

# Critical Thinking and Writing Section 06

## ENGL 2

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/28/2023

### Contact Information

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Emailing anne.walker@sjsu.edu is the best way to contact me.

I have walk-in student hours from 8-9am on T/Th mornings in the Student Union, and by appointment in our semester's zoom room (<https://sjsu.zoom.us/j/89898094033>).

### 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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**a note about questions:** It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Rather than email, questions in class or student hours will evoke the most clear and detailed responses, and help other students most. If you can't ask in class, please do email your question(s). When you ask a question it might become the topic of a video I post to help other students. Please do ask questions: it helps everyone.

**if you feel sick:** Just don't come to class. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

**consultations:** Three times we will have a consultation. It is meant to support you through individual face-to-face attention, and get you comfortable meeting with your teachers. I will meet with you once around your *Moana* critical lens essay, once with your whole group in preparation for your GLD, and once toward the end of semester.

**student hours:** Beyond our consultation times, I hope all of you will utilize my student hours. I am here to help *you* in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, have grade concerns, or something else, please stop by and visit. If my student hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

## ENGL 2: Counter Story-Telling and Critical Lenses

The overall theme of this class is counter-storytelling. Counter story-telling can deepen a sense of safety in the classroom space.

It tells you, "you being you is crucial to all of your activities now and future." Who we are as people not only defines how we are in school, but what we want and need in relation to architecture, urban planning, gardening, policy, medicine and so forth. All these are in relation to our stories as our narratives help define our needs. Counter story-telling creates inclusivity, helps to support connection/importance to/of ancestors. Counter story-telling works against dominant hegemonic ideals that tell marginalized people (which is actually the majority of people) to leave their experiences outside the door.

In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, and conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretive lens.

To examine the idea of critical lens we will first analyze the film *Moana* using a choice of critical lenses. We then examine memoir as a form of counter storytelling and consider broader impacts of counter story-telling. Simultaneously, we will move through the 2022-2023 Campus Reading Program Book Selection, *All We Can Save: Truth, Courage, and Solutions for the Climate, considering it in terms of narrative, engagement, and social, aesthetic, spiritual, intellectual, physical or psychological understandings of "place."*

One aspect of critical thinking is to engage in conversation with your peers. Toward this end we use *All We Can Save* for Group Led Discussions (GLDs). In GLDs groups of roughly three students lead the class in discussion. GLDs are not summary, but discussion. Each group will meet with me the week before the GLD to talk about approaches. Reading journals will help prepare you to robustly participate in the GLDs and your iterative project work. Find themes that engage you across our multi-media texts and use your writing to explore them. If you are writing on a theme and you run out of steam for it, change topics. Find something to care about in all this. Writing is always better when you care about its content.

## 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>).

## **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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**written texts:** *Good Woman: Poems and a Memoir 1969-1980* by Lucille Clifton, ISBN-10 : 0918526590; *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* by Ayana Elizabeth Johnson and Katharine K. Wilkinson, ISBN-10: 0593237064; *The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X.

**media texts:** *Moana*, Directors: Ron Clements, John Musker (103 minutes); *The Bechdel Cast*, hosted by Caitlin Durante and Jamie Loftus.

**when to complete readings:** Do the reading, and write your reflection, before the date reading is listed in the syllabus. The material is what we will talk about in class that day. Be prepared to participate.

**a note about texts:** At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

**trigger warning:** Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

## Course Requirements and Assignments

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*Your semester's course work is comprised of:*

Assignment	Description	GELO	Minimum Word Count	In-Class	Revise & Workshop	Point Value
<i>Moana</i> & the Critical Lens Essay Draft	Includes processes of creating viewing notes, critical lens choice, and organization	1-4	750	x		5
<i>Moana</i> & the Critical Lens Essay	You apply ideas from a secondary source to <i>Moana</i> , creating an evidence-based argument	1-4	1000	x		10

<i>Moana</i> & the Critical Lens Essay Analysis	Here you will specifically analyze your process of creation, what you discovered about your expectations, and how/if those shifted	2-4	250	x		5
Choose Your Own Adventure (CYOA) Draft	You will choose a chapter or chapters in <i>All We Can Save</i> from which you will work, select an adventure, complete research, and create a draft	1-4	750	x		5
CYOA final	You will formalize your adventure, making sure that it is a clear professional presentation	1-4	1000	x		10
CYOA Analysis	You will reflect on inductive and deductive reasoning in the creation of your CYOA	2-4	250	x		5
Memoir draft	This involves creating notations for your formal expression, and notes from potential interviews	1-4	500	x		5

