

Critical Thinking and Writing

ENGL 2

Fall 2025 Sections 80, 81 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/26/2025

Course Information

|Policy on the Use of Artificial Intelligence Tools

Since reading, writing, and critical thinking are central to the learning outcomes of this course, all assignments should be completed independently by you, the student—not artificial intelligence (AI). Wholly AI-generated submissions are not permitted and will be considered a form of academic dishonesty. While AI programs, such as ChatGPT and Gemini, may be useful in the construction of your writing assignments, utilizing them to summarily complete assignments—without any meaningful engagement on your part—is a violation of the University's Academic Integrity Policy (sjsu.edu/senate/docs/F15-7.pdf). Throughout this course, we will explore appropriate uses of AI as a tool to aid in the writing process, such as idea generation, research assistance, or feedback on drafts. Again, you are expected to remain fully engaged in the critical thinking, analysis, and writing required for each assignment.

Additionally:

- Your work may be run through an AI-detection tool
- If your work contains any AI-generated content, it must be properly cited in the Works Cited— this term, we will review how to properly do so
- Any work found to contain uncited AI-generated content may receive a failing grade on that assignment and/or the student may be reported to the University's Office of Student Conduct and Ethical Development

|Eauzone

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for general class information, including assignments. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles may be required to complete some assignments. You will utilize this site, not Canvas, for most course information. On the homepage, click on the menu icon, then "ENGL 2: Feeding the Travel Bug" under "Fall 2025 Courses" to be routed to our course's page.

|Course Policies

General:

- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you go by Jack, then use “John (Jack) Wilson” on all assignments. Set your preferred name in Canvas, using these instructions: sjsu.edu/registrar/docs/Preferred_name_setting.pdf.
- You can record the correct pronunciation of your name on Canvas via NameCoach (sjsu.edu/ecampus/software-tools/teaching-tools/namecoach/).
- I am also happy to use your preferred pronouns. Simply notify me as early in the semester as possible—and I apologize in advance if I occasionally slip up. Set your preferred pronouns in Canvas here: sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php.

Grades and grading:

- There is a participation component to your grade. It CAN mean the difference between letter grades. To receive all, or most, of these points, it is important that you actively engage in the classroom experience (e.g. frequently ask questions and/or comment). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Check Canvas for your most up-to-date grades.
- There will be no extra-credit opportunities this semester.

Assignments:

- There will be no late work accepted.
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, make prior arrangements with me.
- Unless otherwise noted, all assignments will be submitted via Canvas.

Zoom practices and etiquette:

- You are highly encouraged to turn your cameras on during class. Being on camera helps you not only feel more engaged with the class, it also helps me and your classmates get to know you better. If you have no reason to have it off, please turn it on.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom and Canvas accounts. This is especially important given our online-only setting. Please do this during the first week of school.
- All classes may be recorded. University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the “Anonymous Option,” but please notify me beforehand.
- Please obtain permission from me before recording any class or portion of a class. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of class.

Email:

- Please direct all emails to daniel.hendeldelao@sjsu.edu.
- In emails to me, please indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.

- Due to the high volume of email I receive, it may take me up to 48 hours to respond. Also, I am never offended by a polite reminder or follow up.
- Unless it affects your presentation, there is no need to contact me if you miss class.
- If you are absent, please do not message me to ask what you missed in class. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then please feel free to contact me.
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Lecture

80 (43670) – Tue/Thu, 3:00 – 4:15 PM

Online (Zoom login: Meeting ID- 854 4571 6461/Passcode- 179622)

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 Goals

|Course Description

ENGL 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, Burke, and Toulmin, among others), students learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

|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 equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.
- **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 6,000 words, at least 4,000 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.
- Multimodalities: You will be presenting your arguments orally to class both as an individual and as part of a group.

