

# Critical Thinking and Writing Section 05

## ENGL 2

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/19/2023

### Course Description and Requisites

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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

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You need be on time to our in-person class meetings, complete the online modules in the allotted times, participate in discussion, and be courteous to your peers and to your teacher.

Generative AI Policy: the use of ChatGPT and all other generative AI is prohibited. The use of AI is considered a form of plagiarism, which is a violation of SJSU's Academic Integrity Policy. All essay assignments are automatically submitted to Turnitin, which scans for AI usage.

## 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

### Section-Specific Course Description

#### (Un)American: The Politics of Representation

In 1995, researchers asked subjects the following question: "Would you close your eyes for second, envision a drug user, and describe that person to me?" 95% of respondents—no matter their race—proceeded to describe an African-American as the drug dealer they pictured. In reality, as Michelle Alexander notes, "the majority of illegal drug users are white." Where do these kinds of assumptions come from, how might they be different in 2023, and what real world repercussions are their result? In this class, we will examine U.S. popular culture to see how films and other media shape and, at times, actively resist our (mis)conceptions of race, gender, and sexuality.

U.S. culture often functions as a type of cultural battleground—a site of battle for representation, for whose story gets told and how. We will study this battle, and through the composition of essays, students will join the fight.

**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>).

## Program Information

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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)

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### 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

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### You aren't required to buy any textbooks.

All readings are available through Canvas and will be linked through your syllabus. These include:

W.E.B. DuBois, excerpt from *The Souls of Black Folk*

Bell Hooks, "Teaching Resistance: The Racial Politics of Mass Media"

Dr. Stacy L. Smith, et al., "Latinos in Film: Erasure On Screen & Behind the Camera Across 1,200 Popular Movies"

Dr. Nancy Wang Yuen, et al, "The Prevalence and Portrayal of Asian and Pacific Islanders across 1,300 Popular Films"

Michelle Alexander, excerpt from *The New Jim Crow*

Aviva Chomsky, excerpt from *Undocumented: How Immigration Became Illegal*

In addition, as a class, we will be analyzing the following films:

*Get Out* (2016), Jordan Peele

*Candyman* (2021), Nia DaCosta

*Sleep Dealer* (2008), Alex Rivera

*Zootopia* (2016), Byron Howard, Rich Moore

*Snowpiercer* (2013), Bong Joon-Ho

*Nimona* (2023), Nick Bruno, Troy Quane

## Course Requirements and Assignments

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Reading Assignments: Expect reading assignments for every class. These reading will provide the material for our discussions as well as material and models for your essays. It is absolutely essential, then, that you keep up with the reading.

Each essay will approach the following subjects from the perspective of our class theme, the politics of representation. Specifically, the four essays will break down as follows:

Essay # 1 (Critical): Analysis of a Film

Essay # 2 (Critical): Analysis of a Film

Essay # 3 (Persuasive Argument): Arguing an Issue (Immigration, Criminal Justice Reform, related issues)

Visual Essay (Multimodal): Crafting a Visual Argument (on the theme of Imagining Our Communal Future)

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Essay # 1	1,250-1,500	2,3,4,5
Essay # 2	1,250-1,500	2,3,4,5
Essay # 3	1,500-1,750	1,2,3,4,5
Visual Essay	N/A	2,3,4,5

## Final Examination or Evaluation

On our class's assigned final date and time, your ePortfolio will be due to Canvas.

### Important note about a possible work stoppage during the semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU

campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFAbargaining.org](http://www.CFAbargaining.org).

## ✓ Grading Information

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Essay # 1 25%; Essay # 2 25 %; Essay 3 25%; Visual Essay 10%; Participation (Module Completion) 15%

Participation will be figured by your completion of each day's modules by the assigned time. Your participation grade will be totaled at the end of the semester, so it will not appear in your Canvas gradebook.

The revision process is central to this class, so you will be responsible for writing a minimum of two complete drafts (more may be required, but never less) for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

Late papers (including drafts) will be docked up to one full letter grade each day they are late. Students must receive a C- or higher to pass the course

### About Grades

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.

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.

