

Critical Thinking and Writing Section 01

ENGL 2

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 03/28/2024

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

Course Theme:

"Learn, by my example, how much happier that man is who believes his native town to be the world than he who aspires to become greater than his nature will allow." -Mary Shelley, *Frankenstein* (1818)

Our English 2 course will center around readings and writing assignments that discuss the impact of recent advances in science and technology on contemporary culture. Through an analysis of readings on this topic from a variety of different genres, some questions we will consider include: What is the difference between biology and technology? How are rapidly-developing advances in science and technology impacting various domains of society today, such as medicine, school, work, and social

relationships? Should we be concerned or hopeful about these advancements and their future impact on society? We will also apply these questions to our own experience with technology, allowing us to reflect on the technology we use every day and its impact on our personal, academic, and professional lives.

Assessment: You must receive at least 70% (a letter grade of C-) as a final grade to pass this course, distributed as follows:

- 20% In-class activities (including warm-ups!)
- 35% Critical analysis essay assignments
- 35% Critical synthesis essay assignments
- 10% Final self-reflection essay (*Note: This assignment will count as your final exam*)

Assignments:

- **In-class activities** (CLOs 1, 2, 3, 4): We will be conducting daily in-class activities, including warm-up activities in the beginning of each class, which will count towards your final grade; if you are late or absent, you will not be allowed to make up these activities.
- **Essay assignments** (CLOs 1, 2, 3, 4): You will be asked to write two main essays that include smaller scaffolding assignments: a rhetorical analysis, a reasoning analysis, & an argument analysis that will prepare you to write your critical analysis essay (approx. 2000 words for each draft) and a synthesis chart & synthesis assignment that will prepare you to write your critical synthesis essay (approx. 2000 words for each draft). The critical synthesis will also include an oral presentation component as well.
- **Self-reflection essay** (CLOs 1, 4). For your final exam, you will be asked to write a final self-reflection essay.

Attendance & Participation Policy:

- We will be conducting warm-up activities in the beginning of each class that will count towards your final grade; if you are late or absent, you will not be allowed to make up these activities.
- *Note: Exceptions are made to this policy only in rare circumstances. Please contact me if you need to miss a class and be ready to provide proof of illness or other unexpected event.*

Late Assignments Policy:

- Late work is accepted up to 72 hours after a due date, with 5% automatically deducted by Canvas for each day it is late. After 72 hours, no late assignments are accepted.
- *Note: Exceptions are made to this policy only in rare circumstances. Please contact me if you need an extension on an assignment and be ready to provide proof of illness or other unexpected event.*

Plagiarism Policy:

- Plagiarism will result in a zero grade for the assignment. This includes any assignments that receive a score of 50% or higher using the Turn it in plagiarism tool in Canvas as well as any assignments that use generative A.I. writing tools like ChatGPT to write the final draft.
- *Note: Since our class is a process-based writing class that requires you to submit different parts and revisions of the same assignment each week, using generative A.I. writing tools like ChatGPT to write your assignments will not work in this class.*

Contacting Your Instructor:

- The best way to reach me is via email at raina.levesque@sjsu.edu (I will respond within 48 hours).
- You can also visit me during my office hours on Fridays 3:00-5:00pm (or by appointment) in my Zoom classroom

Textbook Requirements:

- Duran and Springer (Ed.). Science and Technology: A Bedford Spotlight Reader, 1st edition. New York: Bedford/St. Martin's, 2019. (paper copy or ebook)
- *Note: Additional readings will be posted in the modules on Canvas.*

Technology Requirements:

- You will need access to the following technology: a laptop/tablet, Microsoft Word or a compatible word processing program, & reliable internet access.
- To prepare for the course: 1) Visit [SJSU IT Software Installation Page](#) and download Microsoft Word (for PC and Mac); 2) Download the free Grammarly grammar checker app found here: [Grammarly.com](https://www.grammarly.com)

Important Dates:

- First day of instruction: Wednesday, 1/24/24
- Waitlist ends: Friday, 2/2/24
- Instructor permission required to add a class: Saturday, 2/3/24
- Last day to add or drop a class without a "W" (Withdrawal) on transcript: Sunday, 2/19/24
- Last day to petition for withdrawal without an "F" (Failing grade) on transcript: Friday, 4/19/24
- Last day of instruction: Monday, 5/13/24

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

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.

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

Unit 1: Critical Analysis	Topic	Assignments
Week 3	Critical Thinking	Rethinking & Empathy Maps
Week 4	Identifying & Analyzing Rhetoric	Rhetorical Analysis
Week 5	Identifying & Analyzing Logical Fallacies	Reasoning Analysis
Week 6	Identifying & Analyzing Arguments	Argument Analysis
Week 7	Writing Critical Analysis Essays	Critical Analysis (First Draft)
Week 8	Revising Critical Analysis Essays	Peer Review

Unit 2: Critical Synthesis	Topic	Assignments
Week 9	Conducting Research	Critical Analysis (Final Draft)
Week 10	Conducting Research	Research Question, Topic, & Sources
Week 11	**Spring Break**	Synthesis Chart
Week 12	Synthesizing Research	Synthesis Chart
Week 13	Evaluating Research	Synthesis Assignment
Week 14	Writing Critical Synthesis Essays	Critical Synthesis (First Draft)
Week 15	Revising Critical Synthesis Essays	Peer Review
Week 16	Presenting Research	Critical Synthesis (Final Draft)