

Critical Thinking and Writing Section 20

ENGL 2

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/19/2023

Contact Information

Instructor: Chelsea Criez

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Office: FOB 215

Office Hours: MW 12:00 pm - 1:00 pm

Meeting Days	Meeting Time	Meeting Place
MW	9:00 am - 10:15 am	SH 348

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)

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-intensive 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 the class 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>).

Course Policy

Late Work: I accept late work for any work other than in-class work and the Final. You have one week to submit the missing assignment for full credit and an additional week to receive half credit. I will stop accepting late work two weeks after the initial deadline.

Plagiarism and Academic Integrity: At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. This act includes the use of AI technology to generate work to submit as one's own. Depending on the severity of the plagiarism, consequences can range from failing the assignment to expulsion.

Technology: Our class will heavily rely on the use of technology for research and writing, so you are expected to bring a device to class every day. However, if you choose to use your device irresponsibly outside of work time, you will face the natural consequences of doing so. Students who use their time and focus their attention wisely tend to outperform the students who do not.

Program Information

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

Thank You for Arguing

Author: Jay Heinrichs

Publisher: Crown

Edition: 4e

ISBN: 978-0593237380

Price: \$17 (new)

They Say, I Say: The Moves that Matter in Academic Writing (without readings)

Author: Gerald Graff and Cathy Birkenstein

Publisher: Norton

Edition: 5e

Optional

Price: \$22 (new)

Electronic Device

We will be researching and writing each class, so it is important to bring some kind of device that allows you to effectively do so.

Paper & Writing Utensil

In each class, you will compose a Free Write, so you will need the appropriate materials.

PackBack

PackBack is a tool that offers immediate feedback on grammar, structure, and syntax while writing. We will be using it for writing assignments this semester.

Price: \$29

✓ Grading Information

Breakdown

Criteria	Description	Weight
Analysis Papers	You will write four papers analyzing the rhetoric of various forms of media throughout the semester. The lowest grade in this category will be dropped.	15%
Assignment #1: Rhetoric in Advertising	With a group, you will design and present a commercial using the rhetorical devices we learn in class. The assignment includes a Pitch Proposal, Target Market Analysis, Group Reflection, and Presentation. The lowest grade (other than the Presentation) will be dropped.	20%
Assignment #2: Argumentative Essay	For this assignment, you will form an opinion based on the research you complete. This assignment includes a Rough Draft, Peer Review, Annotated Bibliography, and Final Draft. The lowest grade in this category (other than the Final Draft) will be dropped.	25%
In-Class Participation	Because most learning is done through discussion, it is vital to participate to succeed in this class. However, participation can take many forms, so this grade will be comprised of active discussion, developed Free Writes, group work/discussion, and consistent communication/attendance. The lowest grade of this category will be dropped.	15%
Final	Your final will take the form of a portfolio comprised of work you've completed this semester as well as a reflective essay in which you argue your growth as a writer and critical thinker.	25%

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

Spring Schedule		
Week	Monday	Wednesday

1	1/23 <i>No Class</i>	1/25 Topic: Course Overview & Syllabus
2	1/30 Topic: Intro to Rhetoric Read: <i>Thank You for Arguing</i> ch. 1-2 Due: Survey	2/1 Topic: Goals & Outcomes Read: <i>Thank You for Arguing</i> ch. 3-4 Due: Grammar Exercise #1
3	2/6 Topic: Decorum Read: <i>Thank You for Arguing</i> ch. 5-6	2/8 Topic: Using AI Due: Analysis #1; Assignment #1 Groups
4	2/13 Topic: Ethos Read: <i>Thank You for Arguing</i> ch. 7-8	2/15 Topic: Pathos Read: <i>Thank You for Arguing</i> ch. 9-10
5	2/20 Topic: Framing Your Argument Read: <i>Thank You for Arguing</i> ch. 11-12 Due: Analysis #2	2/22 Topic: Group Work Due: Pitch Proposal
6	2/27 <i>No Class</i> Due: Grammar Exercise #2	3/1 Topic: Logos Read: <i>Thank You for Arguing</i> ch. 13
7	3/6 Topic: Kairos Read: <i>Thank You for Arguing</i> ch. 23-24	3/8 Topic: Putting it Together Read: <i>Thank You for Arguing</i> ch. 14
8	3/13 Topic: Group Work	3/15 Topic: Presentations Due: Assignment #1 & Target Market Analysis
9	3/20 Topic: Academic Conversations Read: <i>They Say, I Say</i> ch. 16, 17, OR 18 Due: Group Reflection	3/22 Topic: Research and Citation Read: <i>They Say, I Say</i> ch. 3
10	<i>Spring Break</i>	

11	4/3 Topic: Civic Online Reasoning Read: <i>They Say, I Say</i> ch. 1 & 4 Due: Annotated Bibliography	4/5 Topic: Argument Structure Read: <i>They Say, I Say</i> ch. 1 & 4 Due: Annotated Bibliography
12	4/10 Topic: Fallacies & Bias Read: <i>Thank You for Arguing</i> ch. 15-16 Due: Analysis #3	4/12 Topic: Counterarguments Read: <i>They Say, I Say</i> ch. 6-7
13	4/17 Topic: Writing Workshop Due: Assignment #2 Rough Draft	4/19 Topic: Peer Review
14	4/24 <i>No Class</i> Due: Grammar Exercise #3	4/26 Topic: Putting the Pieces Together Read: <i>Thank You for Arguing</i> ch. 28; <i>They Say, I Say</i> ch. 8 Due: Analysis #4
15	5/1 Topic: Revision Read: <i>They Say, I Say</i> ch. 9-11	5/3 Topic: Writing Workshop
16	5/8 Topic: Reflection Due: Assignment #2 Final Draft	5/10 Topic: Writing Workshop
17	5/15 Topic: Peer Review	5/17 <i>No Class</i>
Finals	5/23 7:15 am - 9:30 am	

This syllabus is subject to change. Students will be notified of any changes made in advance.