

Critical Thinking and Writing Section 09

ENGL 2

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/29/2022

Contact Information

Jillian Murphy

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Office: Faculty Office Building room 221

Office Hours

In person drop-in

Monday, Wednesday, 1:15 PM to 1:45 PM, Faculty Office Building room 221

Online drop-in

Tuesday, Thursday, 1:00 PM to 1:30 PM, Zoom

By appointment

Contact me to schedule a meeting outside of these times

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)

Meeting Dates and Times

Days: Monday and Wednesday 9:00AM - 10:15AM

Location: Boccardo Business Center 221

Course Content

Course Theme: Influence

Aristotle called rhetoric “the ability, in each particular case, to see the available means of persuasion.” Cicero declared it “speech designed to persuade.” Burke defined it as “[the] use of words by human agents to form attitudes or to induce actions in other human agents.” In every case we see that influence is at the core of rhetoric.

In this course we will study influence through the modern figure of the “influencer,” a professional whose goals of persuasion are tied to marketing a product, service, or their own brand. What rhetorical strategies do influencers rely on to argue the value of a fast fashion brand? A VPN? A meal delivery service? A lifestyle? How are the strategies of these “human agents” furthered by nonhuman agents like social media or search engine algorithms? What are the social and political contexts that enable these arguments and how do influencers capitalize on them?

As we tease apart the elements of influencer rhetoric, we will also build our own arguments about the ethics and value of this new economy. How have our lives been changed by this new form of marketing? In what ways does it bring value? How should it be regulated? Who is responsible for the negative effects of social media and influencer culture?

Our goal by the end of this course is not only to “see the available means of persuasion” for ourselves, but also to consider the ethics and impact of persuasion and the ways our own influence can shape the world around us.

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.

Learning Environment

As college students, you are responsible for your success in this course. In order to most improve your writing and grade, you should be attentive to instruction, engaged in discussions and activities, and caught-up with all coursework. Participation is key to our collaborative learning environment, so I expect you to be civil and respectful toward me and the other students in the class.

Please note: sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

Late Work

Submit work by the due date listed. Unexcused late work will be graded down a letter grade for every day it is late. If you need an extension, contact me before the assignment is due.

Note: In-class work, presentations, and the Final Portfolio cannot be turned in late.

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>).

Extra Credit

There will be an opportunity for extra credit mid-semester. We will discuss this in class.

Final Exam

Date and Time: Tuesday, December 13 at 9:30am

According to the Academic Senate, "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

Our Final Experience will be the Final Portfolio. See below in Course Assignments.

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

Coursework will be completed digitally through Canvas. You will need to have a phone, laptop or tablet with internet access in order to submit work in-class and for homework. If this is a concern, email me and we will figure out a solution.

Reading assignments may be added or removed (with notice) based on our needs as a group.

Assigned Reading Materials

There is no course textbook.

All assigned reading materials will be available on Canvas, either in .pdf or as a link.

Availability: Canvas

Student Sources

Students will be responsible for locating appropriate sources and materials for their writing assignments.

Availability: University Library, Online Databases

Course Requirements and Assignments

Project: 1

Assigned: Wednesday, August 24

Rough Draft due, Peer Review Workshop: Wednesday, September 7

Final Draft due: Wednesday, September 21

Project: 2

Assigned: Wednesday, September 21

Rough Draft due, Peer Review Workshop: Wednesday, October 7

Final Draft due: Wednesday, October 19

Project: 3

Assigned: Wednesday, October 19

Rough Draft due, Peer Review Workshop: Wednesday, November 12

Final Draft due: Wednesday, November 16

Oral Presentations

Assigned: Wednesday, November 16

Presentations: Monday, November 28 to Monday, December 5

Final: Portfolio

Assigned: Wednesday, November 21

Rough Draft and Peer Review Workshop: Monday, December 5

Final Draft: Tuesday, December 13 at 9:30am

Homework and Classwork

Students will have regular reading and writing homework to prepare before each class. We will also complete writing, analysis, and group work in class.

In-class work can not be completed outside of class for credit.

✓ Grading Information

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A = excellent

B = above average

C = average

D = below average

F = failure

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

All students are responsible for knowing and observing University policies regarding academic dishonesty. See University policy: ["Academic Integrity"](#)

Please Note: To pass ENGL 2, you must earn a "C-" or higher

Criteria

You will get specific descriptions for our assignments throughout the semester as they are assigned, and we will discuss each in class.

Type	Weight	Topic	Notes
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Type	Weight	Topic	Notes
Project 1	15%	1000 words	Rough Draft and Peer Review: 5% Revised Final Draft: 10% CLO 1-4
Project 2	20%	1000 words	Rough Draft and Peer Review: 5% Revised Final Draft: 15% CLO 1-4
Project 3	25%	1500 words	Rough Draft and Peer Review: 5% Revised Final Draft: 20% CLO 1-4
Oral Presentation	10%		CLO 1-2
Final Portfolio	15%	500 words	Rough Draft and Peer Review: 5% Revised Final Draft: 10% CLO 1-2, 4
Writing Practice	15%	2000+ words	Homework and classwork CLO 1-4

Breakdown

Grade	Range	Notes
A	93% to 100%	
A-	90% to 92%	
B+	87% to 89%	
B	83% to 86%	
B-	80% to 82%	
C+	77% to 79%	
C	73% to 76%	
C-	70% to 72%	
D+	67% to 69%	
D	63% to 66%	
D-	60% to 62%	
F	0% to 59%	

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

The focus of our class is your improvement, so I reserve the right to change the schedule with fair notice in order to best fit the needs of the class.

You will find the readings on Canvas in the module for that week.