

# Critical Thinking and Writing Section 32

## ENGL 2

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

### Contact Information

Instructor:	Alesya Petty
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Office Hours:	M 12:00 - 1:00 PM or by Appointment on <a href="#">Zoom</a>
Class Days/Time:	MW 10:30 - 11:45 AM
Classroom:	CL 225A

### 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 Theme and Section Specific Description

In this class, we will explore the nature of happiness and how it affects one's well-being, productivity, and success. We will learn about various perspectives and cultural differences of this universal value and contemplate questions such as What is

happiness? How does it influence our well-being? Can we create our own happiness? Is it genetic? Does it depend on money? What is the Global Happiness Report? Why are some nations happier than others? We will learn about the happiness research from various disciplines in order to formulate our own perspectives on happiness and arrive at some answers to these and many other questions.

**Attendance, Participation, and Missed Classes.** Come to class on time, every time and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed.

You have several resources you can draw on to find this out:

- Check Canvas to find out what work you missed,
- Contact classmates by sending a message through Canvas inbox the whole class or specific students,
- Ask a classmate ahead of time to make notes for you,
- Post your questions/comments to the anonymous student café (Discussion in the first module available for the duration of the course),
- Check announcements and messages for instructor updates

Remember that you are a part of a large learning community of your peers. The instructor is not responsible for catching you up on what you missed and is not the primary resource for finding out information about missed classes. Generally, instructors do not have the capacity and time to email summaries or repeat lessons for students who miss classes.

**Instructor Office Hours.** In college, there is an expectation that students will take responsibility for their own educational experience. If you need to discuss anything concerning your performance in the course, please message me through Canvas or email me to schedule an appointment on zoom.

**Late Submissions.** As a rule, deadlines must be honored and late work for major assignments is not accepted. In cases of emergency or sickness, extensions are given on a case-by-case basis with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and must be requested before the assignment deadline.

Weekly homework assignments must be submitted on time to receive full credit. Late homework can be submitted after the deadline without messaging the instructor with automatic 10% deduction per day. These policies are in place to establish a fair work ethics and to encourage students to stay on track while allowing some flexibility for all kinds of circumstances. Missing an original due date is very cumbersome to everyone in the class, disruptive to our learning community and our sequenced approach to developing your writing.

**Sharing Students' Work and Opinion.** We will be sharing our work in classes and online, as part of a collective inquiry into reading and writing. Please, keep in mind that when talking about personal matters and selecting topics for projects, you can choose what you wish to share with your class community. Your work and your classmates' work represent models of various approaches to thinking and writing. Participating fully is beneficial not only to your writing and classroom community, but also to your overall grade. Consistent participation works in similar ways extra credit does in other classes.

**Following Standards of Good Classroom Netiquette.** Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other distractions. You can bring a closed-top cup or water bottle to class, but please no snacking or eating as it interferes with learning.

*Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.*

## 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 Goals

In this class, we will explore the nature of happiness and well-being and learn about various perspectives and cultural differences of these universal values. We will contemplate the questions: What is happiness? What influences our well-being? Can we make our own happiness? Why are some nations happier than others? We will work collaboratively to read and analyze arguments about happiness to formulate our own perspectives and support them by scholarly research. We will learn about various argumentative styles, inductive and deductive thinking, and reflect on our learning and writing experiences in a portfolio.

## 📊 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

This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases.

## ☰ Course Requirements and Assignments

Assignment	% of course grade	Minimum Word Count	GELO
Analytical Writing	15%	700	1-5

Annotated Bibliography	10%	700	1-5
Research-Based Writing	40%	1200	1-5
Multimodal Project	10%	800	1-5
Writing Practice/Drafts/Reviews	10%	2000	1-5
Participation/Sharing/Homework	5%	-	1-5
Final Exam/ Course Portfolio	10%	600	2-5

## ✓ Grading Information

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<i>Grade</i>	<i>Percentage</i>
<i>A+ plus</i>	<i>100%</i>
<i>A</i>	<i>97 to 99.99%</i>
<i>A- minus</i>	<i>94 to 96.99%</i>
<i>B+ plus</i>	<i>89 to 93.99 %</i>
<i>B</i>	<i>84 to 88.99%</i>
<i>B- minus</i>	<i>80 to 83.99%</i>
<i>C+ plus</i>	<i>76 to 79.99%</i>
<i>C</i>	<i>73 to 75.99%</i>
<i>C- minus</i>	<i>70 to 72.99%</i>
<i>D+ plus</i>	<i>66 to 69.99%</i>
<i>D</i>	<i>63 to 65.99%</i>
<i>D- minus</i>	<i>60 to 62.99%</i>
<i>F</i>	<i>59.99% and below</i>

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

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# English 2 Course Weekly Schedule

*Day-to-day homework and writing tasks are posted on Canvas.*

*The schedule is subject to change with fair notice. All changes will be announced in class and on Canvas.*

*All assignments are due at 11:59pm on Sundays and Tuesdays before class meetings.*

Week	In Class Activities/Schedule
1	Introductions.
2	Course Theme. Critical Thinking.
3	Playlist project.
4	Research term paper. Deductive and Inductive Thinking.
5	Gathering Information and Literature. Library Resources.
6	Proposals.
7	Annotated Bibliography.
8	Data Collection.
9	Understanding Results and Findings.
10	SPRING BREAK
11	Drafting and Workshopping
12	Reviewing and Revising.
13	Finalizing research paper.
14	Group Work.

15	Sharing and Presenting.
16	Portfolio Work.
17 Finals Week	Portfolio final.

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