

# Critical Thinking and Writing Section 85

## ENGL 2

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 05/02/2024

### Course Information

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#### Course Theme

In the 1950s, Doris Day famously sang: "Whatever will be, will be / The future's not ours to see / Que sera, sera." But according to today's brightest thinkers, the future is not only ours to see, but ours to shape. Futurists, as they are called, anticipate current trends and events with the goal of predicting their logical and systematic outcomes. This semester's ENGL 2 will concern all things related to the future. We will examine the potential trajectory of everything from the rapid development of artificial intelligence technology to medical breakthroughs on the horizon. We will read and write about a diverse assemblage of texts exploring these issues and others.

### Course Description and Requisites

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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

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#### 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.

## 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

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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

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### Course Learning Outcomes (CLOs)

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#### 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

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### Materials

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Required:

- *The Future We Choose: The Stubborn Optimist's Guide to the Climate Crisis* by Christiana Figueres and Tom Rivett-Carnac (ISBN: 0593080939)
- Packback AI Learning Platform\*

Recommended:

*The Everyday Writer with 2020 APA Update* by Andrea A. Lunsford (ISBN: 1319361153)\*\*

\*Available for purchase via Canvas portal

\*\*So long as it's current, any equivalent writing guide will suffice

## Grading Information

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### Contract Grading

This course utilizes the “Contract Grading” methodology. Think of this like the old adage, “It’s about the journey, not the destination.” This means, if a student completes a set number of assignments—on time and in good faith\*—then, that student is guaranteed a minimum grade in the class of a B (or 85%). Contract Grading deemphasizes the final product/grade as the student’s ultimate goal. Instead, the focus shifts to bettering a student’s skills through writing as a process.

Your grades will be logged as either ✓ (completed/satisfactory) or O (missing/unsatisfactory). For students who wish to work for a grade higher than 85%, additional assignments will be graded in the traditional A-B-C model (see Pathway 2 below).

Your grade can follow one of three potential pathways:

Pathway 1: Earning a B (85%)	<p>In order to earn a B (85%), you must complete the following 12 assignments* on time (and in good faith):</p> <ol style="list-style-type: none"><li>a. Diagnostic (750 words)</li><li>b. Burke's Dramatistic Pentad (750 words)</li><li>c. Rogerian Argument (750 words)</li><li>d. Aristotle's Modes of Persuasion (750 words)</li><li>e. Toulmin Method (750 words)</li><li>f. Slide Presentation (750 words)</li><li>g. Reflection 1 (500 words)</li><li>h. Reflection 2 (500 words)</li><li>i. Reflection 3 (500 words)</li><li>j. Reflection 4 (500 words)</li><li>k. Research Project (2,250 words)</li><li>l. English Dept. Self-Reflection Essay &amp; ePortfolio (750 words)</li></ol> <p>Additionally, you are required to consistently attend class and actively participate, both on Zoom and in Packback.</p> <p><i>*Rubrics will be available in Packback</i></p>
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<p>Pathway 2:</p> <p>Earning higher than 85%</p>	<p>In order to earn higher than 85%, you must:</p> <ol style="list-style-type: none"> <li>1. Complete all the criteria listed in Pathway 1</li> <li>2. Complete a fifth reflection (250 words)</li> <li>3. Instead of an eight-page and</li> </ol> <p>five-side research project, yours will be ten pages and seven slides (2,850 words)</p> <p>Note: This path does not guarantee an A. It only offers the opportunity to earn higher than 85%. To receive an A, your work must meet A-level criteria, as defined by the Department Grading Policy (see above).</p>
<p>Pathway 3:</p> <p>Earning less than 85%</p>	<p>You will earn lower than 85% if:</p> <ol style="list-style-type: none"> <li>1. You do not complete ALL of Pathway 1 or are late on assignments</li> </ol> <p>and/or</p> <ol style="list-style-type: none"> <li>2. The assignments are not completed in good faith, as outlined by the rubrics.</li> </ol>

\*1. "Good faith" means a sincere effort to complete the assignment to the best of your ability 2. For assignments pertaining to Packback, "good faith" includes asking at least one question, and answering two others.

