Critical Thinking and Writing Section 01
ENGL 2

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 09/15/2024

👤 Contact Information

Please feel free to email me at sherri.harvey@sjsu, or to text me during business hours at 650.269.1288.

🕐 Course Information

Office Hours

Tuesdays and Thursdays 12-1 and by appointment

Lecture

7:30, 9 and 10:30
BBC 128

💻 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).

Equity- Minded and Late Work Policy

Commitment to Equity

Our classroom is a diverse and inclusive space where every student's needs are considered. This policy is designed to be flexible and equitable, understanding that each student's circumstances are unique. If you have specific needs or face barriers that are not addressed by this policy, please communicate with me. We will work together to ensure you have the support you need to succeed.

Your success and well-being are my top priorities. I am here to support you, and I encourage open and respectful communication. Here's how we can stay connected:

1. Office Hours: I am available during my office hours, which are [insert days/times]. You can drop by without an appointment, or schedule a meeting if these times don't work for you. I'm here to discuss course content, assignments, or any concerns you may have.

2. Email: Please feel free to email me at [your email address] with any questions or issues. I aim to respond within 24 hours on weekdays. If you don't receive a response within this time, please send a gentle reminder.

3. Class Discussions: Active participation in class discussions is encouraged. This is a space where we can learn from each other, and your perspectives are valued.

4. Feedback: I welcome feedback on the course and my teaching. Your insights help create a better learning environment for everyone. You can share your thoughts during office hours, via email, or through anonymous feedback forms.

Late Work Policy

Understanding that life can be unpredictable, our late work policy is designed to offer flexibility while maintaining fairness and academic integrity:

1. Extensions: If you need more time beyond the grace period, please communicate with me as soon as possible. Extensions can be granted on a case-by-case basis, especially for reasons such as illness, family emergencies, or other significant challenges.
2. Communication is Key: If you are struggling to meet a deadline, please reach out to me before the due date. Together, we can discuss your situation and find a solution that works for you. Transparency and proactive communication are essential.
3. Partial Credit: Assignments submitted after the due date without prior communication may receive partial or zero credit. This is to encourage timely submissions while recognizing the effort you've put in.
4. No Penalty for Valid Reasons: If you have a valid reason for submitting work late (e.g., documented illness or emergency), there will be no penalty. Please provide appropriate documentation where possible, and we will work together to set a new deadline.

▤ 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).

◎ Course Goals

Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns.

2. respond to such works by writing both research-based critical analyses and personal responses.
3. write clearly and effectively.
4. work collaboratively in a group
5. use the internet to post your work through an Adobe Spark page, and use the information you see every day to evaluate validity and credibility
6. USE YOUR VOICE

📊 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

- Adobe Express Memes Visual Essay 5 criteria
  100 points possible
- Adobe Express Poetry Presentation Rubric 5 criteria
  100 points possible
- Adobe Express Web Page or Premiere Rush Final Project 6 criteria
  200 points possible
- Diagnostic Rubric/Thunberg and Seibt 3 criteria
  50 points possible

- [Google Doc Draft of Research Project](#) 4 criteria
  100 points possible
- [Research question, proposal and 5-source bib](#) 4 criteria
  100 points possible
- Various Classroom and Quiz Assignments 350 points possible

🏛 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

Please check Canvas for due dates.

When	Topic	Notes
M1: Essay 1 Week 3	M1: Go Greta or Oh, No Greta!	
M2: Essay 2: Memes Adobe Express Visual Essay Week 4	M2/Essay 2/Rhetorical Analysis of a meme	
M3: Essay 3: Group Poetry Presentations and Visual Essay Week 6/M4	Rhetoric and Lit analysis of a poem related to climate change topic	
M4: Essay 4: Revision of diagnostic essay Week 7	Revise diagnostic essay	
M5: Essay 5: Research Question, Proposal and 5-source annotated Bib Week 9		
M6: Essay 6: Draft of Research Project Week 11		
M7: Essay 7: Researrch Project Final Draft of Adobe Express Page Week. 14	Final Research Project	

When	Topic	Notes
M8: Final Exam Essay Week 16		