College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing Section 83

ENGL 2

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/24/2023

👤 Contact Information

Lecturer: Dr. ZEHLIA BABACI- WILHITE Babaci-Wilhite

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Office Hours

Tuesday & Thursday: 1:00 pm to 2:00pm (by appointment)

Online Etiquette

1. Zoom brings the classroom into your home, but while on camera, you are nevertheless in a public space. Therefore, **we ask that you present yourself online as you would in an actual classroom**. Please be fully dressed, for instance, and refrain from eating. We recognize that there's little to be done about the cat sauntering across your keyboard, or family members moving around in the background, but we appreciate the things you do to create a positive, professional learning environment for yourself and others.
2. Additionally, just like in a classroom, **we are asking for your active attention**. This means closing all windows other than Zoom, and refraining from toggling between other programs or apps. This is different from passively interacting with your screen.
3. When not speaking, please mute your microphone. This will avoid ambient noises making their way into our discussions. When in class, **I encourage you to keep your video on**. If you have any concerns about doing so, **and add your picture (as professional as possible)**.

🖥 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

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.

Faculty Web Page and MYSJSU Messaging

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.

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).

Classroom Protocol

Please do your part to help us all foster a welcoming and supportive zoom classroom environment. We will do our best work when everyone feels comfortable enough to participate. Blatant displays of disrespect undermine the sense of community we need to learn and to share what we learn from each other. When we disagree, let's do so respectfully and sincerely. We will be studying the art of effective communication throughout this semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, s/he will be asked to leave for the

remainder of the zoom class session. Behavior that fits this description include offense comments directed at your peers or myself, sleeping during class, talking with your peers about things unrelated to the class, or focusing your attention on electronic equipment rather than the class activity or discussion.

The class policies have been developed over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Deadlines** must be honored; otherwise *the grade will be reduced accordingly*.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use Canvas to advise you of my absence. *I cannot accept papers via email.* Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you are not in class (for whatever reason), <u>you miss that work opportunity and points</u>. Out of class assignments may be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success and mandatory.
- **Arriving Late or Leaving Early:** Please don't do it. It is disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance.
- **For attendance:** *University Policy F-69-24*.

▤ 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).

◎ Course Goals

ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. We will focus on Science, Technology, Engineering and Mathematics (STEM) versus Science, Technology, Engineering, Arts and Mathematics (STEAM) as well as Natural Language Processing (NLP). 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.

▥ 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 Requirements and Assignments

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.

Assignment Word Count and Learning Goals

Assignment	% Worth	Word Count	GELO
Research Outline and Proposal	50	250	1-3
Essay #1: Rhetorical analysis	150	750	1-3
Outline/Draft Essay #1	50	250	1-3
Essay #2: Research argument	150	750	1-5
Outline/Draft Essay #2	50	250	1-5
Multimodal Presentation (Group)	50	10 minutes	1-3
Multimodal Presentation (Individual)	50	5 minutes	1-5

Reading/Quizzes (25 points per quiz)	150	1500	1-5
Workshops: Library/Peer Review	100	1500	1-5
Final Portfolio	100	750	TBD
Participation/Discussion	100	N/A	1-5
Total	1000		

✔ Grading Information

Grading Policy

Specify your grading policy here. Include the following:

- All grades will be posted on Canvas including assignments we do in class. Each assignment's percentage points (from above) will be a separate section on Canvas. Any writing related to that particular assignment will be in a separate module. I grade most major assignments out of 100 and the grades are on a +/- system
- There is no extra credit for this course except for the ones using the camera
- Percentages for each assignment are in the section under "Assignment word count and weight"
- Late work will be reduced accordingly
- Must receive a C- or higher to pass the course

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

Students must receive a C- or higher to pass the course

Letter grade	Percentage	GPA
A+	97–100%	4.33 or 4.00
A	93–96%	4.00
A-	90–92%	3.67
B+	87–89%	3.33
B	83–86%	3.00
B-	80–82%	2.67
C+	77–79%	2.33
C	73–76%	2.00
C-	70–72%	1.67
D+	67–69%	1.33
D	63–66%	1.00
D-	60–62%	0.67
F	0–59%	0.00

🏛 University Policies

Per University Policy S16-9 (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). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
		Module 1: Introduction
1	T 1/31	· Welcome to English 1B · Introductions and Icebreakers · What we will do during our zoom class: Your questions about the Syllabus · Discussion on our class topic: Education and STEM/STEAM/NLP, our textbook and the active learning platform for the quizzes. · The class will break up into small groups of 3-5 and discuss a selected topic to develop a research project on STEM versus STEAM (proposal and presentation) · Read Research/Outlining (https://owl.excelsior.edu/)
	Homework	*For next time*: Write a short-biography to be posted on Canvas, read the syllabus and the Writing Process (https://owl.excelsior.edu/) and order the book
2	T 2/7	**Module 2: Reading and Writing** · Quiz on your syllabus · Introduction to reading techniques: Chapter 1 · *Reading:* How do you read? Practice active reading · *Writing:* How do you write an outline? Practice active writing · Class activity: What are the elements of your project? · Each student will take 2-3 minutes to present his/her project and discuss what s/he found most significant about the project conducted so far.
	Homework	*For next time*: Read Prewriting Strategies (https://owl.excelsior.edu/) and write an outline of your research proposal. *Complete the quiz of chapter 1*
3	T 2/14	· Short presentation of your research project/outline · Assigning Peer Review groups · Respond to your peers´ project · Class activity: Continue to analyze the elements of your research project with references · Discuss the new chapter you read to inspire your peers · How to use APA format versus MLA

