SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing Section 07

ENGL 2

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/22/2023

Please note: this class also includes Eng 2 Sections 81 and 84 (asynchronous)

👤 Contact Information

It is ok to text me at 650-269-1288 during business hours. Please give me time to reply.

Instruction: Sherri Harvey

Email: sherri.harvey@sjsu.edu
Phone: 6502691288
Website: https://www.sherriharvey.com (https://www.sherriharvey.com)

Please keep in mind: a growth mindset is essential to doing well here. There is no such thing as perfection--and we are all here to learn together. You got this. But you must try. It is that simple.

🖥 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

Find your voice. Do it here, in the safely of the classroom, with me supporting you so you can learn to take it with you out unto the world to effect change and to help save the planet.

ESSAY FORMAT: We will submit everything through Canvas. Please make sure you follow MLA format.

PLEASE NOTE: Do not email any of your assignments to me. Everything should be submitted in Canvas.

RESEARCH PROJECT: English 2 shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. You will be working toward answering the question:

HOW WILL I SAVE THE PLANET? Ideas for sustainability.

You will be working with the samepeople for the entire semester. Will you be a leader or a follower? Your cohort will be grading you.

Your final research project will have a number of components, all of which will count toward the final grade, and will be discussed in

class. You will create this with your cohort.

ATTENDANCE: please keep up, be it online or in class. If you are struggling, please reach out ASAP. Let's find a solution together.

Additionally, DO NOT MAKE your inattentiveness to your assignments MY PROBLEM. I will help you, but you have to let me know.

BRING SOMETHING TO THE PARTY.

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.

Oral Communication: You will be responsible for creating group presentations using Adobe Spark. You will support your ideas with multi-media sources as you work together to uncover your own interpretation of your chosen poem. You will create an Adobe Spark page for presenting your findings on the poem assignment and on your final research project.

Additionally, if you do NOT UNDERSTAND the comments I make on your assignments, please schedule an appointment to discuss your ideas with me. Let's talk about them!

LET'S HAVE A BLAST!!! Make learning a way of life!

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.

▤ 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 Goals

Upon successful completion of the course, you will be able to:

- **locate and evaluate sources**
- **present effective arguments**

- **locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas;**

- **identify and critically evaluate the assumptions in and the context of an argument;**

- **distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).**

- **Use Adobe Spark and Premiere Rush with confidence!**

- **Work effectively in a group**
- **Develop a growth mindset**

▥ 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 the course, you will be able to:

- **locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;**

- **present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;**

- **locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas;**

- **identify and critically evaluate the assumptions in and the context of an argument;**

- **distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).**

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

Required Texts/Readings

Various essays, videos and additional material can be found in Canvas. Please make sure you familiarize yourself with the learning platform. If you get stuck, come see me!

They Say/I Say Templates (https://docs.google.com/document/d/1CY7u-rZDyWRlmqMlA47B2ueHcMcVWR_-onF6nYPjnn8/edit#!)

Various essays, videos, and additional material can be found in Canvas. Please make sure you familiarize yourself with the learning platform. If you get stuck, come see me!

All We Can Save (https://www.penguinrandomhouse.com/books/645808/all-we-can-save-by-edited-by-ayana-elizabeth-johnson-and-katharine-k-wilkinson/) Essays for the Climate Crisis
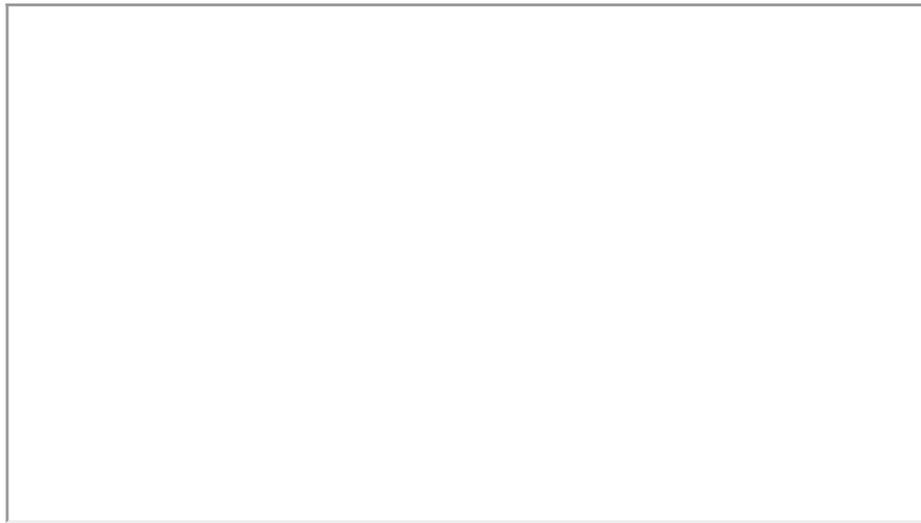
Recommended

