

Critical Thinking and Writing Section 29

ENGL 2

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/25/2023

Contact Information

Instructor: Professor Alex Davis

Office: FOB 219

Office Hours: Tuesday/Thursday 1:30pm-2:30pm, FOB 219

Phone: TBD

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Class Days/Times: Tuesday-Thursday 12-1:15pm Sweeney Hall 413

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

Each student is expected to come to class prepared to engage in discussions of the week's readings and to participate in individual and group writing assignments (drafting, peer review, editing, etc.). It is imperative that you keep up with the reading and writing schedule. Discussions and in-class assignments will help each of you develop your ideas for essays. Students are expected to complete a minimum of three hours of coursework per unit, per week, which for this three unit course amounts to nine hours per week.

Your participation in class discussions and peer review is factored into the grade of each out-of-class essay and worth up to 10% of your grade (see the rubric for each assignment). It is crucial that you keep up with the reading and discussion schedule, that you submit your essay drafts on time, and that you participate meaningfully in the peer review process (see peer review guidelines on Canvas). If you miss these assignments, you can expect to lose participation points on your essays as well. Except for documented medical emergencies and COVID-related absences, no late work will be accepted unless an extension has been requested and approved 24 hours *prior* to the assignment due date.

LATE WORK: No late work will be accepted without prior approval from me. Extensions must be requested 24 hours before an assignment is due.

OFFICE HOURS & INSTRUCTOR COMMUNICATION: As your instructor, my goal is to help you successfully navigate all aspects of our course, as well as academics in general. To that end, I hold weekly office hours during which you are free to come in and discuss anything relevant to your education. This is a time for you to ask clarifying questions, seek guidance, and express your interests or concerns. Over the years, I have found that it is crucial for students to communicate with instructors early and often. I do not require that students come to office hours, but have noticed that in the majority of cases, those who do tend to be more successful in the course. I am also available via email (see [Email Guidelines](#)).

ATTENDANCE: You are allowed two absences. I do not distinguish between “excused” and “unexcused” absences; your two allowed absences are yours to take or leave as you want or need to, and you don’t need to explain the reason to me. Excessive absences (more than two classes), tardiness, or early departure without prior approval from the instructor will greatly diminish your chances of passing the course. Should you have to miss all or part of any class, it will not be the instructor’s responsibility to fill you in on what you missed. It is strongly recommended that you exchange email or phone information with some of your classmates so that you can stay on top of things.

ELECTRONICS: Excessive use of personal electronic devices diminishes the sense of community in the classroom. It is impossible for you to participate in discussions and class exercises in a meaningful way when your focus is elsewhere. Cell phones, laptops, and music listening devices are not permitted during class. Phones should be put away with ringers off so that you can focus on the material covered that day (I make an exception to this rule for parents with small children or other caretakers). If you are unable to sit for the duration of our class time without these devices, then this class will likely not work for you—and you will earn a failing grade. On occasions when class exercises require use of computers for research or paper editing, gaming and/or checking social media sites (TikTok, Instagram, Twitter, etc.) will not be allowed. Those who violate this policy will be asked to leave for the day.

LANGUAGE: Be respectful of your classmates and instructor. Derogatory, insulting, sexist, racist, or homophobic language will not be tolerated. You are encouraged to freely engage in classroom discussions and to express your opinions and perspectives, but remain mindful of *how* your language is being used. Points will be deducted for repeat-offenders, and in certain cases you may be asked to leave. The exception to this policy is where the texts and sources we will use are concerned.

ACADEMIC HONESTY POLICY:

I understand that life outside of school can pose many challenges to our academic pursuits. I want this course to be a place where you can escape those distractions to focus on sharpening your writing skills and learning new ones. When you are participating in this course, I ask that you:

- ◦ Trust the value of your own intellect.
- ◦ Demonstrate your own achievement and abilities.
- ◦ Do original work for each class.
- ◦ Undertake research honestly and credit others for their work.

- **Ask for help from me, or for more time if you need it!**

All written work submitted for this course must be your own. After we have completed our MLA unit, you will be fully responsible for accurately and consistently using in-text citations and a Work(s) Cited page.