Memoir final	This draft will be finished and clear.	1-4	750	x	10	
Memoir Analysis	In this analysis, you will consider aspects linked to counter storytelling	2-4	250	x	5	
Group Led Discussion (GLD)	Once through the semester, in small groups, you will present the material listed for the day or week. Carefully edit all presented materials. Your written work will likely be collaborative and may be in various media forms	1-4	verbal	x	n/a	15
Participation and reading journals	Each reading journal is worth 1 point. Your participation makes up the rest of this 15% and is largely noted through completed in-class or homework assignments	1-4	varies	x	n/a	15

x 3	Consultations At three specific points through the semester I will meet with all students. You get the point grade by simply showing up with your current work and what's on your mind	1-4	n/a	x	n/a	3	
Final Portfolio with Introduction	You create a short introduction to your final portfolio. It outlines elements you have developed through the semester, with examples and detail. Submit a polished edit	1-4	500	x		7	
Word Count: total = 6000 revised final draft form = 4000		Point Total: 100					

The class schedule is:

***Moana and the critical lens***

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified

<b>Week 1:</b> starts January 26 – Wednesday class only	Introductions and positive characteristics		"show don't tell" detail practice due Jan. 30
<b>Week 2:</b> starts January 31	Workshop with the critical lens, <i>Moana</i> , and first impression writing	"Heaven or High Walter" from <i>All We Can Save</i>  (by Feb. 1)  <i>Moana</i> (by Feb 3)	<i>Moana</i> and the critical lens essay draft 1 due Feb. 6
<b>Week 3:</b> starts February 6	Developing <i>The Bechdel Cast</i> and heroic journey as a critical lenses  The paramedic method workshop	<i>The Bechdel Cast</i>  <i>Moana</i>	<i>Moana</i> and the critical lens essay final due Feb. 13
<b>Week 4:</b> starts February 13	In-class writing, essay shaping and language workshops  —consultation week—	TBA from <i>The Writer's Diet</i>	<i>Moana</i> and the critical lens essay analysis due Feb. 20  review <i>All We Can Save</i> to prepare for GLD selection

***All We Can Save Truth, Courage, and Solutions for the Climate Crisis &***

a choose your own adventure (CYOA)

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
<b>Week 5:</b> starts February 20	CYOA, GLD, & reflection workshops  Lateral reading discussion	"Praise for All We Can Save," "Editor's notes," "Begin" with focus noted in Canvas	reflection 1 due Feb. 27
<b>Week 6:</b> starts February 27	CYOA, GLD, & reflection workshops  Tuesday nonsynchronous remote work	Selections from "Root" & "Advocate" with focus noted in Canvas	reflection 2 due March 1  reflection 3 due March 6
<b>Week 7:</b> starts March 6	GLD x 2 Workshops	Selections from "Reframe" & "Reshape" with focus noted in Canvas	reflection 4 due March 8  reflection 5 due March 13
<b>Week 8:</b> starts March 13	GLD x 2 Workshops	Selections from "Persist" & "Feel" with focus noted in Canvas	reflection 6 due March 15  reflection 7 due March 20
<b>Week 9:</b> starts March 20	GLD x 2 CYOA workshops	Selections from "Nourish" & "Rise" with focus noted in Canvas	reflection 8 due March 22

Week 10: starts March 27	Spring Break	"Onward" with focus noted in Canvas	CYOA draft  due April 3
Week 11: starts April 3	CYOA workshops	TBA from <i>The Writer's Diet</i>	CYOA final  due April 10
Week 12: starts April 10	CYOA workshops	TBA from <i>The Writer's Diet</i>	CYOA Analysis  due April 17  reflection 9 on <i>Good Woman</i> due April 17

## Memoir

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
Week 13: starts April 17	GLD x 2  Orientation for Memoir	<i>good woman</i> "generations: a memoir" pp 225-255 & pp 256-277	reflection 10 on due April 19  Memoir draft  due April 24
Week 14: starts April 24	Developing Memoir	<i>good woman</i> "generations: a memoir"	Memoir final  due May 1
Week 15: starts May 1	Analyzing Memoir	TBA from <i>The Writer's Diet</i>	Memoir Analysis  due May 8

## portfolio with introduction

and finishing the semester

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
Week 16: starts May 8	Final portfolio, editing workshops and consultations  —consultation week—	TBA from <i>The Writer's Diet</i>	Portfolio with introduction final and GLD notes all due 5/14
Week 17: starts May 15  No classes this week	Emergency consultations by appointment		Instructor enters full semester grades in Canvas by end of day May 19
Week 18:	Students have time to submit any grading questions ...		... by noon May 23 at the very latest
May 26:	Grades Due From Faculty  End of Academic Year - End of Spring Semester		May 26 grades submitted to university

## ✓ Grading Information

### GRADING INFO: you must pass with a C- or better for credit!

*grading:* The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" 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" 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" 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" 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.

Letter Percentage and Associated Grade: A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65

## University Policies

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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.

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