SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing
ENGL 2

Spring 2026   Section 32   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/21/2026

👤 Contact Information

Instructor:	Sarah Prasad
Email:	sarah.prasad@sjsu.edu
Office:	[Faculty Offices Building (FOB) 212 (https://www.sjsu.edu/map/index.php)](https://www.sjsu.edu/map/index.php)
Office Hours:	Monday and Wednesday 9:15-10:15am in FOB 212 or via Zoom, Thursdays 11:30am-12:30pm via Zoom only To [book office hour appointments: https://calendar.app.google/sdwr9uJM1jRV5ebX7 (https://calendar.app.google/sdwr9uJM1jRV5ebX7)](https://calendar.app.google/sdwr9uJM1jRV5ebX7) Or By Appointment via Zoom or Canvas Chat: please [email (mailto:sarah.prasad@sjsu.edu)](mailto:sarah.prasad@sjsu.edu) for an appointment Zoom: *[https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09 (https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09)](https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09)* Password*: PRASAD*
Class Day/Time:	Section 32: MW 10:30-11:45 am
Classroom:	BBC 128

🕐 Course Information

Course Theme

Thinking, Writing, and Being Human in the Age of AI is the theme for this course. We will be doing some lessons and writing on paper; AI will be a tool we access periodically. Be ready to be flexible and open to both. To build human connections, we will be working in groups for activities and lessons; however most of your work will be turned in individually for self-expression and individual growth and assessment.

🖥 Course Description and Requisites

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.

Satisfies 1B. Critical Thinking and Writing (Formerly Area A3).

Prerequisite(s): Completion of GE Area 1A with a grade of C- or better.
Grading: Letter Graded

Note(s): ENGL 2 is not open to students who successfully completed ENGL 1B.

✱ Classroom Protocols

Success in this Course: *I want you to be successful in this course.* Throughout the course, you will have readings, discussion prompts, preparation assignments, drafts, and final papers to complete and submit. **To be successful, follow the weekly schedule and watch for reminders from Canvas.** I recommend **logging in and looking at the Modules at least three times per week** to complete your work. Most important is to follow the daily schedule to know what tasks are ahead.

Access to Computers and the Internet: It is your responsibility to get to a computer to complete your work on time. Go to school, your local library, or a friend's house if your computer crashes or your Internet goes down. Additionally, the library loans devices if you need one: [https://library.sjsu.edu/student-computing-services (https://library.sjsu.edu/student-computing-services)](https://library.sjsu.edu/student-computing-services). If you have concerns about completing any of the assignments in this course, please contact me well in advance of the due date.

Participation and Active Learning: This class is set up to meet in-person twice a week. You are expected to attend. Many parts of the course are on Canvas but nothing can replace the in-class activities and lessons, some of which may have points attached to them.

Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom.

If you cannot be present for a particular class, check Canvas and/or the daily schedule for what you missed. Perhaps contact a dependable classmate to get updated on what you missed. Also, I can meet with you on Zoom for an hour session, which would be about the time it would take to re-teach everything.

You are responsible for all homework whether you are in class or not. Note: some in-class work will be assigned points which cannot be made up outside of class.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an essay). A "good faith" draft is at least 50% of the total word count for the assignment and shows careful thought and planning even though it may be unfinished. If you email before class if you will be missing peer review, you may have the option of visiting the Writing Center for feedback.

Late Work: All assignments will receive a minimum grade of approximately 30-50% even if nothing is turned in. If the work is completed late, it will receive a 90% maximum grade.

All assignments will be open for 24 hours after the due date, during which time you can turn in work with no penalty.

Late work is allowed, but you must send me an email 24 hours prior to the deadline. Of course, there is always flexibility for extreme situations.

Classroom Etiquette: Please remove and mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community. Thank you!

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).

📊 Course Learning Outcomes (CLOs)

GE Area 1B: Critical Thinking and Writing

Area 1B courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, 1B 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 1A (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area 1B. Completion of Area 1B with a grade of C- or better is a CSU graduation requirement.

GE Area 1B Learning Outcomes

Upon successful completion of an Area 1B 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 requirement

This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

NEW English 2 Prasad Reader (REQUIRED)

Available at [Maple Press (https://sjsu.campusconcourse.com/maplepress.net)](https://sjsu.campusconcourse.com/maplepress.net), 330 S 10th St #200, San Jose, CA 95112 (across from the dorms).

Link to order online: [LINK (https://maplepress.net/readers/product/english-2-prasad/)](https://maplepress.net/readers/product/english-2-prasad/)

We will also be using [Adobe (https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php)](https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php), so please sign up for this free access.

✔ Grading Information

Breakdown

This course must be passed with a C- or better as a CSU graduation requirement.