General Education Course Learning Outcomes (GELOs)

Upon successful completion of the 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
4. Use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions

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

|Required Materials

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

- *Destination Truth: Memoirs of a Monster Hunter* by Josh Gates (ISBN: 0743491726)
- *You Shall Know Our Velocity!* by Dave Eggers (ISBN: 1400033543)

Recommended:

- *The Everyday Writer, Eighth Edition* by Andrea A. Lunsford (ISBN: 131933203X)*

**So long as it's reasonably current, any equivalent writing guide will suffice.*

Course Requirements and Assignments

|Coursework

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- All assignments will be due on Friday—Reminder: No late assignments will be accepted
- Below, look for any assignments worth points to be CAPITALIZED
- All lecture presentations will be housed in the Files section of Canvas
- Aim to have the week's readings finished by Tuesday's class
- Though most presentations will take place on Thursdays, you should be ready to present by the beginning of your assigned week
- Unless otherwise noted, all assignments should be submitted on Canvas. Please do not submit any assignments via email unless I first give you the okay.
- Each week we will briefly explore a classic or up-and-coming international travel locale

Your semester's coursework is comprised of:

| Assignment | Description | GELO | Word Count | Point Value |
|------------|-------------|------|------------|-------------|
| | | | | |

| | | | | |
|--|--|-----|------------------|---------------|
| Burke's Dramatistic Pentad | By means of Burke's Dramatistic Pentad, you will analyze three film scenes about Americans interacting with cultures abroad. | 2-3 | 500 | 100 |
| The Rogerian Argument/ Infographic | The global debate over tourism versus anti-tourism will form the foundation of your Rogerian Argument—done via an infographic. | 2-3 | 750 | 100 |
| The Toulmin Method | Utilizing the Toulmin Method, you'll examine the "traveler versus tourist" debate in Gates' <i>Destination Truth: Memoirs of a Monster Hunter</i> . | 2-3 | 500 | 100 |
| Aristotelian Analysis/ Short Answer Responses | Utilizing Aristotelian rhetorical devices, you will write a series of short answer responses to Eggers' <i>You Shall Know Our Velocity!</i> | 1-3 | 750 | 100 |
| Research Project | For this research project, you will create a two-part "pitch" for a lesser known, but well-deserving, international destination. Part one of this will consist of a four-page paper outlining the virtues of this location. Part two is a five-slide presentation summarizing your findings in a professional style. | 1-4 | Part I: 1,500 | 300 |
| Slide Presentation | You will create a 10-minute multimedia presentation based upon a topic related to traveling. | 1-4 | 500 | 100 |
| Reflections | You will write a total of four 2.5-page reflections based upon a variety of travel-related prompts. | 1-4 | 2,000 | 100 [4x25] |
| English Dept. ePortfolio | For this department-wide self-assessment, you will reflect on your growth as a writer in ENGL 2. | 2 | 500 | 75 |
| Participation | In addition to consistently attending class, you should always be up-to-date on your reading and be prepared to actively participate in discussions. | N/A | N/A | 25 |

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|--|--------------------------------------|------------------------------|
| | Word Count Total: 7,500 | Point Total: 1,000 |
|--|--------------------------------------|------------------------------|

Final Grade Calculations:

| | | | | | |
|----|----------|----|---------|----|----------|
| A+ | 970-1000 | B+ | 870-899 | C+ | 770-799 |
| A | 930-969 | B | 830-869 | C | 730-769 |
| A- | 900-929 | B- | 800-839 | C- | 700*-729 |
| | | | | F | 0 – 699 |

**Note that you must earn at least 700 points (a C-) in order to pass this course.*

✓ Grading Information

|Department Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale. 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.

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

|Course Schedule

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider a hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- Unless otherwise noted, all assignments (including in-class essays) are due or take place on Thursdays
- Look for any assignments worth points (in or out of class) to be CAPITALIZED below
- Please attach the corresponding rubric (available on EauZone) to each hard copy assignment

Key:

DESTINATION (*Destination Truth*)

eR (eReader)

VELOCITY (*You Shall Know Our Velocity!*)

Week 1: Buenos Aires, Argentina

Date: Thu 8.21

Class: Syllabus Review

Week 2: Phuket, Thailand

Date: Tue 8.26/Thu 8.28

Class: Introductions; Quiz—"The Great 2025 Travel Quiz"

Week 3: London, England

Date: Tue 9.2/Thu 9.4

Class: Lecture—"Crafting the Essay: Writing as a Process"

Due: REFLECTION 1

Week 4: Andaman and Nicobar Islands, India

Date: Tue 9.9/Thu 9.11

Class: Presentation topic assignments; "Building a Better Multimedia Presentation: An Annotated Look"

Due: REFLECTION 2

Week 5: Zanzibar, Tanzania

Date: Tue 9.16/Thu 9.18

Class: Lecture—"You're in College Now: The New Rules of University Writing," "Ten Common Writing Mistakes—And How to Fix Them," "Inside the Narrative: Burke's Dramatistic Pentad"

Week 6: Tokyo, Japan

Date: Tue 9.23/Thu 9.25

Read: DESTINATION—Ch. 1: "We Must Go Back" – Ch. 5: "We Found Something!"