## University Policies

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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

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## Course Schedule

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider this syllabus to be only a rough guide and immediately out-of-date.

### Notes:

- Look for any assignments worth points to be CAPITALIZED below.
- All lecture presentations will be housed in the “Files” section of our Canvas.
- Aim to have readings finished by Tuesday’s class.
- Though most presentations will take place on Thursdays, you should be ready by the beginning of the week.
- Unless otherwise noted, all assignments are due via either Packback and/or Canvas. Please do not submit any assignments via email.

### Agenda Key:

- CHOOSE (*The Future We Choose*)
- eR (eReader)
- GDocs (Google Docs)

### Weekly Agendas:

These agendas are subject to change. Always consult EauZone for the most up-to-date information and schedule. Going forward, consider the agendas below to be only rough guides.

Week 1: Thu 1.25

Class: Syllabus review

Week 2: Tue 1.30/Thu 2.1

Class: Introductions; Watch: Excerpts from *Electric Dreams* (1984)

Week 3: Tue 2.6/Thu 2.8

Class: Lecture—“Crafting the Essay: Writing as a Process”

Week 4: Tue 2.13/Thu 2.15

Class: Lecture—“Building a Better Multimedia Presentation: An Annotated Look,” “An Introduction to Packback”

Due: DIAGNOSTIC

Week 5: Tue 2.20/Thu 2.22

Class: Presentation topic assignments; Lecture—"Inside Kenneth Burke's Dramatistic Pentad"

Due: REFLECTION 1

Week 6: Tue 2.27/Thu 2.29

Class: Slide presentations

Due: DRAMATISTIC PENTAD

Week 7: Tue 3.5/Thu 3.7

Class: Slide presentations; Lecture—"Seeking Common Ground: Understanding the Rogerian Argument," "Infographics 101"

Due: REFLECTION 2

Week 8: Tue 3.12/Thu 3.14

Class: Slide presentations

Due: THE ROGERIAN ARGUMENT

Week 9: Tue 3.19/Thu 3.21

Read: CHOOSE—Part I: Two Worlds

Class: Reading discussion; Slide presentations; Lecture—"Aristotelian Analysis: Understanding the Modes of Persuasion"

Due: REFLECTIONS 3 & 4

Week 10: Tue 3.26/Thu 3.28

Read: CHOOSE—Part II: Three Mindsets; GDocs—Lit Pack 1



Class: Reading discussion; Slide presentations; Lecture—"Inside the Toulmin Model"

Due: ARISTOTELIAN MODES OF PERSUASION

Week 11: Tue 4.2/Thu 4.4 (NO CLASS—SPRING BREAK)

Week 12: Tue 4.9/Thu 4.11

Read: CHOOSE—Part III: Ten Actions; GDocs—Lit Pack 2

Class: Reading discussion; Slide presentations

Due: THE TOULMIN METHOD

Week 13: Tue 4.16/Thu 4.18

Class: Slide presentations, Writer's workshop

Due: RESEARCH PROJECT (UP TO PAGE 2)

Week 14: Tue 4.23/Thu 4.25

Class: Slide presentations, Writer's workshop

Due: RESEARCH PROJECT (UP TO PAGE 4)

Week 15: Tue 4.30/Thu 5.2

Class: Slide presentations, Writer's workshop; Lecture—"The Self-Reflection Essay and ePortfolio:  
A How-To"

Due: RESEARCH PROJECT (UP TO PAGE 6)

Week 16: Tue 5.7/Thu 5.9

Class: Slide presentations; Class wrap-up

Due: RESEARCH PROJECT

Final Exams:

Sec. 85: Wed 5.15; 8:00 – 9:30 a.m.

Zoom: Meeting ID: 810 9500 4467/Passcode: 915988

Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)

Sec. 86: Fri 5.17; 8:00 – 9:30 a.m.

Zoom: Meeting ID: 892 0897 0624/Passcode: 143783

Due: ENGLISH DEPT. SELF-REFLECTION & EPORTFOLIO (SUBMIT VIA CANVAS BY MIDNIGHT)