

# Critical Thinking and Writing Section 29

## ENGL 2

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

### Contact Information

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Instructor(s): Christopher Dizon

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Office Hours: By appointment Tuesdays via Zoom @8am to 10am

Classroom: Boccardo Business Center 121

### Course Description and Requisites

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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

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## 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](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

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How do writers, speakers, and communicators effectively use logic and rhetoric to enhance their arguments? As writers of the 21st century, how can we adapt the strategies of visual media to compose persuasive claims? While studying the vernacular of various visual media, students will analyze compelling visual rhetorical strategies while forming their own arguments over the span of three major research projects. Using a hybrid approach, students will blending the writing process, rhetorical theory, and the research methods of gamification to pursue and analyze knowledge.

In this course, writers will explore an issue that matters to them through the composition of three major projects. Students will perform research to compose two argumentative essays while adhering to scaffolded stages in the writing process to practice the interleaving of multiple academic skills. Students

will also compose a digital translation as a rhetorical exercise designed to integrate them as writers of traditional and modern modes of communication. As the last project of the semester, students will then perform an oral presentation arguing for a topic of their choice.

As we proceed through the writing process concerning each project, students will practice effective communication through the use of rhetorical appeals and gamified situations. From this perspective, we will analyze writing, reading, and thinking, as “players” within a distinct “game.” Students will sharpen this perspective to catalyze active learning. Moreover, our examination of the writing process and its connection to metacognition will act as an assessment of our work and foster strategies for critical dexterity and adaptive learning.

Using gamification and argumentation as guiding essential concepts, students will learn about their own sense of productivity and how to evoke flow state. As rhetoricians, they will also learn about syllogisms, enthymemes, logical fallacies, Rogerian Rhetoric, Burkean Rhetoric, and the Toulmin Method, visual rhetoric, inductive logic, the difference between denotation and connotation, and various applications through the lens of digital literacy.

## Course Learning Outcomes (CLOs)

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### **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.

### Required Texts

Students will not be required to purchase a textbook for this class.

Reading assignments and texts will be provided via canvas. The reading scheduled in the syllabus will activate our understanding of what defines the effective argumentation. With our study of genres and templates, we will examine how to adjust our writing and thinking to achieve a particular outcome. We'll also analyze each other's work as a means of how models of texts and reading influence the writing process. Since we'll be working with texts digitally, students should be prepared to bring a laptop or smart device to act as writing tools that will support collaborative work.

### Other technology requirements / equipment / material

- Students will need access to a laptop/computer/smart device to access media during in class sessions.
- Students will also utilize a variety of digital applications to conduct writing activities, rhetorical exercises, and critical analysis with platforms such as Miro, Figjam, Hypothesis and more.
- Access to steady wi-fi for zoom sessions, office hours, and discussion board posts.

## Course Requirements and Assignments

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All written work submitted in this course must be originally produced by you, the student. If you utilize an outside source, you must properly cite the source in the assignment.

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. You may use generative AI tools on assignments in this course, within the following limitations. If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the San Jose State University Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Please act with integrity, for the sake of both your personal character and your academic record.

## ✓ Grading Information

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### Argumentative Essay 1 (20 points)

- Outline and Draft Proposal: 5 points
- Partial Draft: 5 points
- Full Draft: 5 points
- Draft Letter: 5 points

### Argumentative Essay 2 (20 points)

- Outline and Draft Proposal: 5 points
- Partial Draft: 5 points
- Full Draft: 5 points
- Draft Letter: 5 points

### Multimodal Presentation (20 points)

- Outline and Proposal: 5 points
- Draft + Peer Review: 5 points
- Reflection: 5 points
- Presentation: 5 points

\*Major essays will be graded using rubrics that outline that expectation for each grade. Each major composition is research based and requires outside research to be used as evidence for analysis. Word counts and other evaluative measures will be used to determine program outcomes.

\*In general, late work is accepted on a case by case basis. Extra credits assignments will also be available as writing process based scaffolding tasks.

### Other Assignments (30+ points)

Every week, short assignments are distributed as scaffolding tasks that fold into larger projects. Typical assignments include readings and reflective prompts. In addition, collaborative in class work will be assigned with a short writing reflection to compliment the learning goals associated with each major project. Each assignment should be completed before class.

- Homework Assignments
- In-class Exercises/Reflections
- Extra Credit Side Quests

### Portfolio (10 points)

- Annotated Bibliography: 5
- Reflection Essay: 5

Total points possible: 100+

### Determination of Grades

- Points are awarded for each major project following a sequence of process.
- Late submissions for each major project are subtracted a point for each day it is overdue.
- Full credit is awarded to a project/assignment/activity with developed content and timely submission.
- Current grades are available through Canvas: "Grades"

While minor assignments may be accepted occasionally, draft materials on peer review workshop dates cannot be made up. Similarly, missed attendance for in-class collaborative work and reflections will be marked as incomplete. However, if an emergency occurs, please let me know in advance, and we will work together to find a solution.

