

Critical Thinking and Writing Section 25

ENGL 2

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/23/2024

This syllabus is subject to change at any time. Students will be notified of any changes in person and/or via Canvas in a timely manner.

Meeting Times: M/W 10:30 - 11:45

Meeting Location: Clark 316

Contact Information

Lecturer: Chelsea Criez

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Office: FOB 215

Office Hours

Monday, Wednesday, 12:00 PM to 1:00 PM, FOB 215 and Zoom

Course Information

CSU Faculty Strike

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. We will be going on strike from January 22 – January 26. We demand management gives us a fair contract that recognizes the dignity of CSU faculty, staff, and students. Our working conditions are student learning conditions; we seek to protect both. For further information go to: www.calfac.org/strike.

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)

Agreements

In this class, we will strive to uphold the following agreements:

- Recognize the value in emotion, intuition, and sensory experiences alongside intellectual development;
- Practice holistic education to go beyond traditional academic knowledge and nurture multiple intelligences;
- Bring our values, backgrounds, and experiences into the classroom to affirm a range of diverse realities;
- Empower ourselves by fostering critical consciousness and encouraging the questioning of systemic inequalities and injustices;
- Practice empathy and compassion to create a supportive and caring environment;
- Use creativity and imagination in the learning process and explore various forms of expression and capacities; and
- Promote reflection and engage in self-examination to understand our own biases and assumptions and develop self-awareness.

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 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

Thank You for Arguing

Author: Jay Heinrichs

Publisher: Broadway Press

Edition: 2020

ISBN: 978-0593237380

Availability: Campus Bookstore

PackBack

Packback is an AI-learning tool that provides feedback on student writing. We will use Packback for posting bi-weekly discussion questions, completing in-class group work, and submitting writing assignments. Packback is a free tool offered through the course, so you should not be prompted to purchase the tool.

Availability: Canvas

Price: Free

Course Requirements and Assignments

Essay: What is Critical Thinking?

In this essay, you will define, explain, and argue what it means to think critically and draw connections between critical thinking and writing.

Analysis: Rhetorical Analysis of an Advertisement

You will select an ad and analyze the rhetorical features it uses. You will then provide an overall evaluation, critiquing its effective or ineffective use of those features.

Project: Group Ad

For this assignment, you will work with a group to create an ad that uses the rhetorical features we cover in class. Together, you will create a Pitch Proposal, compile a Target Market Analysis, and present an Advertisement to the class--all of which will be submitted through Canvas. Individually, you will write a Group Reflection essay which will be submitted to Packback.

Project: Multimodal Arguments

For this assignment, you will create a multimodal text and analyze the rhetorical features the text uses. You will then provide an overall evaluation of its effective or ineffective use of those features.

Final: Reflection Portfolio

You will compile a portfolio that includes a reflective essay in which you detail your growth as a reader and writer from when you completed the Reflection on College Writing and your final project in this class.

✓ Grading Information

Evaluations: I will evaluate the effort and improvement of your work. I will be looking for the qualities and strengths of your writing. *Any Final Draft that has been submitted without substantial revisions from its respective Rough Draft will receive a 0. You may not receive credit for the same essay twice.*

Late Work: I accept late writing assignments. You have two (2) days to submit work for full credit after the deadline, and you have an additional two (2) days to submit work for half credit. For example, if a rough draft is due on Monday at 11:59 pm, you have until Wednesday at 11:59 pm to receive full credit and until Friday at 11:59 pm to receive half credit. *I will not accept Packbacks, in-class assignments, or the Final after their deadlines.*

Dropped Scores: The lowest Packback Question score will be dropped, the three lowest participation scores will be dropped, and the lowest project grade (that is not the final) will be dropped.

Integrity: I trust that all of the work you submit will be of your own thoughts, voice, and ideas. See Program Policies for clarification on plagiarism and academic integrity.

In-Class Presence: Presence does not only refer to physically showing up to class but engaging mentally as well. Presence requires focus, attention, and limited "multitasking" on electronic devices.

