

Critical Thinking and Writing

ENGL 2

Spring 2026 Section 11 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/27/2026

Contact Information

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Office Hours

Mondays 8:00-9:00 am

BBC #225

Course Information

Lecture

Monday and Wednesday 9:00-10:15 am

BBC #225

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

ENGL 2

This course is open to all students needing to fulfill GE Area 1B: Critical Thinking and Writing (Formerly Area A3). 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>).

Workshop/collaboration

Please come to every class ready to participate and learn the day's task. This is a workshop course that involves your participation with the content and with your peers. If you are unable to attend a class, be sure to contact a peer to find out what you missed. If you send me an email, I will give you a brief one or two sentence summary of what you missed. However, I can not give you notes and in depth explanations. You are welcome to come to my office hours and I will be happy to go into detail and explain what you missed.

We will be discussing controversial topics and there will be a variety of beliefs and opinions concerning the readings and topics we discuss. You will be expected to treat your peer's with respect as they voice their opinions and concerns.

Important: Artificial "Intelligence" and Academic Integrity* -- AI POLICY

Expectations and Values

As a writing teacher, I will follow the beliefs of the Humanities Department and use the following guidelines. As a department, we strive to help students develop their own knowledge base and the ability to form new ideas, think creatively, and analyze and critique the world. A key part of that development and learning is that students complete the analytical and cognitive work for classes independently, with their own minds and skills. Much of the academic work we do in the Humanities department—from writing essays, to producing lesson plans, to creating visual art—functions much like weight lifting. You build your intellectual "muscle" by practicing and by doing. You can't build muscle by bringing a forklift with you to the gym. Likewise, you can't build your skills and knowledge by offloading your intellectual work to an algorithm. Remember: Any 8 year old can type a prompt into an input field; but a truly educated person can think for themselves because they have knowledge and skills at their disposal from practice.

A.I. tools may be either generative (they actually produce new content) or assistive (they aid in the refinement of user content without creation of new). Both offer powerful affordances and both can potentially short-circuit or disrupt learning, where they avoid or circumvent the practices that help us actually learn and develop our skills. As such, the Humanities Department has the following guidelines that I am choosing to integrate 100% into my grading policy. One main objective of this course is to insure that you master syntax and grammar. Outside of spellcheck, you should rely on editing and proofreading that you accomplish over several sessions and feedback from your peers as part of peer revision workshop, to help you identify areas that need improved.

Guidelines

The use of Generative or Assistive A.I. tools are not allowed, unless explicitly stated as part of an assignment or course activity.

Assignments completed for the Humanities and English classes, especially writing and creative projects, to be effective, must be the students' own work.

Any Violation, will result in a grade of 0 (F) being issued for the assignment and a report being filed with the University for Academic Integrity violations. I will not allow or promote plagiarism and cheating just because a new tool is now available for use and I will not turn my head to it and pretend that it is not happening. It is cheating and it is dishonest!

Generative A.I. Tools are any platform that creates content based on user inputs and prompts (e.g., ChatGPT, JASPER, Bard, DeepMind, DALL-E, Grammarly, etc.). Generative A.I. for many assignments is the antithesis of the kind of learning we are engaged in in the Humanities and English Department

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area 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

This course does not require you to purchase a textbook or reader. I will post the assigned readings on Canvas and from those readings you will create your own reading list based off your interests as you research and locate interesting sources. We will find class material within the daily news headlines and other online publications we are turning to for information.

We will use the Purdue Owl MLA Guidelines website for our citation lessons. I will post the link for it on Canvas under "Course Documents" with a sample MLA documentation essay.

Our goal will be to examine the logic or lack of logic, within the publications that are flooding our newsfeeds and screens. Additionally, we will look at ways readers are being manipulated with "Fake News" and why it matters.

Course Requirements and Assignments

Late Policy

I will give you 1 late pass to be used at your discretion during the semester. A late pass means you are permitted to use it to turn in a late assignment without a grade deduction. You can use it up to 48 hours after the assignment due date. After that, I will deduct 10% each day for assignments that are turned in 24 hours late.

If you have a sickness or an emergency, please contact me immediately. On time Rough Draft submissions are vital to your growth as a writer and to the class goal of meeting the learning outcomes. A Rough Draft consists of a full draft that is within a hundred words of the required word count. I don't expect it to be your best work but more of a draft where you are testing ideas and organization patterns. I will expect you to show revision work on a final draft, using feedback you receive from peer revision workshop which we will cover in class. The revision requirement will always have a points value assigned to it and each assignment will list the revision points on Canvas.

