

Critical Thinking and Writing Section 03

ENGL 2

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 09/04/2023

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

Office Hours: Office hours are available to help you. This is dedicated time to ask further questions, get individual help, or check in. I'm available in the office or on zoom during my office hours and by appointment.

Email: As a courtesy please email me to inform me of an absence or to ask questions about your assignments. Put our course name and section number or time/date of our course in the subject of your email. Emails will be a common mode of communication in your professional career; in preparation for that please include a salutation and address me by name in your email and sign your emails with your name. Use your best prose (capitalization, punctuation, and complete sentences) so that your writing is easy to read. These are professional courtesies and good practice in a common genre you will use for your future careers.

Attendance: We will do activities in our class sessions, for which you will receive points. If you miss in class activities you will miss available points for that class section. There will not be make-ups for these assignments. You are responsible for any missed instruction. Please check Canvas, reach out to myself or a peer for any missed content.

Illness: In the case that you become ill or injured, please provide me documentation. Advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from in-person lectures and make changes as needed. Students who miss significant portions of in-class instruction will not pass the class so please reach out and maintain communication. You also can create a course message board in Canvas to request and share notes and information about our class meetings.

Late work and make-ups: You will need a documented, excused absence for any work that is not turned in on the due date. Late papers without an excused absence will be marked down a letter grade for each class period they are late. We all have demanding schedules and in our class we will practice some flexibility but must also be mindful of our class schedule and agreed upon due dates. If you need an extension you must request it before the assignments due date and will be given at my discretion.

COVID-19 protocols: Please observe the [university's health and safety protocols](#) so we can have a healthy semester together.

Plagiarism: To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author with an in-text citation; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy. Plagiarism will result in automatic failure of the assignment, and a possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

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

Course Specific Theme: Social Media and Celebrity

People are scared to have a strong opinion because, with social media, almost everyone lives the life of a celebrity. -YUNGBLUD

This section of Engl 2 will ask you to think about social media and celebrity. The essays you write, the assignments you complete, and the readings you are assigned will all require you to think about the ways we interact with social media and celebrity. These two separate ideas have changed the nature of fame with the rise of social media. As well as have changed the way we create and maintain image, including the ways we engage with social justice and activism. How does social media shape the stories *we* tell about *them*?

In exploring these questions we will think critically about social media and celebrity culture by analyzing and evaluating the arguments made by various voices: the celebrities themselves, the public, and mass media outlets such as advertisements, entertainment journalism, and gossip publications.

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

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 \(https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://www.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

Price: \$7 (kindle)- \$16 (paperback)

Other Technology Requirements

In this course you will need regular access to the internet. You will be using Canvas regularly and will also need access to a word processor (Word, Google Docs). Please come to class prepared to use technology as needed, but only when needed.

If you need help accessing technology resources, the library does have materials that can be checked out. Feel free to reach out to me if you have any difficulties.

Course Requirements and Assignments

Assignment	Word Count	CLO	Grade %
Rhetorical/Visual Analysis (includes process materials)	1000	2-5	15%
Contextual Analysis (includes process materials)	1250	1-5	20%
Argumentative Researched Essay (includes process materials)	1500	1-5	25%
Discussion Posts (10)	1000 (100ea)	1-5	10%

Assignment	Word Count	CLO	Grade %
Rhetorical/Visual Analysis (includes process materials)	1000	2-5	15%
Contextual Analysis (includes process materials)	1250	1-5	20%
In Class Engagement	n/a	2-5	15%
Library Intro and Assignment	250	1-4	5%
Final Portfolio (Includes self reflection essay)	500	1-5	10%

In-class Activities and Participation: In class we will have class discussions and participate in a number of writing activities meant to help you with your major writing projects for which you will receive participation points. These points cannot be made up so attendance is essential to receive credit. Point values for the writing activities will be indicated in Canvas.

Peer Review Workshops and Essay Revision: For the three major essays, you will complete a rough draft and participate in a peer-review workshop. You will work with a peer to help identify strengths and weaknesses, while offering suggestions for improvements. Both the rough draft and the peer review will be worth points towards the total project.

Discussion Posts/Hypothesis Readings/Quizzes: For our reading assignments this semester you will be completing reading notes (usually in Hypothesis) and/or completing a discussion post regarding the reading or a related topic. These will be due before class in order to be prepared for in class engagement activities. Discussion posts should be at least a healthy paragraph demonstrating thoughtfulness to the prompt regarding the assigned reading or discussion topic. You will have 12 discussion posts opportunities but only 10 will be graded, the extra two can either be thrown out or be completed for extra credit.

Major Essays and Other Assignments: Major essays and other assignments will be given assignment sheets (descriptions of the assignment and rubric) in class when initially assigned.

Final Portfolio: 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

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and below

University Policies

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

Week 1

M 8/21: n/a

W 8/23: n/a

Week 2

M 8/28:

W 8/30:

Week 3

M 9/4: Labor Day No Class

W 9/6:

In Class: Course Overview. Introduction to Social Media and Celebrity and the rhetorical situation

Read: Pamela Paul, "How to Argue Well"

<https://www.nytimes.com/2022/09/11/opinion/polarization-debate.html>

Assign: Arguing Well: Reflection on Argument and Writing

Week 4

M 9/11:

In Class: Rhetorical Appeals and Fallacies.

Discussion Post #1: The article we read from 2016 discusses "pseudo-reality", celebrity culture, and the image. Is social media a pseudo reality? How does it conform or depart from Boorstin's image? He also traces the beginnings of "the art of self-deception" to the rise of photography, literature and journalism, and the demand for entertainment. How does social media and the ways in which celebrity is defined now play into or against the art of self-deception? Are any fallacies involved in our pseudo reality and/or self-deception and why? Respond to at least one peers' post with meaningful discussion.

Read: <https://www.theatlantic.com/entertainment/archive/2016/12/the-image-in-the-age-of-pseudo-reality/509135/> (<https://www.theatlantic.com/entertainment/archive/2016/12/the-image-in-the-age-of-pseudo-reality/509135/>).

Ch. 15 in TYFA

W 9/13:

In Class:

Discussion Post #2:

Read:

Week 5

M 9/18:

In Class:

Assign: Essay 1 Rhetorical/Visual Analysis

Read:

W 9/20:

Week 6

M 9/25:

W 9/27

Week 7

M 10/2:

W 10/4:

Week 8

M 10/9:

W 10/11:

Week 9

M 10/16:

W 10/18:

Week 10

M 10/23:

W 10/25:

Week 11

M 10/30:

W 11/1:

Week 12

M 11/6:

W 11/8:

Week 13

M 11/13:

W 11/15:

Week 14

M 11/20:

W 11/22: No Class Thanksgiving Break

Week 15

M 11/27:

W 11/29:

Week 16

M 12/4:

W 12/6: Last Day of Instruction