If an assignment has improperly formatted/missing in-text citations:

The First time, you will be asked to make the necessary revisions so that your paper does not contain plagiarized material, and you will receive a “zero” until this is done. Once you’ve made these revisions, you will receive the score your paper would have otherwise earned.

If there is a second time, you will receive a “zero” until the necessary revisions are made, and lose of 10% of the total score your paper would have earned otherwise.

These will be your only opportunities to correct the issue. Further instances will incur consequences up to and including failure of the assignment, failure of the course, and/or referral to the administration for further action.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

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

Relevant policies for FROSH English can also be found at

http://www.sjsu.edu/english/frosh/program_policies/index.html

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)

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. **That amounts to approximately nine hours of work per week for this course.**

Reading Assignments: Expect reading assignments for every class. We will be reading an average of 60+ pages per week and using these readings to write about a variety of topics. These readings will provide the material for our discussions as well as material and models for your essays. Because our readings are tied so closely to our writing assignments, it is absolutely essential that you keep up with the reading. *Please have readings finished by the beginning of class on the day they are assigned.*

Writing Assignments: The writing assignments in this course are designed to build upon each other. Your reading journals and discussions also serve as pre-writing exercises, and inform your longer out-of-class essays. The revision process is central to this class, so you will be responsible for writing at least two complete drafts (rough and final) for each out-of-class essay. While only the final draft will be graded, not turning in earlier rough drafts in time to participate in peer review activities will result in no credit for that assignment, and loss of participation points.

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.

Course Content

Course-Specific Content:

Reading *Capital*

Since it was first published in 1867, Karl Marx's *Capital: A Critique of Political Economy*, has been a source of inspiration and controversy worldwide, and informed scholarly debates in fields as varied as ecology, economics, literature, geography, history, ethnic and gender studies, and many others. The goal of this class is *not* to become a "Marxist," but rather to facilitate a familiarity with, and critical understanding of, one of the most notorious and influential books in history by reading and writing about it. What exactly is the message of Marx's *magnum opus*? Who is it intended for? What, if anything, can it teach us in 2023? These and other questions will inform our written assignments, including weekly reflections in your Reading Journal, class discussions, presentations, and major essays.

General 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.

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

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)

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

Capital: A Critique of Political Economy, Volume I, Karl Marx, ISBN 978-0-140-445688-8. (PDF Available on Canvas)

Other readings can be found on Canvas.

Students will be required to bring writing implements (pen/pencil, notebook, etc.) to each class meeting.

Course Requirements and Assignments

| Assignment | Word Count | % of Grade | GELO |
|-------------------------------|------------|------------|---------------|
| Essay 1: Summary and Analysis | 1000 | 15% | 1, 2, 3, 4, 5 |
| Essay 2: Critical Analysis | 1500 | 20% | 1, 2, 3, 4, 5 |
| Essay 3: Persuasive Argument | 1500 | 25% | 1, 2, 3, 4, 5 |
| Class/Home Work | ~500 /wk | 20% | 1, 2, 3, 4, 5 |
| Participation | n/a | 10% | 1, 2, 3, 4, 5 |
| Portfolio | 1000 | 10% | 1, 2, 3, 4, 5 |

Grading Information

Course Grade Breakdown

| % | Letter Grade | % | Letter Grade | % | Letter Grade |
|------------|--------------|------------|--------------|------------|--------------|
| 94 - 100% | A | 80 - 83.9% | B- | 67 - 69.9% | D+ |
| 90 - 93.9% | A- | 77 - 79.9% | C+ | 64 - 66.9% | D |
| 87 - 89.9% | B+ | 74 - 76.9% | C | 60 - 63.9% | D- |

| | | | | | |
|------------|---|------------|----|-----------|---|
| 84 - 86.9% | B | 70 - 73.9% | C- | 0 - 59.9% | F |
|------------|---|------------|----|-----------|---|

Criteria

A student will not be eligible for a passing grade for English 2 unless all of these assignments are submitted. No late work will be accepted for credit without prior approval from me.

All out-of-class writing assignments should be submitted as a Google Doc through Canvas. No late work will be accepted for credit without prior approval from me.

