SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing
ENGL 2

Spring 2026   Section 01   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/19/2026

This Canvas Course covers two in-person sections: Tuesday and Thursday, Sections 1&12, that meet @7:30 and 9:00 in BBC 128.

👤 Contact Information

Text me @ 650-269-1288, but please keep it between 9 am and 5 pm--I'd love to help you and way I can!

Email through Canvas or @ sherri.harvey@sjsu.edu

🕐 Course Information

Here is general information about the course:

English 2 is a writing course that explores argumentation and analysis through the study of literary, rhetorical, and professional texts. You will develop the habits of mind required to analyze texts and write persuasively from and about them. You will practice prewriting, organizing, composing, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes. This class will require group work, and by the end of it, you will also be able to add "digitally savvy" to your resume.

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 Express Web page, and use the information you see every day to evaluate validity and credibility
6. USE YOUR VOICE
7. Also, please note: as a general rule, I do not accept late work. Please see the below policy for emergencies. If you contact me before the due date, we can discuss your options.
8. When you send me an email or a text, please provide enough context for me to understand your question: name, class name, and issue you are referring to would help. Please also text during

business hours only.

9. Sign up here and use Adobe Express and [Creative CloudLinks to an external site. (https://www.sjsu.edu/adobe/creative-cloud/access/)](https://www.sjsu.edu/adobe/creative-cloud/access/) all semester. (Please create a FREE account with your SJSU email so you'll have access to more tools than the public!)

In Person

Tuesday and Thursday, 7:30 and 9 am

In this course, you are not just "doing assignments." You are building something meaningful—with your mind, your voice, your creativity, and your community. I believe that the most powerful learning happens when we ask real questions, wrestle with ideas, and create things that matter. Whether we're exploring sustainability, analyzing memes, remixing poetry, or creating digital advocacy campaigns, we're not just studying arguments—we're joining conversations that are shaping our world.

We live in a world powered by both digital tools and human connection. That's why this class is rooted in *both* academic skills and digital literacy—because being a strong writer today also means knowing how to ethically and effectively use tools like Grammarly, ChatGPT, Perusall, and Adobe Express. But even more important than mastering any tool is showing up with curiosity, creativity, and care.

In my classroom (yes, even online or in the field!), your voice matters. Your questions matter. Your willingness to try, to wonder, and to collaborate—that's where the real magic happens. Participation here isn't just checking boxes—it's about contributing to a living, breathing learning environment. I encourage you to challenge ideas, listen deeply, and bring your full self to the table.

This course is designed for co-creation: we're in this together. You'll work in cohorts, share feedback, reflect each week, and build toward a final project that lets you showcase what you've learned in a way that's dynamic, visual, and impactful.

Yes, we'll use technology. Yes, we'll follow MLA format. But most of all, we'll explore what it means to think critically, communicate ethically, and advocate for a more just and sustainable future.

I am here to support you—whether you're feeling confident or unsure, excited or overwhelmed. Reach out any time via Canvas or text during the day. I care about your growth, your ideas, and your success.

I'm thrilled to learn alongside you this semester. Let's build something meaningful together.

You are encouraged to explore AI in support of **creativity, collaboration, and communication**. Use AI as a **thought partner**—not a shortcut. It can help spark ideas, clarify concepts, and enhance your projects, but cannot replace your voice or process.

You're here to become a better **critical thinker, writer, and communicator**—that only happens through authentic engagement.

Late Work Policy
I don't accept late work because this course is scaffolded—each assignment builds on the next, and many are designed for collaboration with your cohort. Turning in work late affects not just your progress, but your group's ability to move forward.

That said, I know life happens. If you anticipate a problem meeting a deadline, please reach out **before the due date** so we can talk through your options. My goal is to support your learning, but I also need you to take responsibility for your role in the class.

🖥 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 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)

AI Policy

Permitted Uses of AI (with documentation)

- Brainstorm or outline your ideas
- Clarify difficult texts, concepts, or assignments
- Revise or rephrase your writing with your edits
- Support visual, audio, or digital storytelling—your voice must stay central

Important: AI can support your process but **cannot replace** it.

Unacceptable Uses

- Copying and pasting AI content directly into assignments
- Submitting AI work as your own without revision or citation
- Using AI to skip reading, thinking, or reflection
- Failing to disclose AI use

Plagiarism—including undisclosed AI use—is academic dishonesty.

AI & the Final Reflection

Your final reflection must be **personal, specific**, and grounded in **your real experience**.