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D	69-65	F	64-0		

Essays and Writing	50%
Quizzes	10%
Midterm	5%
Homework	10%
Annotated Bibliographies	15%

Final				10%	

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Benchmark	n/a	1/30	300	0%	1-3
Recast Analysis	2/18	2/25	700	10%	2-4
Proposal	3/2	3/2	300	5%	2-4
AI Depiction Analysis	3/11	3/15	500	15%	2-4
Annotated Bibs	n/a	2/9, 3/18, 3/23	350 each, 1050 total	15%	1-4
Midterm	n/a	10/16	600	5%	2-4
RBE, Section 2	4/13	n/a	500	included in RBE below	1-4
Research Based Exploration (RBE)	4/20	5/3	1000	20%	1-4
Final	n/a	Section 32: 5/13	500	10%	1-3
Quizzes	n/a	n/a	n/a	10%	1-4
HW	n/a	Various	2000	10%	1-4

Criteria

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" range 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" range 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" range 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" range 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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

AI Policy

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.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. (Otherwise, you should refrain from using such tools.) When using 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. Here is the link for the MLA guide for citing AI: https://style.mla.org/citing-generative-ai/

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.

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.

This course will require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, you will be in violation of SJSU academic integrity policy. Please act with integrity, for the sake of both your personal character and your academic record.

Beware of the limits of AI (ChatGPT and others)

- If you provide the minimum effort prompts, you will get low quality results. You will need to refine prompts to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or a fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of SJSU academic integrity policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or the circumstances.

AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism.

- If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own.
- If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own.
- Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.
- Failure to do so is in violation of the SJSU academic integrity policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.

Questions/concerns about grades

If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.
- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your 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

This Daily Schedule is subject to change. For the most current version, go to: [LINK (https://docs.google.com/document/d/1WyHUdl0zAEJ4oCsueIVin8BaaieSuYwCwCe0-lKRTSM/edit?usp=sharing)](https://docs.google.com/document/d/1WyHUdl0zAEJ4oCsueIVin8BaaieSuYwCwCe0-lKRTSM/edit?usp=sharing)

Week #	Monday	Wednesday

1	1/26	1/28
	The Syllabus	Checking in – Reader attendance
	The Canvas Course (Start Here module etc.). Viewing in Modules.	What was your reading process? Displaying the Reading "Last, First, Middle". Keys to Annotation.
	Commit to attendance on Wednesday 5/6 for the "final experience"	What did you find out about your name?
		In class Benchmark.
	Getting to know you and the class	AI: What it is, how to use it. Slideshow
	Creating a slide about you	Discussion: pros and cons, perceptions and misperceptions
	Preview "Last, First, Middle"	
	HW: Finish your slide	Theme of the course (in syllabus) – balancing AI and Humanity
	HW: Buy and bring in your Reader	From the Database EbscoHost
	HW: Read "Last, First, Middle" in the Reader and annotate it.	Getting into the Database–why do we go there?
	HW: Research the story behind your name.	How to get the citations.
	HW: Complete the "Quiz: Orientation" and the "Quiz: Peer Review" in the Start Here Module	Outside sources: Article on AI: "The risks of AI in schools outweigh the benefits, report says"
		Read and annotate the article for HW and decide if it's a source we should trust.

2	2/2	2/4
	Looking at the Slideshows (individual student's slides)	Freewrite about the reading
		What is Analysis and Evaluation? Which did you do in the freewrite?
	Checking on the annotations in Article on AI: "The risks of AI in schools outweigh the benefits, report says"	Getting familiar: using the Analysis Worksheet **(Reader)**
	Groups discuss and vote: Is this article worth our time or not? Give reasons.	Evaluative Annotated Bibliographies: who, what, where, when, why
	What can we do to help us analyze? Lateral reading lesson, including Click Restraint	In addition, format and structure: comparing and contrasting these two: [Mood Booster](#) and [Holidays](#)
	Tools to use: Charts and Checkers	Class chooses article from NPR or BBC
	Groups apply Lateral Reading to the class article.	Groups work on assembling the group Annotated Bibliography.
	HW: Continue the Lateral Reading on the class article. Bring material to the next class to finish the analysis.	HW: Bring in a picture of one piece of art on campus or downtown.
	Quiz: Lateral Reading	

