

# Critical Thinking and Writing Section 03

## ENGL 2

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

### Contact Information

---

Prof. or Mr. Navarro (He/Him/His)

Tuesday and Thursday - 1:30PM - 2:45PM

BBC 128

Jan 24, 2024-May 13, 2024

Office Hours via Zoom: Monday and Wednesday

Office Hours Zoom Link: [Canvas Home Page](#)

### 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.

## 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.

## Course Requirements and Assignments

---

# Academic Dishonesty and Plagiarism

For this course, the use of ChatGPT sourced content will be considered an act of academic dishonesty.

The Norton Field Guide describes plagiarism as “using other people’s words and ideas without acknowledgment” (The Norton Field Guide 491). Specifically, plagiarism occurs when “(1) using another writer’s words or ideas without acknowledging the source, (2) using another’s writer’s exact words without quotation marks, and (3) paraphrasing or summarizing someone else’s ideas using language or sentence structures that are too close to theirs” (The Norton Field Guide 495).

## Right to Remove

If any student becomes a threat or impediment to the health, safety, and educational growth of the class, a fellow classmate, or the instructor—the instructor, the program and the department reserve the right to remove the student from the course. Furthermore, the issue will be documented and taken to the university for further review.

## Grading Scale

A letter grade system of A to F will be used, including pluses and minuses. Formal writing assignments will be evaluated by your professor; final grades will be calculated using this scale..

Letter Grade		Points	
A	94-100	C+	77-79
A-	90-93	C	73-76
B+	87-89	C-	70-72
B	84-86	D	60-69
B-	80-83	F	59 and below

## Course Structure and Weekly Deadlines

Most assignments will have a soft deadline of the Sunday the week that they are assigned. *Some assignments may have longer or shorter due dates, ensure that you are opening the assignment guidelines and double checking the dates on the submission folders.*

Week 1	2/4	Week 6	3/10	Week 11	3/31	Week 16	5/8
Week 2	2/11	Week 7	3/17	Week 12	4/7		
Week 3	2/18	Week 8	3/24	Week 13	4/14		
Week 4	2/25	Week 9	3/17	Week 14	4/21		
Week 5	3/3	Week 10	3/24	Week 15	4/28		
Spring Recess: April 1 <sup>st</sup> – 5 <sup>th</sup>							
Final Deadline for Project 1-3 late work May 12 <sup>th</sup> @ 11:59pm							
Final Deadline for Project 4 May 19 <sup>th</sup> @ 11:59PM							

## Peer Review

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.

- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

# Participation and Word Count

All assignments unless otherwise noted will have a **350 word minimum word count** requirement.

The Participation Grade is calculated out of 100. The final score considers:

Your Percentage of Attendance

- Classes missed
- Late arrivals

How much late work you submitted

- The total amount of assignments submitted past the deadline

How much work you are missing

- The total amount of "0" you have for assigned work

Your final grade in terms of the total performance to date with the course work and material.

## Absence

If you need to miss class take the follow steps and I will excuse your absence:

1. Email me in advance as to why you are missing class.
2. Explain how you will access the work on Canvas
3. Set a deadline for when you will complete the work

Failure to attend class sessions will impact your grade.

## Late Work

All late work past the designated **Soft Deadline (Weekly Sunday Deadline)** is accepted and will receive an automatic (-5 point) deduction prior to being graded.

- For each assignment that you submit past Soft Deadline in a later Project, your work will receive an additional (-5). For example, late work from Project 1 will receive (-5) if turned in during Project 1, (-10) if submitted in Project 2, (-15) if submitted in Project 3, and (-20) in Project 4.
- The **Hard Deadline (Final Deadline)** for all later work for the term is May 8th @ 11:59PM. You will be unable to submit work past this point in the term.
- I am unable to provide an Incomplete at the end of the term.

# Messaging

Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page.

# Projects

- Project 1 – Lateral Research Report- for this project you will choose a chapter from the text *Weapons of Math Destruction*. You will provide a summary of the introduction and your chosen chapter. You will then research and update us on the current state of the issue outlined in the section as it pertains to California. To complete this project you will need to analyze the textbook and its relationship to one (1) or more stakeholders within a Faultline at a City or County level of California.
- Project 2—Writing With Your Discourse Community- for this project you will carry your Topic, Stakeholder's, and Faultline from Project 1 to use within your Project 2 essay. You will also utilize your

major as the discourse community you are writing within to analyze your Topic, Stakeholders, and Faultline. Begin by reading “Read the Room! Navigating Social Contexts and Written Texts [Links to an external site.](#)” By Sarah Seeley, Kelly Xu, & Matthew Chenn Melzer Swale’s. Utilize the questions prompts below and the 8 Criteria for Discourse Community to interpret your Topic, Issue, and Faultline through your Major as your discourse community

- ~~Project 3—Writing To Global Communities~~ for this project you will carry your Topic, Stakeholder’s, and Faultline from Project 1 and Project 2 to to use within your Project 3 essay. You will also utilize your writing from Project 1 and 2 to analyze how you would communicate your research to a culture outside of the United States. Begin by reading ~~Writing in Global Contexts: Composing Usable Texts for Audiences from Different Cultures~~ by Kirk St. Amant
- Project 3—Digital Short- For Project 2 you will pull from your previous essay and assignments to develop a scholarly argument around One (1) or more Stakeholder’s view of your Topic within a City or County of California in the form of a Digital short. The Digital short should pull from your Literature Review. You should reflect on the progression of your research, and look forward to where this research might head next?

Digital short (Youtube): Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

## 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.