Red Flags:

- Vague statements like "I've grown so much as a writer…"
- References to non-existent class activities
- Generic metaphors with no course connection

Strong Examples:

- "In my research project on sunscreen and coral reefs, I found…"
- "For the remix project, I turned Joy Harjo's poem into a letter to the President…"
- "My favorite was the meme analysis web page…"

If You Used AI:

- Include a screenshot of your prompt
- Explain how you used AI
- Describe how you revised the output to reflect your own voice

AI should support your thinking, not replace it.

Still Unsure? Ask First.

If you're not sure whether your AI use is okay—just ask. Questions are welcome.

⚠ Violation Procedure

Offense	What Happens	Grade Impact
1st Violation	Meet with instructor, redo with reflection & documentation	Grade capped at 50%
2nd Violation	Reported to Dean for academic dishonesty	Grade = 0
3rd Violation	Possible course failure and university action	As determined by policy

Course Content

Welcome to Accidental Advocates

Take a Seat at the Table – This course is about learning how to advocate for the health of our planet. Together, we'll craft arguments related to sustainability, climate change, and the planet's well-being.

This is a **project-based writing course**, so please keep that in mind as you approach each assignment.

My name is **Sherri Harvey**, and I'll be your instructor this semester. I am here to support you, guide you, and celebrate your growth as writers, advocates, and critical thinkers.

We are all here to learn from each other, so I ask that you keep a **growth mindset** at the heart of your work this semester. You've got this—but success requires consistent effort and engagement. You will be assigned a **cohort** during the first week of class, and you'll be working with these peers for the rest of the semester. Please be responsive to emails and messages as we begin.

If you have any questions or concerns about the course, you can reach me by email or phone. Please allow up to 24 hours for a response, and remember to include context (your name, class, and assignment reference).

If you run into **technical issues with Canvas**, click "Help" in the left-side menu bar to access guides and resources.

AI as a Thought Partner

In this course, you are encouraged to use **AI tools such as ChatGPT as a collaborative thought partner**. This means using AI to brainstorm, clarify, or question ideas—not to replace your own critical thinking and writing. For example, you may use AI to refine research questions, generate discussion prompts, or explore different perspectives. Whenever AI is used, you must document it transparently (often with a screenshot or short explanation). Think of AI as one more member of your cohort— someone you can "talk to" for ideas but whose contributions must be shaped, edited, and contextualized by you.

I am so happy you are here!

Course Foundations & Goals

By the end of this course, you will strengthen your ability to:

- **Diversity & Equity** – Engage in conversations about race, class, gender, and equity through texts representing a range of perspectives.

- **Writing** – Develop well-supported, persuasive arguments through drafting, revising, and editing. (Minimum 6,000 words; at least 4,000 in revised form.)

- **Logic** – Analyze rhetorical and logical structures, identifying evidence, warrants, and common fallacies.

- **Reading** – Read critically to understand, analyze, and respond to argumentative texts.

- **Oral Communication** – Present arguments individually and collaboratively with confidence and clarity.

- **Digital Literacy** – Use platforms like **Adobe Express, Google Docs, and Canvas** to design and share multimodal projects.

- **Critical Thinking** – Approach sustainability and climate justice with a pro-con mindset, weighing multiple perspectives before forming conclusions.
- **Collaboration & Communication** – Work effectively in a cohort, learning from and supporting one another throughout the semester.
- **Creativity** – Express your voice and ideas through digital storytelling, poetry, memes, web pages, and other multimodal projects.
- **AI Integration** into your own voice and ideas.

  Final Note: This course is about more than just writing—it's about **finding your voice, sharpening your thinking, and creating work that matters**.

If you need technical support with Canvas, please click on the word "Help" in the left-side menu bar of your Canvas screen. From there, you will be able to access a list of resources to help you with Canvas. Please check the [Guide on How to get help with Canvas. (https://guides.instructure.com/m/8470/l/41954-how-do-i-get-help-with-canvas)](https://guides.instructure.com/m/8470/l/41954-how-do-i-get-help-with-canvas)

I am so happy you are here!

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.

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).

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 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 Goals

Learning Objectives

English 2 is a writing course that explores argumentation and analysis through the study of literary, rhetorical, and professional texts. You will develop the habits of mind required to analyze texts and write persuasively from and about them. You will practice prewriting, organizing, composing, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes. This class will require group work, and by the end of it, you will also be able to add "digitally savvy" to your resume.

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 Express Web page, and use the information you see every day to evaluate validity and credibility
6. USE YOUR VOICE
7. Become digitally literate
8. Become an AI generalist
9. Also, please note: as a general rule, I do not accept late work. Please see the policy below for emergencies. If you contact me before the due date, we can discuss your options.
10. When you send me an email or a text, please provide enough context for me to understand your question: name, class name, and the issue you are referring to would help. Please also text during business hours only.
11. Sign up here and use Adobe Express and [Creative CloudLinks to an external site. (https://www.sjsu.edu/adobe/creative-cloud/access/)](https://www.sjsu.edu/adobe/creative-cloud/access/) all semester. (Please create a FREE account with your SJSU email so you'll have access to more tools than the public!)