3	2/9	2/11
	Looking at Ann Bib samples	Post your art on the slideshow.
	Last group session to polish the Group Ann Bib.	Looking at all the art on campus.
	Shifting to Art – Looking at the art found around campus or downtown.	Start a new slideshow with AI versions of the Olympic Black Power Statue.
	Sharing out to the class.	What do we appreciate about this non-human made art? (graphic design)
	Vincent Van Gogh and Starry Night analysis.	Discussion of Olympic Black Power Statue – why is it so great? All of its attributes and affordances.
	Then the Recast – [poem](#) by Sexton and [song](#) by Don McClean. Affordances of each.	Viewing of its recasts: Power Box, Bridge (art), and SRAC wall art
	Recast and what it can do – Affordances.	Comparison of each and analysis of which is "better" of the human made art attributes and affordances.
	Connecting affordances to the different formats – and other formats.	Switching to the other side – groups address with their choice is not better in some ways.
	Groups form around a favorite (art, song, or poem). Compile attributes that support the choice.	How do we persuade? [Means of Persuasion](#). What do we already know about these?
	Groups present their points. Audience suggests counterpoints.	Reviewing the Recast Analysis prompt.
	Groups compile and turn in the ideas.	Activity on Paragraph Focus
	What art do we have on campus and downtown? Go explore if you didn't already.	HW: Choose which recast you prefer and outline your Recast Analysis, then begin drafting your essay
	Being careful of your work: Plagiarism. Definition, consequences, and being careful.	
	HW: Plagiarism Tutorial	
	HW: Plagiarism Tutorial Quiz	
	HW: Group Ann Bib due	

4	2/16	2/18
	[Means of Persuasion](#)/Rhetorical Appeals: Video and quick activity	Layers of Reading (as a reader first for comprehension, then for structure, then other details)
	With any argument, you need a strong thesis. Perfecting the thesis.	Peer Review skit.
	Brainstorm as a group – what do we already know about Thesis Statements?	[Video](#)on how to do Peer Review in Canvas.
	Thesis statements – How do we do thesis statements differently in college? **Reader**	Prep for Peer Review. What language do we need to use this time: Thesis, concession, means of persuasion.
	Concession – how to incorporate the other side. **Reader**	Peer Review: Recast Analysis
	HW: Incorporate lessons on thesis and concession into the Recast Analysis draft	Preview: **Reader** Getting into MLA format
	HW: Post draft of Recast Analysis for Peer Review (Remind students it's due the night before)	HW:Review MLA on [OWL Purdue](#)
		HW: Review feedback from MsP and respond in Canvas Comments

5	2/23	2/25
	FW: Why shouldn't I trust NPR to tell me about the author of an article posted on NPR.org?	Starting the RBE – Research Based Exploration. Understanding the steps of the process.
	Discuss: What should we do if we can't find info about an author.	Brainstorming about you and all your parts. What communities do you belong to and what do those communities offer you? What are their components and attributes?
	What are all the styles out there (MLA, etc)	Reviewing the articles in "Assorted Articles of Interest"
	MLA – what is it?	Using the database to explore, get some options for a topic.
	Source info, MLA Works Cited Page, and In-Text Citation	
	Reminder of the database and how to get the MLA info there.	Example with mental health and gardening (play with other terms such as adding women, etc). Example of student using AI to find a topic – too disconnected. So this time, set aside AI.
	Once we have the MLA info, what part of it do we use for the in-text citation?	
	One author vs. multiple vs. no author	Posting on Discussion: Potential ideas for the Research Based Exploration
	How to deal with page numbers in an online source.	Proposal: reviewing RBE: Step One: Choosing your Topic and the Proposal
	Reviewing Quote, Paraphrase, Summary	HW: Final Draft of the Recast Analysis due
	"Quiz" **Reader**. Just like with AI, you need to know enough to be able to check.	
	Quiz: Citations in-text	

6	3/2	3/4
	The [layers of reading](#) (basic comprehension, then for lateral reading, then means of persuasion/rhetorical appeals, then	Draw a picture of your topic now that you have a better understanding of your RBE topic.
	Brainstorm on the board – what topic(s) are you considering?	Share drawings with the group.
		Next step: let's use AI to make a depiction of your RBE topic.
	Groups consider – is the topic narrow enough? Feedback to revise. Using the database to explore.	Using Firefly, Chat GPT, or Gemini.
	Drafting the Proposal (on Adobe) showing example (Adobe)	Adding your image to your website and presenting it to your group. What do you like and not like about your product?
	Peer Review – what are the main components that you need to look for when reviewing?	Review the prompt: AI Depiction Analysis.
	Exit Ticket faulty reasoning – I should get all As @ SJSU because I got all As in HS?	What are the main points you would address? Creating the outline.
	HW: Complete RBE: Step One: Choosing your Topic and the Proposal	HW: Do a very rough outline of the essay.
7	3/9	3/11
	Present your AI Depiction, highlighting its success or lack of success in depicting your topic.	Peer Review on AI Depiction Analysis.
	HW: Post your rough draft on AI Depiction	[Intro and Conclusions](#) – finding some that don't work, some that do work
		Analyzing the Criteria
		HW: Final Draft of the AI Depiction Analysis due 3/15

