

Critical Thinking and Writing Section 01

ENGL 2

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/18/2025

Course Information

The Focus of this Course and What We Will Read and Write About:

Before you write your main researched essay, we will spend time learning the ropes of rhetoric and argumentative writing. We will investigate what writers and creators of digital texts use to be persuasive and to prompt others to believe their ideas. We will learn the *rhetorical tools* that are being used in today's publications.

Our course theme will prompt us to focus on inequality and ways oppressive states, conditions and false identities, prevent others from achieving success in our society today in the USA. Through careful examination of texts, we will investigate how members of modern day society struggle due to oppressive states that are visible, or sometimes hidden and unacknowledged. As we examine oppression and discrimination from a variety of lenses, we will also explore ways information, stereo types and fake news helps to maintain the oppressive states as we explore logic and logical fallacies and the types of reasonings being presented.

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 Area A2 with a grade 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>).

AI

I use an AI tracker which you will see in the submission area on Canvas. If your essay shows you used AI to write your paper, it will receive a failing grade. You can use AI for research, to brainstorm and help you come up with ideas. However, the writing you do for this class has to be your own. Do not plug the prompt into an AI app and ask it to write your paper. Out of 125 students that I taught last semester, only 16 of them failed an essay because the AI tracker on Turn It In showed they used AI. It not only shows that you used it but it also shows me where in your paper. After that first offense and failing grade, if a student uses it a second time, then I will be forced to turn them into the English Department for Plagiarism.

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. For more information on plagiarism and other forms of academic dishonesty, please visit: <http://conduct.sfsu.edu/plagiarism>

DISABILITY ACCESS

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu). For more information,

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

There is not a required textbook for this course. We will use Purdue OWL MLA Guide and required reading assignments from major modern day publications and academic scholars. We will read essays and scholarly arguments published in the New York Times and NPR, which should be considered our class texts. I will provide links for the readings in Canvas in each unit and a link to the Purdue OWL website will be listed under *Course Resources* in Canvas.

Course Requirements and Assignments

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. On time Rough Draft submissions are vital to your growth as a writer and to the class goal of meeting the learning outcomes. A Rough Draft consists of a full draft that is within a hundred words of the required word count. I don't expect it to be your best work but more of a draft where you are testing ideas and organization patterns. I will expect you to show revision work on a final draft, using feedback you receive from peer revision workshop which we will cover in class.

Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

A rough draft submitted more than 48 hours late will receive 0 points and only 50% if it is submitted within the 48 hours after peer workshop. Having a first draft that begins your thinking and writing process is vital to your growth in this course. Think of *Peer Revision Workshop* as both a celebration because you have submitted a working draft and met the assignment expectations and a tutorial because the feedback that you receive will prompt the revision process.

Grade Breakdown

Percentages and Final Grades

A+ = 1000 to 970 points

A = 969 to 940 points

A- = 939 to 900 points

B+ = 899 to 870 points

B = 869 to 840 points

B - = 839 to 800 points

C+ = 799 to 770 points

C = 769 to 740 points
C- = 739 to 700 points
D+ = 699 to 670 points
D = 669 to 640 points
D- = 639 to 600 points
F = 599 points or lower

University Policies

Per University Policy 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

4 of 5

✓ Grading Information

Grading Information

You will see in the breakdown below that you will receive more points for the Process Assignments than for the final essays. This is a deliberate grade design intended to help all students have an equal chance of obtaining the grade they want. The process assignment are graded and are intended for you to have a space to practice the writing technique they detail. To be successful, you should put good effort and attention into every assignment in this class. Remember, in order to get good at a tasks, you must practice.

Assignments and Points Value

Canvas Process Assignments **300 points** (15x20 points each)

Rough Drafts points **75 points** (3x25 points each)

Critical Analysis Argument Essay 1 -- **100 points**

Analysis and Response Essay 2 -- **125 points**

Synthesis Research Argument Essay -- **150 points**

Annotated Bib -- **100 points**

Synthesis Project Multimodal Presentation -- **100 points**

Reflective Letter -- **50 points**

Total 1000 points

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.