English Department adheres strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:

The act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. "Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization would also be a form of plagiarism." (Center for Integrated Professional Development, Illinois State University (2023). Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own. (available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL 100A course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. <https://libguides.sjsu.edu/plagiarism/how-to-avoid-plagiarism>

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.

## 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.

## 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

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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 Learning Outcomes (CLOs)

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### 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

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# Red Scarf Girl: A Memoir of the Cultural Revolution

by Ji-li Jiang

Ji-li Jiang was twelve years old in 1966, the year that Chairman Mao launched the Cultural Revolution in China. An outstanding student and much-admired leader of her class, Ji-li seemed poised for a shining future. But all that changed with the advent of the Cultural Revolution, when intelligence became a crime and a wealthy family background invited persecution or worse. For the next three years Ji-li and her family were humiliated and reviled by their former friends, neighbors, and colleagues and lived in constant terror of attack. At last, with the detention of her father, Ji-li was faced with the most dreadful decision of her young life: denounce him and break with her family, or refuse to testify against him and sacrifice her future in her beloved Communist Party.

Told with simplicity, innocence, and grace, this unforgettable memoir gives a child's eye view of a terrifying time in twentieth-century history and of one family's indomitable courage under fire.

## TED Talks

### Our mission: Spread ideas, foster community and create impact

TED is on a mission to discover and spread ideas that spark imagination, embrace possibility and catalyze impact. Our organization is devoted to curiosity, reason, wonder and the pursuit of knowledge — without an agenda. We welcome people from every discipline and culture who seek a deeper understanding of the world and connection with others, and we invite everyone to engage with ideas and activate them in your community.

### Our Organization

TED began in 1984 as a conference where Technology, Entertainment and Design converged, but today it spans a multitude of worldwide communities and initiatives exploring everything from science and business to education, arts and global issues. In addition to the hundreds of TED Talks curated from our annual conferences and published on TED.com, we produce original podcasts, short video series, [animated TED-Ed lessons](#) and TV programs that are translated into more than 100 languages and distributed via partnerships around the world. Each year, more than 3,000 independently run [TEDx](#) events bring people together to share ideas and bridge divides in communities on every continent. Through the [Audacious Project](#), TED has helped catalyze more than \$3 billion in funding for projects that seek to make the world more beautiful, sustainable and just. In 2020, TED launched [Countdown](#), an initiative to accelerate solutions to the climate crisis and mobilize a movement for a net-zero future. View a full list of [TED's many programs and initiatives](#).

TED is owned by a nonprofit, nonpartisan foundation. Our aim is to help create a future worth pursuing for all.

From TED website: <https://www.ted.com/about/our-organization>

### Commentaries from New York Times, New Yorker, The Atlantic magazine, and other sources

We will be exploring argumentation as it appears in journalism and elsewhere in public discourse, especially in widely available publications and broadly accessible media.

## ✓ Grading Information

Total point value for the course is 1,000. Course grades are calculated according to the scale below.

Assignment	Suggested Word Count	Total Points	% Grade
Analyzing Argumentation: Essay	2,000 (plus revisions)	200	20
Researching Arguments: Essay	2,000 (plus revisions)	200	20
Evaluating Research: Presentation	1,000 (plus revisions)	200	20
Homework and participation	NA	300	30
Portfolio	NA	100	10

Course point allocation

97%-100%	94% - 96%	90% - 93%
A+	A	A-
87% - 89%	84% - 86%	80% - 83%
B+	B	B-
77% - 79%	74% - 76%	70% - 73%
C+	C	C-
67% - 69%	64% - 66%	60% - 63%
D+	D	D-
		0% - 59%
		F

## University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

### ENGL 2: Critical Thinking and Writing, Sections 14 & 15

#### Fall 2023 Course Schedule

*Schedule subject to change; any updates will be communicated with fair notice in class and via Canvas.*

*Refer to Canvas modules for details on required reading and assignment submission windows..*

Week	Date	Tuesday	Thursday
<b>Analyszing Argumentation</b> in preparation for the Analysis of Argumentation essay			
1	8/22-24	Course introduction Writing process	Rhetorical situations
2	8/29-31	What is Argumentation?	Logical fallacies
3	9/5-7	Close reading	Argumentative appeals
4	9/12-14	Section 14: MLK LIBRARY SESSION Room 213 Section 15: Paragraphing	Section 15: MLK LIBRARY SESSION Room 213 Section 14: Paragraphing
5	9/19-21	Integrating sources materials	Peer Review Workshop: Analysis of Argumentation Draft

<p style="text-align: center;"><b>Researching Arguments:</b> in preparation for the Persuasive Research essay</p>			
6	9/26-28	Developing a research question	<b>Deadline: 11:59pm Friday, Sept. 28: Analysis of Argumentation</b>
7	10/3-5	Analyzing arguments	Writing a proposal
8	10/10-12	Writing thesis statements	Annotated bibliographies
9	10/17-19	Citations	Inductive and deductive reasoning
10	10/24-26	Preparing presentations	<b>Peer Review Workshop: Researching Arguments Draft</b>
<p style="text-align: center;"><b>Evaluating Research:</b> in preparation for the Multimodal Presentation on Happiness Research</p>			
11	10/31-11/2	Portfolio preview Rhetorical strategies	<b>Asynchronous class</b> <b>Deadline: 11:59pm Friday, Nov. 10: Researching Arguments</b>
12	11/7-9	Research	Research
13	11/14-16	Presentations	Presentations
14	11/21-23	Presentations	<b>No Class</b> <b>Happy Thanksgiving!</b>
15	11/28-30	Presentations	Presentations
16	12/5	<b>Last class!</b>  Brownies!	

**Congratulations!**

**Enjoy your year-end break.**