📊 Course Learning Outcomes (CLOs)

n English 2 you will explore the relationship between language and logic in composing arguments. With such course themes as Digital Literacies, Gaming, Pop Culture, Sports, Gender, and Sustainability, our goal is to challenge you academically and creatively. Through a series of integrated reading, writing, and oral

assignments, you will engage complex issues that require critical thinking and argumentation. Building on English 1A, you will extend your study of stylistic and grammatical conventions in formal writing.

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.

📘 Course Materials

Buy or download THE BOOK!

[All We Can Save](https://www.google.com/books/edition/All_We_Can_Save/91Q0EAAAQBAJ?hl=en&gbpv=1&printsec=frontcover) (https://www.google.com/books/edition/All_We_Can_Save/91Q0EAAAQBAJ?hl=en&gbpv=1&printsec=frontcover)

[PDF (https://foothillcollege.instructure.com/courses/30503/files/9581871?wrap=1)](https://foothillcollege.instructure.com/courses/30503/files/9581871?wrap=1)

You can buy it on Amazon, at the bookstore, borrow it at the library or listen to it on Audible: Here is the link to the [audiobook. (https://www.audiobooks.com/audiobook/438581/?refId=40779&gclid=Cj0KCQjwg_iTBhDrARIsAD3Ib5iXtcBp50if87eLDbBjXG0E3OvYcWxWupGvIA4UNjSeVL607_JJIN8aAn80EALw_wcB)](https://www.audiobooks.com/audiobook/438581/?refId=40779&gclid=Cj0KCQjwg_iTBhDrARIsAD3Ib5iXtcBp50if87eLDbBjXG0E3OvYcWxWupGvIA4UNjSeVL607_JJIN8aAn80EALw_wcB)

You could also check your local library.

Summary of the book: Provocative and illuminating essays from women at the forefront of the climate movement who are harnessing truth, courage, and solutions to lead humanity forward.

All We Can Save: Truth, Courage, and Solutions for the Climate Crisis

Author: by Ayana Elizabeth Johnson (Editor), Katharine K. Wilkinson (Editor)
Publisher: One World (September 22, 2020)

≔ Course Requirements and Assignments

Group Work Requirement

Students will work in assigned cohorts throughout the semester. Group collaboration is required for all major digital projects, including the Meme Analysis, Poetry Presentation, Research Proposal, and Final Web Page Presentation.

Digital Literacy & AI Use

This course emphasizes digital composition using Adobe Express. Students will also use ChatGPT or Research Genie as collaborative writing tools to brainstorm, analyze, and refine their ideas for each major assignment. AI contributions must be documented through screenshots and credits.

Project Format

All major assignments will be submitted as Adobe Express Web Pages. These include the Meme Analysis, Poetry Presentation, and Final Multimodal Research Project.

Advocacy for the Planet

The guiding theme of this course is sustainability. Students will explore climate justice and environmental responsibility through research, digital media, and persuasive writing. The ultimate goal is to learn how to advocate for the planet in personal, academic, and public spheres.

ENG2 Assignment List & Due Dates

Assignment Name	Due Date
W1	Google Doc Link	Course Contract	Feb 2, 11:59 PM
W1	Introductions: Who Are You Online?	Feb 2, 11:59 PM
W1	Two Big Take-Aways	Feb 2, 11:59 PM
W2	Webpage Link	Test Run: Adobe Express Memes Assignment (Solo)	Feb 9, 11:59 PM
W3	Reading Response #1	All We Can Save – Getting Started Preview	Feb 16, 11:59 PM
W3	Essay #1	Diagnostic Essay: Go, Greta or Oh, No, Greta (Solo)	Feb 16, 11:59 PM
W3	Collaborative Google Doc	Launch Pad: Meet Your Cohort + Name Your AI	Feb 16, 11:59 PM