A (92-100); A- (90-91); B+ (88-89); B (82-87); B- (80-81); C+ (78-79); C (70-77); C- (70-71); D+ (68-69); D (62-67); D- (60-61); F (<60)

## University Policies

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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

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This schedule is subject to change with fair notice, with students being informed of any changes through Canvas announcements.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 21	CLASS ACTIVITY: Introduction to Class and Syllabus; Watch Clips from <i>Reel Injun</i>  HOMEWORK: Look through " <a href="#">African American Photographs Assembled for 1900 Paris Exposition</a> " (Online; click "View All")
1	Aug 23	Analysis & The Politics of Popular Representation  CLASS ACTIVITY: Watch clips from <i>Birth of a Nation</i> and <i>The African Americans: Many Rivers to Cross</i>
2	Aug 28	CLASS ACTIVITY: Watch <i>Get Out</i>  Post in Discussion Board  HOMEWORK: Read W.E.B. Du Bois, "From <i>The Souls of Black Folk</i> "
2	Aug 30	CLASS ACTIVITY: Discuss <i>Get Out</i>  HOMEWORK: Read Bell Hooks, "Teaching Resistance: The Racial Politics of Mass Media"
3	Sep 4	HOLIDAY
3	Sep 6	CLASS ACTIVITY: Discuss <i>Get Out</i>  HOMEWORK: Read <a href="#">Naomi McDougall Jones, "Returning Our Heads: Inside the Fight to Dismantle the (White) Gods of Hollywood"</a> (Online)
4	Sep 11	CLASS ACTIVITY: Watch <i>Candyman</i>  Post in Discussion Board  HOMEWORK: Read "Essay Guidelines"
4	Sep 13	CLASS ACTIVITY: Discuss <i>Candyman</i> ; Discuss Constructing an Analytic Essay  HOMEWORK: Complete ESSAY # 1 WORKING THESIS and INFORMAL OUTLINE; Read Bell Hooks, "Teaching Resistance: The Racial Politics of Mass Media"
5	Sep 18	CLASS ACTIVITY: Discuss <i>Candyman</i> ; Critique Theses and Outlines  HOMEWORK: ESSAY # 1 PEER EDITING DRAFT
5	Sep 20	CLASS ACTIVITY: Peer Editing  HOMEWORK: Complete ESSAY # 1 FINAL DRAFT
6	Sep 25	ESSAY # 1 FINAL DRAFT DUE  CLASS ACTIVITY: Watch <i>Sleep Dealer</i>  Post in Discussion Board  HOMEWORK: Read Aviva Chomsky, Introduction to <i>Undocumented: How Immigration Became Illegal</i> (PDF in Canvas)

Week	Date	Topics, Readings, Assignments, Deadlines
6	Sep 27	CLASS ACTIVITY: <i>Sleep Dealer</i> discussion
7	Oct 2	CLASS ACTIVITY: <i>Sleep Dealer</i> discussion
7	Oct 4	CLASS ACTIVITY: <i>The New Jim Crow</i> discussion HOMEWORK: Read Michelle Alexander, <i>The New Jim Crow</i> , "Chapter 1" (pgs. 20-58)
8	Oct 9	CLASS ACTIVITY: Watch <i>Zootopia</i> Post in Discussion Board
8	Oct 11	CLASS ACTIVITY: Discuss <i>Zootopia</i> and <i>The New Jim Crow</i>
9	Oct 16	CLASS ACTIVITY: Discuss <i>Zootopia</i> and <i>The New Jim Crow</i>
9	Oct 18	HOMEWORK: ESSAY # 2 PEER EDITING DRAFT
10	Oct 23	CLASS ACTIVITY: Peer Editing HOMEWORK: ESSAY # 2 FINAL DRAFT
10	Oct 25	ESSAY # 2 FINAL DRAFT DUE CLASS ACTIVITY: Introduce Dream Board for Our Communal Future Assignment
11	Oct 30	CLASS ACTIVITY: Discuss Dream Board for Our Communal Future Assignment HOMEWORK: Complete DREAM BOARD FOR OUR COMMUNAL FUTURE
11	Nov 1	DREAM BOARD FOR OUR COMMUNAL FUTURE DUE CLASS ACTIVITY: Discuss Dream Boards
12	Nov 6	CLASS ACTIVITY: Watch <i>Snowpiercer</i> Post in Discussion Board
12	Nov 8	CLASS ACTIVITY: Discuss <i>Snowpiercer</i>
13	Nov 13	CLASS ACTIVITY: Discuss <i>Snowpiercer</i>
13	Nov 15	CLASS ACTIVITY: Watch <i>Nimona</i>
14	Nov 20	CLASS ACTIVITY: Discuss <i>Nimona</i>
14	Nov 22	HOLIDAY

Week	Date	Topics, Readings, Assignments, Deadlines
15	Nov 27	CLASS ACTIVITY: Discuss <i>Nimona</i> , and Essay # 3
15	Nov 29	CLASS ACTIVITY: Discuss <i>Snowpiercer</i> , <i>Nimona</i> , and Essay # 3  Intro ePortfolio
16	Dec 4	ESSAY # 3 PEER EDITING DRAFT DUE
16	Dec 6	ESSAY # 3 FINAL DRAFT DUE  CLASS ACTIVITY: Final Thoughts; Discuss Hollywood Diversity Report
Final	Dec 13	ePortfolio due to Canvas by 9:30 AM, Wednesday, December 13