Extensions must be requested no less than 24 hours prior to the due date.

University Policies

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

Course Schedule

This schedule is tentative and subject to change. Check Canvas frequently for announcements/updates.

| Week | Date | Readings, Assignments, Deadlines |
|------|------|--|
| 1 | T | N/A |
| | 1/24 | |
| | Th | Introductions |
| | 1/26 | Course Overview/Syllabus Guided Reading (Ch. 1 Handout) |
| 2 | 1/31 | IN CLASS: Watch <i>The Young Karl Marx</i>(2017) - Linked On Canvas (You will have to finish the film at home). Take notes! |
| | 2/2 | In Class: Discuss Film; Group Questions/Film Response Due: Movie Notes Film Response (Due Sunday 2/5 on Canvas). |
| 3 | 2/7 | Read: <i>Capital</i>, Chapters One and Two (pp. 125-187; ~62pgs) Due: Reading Journal 1 |
| | 2/9 | Read: Due: In Class: Group Discussion; Introduce Essay 1: Summary and Analysis |

| | | |
|----|------|--|
| 4 | 2/14 | Read: <i>Capital</i> , Chapter Three (pp. 188-244; ~56 pgs) Due: Reading Journal 2 |
| | 2/16 | Read: Due: |
| 5 | 2/21 | Read: <i>Capital</i> , Chapters Four through Six (pp. 247-280; ~33 pages) Due: Reading Journal 3 |
| | 2/23 | Read: Due: Rough Draft Essay 1 In Class: Peer Review |
| 6 | 2/28 | Read: <i>Capital</i> , Chapters Seven Through Nine (pp. 283-339; ~56 pages) Due: Reading Journal 4 |
| | 3/2 | Read: Due: Final Draft Essay 1 In Class: Introduce Essay 2: Critical Analysis |
| 7 | 3/7 | Read: <i>Capital</i> , Chapter Ten (pp. 340-416; ~76 pages) Due: Reading Journal 5 |
| | 3/9 | Watch: <i>Sorry to Bother You</i> (2018) Due: Notes In Class: Discuss Film with Group, start outlining your analysis |
| 8 | 3/14 | Read: <i>Capital</i> , Chapters 11-14 (pp. 417-491; ~74 pages) Due: Reading Journal 6 |
| | 3/16 | Read: Due: |
| 9 | 3/21 | Read: <i>Capital</i> , Chapter 15 (first half, Parts 1-5, pp. 492-564; ~ 72 pages) Due: Reading Journal 7 |
| | 3/23 | Read: Due: Essay 2 Rough Draft In-Class: Peer Review |
| 10 | 3/28 | SPRING BREAK |

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|----|------|--|
| | 3/30 | SPRING BREAK Due: Essay 2 Final Draft (Sunday 4/2 by 11:59pm) |
| 11 | 4/4 | Read: <i>Capital</i> , Chapters 15 (second half, Parts 6-10, pp. 565-639: ~ 74 pages) Due: Reading Journal 8 |
| | 4/6 | Read: Due: Notes In-Class: Introduce Essay 3: Persuasive Argument |
| 12 | 4/11 | Read: <i>Capital</i> , Chapters 16-18 (pp. 643-672; ~29 pages) Due: Reading Journal 9 |
| | 4/13 | Due: Essay 3 Outline |
| 13 | 4/18 | Read: <i>Capital</i> , Chapters 19-22 (pp. 675-710; ~35 pages) Due: Reading Journal 10 |
| | 4/21 | Due: Rough Draft Essay 3 In Class: Peer Review |
| 14 | 4/25 | Read: <i>Capital</i> , Chapters 23-24 (pp. 711-761; ~50 pages) Due: Reading Journal 11 |
| | 4/27 | Due: |
| 15 | 5/2 | Read: <i>Capital</i> , Chapters 25 (pp. 762-870; ~108 pages) Due: Reading Journal 11 |
| | 5/4 | Due: Final Draft Essay 3 |
| 16 | 5/9 | Read: <i>Capital</i> , Chapters 26-33 (pp. 873- 940; ~67 pages) Due: Reading Journal 12 |
| | 5/11 | Discuss Portfolios |

