

Critical Thinking and Writing Section 10

ENGL 2

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/17/2022

Meeting Times: TR 12:00 - 1:15

Location: BBC 123

Contact Information

Lecturer: Chelsea Criez

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Office: FOB 215

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Office Hours

Monday, Wednesday, 11:30 AM to 1:00 PM, FOB 215

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 Areas A1 and A2 each with grades of C- or better.

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

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A 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 1A, 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.

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>)

Mask Policy

Use of face coverings or masks:

- are required by all persons on campus at all times when indoors, except when alone in a private office with the door closed
- are strongly recommended when outside on campus and it is difficult to maintain at least six feet of physical distance from others

For more information, see SJSU's [Health Advisories page \(https://www.sjsu.edu/healthadvisories/\)](https://www.sjsu.edu/healthadvisories/).

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: Penguin Random House

Edition: 4

ISBN: 9780593237380

Course Requirements and Assignments

Project: Advertisement

With your group, you will use different persuasive techniques to sell an item to the class.

Analyses

You will write four brief analytical essays, examining the persuasive and argumentative techniques of others.

Essay: Argumentative Research Paper

In this essay, you will research a topic of your choice and make an argument using the techniques we learn in class.

Participation

Most of learning happens during discussion, so it's important you participate in class each day. However, this participation grade also includes group work, online assignments, and visiting office hours.

Portfolio: Reflection on College Writing

You will add to your RCW portfolio and examine your growth as a college writer.

Grading Information

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|----|--------|----|--------|----|--------|
| A | 94%+ | B- | 80-83% | D+ | 67-69% |
| A- | 90-93% | C+ | 77-79% | D | 64-66% |

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|----|--------|----|--------|----|--------|
| B+ | 87-89% | C | 74-76% | D- | 60-63% |
| B | 84-86% | C- | 70-73% | F | <60% |

Criteria

| Type | Weight | Topic | Notes |
|-------------------|--------|-----------------------|---|
| Advertisement | 20% | The Art of Persuasion | This assignment is composed of a Pitch Proposal, Commercial, Demographic Report, and Group Reflection. |
| Research Essay | 25% | Argumentation | This assignment is composed of an Annotated Bibliography, Rough Draft, Peer Review, and Final Draft. The last grade will be dropped at the end of the semester. |
| Analytical Papers | 20% | Rhetorical Analysis | You will write four Analytical Papers over the semester. The lowest grade will be dropped at the end of the semester. |
| Portfolio | 20% | Reflection | This is a continuation of your Reflection on College Writing. |
| Participation | 15% | | This participation grade is made up of in-class discussion, group work, online submissions, and visiting office hours. |

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

| Week | Date | Classwork |
|------|------|---|
| 1 | 8/23 | Read: Syllabus In Class: Course Overview; Community Guidelines |
| 1 | 8/25 | Reading: <i>Thank You For Arguing</i> pp. 3-24 Due: Complete Student Survey In Class: Assignment #1; Intro to Rhetoric |
| 2 | 8/30 | Read: <i>Thank You For Arguing</i> pp. 25-44 In Class: Goals and Outcomes |
| 2 | 9/1 | Read: <i>Thank You For Arguing</i> pp. 45-66 In Class: Audience and Decorum |
| 3 | 9/6 | Due: Analysis #1 In Class: Group Work |

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| 3 | 9/8 | Read: <i>Thank You For Arguing</i> pp. 67-81 In Class: Ethos |
| 4 | 9/13 | Read: <i>Thank You For Arguing</i> pp. 82-108 In Class: Pathos |
| 4 | 9/15 | Read: <i>Thank You For Arguing</i> pp. 109-134 Due: Analysis #2 In Class: Framing Your Argument |
| 5 | 9/20 | Due: Pitch Proposal (eoc) In Class: Group Work |
| 5 | 9/22 | Read: <i>Thank You For Arguing</i> pp. 135-146 In Class: Logos |
| 6 | 9/27 | Read: <i>Thank You For Arguing</i> pp. 147-159 In Class: Putting it Together; Group Work |
| 6 | 9/29 | Due: Commercial (eoc) In Class: Group Work |
| 7 | 10/4 | In Class: Commercial Presentations |
| 7 | 10/6 | <i>No Class: See Canvas</i> |
| 8 | 10/11 | Read: <i>Thank You For Arguing</i> pp. 327-341; <i>They Say I Say</i> (Canvas) In Class: Assignment #2; Entering Conversations |
| 8 | 10/13 | Read: <i>They Say I Say</i> (Canvas) In Class: Research and Citation |
| 9 | 10/18 | Read: <i>Online Civic Reasoning</i> (Canvas) In Class: Online Civic Reasoning |
| 9 | 10/20 | Read: <i>They Say I Say</i> (Canvas) Due: Annotated Bibliography In Class: Argument Structure |

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| 10 | 10/25 | Read: <i>Thank You for Arguing</i> pp. 163-200 In Class: Fallacies and Bias |
| 10 | 10/27 | Read: <i>Thank You for Arguing</i> pp. 274-284 & 313-326 In Class: Kairos and Capturing Your Audience |
| 11 | 11/1 | <i>No Class: See Canvas</i> |
| 11 | 11/3 | Read: <i>Thank You for Arguing</i> pp. 342-354 Due: Analysis #4 In Class: Putting the Pieces Together |
| 12 | 11/8 | Due: Rough Draft (eoc) In Class: Essay Workshop |
| 12 | 11/10 | Read: <i>They Say / Say</i> (Canvas) Due: Peer Review Worksheet (eoc) In Class: Peer Review |
| 13 | 11/15 | Read: <i>They Say / Say</i> (Canvas) In Class: Responding to Objections |
| 13 | 11/17 | Due: Final Draft (eoc) In Class: Essay Workshop |
| 14 | 11/22 | <i>Thanksgiving Break</i> |
| 14 | 11/24 | <i>Thanksgiving Break</i> |
| 15 | 11/29 | In Class: Reflection and Makeup Work |
| 15 | 12/1 | In Class: Portfolios |
| 16 | 12/6 | In Class: Semester Recap |
| Final | 12/8 | 9:45-12:00 Due: Final Portfolio |