

Critical Thinking and Writing Section 21

ENGL 2

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/21/2024

Course Information

This course focuses on Inequality and ways oppressive states and conditions prevent others from achieving success. Through careful examination of texts, we will investigate how members of modern day society struggle due to oppressive states that are visible, or sometimes hidden and unacknowledged. As we examine discrimination from a variety of lenses, we will work to explore how inequality impacts future success.

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 Area A2 with a grade 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 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 \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](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 Requirements and Assignments

Late Policy

I will give you 1 late pass to be used at your discretion during the semester. A late pass means you are permitted to use it to turn in a late assignment without a grade deduction. You can use it up to 48 hours after the assignment due date. After that, I will deduct one whole letter grade for assignments that are turned in 24 hours late and 2 letter grades for assignments that are 48 hours late.

Assignments that are turned in 48 hours beyond the due date will receive a 50% deduction. If you have a sickness or an emergency, please contact me immediately. On time Rough Draft submissions are vital to your growth as a writer and to the class goal of meeting the learning outcomes. A Rough Draft consists of a full draft that is within a hundred words of the required word count. I don't expect it to be your best work but more of a draft where you are testing ideas and organization patterns. I will expect you to show revision work which we will cover in class.

Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

A rough draft submitted more than 48 hours late will receive 0 points and only 50% if it is submitted within the 48 hours after peer workshop. Having a first draft that begins your thinking and writing process is vital to your growth in this course. Think of Peer Revision Workshop as both a celebration because you have submitted a working draft and met the assignment expectations and a tutorial because the feedback that you receive will prompt the revision process.

Grade Breakdown

Percentages and Final Grades

A+ = 1000 to 970 points

A = 969 to 940 points

A- = 939 to 900 points

B+ = 899 to 870 points

B = 869 to 840 points

B - = 839 to 800 points

C+ = 799 to 770 points

C = 769 to 740 points

C- = 739 to 700 points

D+ = 699 to 670 points

D = 669 to 640 points

D- = 639 to 600 points

F = 599 points or lower

University Policies

Per University Policy 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

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Grading Information

Grading Information

Assignments and Points Value

Canvas Process Assignments **200 points** (10x20 points each)

Discussion Board Assignments **100 points** (5x20 points)

Rough Drafts points **75 points** (3x25)

Critical Analysis Argument Essay 1 -- **100 points**

Analysis and Response Essay 2 -- **125 points**

Synthesis Research Argument -- **150 points**

Annotated Bib -- **100 points**

Synthesis Project Multimodal Presentation -- **100 points**

Reflective Letter -- **50 points**

Total 1000 points

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

Class Schedule

Below is a tentative schedule of reading and major writing assignments. I will announce any changes to our due dates and reading schedule during class and I will post it on our Canvas site. I follow this schedule as I prepare for each class. I hope you will get into a habit of reading prior to class and coming to class prepared.

Readings and assigned videos should be completed before class and you should bring your annotations with you for Class Discussions and Process Assignments.

Week 1

TH: 1/25- Introductions, overview of course and Canvas. Complete the Introduction activity in Discussion Board and then read over the syllabus and look over Canvas.

HW: Read and Annotate *Generational Trauma*. Be sure to watch How to Read and Annotate First.

T: 1/30- Introduction to Essay #1. Process Assignment #1 due by the end of class or 11:59 pm.

Week 2

TH: 2/1- I will read and discuss *Police Brutality in America* relating it to Essay 1.

HW: Watch and Annotate, *A Pediatricians View on Child Poverty*.

T: 2/6- In class activities to promote critical analysis of *A Pediatricians View on Child Poverty*.

HW: Watch and Annotate *Racism in America*.

Week 3

TH: 2/8 – Connecting *Racism on American* to our current day assumptions, values, and historical events. How to write a critical analysis. Complete Process Assignment #2 by the end of class or 11:59 pm.

HW: Make some prewriting notes to use for Tuesday's class. Which of the readings will you use? What points will you make about the connection of the author's points to society values, beliefs, events, etc.?

T: 2/13 - Prewriting for Essay #1 Rough Draft. Process Assignment #3.

HW: Write Essay #1 Rough Draft and submit to the Canvas Dropbox by the beginning of class to be used for Peer Revision Workshop.

Week 4

TH: 2/15 – Peer Revision Workshop during class.