Assignment Name	Due Date
W4	Reading Response #2	All We Can Save (Voice Memo / Video / Podcast)	Feb 23, 11:59 PM
W4	Padlet	Post Your Cohort's Meme	Feb 23, 11:59 PM
W5	Essay #2	Adobe Express Webpage: Memes Project (Cohort)	Mar 2, 11:59 PM
W6	Two Big Take-Aways (Weeks 2–5)	Mar 9, 11:59 PM
W7	Essay #3	Adobe Express Poetry Webpage (Cohort)	Mar 16, 11:59 PM
W7	Reading Response #3	All We Can Save – Creative Remix	Mar 16, 11:59 PM
W7	Discussion	AI Journal #3: Ask the Poet	Mar 16, 11:59 PM
W8	Midterm Test	Mar 19, 11:59 PM
W8	Creative Reflection on Poetry & Collaboration (Solo)	Mar 23, 11:59 PM
W8	Optional: Diagnostic Essay Revision	Mar 23, 11:59 PM
W9	Reading Response #4	All We Can Save – Patchwork Essay	Mar 30, 11:59 PM
W9	Essay #4	Research Blueprint: Sustainability in Action (Cohort)	Mar 30, 11:59 PM
W10	Two Big Take-Aways (Weeks 6–9)	Mar 9, 11:59 PM
W11	Two Big Take-Aways (Weeks 7–11)	Apr 13, 10:59 PM
W12	Reading Response #5	All We Can Save – Persist, Feel, Nourish	Apr 20, 11:59 PM
W13	Two Big Take-Aways (Week 12)	Apr 27, 11:59 PM
W13–15	Essay #5	Final Multimodal Adobe Express Research Project (Cohort)	Apr 27, 11:59 PM
W14	Discussion	Who Are You Becoming? Revised Professional Bio	May 4, 11:59 PM
W15	Post-Project Reflection on Collaboration & Composition	May 4, 11:59 PM
Final Exam	Self-Reflection Essay	May 6, 11:59 PM
Optional: 25-Point Extra Credit Course Review	May 6, 11:59 PM

✔ Grading Information

Letter grades and their corresponding percentages. You need a C- to pass.

- ## Determination of Grades

Grade	Percentage
A plus	96 to 100%
A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

🏛 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

ENG2 Assignment List & Due Dates

Assignment Name	Due Date
W1 | Google Doc Link | Course Contract	Feb 2, 11:59 PM
W1 | Introductions: Who Are You Online?	Feb 2, 11:59 PM
W1 | Two Big Take-Aways	Feb 2, 11:59 PM
W2 | Webpage Link | Test Run: Adobe Express Memes Assignment (Solo)	Feb 9, 11:59 PM
W3 | Reading Response #1 | All We Can Save – Getting Started Preview	Feb 16, 11:59 PM
W3 | Essay #1 | Diagnostic Essay: Go, Greta or Oh, No, Greta (Solo)	Feb 16, 11:59 PM
W3 | Collaborative Google Doc | Launch Pad: Meet Your Cohort + Name Your AI	Feb 16, 11:59 PM
W4 | Reading Response #2 | All We Can Save (Voice Memo / Video / Podcast)	Feb 23, 11:59 PM
W4 | Padlet | Post Your Cohort's Meme	Feb 23, 11:59 PM
W5 | Essay #2 | Adobe Express Webpage: Memes Project (Cohort)	Mar 2, 11:59 PM
W6 | Two Big Take-Aways (Weeks 2–5)	Mar 9, 11:59 PM
W7 | Essay #3 | Adobe Express Poetry Webpage (Cohort)	Mar 16, 11:59 PM
W7 | Reading Response #3 | All We Can Save – Creative Remix	Mar 16, 11:59 PM
W7 | Discussion | AI Journal #3: Ask the Poet	Mar 16, 11:59 PM
W8 | Midterm Test	Mar 19, 11:59 PM
W8 | Creative Reflection on Poetry & Collaboration (Solo)	Mar 23, 11:59 PM
W8 | Optional: Diagnostic Essay Revision	Mar 23, 11:59 PM
W9 | Reading Response #4 | All We Can Save – Patchwork Essay	Mar 30, 11:59 PM
W9 | Essay #4 | Research Blueprint: Sustainability in Action (Cohort)	Mar 30, 11:59 PM
W10 | Two Big Take-Aways (Weeks 6–9)	Mar 9, 11:59 PM
W11 | Two Big Take-Aways (Weeks 7–11)	Apr 13, 10:59 PM

Assignment Name	Due Date
W12 | Reading Response #5 | All We Can Save – Persist, Feel, Nourish	Apr 20, 11:59 PM
W13 | Two Big Take-Aways (Week 12)	Apr 27, 11:59 PM
W13–15 | Essay #5 | Final Multimodal Adobe Express Research Project (Cohort)	Apr 27, 11:59 PM
W14 | Discussion | Who Are You Becoming? Revised Professional Bio	May 4, 11:59 PM
W15 | Post-Project Reflection on Collaboration & Composition	May 4, 11:59 PM
Final Exam | Self-Reflection Essay	May 6, 11:59 PM
Optional: 25-Point Extra Credit Course Review	May 6, 11:59 PM