

# Critical Thinking and Writing Section 14 ENGL 2

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/16/2022

## Contact Information

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Office Hours:	Monday and Wednesday 12-1 pm and by appointment
Class Days/Time:	Tuesday/ Thursday 1:30 pm - 2:45 pm
Classroom:	Boccardo Business Center 122

## 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): ENGL 1A or Stretch English (with a grade of C- or better) or 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

**Participation is essential and required for this course.** You are expected to arrive to class on time and be prepared to do the following: ask and answer questions; engage in respectful and thoughtful discussions with your peers and instructor and contribute your own ideas and opinions. You must demonstrate a consistent effort daily to learn with your seminar cohorts. Class **Participation is 15 % of your final grade;** your participation points will be calculated by your active presence, preparation, and participation during the weekly class discussions, in-class assignments, peer review workshops, discussion boards on Canvas, and class presentations.

As in any diverse environment, sensitive and challenging topics may sometimes come up in discussion. If faced with such a situation, I ask that you listen well and take your time to respond. Patience and empathy are the foundations of this course. Behavior that threatens the learning environment and the safety of the classroom will not be tolerated.

**Note:** During the first week of class, we will discuss classroom protocol in greater depth. Our community-developed expectations will guide our behavior and interactions for the remainder of the semester.

## 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.

### Course Theme:

In this course we will explore how media, news coverage, and social media impact our identities and decisions. How does digital discourse influence our thinking, writing, and public debate? We will investigate digital discourses through unbiased critical thinking using principles of logic and argumentation. We will also explore the relationship between media, social media, civic engagement, and social justice; how does social media shape our perceptions, behavior, and choices regarding social causes, social issues, current affairs, and local politics.

## 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.

## 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.

## 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>).

## 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

## Required Texts/Readings

- *Everything's An Argument* by Andrea A. Lunsford and John H. Ruskiewicz, ninth edition, ISBN# 9781319244484. It is available at [SJSU Bookstore \(https://sjsu.bncollege.com/\)](https://sjsu.bncollege.com/) and on [Amazon \(https://www.amazon.com/Everything's-Argument-Andrea-Lunsford/dp/1319244483/ref=sr\\_1\\_fkmr0\\_1?crid=251KP55WNOETH&keywords=Everything%27s+An+Argument+by+Andrea+A.+Lunsford+Ninth+Edition%2C+ISBN%23+9781319244484.&qid=1660585114&sr=8-1-fkmr0\)](https://www.amazon.com/Everything's-Argument-Andrea-Lunsford/dp/1319244483/ref=sr_1_fkmr0_1?crid=251KP55WNOETH&keywords=Everything%27s+An+Argument+by+Andrea+A.+Lunsford+Ninth+Edition%2C+ISBN%23+9781319244484.&qid=1660585114&sr=8-1-fkmr0). E text is also fine. We will read from this textbook extensively. This is the only one you need to buy.
- *Writing Spaces: Readings on Writing* Volume 1, 2 & 3. <https://writingspaces.org/>. This is a free online textbook. We will be reading a few essays from it online.
- We will frequently use free online resources such as Owl. [Purdue](https://www.purdue.edu/owl/) and [SJSU writing center handouts](https://www.sjsu.edu/writingcenter/) websites.
- Additional texts, excerpts, and videos will be posted to Canvas or distributed in class. Students will need to check their email and visit Canvas frequently for updates.

## ☰ Course Requirements and Assignments

There are three major assignments in this course.

1. Critical Analysis Essay: This is a 1000 word essay in which students will chose multimodal texts and critically analyse them using the concepts of critical thinking, logic, and argumentation.
2. Argumentative Essay: This is a 1500 word essay in which students will write a logically structured academic argument about a social issue of their choice.
3. Multimodal Persuasive Campaign: In groups of 3-4, students will create a multimodal persuasive campaign for a cause of their choice. They will pick three different mediums to create a presentation. Students will also write an individual report to accompany this group project.

Apart from these, there will be ten Reader Responses due throughout the semester in which students will practically apply their homework readings to respond to a prompt. These are 250-300 words each.

There will be weekly in-class writing, both as individual students and as groups. Some of these will go towards class participation points. These will be 150-250 words.

Overall, class participation and in-class activities will make up 20% of the student final grade. Without active class participation, you will not be able to get a grade above B-.

### 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.

## ✓ Grading Information

### Grading Breakdown

ENGL 2 is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

In this course, the cumulative learning experience is emphasized over individual aspects. Your goal is to apprentice yourself within our writing community and engage in a designed learning experience guided by a faculty mentor. The guidelines below spell out the terms of your work with the community and the expectations and standards. This agreement will allow you to advance your own educational goals and measure your own learning outcomes; it also expects you to contribute your learning to support the learning of others.