Things to remember:

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

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

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

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

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

Grade Breakdown

Percentages and Final Grades

A+ = 1000 to 970 points

A = 969 to 940 points

A- = 939 to 900 points

B+ = 899 to 870 points

B = 869 to 840 points

B - = 839 to 800 points

C+ = 799 to 770 points

C = 769 to 740 points

C- = 739 to 700 points

D+ = 699 to 670 points

D = 669 to 640 points

D- = 639 to 600 points

F = 599 points or lower

University Policies

Per University Policy S16-9 (PDF) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information 4 of 5.

Grading Information

You will see in the breakdown below that you will receive more points for the Process Assignments than for the final essays. This is a deliberate grade design intended to help all students have an equal chance of obtaining the grade they want. The process assignment are graded and are intended for you to have a space to practice the writing technique they detail. To be successful, you should put good effort and attention into every assignment in this class. Remember, in order to get good at a tasks, you must practice.

Assignments and Points Value

Weekly Comprehension Assignments 300 points (15x20 points each)

On Time Rough Drafts 75(25x3)

Peer Editing Assignments 150 points (50 each x3)

Logic Analysis Essay 1 -- 100 points

Analysis and Response Essay 2 -- 125 points

In Class Midterm = 50 points

Synthesis Research Argument Essay -- 150 points

Digital Document/Annotated Bib -- 100 points (digital document option).

Synthesis Project Multimodal Presentation -- 100 points

Reflective Letter -- 50 points

Total 1200 points

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
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When	Topic	Notes
Lecture and Workshop Weeks 1-16 Class	Writing	<p>English 2 Schedule --- Spring 2026</p> <p><u>Week 1</u></p> <p>M 1/26: Introduction of course, logic and Digital Literacies.</p> <p>Homework for next class: Start reading over the Fixed versus Growth Mindset Website and analyzing the logic it contains.</p> <p>W 1/28: Audience, Purpose and Context. Process Assignment #1 due by 11:59 pm.</p> <p>Homework for next class: Start reading, Aligning your Career with your Life Purpose (in the Empower Process Website link, under the Purposeful Living tab).</p> <p><u>Week 2</u></p> <p>M 2/2: Discussion of appeals/cultural assumptions in the Aligning your Career with your life Purpose. Process Assignment #2 is due by the beginning of next class.</p> <p>Homework for next class: Watch and Annotate, The Danger of a Single Story. Process Assignment #2 is due at the beginning of class.</p> <p>W 2/4: Discussion of The Danger of a Single Story. Working to create responses and analysis.</p> <p>Homework for next class: Complete Process Assignment #3 by the beginning of next class.</p> <p><u>Week 3</u></p> <p>M 2/9: Dissect the logic in one of text from the class list looking for inductive or deductive reasoning: Process Assignment #4 due by 11:59 pm.</p> <p>Homework for next class: **Make your decision and be prepared to start writing about how logic connects to social values.</p> <p>W 2/11: Analyzing your logic and supporting it with direct quotes. Process Assignment #5 is due by 11:59 pm.</p> <p>Homework for next class: Write Essay #1 Rough Draft.</p> <p><u>Week 4</u></p> <p>M 2/16: Essay#1 Rough Due at the beginning of class. In class Assignment—Peer Editing.</p> <p>Homework for next class: Begin Revising your Rough Draft using Peer Revision suggestions.</p> <p>W 2/18: Homework for next class: Write the Final Draft of Essay 1 by the beginning of our next class. Be sure to bold the revisions you make.</p> <p><u>Week 5</u></p>