Class: Reading discussion; Lecture—"Finding the Middle Ground: The Rogerian Argument"

Due: DRAMATISTIC PENTAD

Week 7: Dubai, United Arab Emirates

Date: Tue 9.30/Thu 10.2

Read: DESTINATION—Ch. 6: Post – Ch. 10: The Delicate Art of Not Getting Killed; eR—"Thirteen Major Tourist Destinations Sick of Visitors" (Yahoo! News), "In Defense of Tourists" (Brown Political Review), "A Defense of Tourist Traps" (TravelByEmily), "Are Tourists Ruining Europe? How Locals Are Pushing Back" (Bloomberg), "They Don't Want the Rabble Anymore: Why Europe is Rising Up Against Mass Tourism" (CNN)

Class: Reading discussion; Lecture—"Infographics 101," "Getting to Know Adobe Express"

Week 8: Shanghai, China

Date: Tue 10.7/Thu 10.9

Read: DESTINATION—Ch. 11: Worst. Vacation. Ever. – Ch 16: On the Subject of Ghosts; eR—"My Barcelona is Being Destroyed by Mass Tourism—but Kicking Visitors Out Isn't the Answer" (Guardian), "Why It's Time to Rethink What It Means to be a Tourist" (BBC News), "Why Tourists Ruin the Places They Visit" (TravelMatt), "What US Travelers Need to Know Amid Anti-Tourism Protests in Europe" (ABC News)

Class: Reading discussion; Multimedia presentations; Lecture—"Inside the Toulmin Model"

Due: ROGERIAN ARGUMENT/INFOGRAPHIC

Week 9: Rio de Janeiro, Brazil

Date: Tue 10.14/Thu 10.16

Read: DESTINATION—Ch. 17: Tourists and Pharaohs – Ch. 22: Home

Class: Multimedia presentations

Due: TOULMIN MODEL

Week 10: Perth, Australia

Date: Tue 10.21/Thu 10.23

Class: Multimedia presentations

Week 11: Mexico City, Mexico

Tue 10.28/Thu 10.30

Date: Read: VELOCITY—Ch. 1

Class: Reading discussion; Multimedia presentations; Lecture—"What's the Appeal?: Aristotle's Modes of Persuasion," "Anatomy of a Short Answer Response"

Due: REFLECTION 3 AND 4

Week 12: Los Angeles, USA

Read: VELOCITY—Ch. 2

Date: Tue 11.4/Thu 11.6

Read: Reading discussion; Multimedia presentations

Due: ARISTOTELIAN ANALYSIS/SHORT ANSWER RESPONSES

Week 13: Portofino, Italy

VELOCITY—Ch. 3

Date: Tue 11.11 (No Class—Veterans Day)/Thu 11.13

Class: Reading discussion; Multimedia presentations

Week 14: Chefchaouen, Morocco

Date: Tue 11.18/Thu 11.20

Class: Multimedia presentations

Due: RESEARCH PROJECT—PART 1, UP TO PAGE 2 (DRAFT)

Week 15: Yazd, Iran

Date: Tue 11.25/Thu 11.27

Class: Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"

Due: RESEARCH PROJECT—PART 1, UP TO PAGE 4 (DRAFT)

Week 16: Reine, Norway

Date: Tue 12.2/Thu 12.4

Class: Multimedia presentations; Course wrap-up

Due: RESEARCH PROJECT (FINAL DRAFT)

**Last class meeting for the semester*

Final Exam Meeting Times:

Sec. 80-

Week 17: Cartagena, Colombia

Date: Th 12.11

Meeting: 1:00 – 3:00 PM

Login: Meeting ID- 847 3946 6952/Passcode- 658837

Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)

Sec. 81-

Week 17: Istanbul, Turkey

Date: Th 12.16

Meeting: 3:15 – 5:15 PM

Login: Meeting ID- 847 3946 6952/Passcode- 732029

Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)