8	3/16	3/18
	Returning to Annotated Bibs – this time on your own.	Warm up: Why does Faulty Reasoning happen – quick recap of the last class' freewrite.
	Reviewing the Prompt for RBE: Step Two: the Research with a focus on Exploration	Inductive and Deductive Reasoning, using "Practice" Gdoc
	Finding articles in the database.	Then video
	Why is the Exit Ticket faulty reasoning – I should get all As @ SJSU because I got all As in HS?	In class quiz (slides)
	Adding Faulty Reasoning to the layers of Reading (basic comprehension, then lateral reading, then means of persuasion/rhetorical appeals, then faulty reasoning/logical fallacies)	Looking at the class article – where do we find each? Or other places?
	Faulty Reasoning (OWL Purdue)	Exit ticket – Inductive/Deductive Reasoning handout **(Reader)**
	Groups create slides, complete handout	
	Looking at the class article – do we find any of the faulty reasonings in there? Or can we find them in other places?	HW: Quiz for Inductive/Deductive Reasoning
	Question: what do we do when we see faulty logic but don't have a specific label for it?	HW: Ann Bib #1 with identification of Inductive/Deductive Reasoning, Faulty Reasoning/Logical Fallacies, Means of Persuasion.
	Exit ticket: Why does Faulty Reasoning happen?	
	HW: Quiz for Faulty Reasoning	

9	3/23	3/25
	FW then Groups check in – what experiences have you had with AI? Share a story.	Midterm – your topic and AI
		HW: Create a rough draft of your Works Cited page
	Reviewing the articles in "Assorted Articles of Interest" specifically the AI articles.	
	How can AI help your RBE topic? Conversation with ChatGPT	
	Consider what we've talked about in the recent past about AI. Overall, what side do we land on – pro or con?	
	Choose a side, outline, then switch.	
	Prep for the Midterm	
	HW: Ann Bib #2 with identification of Inductive/Deductive Reasoning, Faulty Reasoning, Means of Persuasion	
	3/30	4/1
	Spring Break	Spring Break

10	4/6	4/8
	Review of WCP	Returning to the RBE topic
	Quick Peer Review of WCP	Starting the Writing Process. Reviewing the RBE: Step 3: Rogerian RBE essay. Focus on the sections.
	Argument in class. Gathering ideas supporting living on campus vs. off campus, cost of textbooks, parking.	Returning to the draft we started previously with the quotes. Focus on Section 2 of the Rogerian RBE essay.
	Arguing one side then switching.	In-text citation format: **Reader**
	Argue one side, MsP argues against in Classical and Rogerian. How do the two styles feel to the audience?	Possibility of a 3rd source (Discussion)
	Rogerian Structure	HW: Draft Rogerian RBE Essay Section 2, post before the next class meeting
	Videos (link and link)	
	Outlining argument in Rogerian (maybe cost of textbooks or "should light rail passes be free to students (but not parking passes)")	
	Pulling all the quotes from the Ann Bibs into a Gdoc and starting to organize the argument.	
	Exit ticket: Posting on Canvas.	
11	4/13	4/15
	Peer Review: Rogerian RBE Essay Section 2 ONLY	How to deal with Section 1? Groups discuss, then larger class discussion.
	Transitions (using cartoon example?) **(Reader)**	Outlining Section 1
	HW: Revise Section 2 draft for MsP	Considering Section 1.5 – Concession
		HW: Continue the writing process to add Sections 1 and 1.5

12	4/20	4/22
	How we think it should be vs how it is (writing process)	Day One of Individual Conferences on the Rogerian RBE essay – bring a printed copy of the Works Cited Page
	In-text citation **Reader**	
	Questions about the draft, etc	
	Peer Review Rogerian RBE Sections 1, 1.5, and 2	
	Brainstorming/editing Intro and Conclusion in Narrative style	
	HW: Continue the writing process to complete the Rogerian RBE	
	HW: Post the draft 4/21	
13	4/27	4/29
	Day Two of Individual Conferences on the Rogerian RBE essay	Day Three of Individual Conferences on the Rogerian RBE essay
		HW: Post the final draft 5/3
14	5/4	5/6
	Bring in the printed copy of the Rogerian RBE essay.	Final Experience – getting started on the Final
	Outlining	[Form for feedback](#)
	FW: Reflection on the writing process	Brainstorm on big sheets of paper
	Returning to the AI Depiction. How well does it represent your topic, not that you know more about it.	Doing the Dept Assessment Surveys in the Module
		Getting into the details – reading the Final Assessment prompt in the group
		Works Cited Page in a gdoc
		Questions about the Final Assessment
		Preparing a desktop folder and preparing the Documents with proper file names
		Outlining the essay and establishing expectations (thesis, transitions, etc)
		Next steps: After English 2 – UDW DSP for 100W course in your major.

15	5/11 Last day of Instruction SOTEs [UDW-DSP](UDW-DSP)	
Final	Section 32: Wednesday May 13	