Week	Date	Topics, Readings, Assignments, Deadlines
	Homework	Post your outline on Canvas for an open discussion and then read Citation and Documentation [(https://owl.excelsior.edu/)](https://owl.excelsior.edu/)
4	T 2/21	*Library Workshop:* Take notes
	Homework	*For next time:* Post your notes on Canvas
5	Th 2/28	**Module 3: Presentation** · Power Point presentation on Language in Education and STEM vs STEAM · Discussion and activity: What is the purpose of STEAM education and what are the 21st century critical thinking skills? In class research: resources on different literacies (visual literacy, digital literacy, science literacy, virtual literacy and critical literacy)
	Homework	*For next time:* Read Argument and Critical Thinking (https://owl.excelsior.edu/) Read a new chapter 2 or 3. *Complete the quiz of a new chapter (2 or 3)*
6	T 3/7	· Pre-writing activities: Post an article or a video on STEAM education in the Discussions on Canvas related to our readings. Please include a paragraph of at least 200 words in which you summarize the article and explain why you think it is important- · Peer review a post · Discuss and update your presentation
	Homework	*For next time*: Post your research proposal on Canvas and prepare your power-point presentation- Read a new chapter 4 or 5 and *complete a quiz on a new selected chapter 4 or 5*
7	T 3/14	**Multimodal Group Presentations**
	Homework	*For next time:* Read a new chapter 6 or 7 and *complete a quiz on a new selected chapter 6 or 7*

Week	Date	Topics, Readings, Assignments, Deadlines
8	T 3/21	**Module 4: Essay#1** · Read and reflect on the writing prompt for your rhetorical analysis essay · Start your outline: Summarizing, paraphrasing, and quoting. · Discuss your outline with your peers and the chapters you read · Be inspired by one of the post you read demonstrating the learning outcomes of: *Gelo 1 and 3* · Inspire each other and discuss APA format · Practice on how to use APA
	Homework	*For next time:* Read rhetorical Styles (https://owl.excelsior.edu/) as well as a new chapter 8 or 9 or 10 and *complete a quiz on a new selected chapter 8, 9 or 10*
9	T 3/28	**SPRING RECESS**
	Homework	*For next time*: Post your notes. Complete the outline of your Essay and start your draft essay #1- Read a new chapter 11, 12 or 13 and *complete a quiz on a new selected chapter 11, 12 or 13*
10	T 4/4	**Module 5: Individual Presentation and Essay#2** · Select a chapter for your Multimodal Individual Presentations · Read and reflect on the writing prompt for your research argument essay · Discuss the chapters you read Start your outline
	Homework	*For next time*: Complete the final draft of your Essay and Post it on Canvas and Read a new chapter and *complete a quiz on a new selected chapter 14 or 15.*
11	T 4/11	· Discuss your outline and start your first draft Essay#2 · Demonstrating the learning outcomes of: *Gelo 3, 4 and 5* · Practice on how to use MLA and APA (Revision) · Assigning Peer Review groups.
	Homework	*For next time*: Prepare your presentation and post your outline on Canvas, respond to two of your peers.

Week	Date	Topics, Readings, Assignments, Deadlines
12	T 4/18	**Multimodal Individual Presentations 2**
	Homework	*For next time*: Submit your outline on Canvas Class activity: Summarizing, paraphrasing, and quoting
13	T 4/25	**Workshop to complete the Essay #2** Read and respond to your peer´s draft.
	Homework	*For next time*: Complete the first draft of your Essay #2
14	T 5/2	**MODULE 6: e-Portfolio** · In-Class: Demonstrating the learning outcomes of: *Gelo 1-5* · E-Portfolio prewriting activity: Integrating evidence into your e-Portfolio · Assemble and prepare the inventories and the outline for the Self Reflection Essay and e-Portfolio · Write a practice essay in preparation for the Final Self-Reflection Essay that is the centerpiece of your e-Portfolio · Discussion and Informal Peer Review. You will be uploading the Final e-Portfolio.
	Homework	*For next time*: Complete and submit your final draft Essay#2 on Canvas
15	T 5/9	· **DUE: Final e-Portfolio to submit on Canvas**(with the e-Portfolio materials for your assessment).
	Homework	*For next time*: Complete your e-Portfolio
16		**Submit your Self-Reflection and e-Porfolio**