To ensure that you will achieve a passing grade you must

- Complete at least 75 % of the work.
- Submit your work on time.
- Participate and engage in class in keeping with the spirit of the collaborative learning process.

I will record the final grade as a letter grade, ranging from A-F. I will use + and - grades to refine the evaluation within the letter- grade categories.

### General Grading Rubric

- An "A" writing assignment 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" writing assignment 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" writing assignment 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" writing assignment 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" writing assignment does not fulfill the requirements of the assignment.

**Important:** With each major assignment, I will provide a detailed grading rubric attached with the assignment sheet.

#### Late Policy:

I value punctuality and responsibility. Weekly assignments such as in-class participation points, workshops, Reader Responses, etc., cannot be made up unless there is an extraordinary situation at your end. I will accept late essays only if you inform me in advance with a valid extenuating circumstance. If there is one thing I have learned during the pandemic, it is to expect the unexpected; life happens! Please do talk to me if you have a setback, so we can work out an agreement that works for both of us.

## Breakdown

Assignment	Word Count	Due Date	Points	Final Grade Percentage	GELO
10 Reader Responses	200-300	Weekly	100 (10 points each)	10 %	1, 3
In Class Writing/ Discussion/ Workshops	150-250	Weekly	150 (5-10 points each)	15%	2, 3
Critical Analysis Essay	1000	10/4	200	20%	2, 3, 4
Argumentative Essay	1500	11/8	200	20%	1, 2, 3, 4
Multimodal Persuasive Campaign	500	12/1	150	15%	1, 2, 3, 4
Individual Report	750	12/6	50	5%	2, 3
Final Portfolio + Final Reflection Essay	600	12/14	50+50	10%	3, 4
Class Participation		Weekly	50	5%	1, 3
<b>Total</b>	<b>Approx 8000</b>		<b>10000</b>	<b>100%</b>	

## Criteria

Grade	Percentage	Points	Grade	Percentage	Points
A+	96-100%	960-1000	C+	76 to 79%	760-799
A	93-95%	930-959	C	73-75%	730-759
A-	90-92%	900-929	C-	70-72%	700-729
B+	86-89%	860-899	D+	66-69%	660-699
B	83-85%	830-859	D	63 to 65%	630-659
B-	80-82%	800-829	D-	60-62%	600-629

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). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

Below is the tentative schedule for the class this semester. Please keep in mind that there may be changes made to it throughout the semester. I will notify you about any changes during class, as well as through Canvas. Additional readings will be posted on Canvas each week. **All the readings, assignments, and work due are to be finished BEFORE you come to the class that day.**

EAA=Everything's an Argument. RR=Reader Response

The topics in **green** are the focus area for that week.

Week	Date	Readings and Assignments	Due
1	Tues 8/23	Introductions. Discuss Syllabus & Class Protocols	
1	Thur 8/25	<b>Topics, Issues, Claims, Arguments</b> Read EAA 3-17.	
2	Tues 8/30	<b>Ethos, Pathos, Logos</b> Read pp 17-44 EAA	
2	Thurs 9/1	Read "Ethos" and "Logos" pp 45-77 EAA <b>Premises and Conclusions</b>	RR#1
3	Tues 9/6	<b>Assumptions, facts, inferences, opinions, warrants, evidence, qualification, rebuttal</b> Rhetorical Analysis" page 96-128 EAA, <a href="https://writingspaces.org/past-volumes/understanding-visual-rhetoric/">Understanding Visual Rhetoric. (https://writingspaces.org/past-volumes/understanding-visual-rhetoric/)</a> .	Proposal Essay #1
3	Thur 9/8	Watch links on Canvas, read EAA pp 143-158	RR#2
4	Tues 9/13	<b>Deductive and Inductive Logic, Syllogism, Enthymeme, Sound and Valid Arguments</b> Read: Links on Canvas	
4	Thur 9/15	Read " <b>Logical Fallacies</b> " pages 78-95 EAA	RR#3
5	Tues 9/20	Read " <b>Visual Rhetoric</b> " pp 350-366 EAA	RR#4
5	Thur 9/22	Read " <b>Style in Arguments</b> " pp 325-349 EAA. Classwork: Workshop	Rough Draft Essay#1
6	Tues 9/27	Read <a href="https://writingspaces.org/past-volumes/beyond-black-on-white-document-design-and-formatting-in-the-writing-classroom/">Beyond Black on White. (https://writingspaces.org/past-volumes/beyond-black-on-white-document-design-and-formatting-in-the-writing-classroom/)</a> .	RR#5
6	Thur 9/29	Read "Arguments of Definition" pp 201-223 EAA. Classwork: Workshop	Full Draft
7	Tue 10/4	Classwork: Reflection Paragraph	Final Essay#1