Criteria

| Type | Weight | Topic | Notes |
|----------|--------|---------------------|---|
| Projects | 50% | Writing Assignments | Over the course of the semester, we will engage in various writing assignments that will consist of rough drafts, final drafts, and reflections. The lowest grade in this category--excluding the Final--will be dropped. |
| Homework | 20% | Packback Questions | Over the course of the semester, you will ask questions about course topics, real-world applications, and other discussion topics to engage with the course and course material. The lowest grade in this category will be dropped. |

| Type | Weight | Topic | Notes |
|---------------|--------|------------|--|
| Participation | 30% | Engagement | Participation looks different for different people. For me, participation includes collaborating with your peers, contributing to discussions, and communicating with me about absences or asking questions. The lowest three grades in this category will be dropped. |

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

| Spring Schedule | | |
|-----------------|--|--|
| Week | Monday | Wednesday |
| 1 | | 1/24 <i>No Class</i> |
| 2 | 1/29 <i>Introductions</i> | 1/31 <i>What is Critical Thinking?</i> Read: <i>They Say / I Say (TSIS)</i> ch. 12 Due: Packback (PB) #1 (in-class) |
| 3 | 2/5 <i>Rhetoric in Advertising</i> Read: <i>Thank You for Arguing (TYFA)</i> ch. 1&4 | 2/7 <i>Ads & Ethics</i> Due: Critical Thinking Essay (Packback) |

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| 4 | 2/12 <i>Goals & Outcomes</i> Read: TYFA ch. 2&3 | 2/14 <i>Group Work</i> Due: PB #2 |
| 5 | 2/19 <i>No Class</i> | 2/21 <i>Kairos & Exigence</i> Read: TYFA ch. 23&24 |
| 6 | 2/26 <i>Decorum</i> Read: TYFA ch. 5&6 | 2/28 <i>Ethos</i> Read: TYFA ch. 7&8 Due: PB #3 |
| 7 | 3/4 <i>Pathos</i> Read: TYFA ch. 9&10 | 3/6 <i>Logos</i> Read: TYFA ch. 12&13 Due: Pitch Proposal (Canvas) |
| 8 | 3/11 <i>Group Work</i> Read: TYFA ch. 11&14 | 3/13 <i>Fallacies</i> Read: TYFA ch. 15&16 Due: PB#4 |
| 9 | 3/18 <i>Putting it Together</i> Read: TYFA ch. 28 | 3/20 <i>Group Work</i> Due: Target Market Analysis (Canvas) & Ad Analysis (Packback) |

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| 10 | 3/25 <i>Presentations</i> | 3/27 <i>Reflection</i> Due: Group Reflection (Packback) & PB #5 |
| 11 | Spring Break | |
| 12 | 4/8 <i>What's a text?</i> | 4/10 <i>Genre Theory</i> Read: <i>Genre Theory</i> ch. 2 Due: PB #6 |
| 13 | 4/15 <i>Online Rhetoric</i> Read: <i>TSIS</i> ch. 14 | 4/17 <i>Media Literacy</i> Read: How Your Brain Tricks You |
| 14 | 4/22 <i>Writing Workshop</i> | 4/24 <i>Cancel Culture</i> Due: Project Proposal & PB #7 |
| 15 | 4/29 <i>Developing Your Argument</i> Read: <i>TSIS</i> ch. 7, 9, & 10 | 5/1 <i>Peer Review</i> |
| 16 | 5/6 <i>AI & Writing</i> Read: <i>TSIS</i> ch. 8&11 | 5/8 <i>Portfolios</i> Due: Multimodal Project & PB #8 |

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| 17 | 5/13 <i>Semester Recap</i> Due: Extra Credit & Packback Make-Up | |
| Final | 5/21 (Tuesday) Due: Final Portfolio | |

This schedule is subject to change. Students will be notified in person and via Canvas of any changes in a timely manner