HW: Begin revising your rough draft using peer feedback.

T: 2/20 – Complete Process Assignment #3 by the end of class.

HW: Write a Final Draft of Essay #1 and submit it to the drop box by the beginning of class on Tuesday.

Week 5

TH: 2/22 – Essay #1 Final is Draft due at the beginning of class. Introduction to Essay 2 and Analysis.

HW: Watch and read the transcript for The Danger of a Single Story.

T: 2/27: Discussion of The Danger of a Single Story. Process Assignment # 4

HW: Watch and read the Transcript for Lessons on Love and Acceptance from Today's Dynamic Families

Week 6

TH: 2/29-Complete Process Assignment #5 by the end of class, or 11:59 pm.

HW: Read the Transcript and Watch *Youth Say Boredom and Basic Needs Landed Them in Maryland Detention Center*.

T: 3/5-- Read the transcript and Watch Growing Up in America. Annotate Points that appeal to you.

HW: Complete Process Assignment #6

Week 7

TH: 3/7—Process Assignment # 7 Due by the end of class.

HW: Reread the Text you chose as your primary source and begin creating your response in the form of a thesis statement. We will be outlining your Points during class on Tuesday.

T: 3/1—Process Assignment #8 Due by the end of class or 11:59 pm--you will create an outline showing your response points and begin light research for other opinions to support your response.

HW: Find 3 sources to help support or counter your response and Write and Submit your Rough Draft to the Canvas Drop box by the beginning class on Thursday.

Week 8

TH: 3/14 – Essay 2 Rough Draft Due by the beginning of class. Peer Revision Workshop.

HW: Begin Revising your Rough Draft using peer comments.

T: 3/19 – Introduction of Essay 3

HW: Write the Essay 2 Final Draft and Submit it to the Drop box on Canvas by the beginning of class on Thursday.

Week 9

TH: 3/21- Essay #3 Final Draft due at the beginning of class. Introduction to writing your large and small inquiry questions. Best methods for locating sources.

HW: Take a breath. Think hard about a research topic.

T: 3/26 – Process Assignment #9: Research Proposal Due by the end of class or 11:59 pm. Introduction of the Annotated Bib assignment.

HW: Begin researching and focusing on your concentration area. Locate at least 3 potential sources and bring them to class on Thursday. Annotate for the main points.

Week 10

TH: 3/28 – Process Assignment #10 due by the end of class or 11:59 pm. Keep locating sources to contribute to your inquiry questions. Locate 3 more sources,

HW: Look for sources to fuel assumptions you may have.

T: 4/2 – No Class/Spring Break!

Week 11

TH: 4/4 – No Class/Spring Break!

T :4/9 – Writing the Annotated Bibliography.

HW: Annotated Bib due at the beginning of next class.

Week 12

TH: 4/11- Annotated Bib due at the beginning of class.

HW: Begin forming answers to your inquiry questions in preparation for the outline that is due next class.

T: 4/16 - Outlining your essay plan.

HW: Using the prewriting you created last class, write Essay #3 Rough Draft, and post it to the Canvas drop box by the beginning of our next class.

Week 13

TH: 4/18—**Essay 3 Rough Draft due.** Peer Revision Workshop

HW: Writing the proposal for your research oral presentation.

T: 4/23 – Work and Zoom Conferences. Work on your oral presentation or work to revise your rough draft. Scheduled Zoom conferences for anyone needing help.

HW: Work to revise Essay 3 Rough Draft and your oral presentation.

Week 14

TH: 4/25 – Last minute oral presentation recommendations. Let's make an Essay #3 final draft checklist.

HW: Write your Essay 3 Final Draft which is due at the beginning of class on Tuesday.

T: 4/30 -**Essay #3 Final Draft** is due at the beginning of class.

In class Presentations begin today.

HW: Work on your presentation and/or begin reading through the English 2 Portfolio Assessment File on Canvas.

Week 15

TH: 5/2 -In class Presentations.

HW: Work on your Reflective Letter

T: 5/7- In Class Presentations.

HW: Work on your Reflective letter and portfolio submission.

Week 16

TH: 5/9 – This is our last class – Reflection Letter Wrap up.

Reminders:

Monday, 5/13 – Last Day for all classes

Tuesday, 5/14: Study Day-No Exams or Classes

Final Exams May 15-22

Enjoy your Summer Break!