Seeds of Hope by Jane Goodall

Video can be viewed as well.

Adobe CC Software (https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/index.php) can be downloaded for free

Plus various online linked articles with each module

[Google, Democracy and the Truth About the Internet Search (https://www.theguardian.com/technology/2016/dec/04/google-democracy-truth-internet-search-facebook)](https://www.theguardian.com/technology/2016/dec/04/google-democracy-truth-internet-search-facebook) **by Carole Cadwalladr**

[Does Texting Affect Writing](#) **by Michaela Cullington**

[How I Learned to Love Snapchat](#) **by Jenna Wortham**

[Go Ahead: Waste Time on the Internet](#) **by Kenneth Goldsmith**

[Does a Protest's Size Matter](#) **by Zeynep Tufekci**

[Finding Our Humanity](#) **by Leif Cocks**

[Video Series](#) **can be viewed as well.**

All We Can Save TRUTH, COURAGE, AND SOLUTIONS FOR THE CLIMATE CRISIS

Author: Edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson
Publisher: Penguin Random House
ISBN: 9780593237083

https://www.penguinrandomhouse.com/books/645808/all-we-can-save-by-edited-by-ayana-elizabeth-johnson-and-katharine-k-wilkinson/9780593347614/?ref=PRHA41A0D52358A

⋮≡ Course Requirements and Assignments

Course Theme: BECOME AN ACCIDENTAL ADVOCATE: SAVING THE PLANET

Course Description

We will explore our own cognitive biases that inform us of the differences between what we think and how we are influenced. We will examine rhetoric and language and how the things around us (the media, YOUTUBE, Social Media, COMICS, poems, and memes to think about the forces in society that shape our biases, and consider how awareness and education affect those biases.

Through a series of integrated reading, writing, and oral assignments, you will engage in 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. Using essays, videos, and poems, we will explore how the things we read, see, watch, and understand shape how we see our place in

the world and how we can shape it for future generations. You will work with the same group all semester to adopt and develop a research project related to SUSTAINABILITY. Through a series of assignments, you will explore that topic in preparation for a final, mixed-media, ADOBE--Spark research project that explores, highlights, discusses, and presents that topic from different lenses.

You will be working all semester toward your final research project, a MULTI-MODAL compilation of text and writing using ADOBE software to design and implement this project. You will focus on how the world around us uses language, images, and memes to make an argument. In our digital world, mastering skills both in writing and speaking as well as adding mastery of digital resources in order to engage in the argument around you will be an important task for graduating from SJSU.

SOME GREAT QUESTIONS TO KEEP TRYING TO ANSWER throughout the semester: Where does my own way of thinking about any topic come from? How can I better articulate my opinion and engage in the discussions going on around me? Can I respectfully and wholeheartedly disagree and still listen to another position? What is at stake? How can I use the tools of a digital economy to serve me after graduating from college? And lastly, how can I play a role in the issues of sustainability that are plaguing all of us today?

We will use Canvas to share files and information as well as to submit work. Please plan on checking Canvas regularly in order to keep up with the class. Please note: you will have a variety of assignments ONLINE and will submit everything through CANVAS. If you need help, see me!

✔ Grading Information

You must pass with a C- or better for credit!

Please note: no late work will be accepted.

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

🏛 University Policies

Per University Policy S16-9 (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). Make sure to visit this page to review and be aware of these university policies and resources.