Critical Thinking and Writing Section 19
ENGL 2

Spring 2024   3 Unit(s)   01/24/2024 to 05/13/2024   Modified 01/21/2024

🕐 Course Information

Instructor: Jillian Murphy

- **Email:** jillian.murphy@sjsu.edu
- **Office:** F.O. room 221

For the fastest response, message me on Canvas.

All extension requests must be made through Canvas.

Office Hours

- In person drop-in
- Wednesday, 1:30 PM to 2:30 PM, My Office

This may need to be amended in the first weeks of class based on my obligations on campus. I will let you know of any necessary changes.

- Online drop-in
- Monday, 10:00 AM to 11:00 AM, Zoom

Zoom office hour link: https://sjsu.zoom.us/my/jillian.murphy

- By Appointment
- Zoom

Email or message me on Canvas to schedule office hours by appointment.

Class Sessions

Monday, Wednesday, 3:00 PM to 4:15 PM, Boccardo Business Center (BBC) 128

Strike Information from CFA Union

1/22 - 1/26

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)

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.

Date and Time: Monday, May 20 12:15-2:30 PM (asynchronous)

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).

Course Theme

Aristotle called rhetoric "the ability, in each particular case, to see the available means of persuasion." Cicero declared it "speech designed to persuade." Burke defined it as "[the] use of words by human agents to form attitudes or to induce actions in other human agents." In every case we see that influence is at the core of rhetoric.

In this course we will study influence through the modern figure of the "influencer," a professional whose goals of persuasion are tied to marketing a product, service, or their own brand online. What rhetorical strategies do influencers rely on to argue the value of a fast fashion brand? A VPN? A meal delivery service? A lifestyle? How are the strategies of these "human agents" furthered by nonhuman agents like social media or search engine algorithms? What are the social and political contexts that enable these arguments and how do influencers capitalize on them?

As we tease apart the elements of influencer rhetoric, we will also build our own arguments about the ethics and value of this new economy. How have our lives been changed by this new form of marketing? In what ways does it bring value? How should it be regulated? Who is responsible for the negative effects of social media and influencer culture?

Our goal by the end of this course is not only to "see the available means of persuasion" for ourselves, but also to consider the ethics and impact of persuasion and the ways our own influence can shape the world around us.

Learning Environment

As college students, you are responsible for your success in this course. In order to most improve your writing and grade, you should be attentive to instruction, engaged in discussions and activities, and caught-up with all coursework. Participation is key to our collaborative learning environment, so I expect you to be civil and respectful toward me and the other students in the class.

Please note: sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

Coursework

In-class work, homework, and major essay assignments will all have their own guidelines and instructions available on Canvas as soon as the project is assigned. Make sure to read and understand the instructions for an assignment well before the due date.

It is your responsibility to turn in thoughtful and complete work by the deadline listed or request an extension.

Re-written/re-submitted work will be scored down according to the late policy (see Late work, below).

If you have questions about an assignment, reach out to classmates or to me for clarification with enough time to complete the work correctly, or request an extension (see Extensions, below).

Hyperlinks will not be accepted as submissions for coursework. Make sure you understand how to submit a .doc, .page, or .pdf.

In-Class work

To earn full points, students must be present and participating and must turn in work before the end of class. Students must be present to participate in and earn credit for group work.

Absences

If you cannot attend class, complete coursework individually to earn partial credit. Absent students can earn 70% of the full points for an assignment if they complete it within 3 days. After that they can earn late credit (see late work policy).

In-class work submitted outside class must follow all requirements in order to earn partial credit.

Visit me in office hours within 2 weeks of an absence for an exception to these penalties.

It is your responsibility to contact a classmate to catch up on notes and class materials. If you have further questions, meet me in office hours.

Late work

Submit homework by the due date listed on the assignment, or request an extension (see: Extensions, below). Unexcused late work will be graded down a letter grade for every day it is late.

Note: The Final Portfolio Final Draft cannot be turned in late.

There is no deadline to turn in in-class or homework assignments for 50% credit. You may complete and turn in in-class or homework assignments for partial credit up until our final class meeting on Wednesday, May 15. To earn partial credit, assignments must be complete; incomplete work will earn a 0.

Extra Credit

Students with exceptional contributions to our in-class collaborations can earn 1 extra credit point per class session, with a maximum of 15 points.

Extensions

Students can request an extension on homework assignments, projects, and essays by messaging me on Canvas **before the assignment's due date**. I do not require an excuse, doctor's note, or justification, but you must include the following in your message:

1. What assignment you need an extension on

2. What your new due date will be

This new date will serve as your due date for the assignment, and the late policy will apply. To extend an extension, students must submit another extension request before this new due date.

Work turned in late due to extension or otherwise will receive feedback after all on-time work is graded. To get feedback sooner, visit me in office hours. As always, it is your responsibility to keep up with the pace of the class. If you are struggling, don't hesitate to reach out.

I cannot give extensions on the presentations or final portfolio.

▤ 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 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

Coursework will be completed digitally through Canvas. You will need to have a phone, laptop or tablet with internet access in order to submit work in-class and for homework. If this is a concern, email me and we will figure out a solution.

Reading assignments may be added or removed (with notice) based on our needs as a group.

Assigned Texts

There is no course textbook. All course materials will be available on Canvas.

Availability: Canvas

Student Sources

Students will be responsible for locating appropriate sources and materials for their writing assignments.

Availability: University Library, Online Databases

Coursework

Coursework will be completed digitally through Canvas.

You will need to have a phone, laptop or tablet with internet access in order to submit work in-class and for homework. If this is a concern, email me and we will figure out a solution.

☰ Course Requirements and Assignments

Essay: Visual Analysis

Rough Draft Due: M 2/12

In-Class Peer Review Workshop: M 2/12

Final Draft Due: M 2/17

Essay: Contextual Analysis

Rough Draft Due: M 3/4

In-Class Peer Review Workshop: M 3/4

Final Draft Due: M 3/11

Oral Presentation: Meme Analysis

Rough Draft Due: M 3/18

In-Class Peer Review Workshop: M 3/18

Final Draft Due: M 3/25

Presentations: M 3/24 and W 3/27

Essay: Persuasive Research Project

Rough Draft Due: M 4/22

In-Class Peer Review Workshop: M 4/22

Final Draft Due: M 5/6

Final Portfolio: ENGL 2 Reflection

Rough Draft Due: M 5/13

In-Class Peer Review Workshop: M 5/13

Final Draft Due: M 5/20 at 2:30pm

Homework and Classwork

Students will have regular reading and writing homework to prepare before each week of class. We will also complete writing, analysis, and group work in class. All assignments will be turned in on Canvas. See the section on Class Policies for details about late work and extensions.

Links will not be accepted as submissions for homework or in-class assignments.

✔ Grading Information

Criteria

Type	Weight	Topic	Notes
Visual Analysis	15%	750 words	CLO 1-4

Type	Weight	Topic	Notes
Contextual Analysis	15%	750 words	CLO 1-4
Oral Presentation	10%	500 words	CLO 1-4
Persuasive Research Essay	20%	1500 words	CLO 1-4
Final Portfolio	15%	500 words	CLO 1-4
Homework and Classwork	25%	2000+ words	CLO 1-4

Breakdown

Grade	Range	Notes
A	93% to 100%	
A-	90% to 92%	
B+	87% to 89%	
B	83% to 86%	
B-	80% to 82%	
C+	77% to 79%	
C	73% to 76%	
C-	70% to 72%	
D+	67% to 69%	
D	63% to 66%	
D-	60% to 62%	
F	0% to 59%	

🏛 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 (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.