

Critical Thinking and Writing Section 36

ENGL 2

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

Contact Information

Instructor: Sara Cook

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Office Hours: Tuesdays + Thursdays, noon - 1pm (and by appointment)

[Faculty Offices Building \(https://www.sjsu.edu/map/docs/campus-map.pdf\)](https://www.sjsu.edu/map/docs/campus-map.pdf), room 109

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.

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

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

All assigned readings are posted in Canvas, in the Module's "Overview and Materials" page. There will be many short texts posted throughout the semester that we will spend a few class sessions on; in addition to these, we will spend the entire semester drawing on three primary texts:

- *Everything's an Argument*, 6th edition by Lunsford and Ruskiewicz (free PDF)
- *Reading, Writing, and Evaluating Argument* (an open-source textbook by the SDSJ Writing Program)
- "The Anti-Social Century" by Derek Thompson (free PDF)

Course Requirements and Assignments

Important information specific to this section of English 2:

Course Description:

This semester we will bolster our critical reading, writing, and thinking skills by first analyzing a variety of arguments. We will examine photos, videos, and written texts and create a mid-semester portfolio of our analyses. Next we will learn to construct our own persuasive and logical arguments, supported by research. Finally, we will present our arguments to the class in order to persuade our audience.

Course Policies:

- Reading: Class activities and discussions are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule -- I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your texts.
- Peer Review Workshops: Peer workshops are a chance for you to test drive your writing and are very important to the writing process. You must attend! If you choose not to attend a peer review workshop, you will forfeit one letter grade on the assignment.
- In-class work, participation, and learning: This is a seminar course and therefore participation is necessary: your contributions are important to our communal growth as thinkers and writers. **Almost**

every class session will contain some writing or learning exercise that you will earn credit for while in class; conversely, you will not earn this credit if you choose not to come to class. If you must miss class, please contact me ahead of time. If you are absent from class but submit the in-class work to Canvas during class time, you will earn half credit.

- AI tools, like ChatGPT:
 - You **may not** use generative AI tools (like ChatGPT) to create original text for this course's work.
 - You **may** use AI tools like Grammarly Basic to help you "clean up" original text that you authored. Do not use Grammarly Premium: this version of Grammarly authors the text for you, much like ChatGPT, which means *you* aren't doing the writing (and defeats the point of a college education).
 - Any writing that is not explicitly identified as AI-generated (or borrowed from another source) will be assumed as original to you, the student. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it.
 - For reference, here is [SJSU's Academic Integrity Policy](https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf). (<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>).

Classroom Protocol:

In this class I expect you to:

1. Commit yourself. Academic work is what you make of it.
2. Come to class on time. Tardiness is disruptive and disrespectful.
3. If you are not using your cell phone for a class activity, it should be silenced and **stowed, out of reach**. Additionally, you should not have any earbuds or headphones in during class.
4. Engage yourself in our class. If you are doing anything other than being present in our class work, I will ask you to leave our meeting.
5. Take responsibility for your actions, positive and negative. Remember teachers do not "give" grades, you earn them.
6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or otherwise need help unless you tell me. If you have questions about the work, speak up in class, come to see me in my office, or send an email.

My Professional Policies

1. I do not accept late work.
2. I do not accept work via email (unless I specifically request it).
3. In-class work cannot be made-up.
4. I reserve the right to publish your work to the class as part of our workshop activities.
5. Please come to my office hours for any help you want; that is what I am here for!

✓ Grading Information

English 2 Grading: A-F. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. **This course must be passed with a C- or better as a CSU graduation requirement.**

Grading Methods:

In this course, you will perform writing work in different contexts, and each context will be graded by a grading method that is equitable for that context. The following is a breakdown of which grading method will be used in which writing context:

Major Assignments: You have three major assignments in this course - a mid semester portfolio, an argumentative research essay, and an oral presentation - and they will be graded using a minimum grading scale, where 50% is the lowest grade a student may earn on any and all assignments (vs. 0%). If a student does not complete or submit an assignment, they will still earn a 50%.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-50%		

Homework: Homework is graded on a 0 to 20 point scale and is graded for completeness. If you do not submit the homework, or it does not address the directions, that homework assignment will earn a zero. There is a rubric posted with each homework assignment, detailing the grading criteria.

In-class Writing: Often we will perform extemporaneous writing in class. In-class writing earns full credit, regardless of the quality of the writing you submit. If you do not submit any writing during the assignment window, that assignment will earn a zero. If you are absent from class but submit the in-class writing during the assignment window, you will earn half credit.

Grade Breakdown:

Assignment	Word Count	% of Grade
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Argument Analysis Portfolio	2000	20%
Argumentative Research Essay	1600+	20%
Presentation	500	10%
Homework	2000	20%
In-class Work and Learning	2000	25%
Portfolio	600	5%

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

This schedule is subject to change.

EAA = Everything's an Argument

Tuesday	Thursday
	1/23: Introduction
1/28: Rhetorical context	1/30: Intro to argument + Claims
2/4: Evidence	2/6: The rhetorical appeals
2/11: Superbowl Commercials!	2/13: World of Dance: Keoni + Mari

2/18: Fallacies	2/20: Assumptions
2/25: Inductive and deductive reasoning	2/27: Rhetorical Analyses: Chapter 6 of <i>EAA</i> "Cleaning: The Final Feminist Frontier" (Canvas)
3/4: "Why American Teens are so Sad" by Derek Thompson	3/6: Drafting + Review
3/11: Peer Review Workshop (penalty if you choose to not attend)	3/13: Optional meetings with me Analyses Portfolios Due
3/18: The edible argument (with candy!) Chapters 7 + 13 of <i>EAA</i>	3/20: "The Anti-Social Century" by Derek Thompson Quoting vs. paraphrasing vs. summarizing + Citation
3/25: Library Training Day! Meet in the King Library, room 213.	3/27: Lateral Reading
4/1: Spring Break!	4/3: Spring Break!
4/8: Synthesizing Evidence	4/10: Review + Drafting
4/15: Peer Review Workshop (penalty if you choose to not attend)	4/17: Optional meetings with me Final draft of argumentative research essays due
4/22: Recasting your essay into a new genre	4/24: Review + Drafting
4/29: Peer Review Workshop (penalty if you choose to not attend)	5/1: Presentations

5/6: Presentations

5/8: Portfolios