7	Thur 10/6	Read "Academic Arguments" pages 407-425 EAA  Classwork: Review concepts of critical thinking, logic, and argumentation	
8	Tues 10/11	<b>Academic Arguments</b>  Read "Academic Arguments" pages 426-435 EAA, <a href="https://www.sjsu.edu/writingcenter/docs/handouts/Essay%20Planning%20-%20Thesis%20Statements-Final.pdf">Handout Thesis Statement</a> . ( <a href="https://www.sjsu.edu/writingcenter/docs/handouts/Essay%20Planning%20-%20Thesis%20Statements-Final.pdf">https://www.sjsu.edu/writingcenter/docs/handouts/Essay%20Planning%20-%20Thesis%20Statements-Final.pdf</a> ).	RR#6
8	Thur 10/13	Read <a href="https://writingspaces.org/past-volumes/exigency-what-makes-my-message-indispensable-to-my-reader/">Exigency</a> , ( <a href="https://writingspaces.org/past-volumes/exigency-what-makes-my-message-indispensable-to-my-reader/">https://writingspaces.org/past-volumes/exigency-what-makes-my-message-indispensable-to-my-reader/</a> ), "Proposal" page 291-309 EAA	Proposal Essay#2
9	Tues 10/18	<b>Research, Finding Evidence, and Evaluating Sources</b>  Read "Research/ Finding Evidence" pages 442-457 EAA	RR#7
9	Thur 10/20	Read "Evaluating Sources" pages 459-468 EAA	Annotated Bibliography Essay#2
10	Tues 10/25	<b>Structuring Arguments, Classical, Rogerian, and Toulmin</b>  Read "Structuring Arguments" pages 131-163 EAA	Outline Essay#2
10	Thur 10/27	<a href="https://www.youtube.com/watch?v=tAmgEa1B1vI">_</a> ( <a href="https://www.youtube.com/watch?v=tAmgEa1B1vI">https://www.youtube.com/watch?v=tAmgEa1B1vI</a> )Read <a href="https://textrhet.files.wordpress.com/2018/03/classicalpattern-article.pdf">Classical organization Hanout</a> ( <a href="https://textrhet.files.wordpress.com/2018/03/classicalpattern-article.pdf">https://textrhet.files.wordpress.com/2018/03/classicalpattern-article.pdf</a> ).  Classwork: workshop	Rough Draft Essay#2
11	Tues 11/1	<b>Citing and Using Sources, MLA</b>  Read "Documenting Sources, MLA style" pages 500-521 from EAA.	RR#8
11	Thur 11/3	Read "Citing and using sources" pages 469-488 from EAA.  Classwork: Workshop	Full Draft Essay#2
12	Tues 11/8	<b>What is Multimodality?</b>	Final Essay#2
12	Thur 11/10	Read <a href="https://writingspaces.org/?page_id=384">Intro and Strategies for Multimodal Composing</a> . ( <a href="https://writingspaces.org/?page_id=384">https://writingspaces.org/?page_id=384</a> )Listen to <a href="https://www.nytimes.com/2019/09/06/podcasts/1619-black-american-music-appropriation.html">Podcast Black American Music</a> . ( <a href="https://www.nytimes.com/2019/09/06/podcasts/1619-black-american-music-appropriation.html">https://www.nytimes.com/2019/09/06/podcasts/1619-black-american-music-appropriation.html</a> ).	RR#9
13	Tues 11/15	Read "Presenting Arguments" pp 367-384 EAA. Read <a href="https://writingspaces.org/past-volumes/public-writing-for-social-change/">Public Writing for Social Change</a> . ( <a href="https://writingspaces.org/past-volumes/public-writing-for-social-change/">https://writingspaces.org/past-volumes/public-writing-for-social-change/</a> ).	Proposal Group Presentations
13	Thur 11/17	Read "Multimodal Assignments" pp 385-404 EAA	RR#10
14	Tues 11/22	Collaboration and <b>Reflection Writing</b>	
14	Thur 11/24	No Class! Thanksgiving Holiday!	
15	Tues 11/29	Group Work and <b>Reflection</b>	
15	Thur 12/1	Group Presentations	Multimodal Persuasive Campaign
16	Tues 12/6	Group Presentations	Individual Report
16	Thur 12/8	No Class	
17	10/14	Final Portfolio and Reflection Essay Due @ 2:30 pm	