- A=An "A" will be worth 90 to 100 percent of the points possible.
- B= A "B" will be worth 80 to 89 percent of the points possible.
- C= A "C" will be worth 70 to 79 percent of the points possible.
- D= A "D" will be worth 60 to 69 percent of the points possible.
- F = An "F" will be worth 0 to 59 percent of the total points possible

## University Policies

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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

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# English 2/ First Year College Writing, Spring 2025, Course Schedule

*The schedule is subject to change. However, you will be notified in advance of any sudden shifts or transitions.*

# Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Mon 1/27	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Assessment Test + Class Overview</li></ul>
1	Wed 1/29	<b>Objectives:</b> <ul style="list-style-type: none"><li>• The Writing Process</li><li>• Project 1</li><li>• Burkean Rhetoric + Ask the Expert</li><li>• HW #1: Concentrate, How to Think Like a Detective, Super Recognizers</li></ul>
2	Mon 2/3	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Research + Evidence</li><li>• Adam Ruins the Internet</li></ul>
2	Wed 2/5	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Pre-writing + Outlining</li><li>• Adam Ruins Work</li><li>• HW # 2: Read 2 Argumentative Essays + Reflect</li></ul>
3	Mon 2/10	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Adobe Student Ambassador Workshop</li></ul>
3	Wed 2/12	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Case Closed: Moonlight Sonata 1</li><li>• HW #3: Project 1 Outline + Proposal</li></ul>
4	Mon 2/17	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Case Closed: Moonlight Sonata 2</li></ul>



<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4	Wed 2/19	Objectives: <ul style="list-style-type: none"> <li>• Case Closed: Deductive Logic at the Haunted Hotel</li> </ul>
5	Mon 2/24	Objectives: <ul style="list-style-type: none"> <li>• Case Closed: The Captured Blackmailer</li> </ul>
5	Wed 2/26	Objectives: <ul style="list-style-type: none"> <li>• Case Closed: The Psychological Manipulation Cases</li> </ul>
6	Mon 3/3	Objectives: <ul style="list-style-type: none"> <li>• Logical Fallacies 1</li> <li>• Fresh off the Boat: "So Chineez"</li> </ul>
6	Wed 3/5	Objectives: <ul style="list-style-type: none"> <li>• HW # 4: Project 1 Rough Draft + Peer Review</li> </ul>
7	Mon 3/10	Objectives: <ul style="list-style-type: none"> <li>• Logical Fallacies 2</li> <li>• John Stuart Mills: Inductive Logic + Denotation</li> <li>• Black Mirror: Nosedive 1</li> </ul>
7	Wed 3/12	Objectives: <ul style="list-style-type: none"> <li>• Black Mirror: Nosedive 1</li> <li>• HW # 5: Project 1: Revision + Draft Letter</li> </ul>
8	Mon 3/17	Objectives: <ul style="list-style-type: none"> <li>• Rogerian Rhetoric</li> <li>• Black Mirror: The Entire History of You 1</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	Wed 3/19	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Black Mirror: The Entire History of You 2</li> <li>• HW # 6: Read 2 Argumentative Essays + Reflect</li> </ul>
9	Mon 3/24	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• The Toulmin Method</li> <li>• Exploitation and the ethics of war</li> <li>• Black Mirror: Men Against Fire 1</li> </ul>
9	Wed 3/26	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Black Mirror: Men Against Fire 2</li> <li>• HW # 7: Project 2: Outline + Proposal</li> </ul>
10	Mon 3/31	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Spring Break: No Class Meeting</li> </ul>
10	Wed 4/2	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Spring Break: No Class Meeting</li> </ul>
11	Mon 4/7	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Death Note Episode 2: Confrontation</li> </ul>
11	Wed 4/9	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Death Note Episode 7: Overcast</li> <li>• Quiz</li> </ul>
12	Mon 4/14	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• 12 Angry Men Part 1</li> <li>• Quiz</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	Wed 4/16	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• 12 Angry Men Part 2</li> <li>• HW # 8: Project 2: Revision + Draft Letter</li> </ul>
13	Mon 4/21	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• E-portfolio Annotated Bibliography</li> <li>• The Simpsons: "Much Apu about Nothing"</li> </ul>
13	Wed 4/23	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• The Simpsons: Lisa the Skeptic</li> <li>• HW # 9: Multimodal GOATS + Project 3: Outline + Proposal</li> </ul>
14	Mon 4/28	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• E-portfolio Reflection Essay Overview + Surveys</li> <li>• Midterm Review</li> </ul>
14	Wed 4/30	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• HW # 10: Project 3 MMP: Rough Draft + Peer Review</li> </ul>
15	Mon 5/5	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Multimodal Presentations</li> </ul>
15	Wed 5/7	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Multimodal Presentations</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	Mon 5/12	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Last Class Meeting</li><li>• Final Presentations</li><li>• Final Exam Part 2: ???</li></ul> <b>Due Week 17 (Finals Week):</b>  E-Portfolio: Reflection Essay, Annotated Bibliography