When	Topic	Notes
		<p>M 2/23: Essay #1 Final Draft Due at the beginning of class. Introduction to Essay 2—Analysis Response Essay. Synthesis and vetting sources based on logic criteria. Find sources that seem to duplicate the cultural values that make them logical and persuasive.</p> <p>Homework for next class: Read the Transcript for The Price of Shame. Then dissect the logic. Be prepared to discuss it at our next class.</p> <p>W 2/25: Begin searching for a second source for synthesis during class today using the vetting practices we discussed. You will need this selection to complete the homework.</p> <p>Homework for next class: Complete Process Assignment #6 by the beginning of our next class.</p> <p><u>Week 6</u></p> <p>M 3/2: Reading and discussion concepts in the Price of Shame and How Teens are Using AI.</p> <p>Homework for next class: Watch, The Price of Shame.</p> <p>W 3/4: Discussion of logic you identified in the first 2 Unit 2 Texts.</p> <p>Homework for next class: Find a source that shares the same logic How Teens Are Using AI. Process Assignment #7.</p> <p><u>Week 7</u></p> <p>M 3/9: Discussion of How Teens Using AI and Introduction to Teens and Mental Health.</p> <p>Homework for next class: Read and Annotate Teens and Mental Health.</p> <p>W 3/11: Creating a response and valid argument for your text of choice.</p> <p>Homework for next class: Complete Process Assignment #8-Outline for Essay 2 Rough Draft.</p> <p><u>Week 8</u></p> <p>M 3/16: How to write the analysis response essay with your 2 shared sources.</p> <p>Homework for next class: Essay 2 Rough Draft is due at the beginning of our next class.</p> <p>W 3/18: Peer Editing Workshop during class.</p> <p>Homework for next class: Begin revising your draft using your peer's feedback.</p> <p><u>Week 9</u></p> <p>M 3/23: Introduction to Essay 3—Synthesis Research Essay.</p> <p>Homework for next class: Write the final copy of Essay 2 and submit it by the beginning of class.</p>

When	Topic	Notes
		<p>W 3/25: How to write the proposal for your Research Assignment. Introduction to the Digital Annotated Bibliography Assignment and the Synthesis Journal choice.</p> <p>Homework for next class: Complete Process Assignment #9—Research Proposal.</p> <p><u>Week 10</u></p> <p>M 3/30: midterm during class.</p> <p>Homework for next class: Work on your research and annotated Bib. You should have at least 3 sources located by the beginning of our next class.</p> <p>W 4/1: No Class, Spring Break!</p> <p>Homework for next class: You should have at least 3 sources located by the beginning of our next class.</p> <p><u>Week 11</u></p> <p>M 4/6: How to synthesize sources by points of logic. How to write the Annotated Bib.</p> <p>Homework for next class: Work on your Annotated Bib.</p> <p>W 4/8: Annotated Bib due by the end of class. How to present your argument to meet 21st century standards.</p> <p>Homework for next class: Write your Research Essay outline-- Process Assignment #10. Be sure to have a thesis and clear points based on your research.</p> <p><u>Week 12</u></p> <p>M 4/13: How to write the Research Essay Rough Draft. Introduction to the Remix Assignment.</p> <p>Homework for next class: Write your Research Essay Rough Draft by the beginning of our next class.</p> <p>W 4/15: Peer Editing Assignment during class.</p> <p>Homework for next class: Work on revising your Rough Draft using comments. Complete Remix Project Proposal --Process Assignment #11.</p> <p><u>Week 13</u></p> <p>M 4/20: How to revise your Rough Draft and add Digital elements.</p> <p>Homework for next class: Work on your Remix Project and write the final draft of Essay 3.</p> <p>W 4/22: Essay 3 Final Draft Due at the beginning of class. Remix Presentation Day #1. Process Assignment #12 by 11:59 pm.</p> <p>Homework: for next class: Work on your Remix Project.</p>

When	Topic	Notes
		<p><u>Week 14</u></p> <p>M 4/27: Remix Presentations Day 2. Process Assignment #13 is due by the end of class.</p> <p>Homework for next class: Revise final draft if you got a C or lower. Work on your Remix Project.</p> <p>W 4/29: Remix Presentation Day 3 Process Assignment #14 is due at the end of class.</p> <p>Homework for next class: Begin reading over the Portfolio Instructions.</p> <p><u>Week 15</u></p> <p>M 5/4: Discussion of portfolio and how to write the Reflective letter.</p> <p>Homework for next class: Write your Reflective Letter Rough Draft and bring it to our next class.</p> <p>W 5/6: Peer Revision Workshop -- Process Assignment #15 is due at the end of class.</p> <p>Homework for next class: Work on your Portfolio.</p> <p><u>Week 16</u></p> <p>M 5/11: Semester wrap up. Our final class will be on Zoom. I will send the Zoom link in Announcements on Canvas.</p> <p>Have a great summer!</p>