College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing Section 83
ENGL 2

Spring 2025   Fully Online   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/21/2025

👤 Contact Information

Instructor email:

kristin.fitzpatrickezell@sjsu.edu

Office Hour Information:

I will hold office hours on Zoom on Wednesdays from 9:30-11:10 a.m.

This is the office hour link: https://sjsu.zoom.us/j/2239875288

Appointments are recommended and drop-ins are always welcome.

🕐 Course Information

Meeting times and locations:

Fridays 9:30 a.m. to 12:15 p.m. on Zoom

Zoom link: https://sjsu.zoom.us/j/82657592215

🖥 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 and 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. 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).

Community Agreements

When we begin the course, **we will create community agreements** so that we can have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment. Throughout the semester, we will revisit those agreements and modify them as needed.

Everyone will be expected to follow the community agreements. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

Video and audio use during Zoom meetings: You will be required to keep your video on during Zoom meetings. If this is not possible, please send me an email explaining your reason.

CLASS POLICY ON GENERATIVE AI

Generative AI programs like ChatGPT and GrammerlyGo are not recommended resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, identifying errors in our drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them. **This course is designed to strengthen your writing skills, and the only way to do that is to write your work yourself in your own unique voice.** Keep in mind that for assignments written by hand, these tools will not be available.

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute).

ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls.

As AI is emerging in the workforce, you will likely encounter and use AI. We will use. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. You will be responsible for any final product and limitations or potential biases from LLMs. **You will also be responsible for disclosing when and how you used AI.**

Misusing AI (i.e., using it to write any part of the essay without significant contributions or revision by you) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask!

Disclosure Agreement

If you use AI to assist you, <u>you are required to disclose in your process journal how and how much you used AI in your writing process, and which parts of your project were affected by the use of these tools, down to the exact paragraph and sentence.</u> Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.

- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:

- Fixed spelling and grammar

- Changed the structure or order

- Rewrote entire sentences in paragraphs #1 and 3/rewrote entire paragraph on page 3 (paragraph #4)

- I used AI to help me generate ideas. (Describe that process.)

- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

- I used AI to revise a sentence in paragraph 2.

Remember: this is a multimodal class. "Writing" for us is not just text on the page. You will make videos, slide presentations, and oral presentations by yourself and in groups. **You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes.** You won't always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

SAN JOSE STATE UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

STUDENT ROLE

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;
2. know the consequences of violating the Academic Integrity Policy;
3. know the appeal rights and procedures to be followed in the event of an appeal;
4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here:

https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf

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

This course is designed to help you improve your critical reading, writing, and thinking skills. We will read closely so that we can analyze and evaluate the sample arguments. Our main theme is public health, though we will read sample arguments on a number of other topics. The content of the arguments is mainly a vehicle for studying the form, so we will not be tested on the content of sample arguments. Some topics may be controversial. Please keep in mind that opinions on these topics will vary and we will need to be respectful of these differences. Our focus is on examining the structure and strategy of the arguments.

ᴵᴵᴵ 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

We will read selections from three materials:

1. You may have seen on the bookstore listings that **we will read a book called** *What The Eyes Don't See* **by Dr. Mona Hanna-Attisha, however you do not need to buy it.** I have **free copies of it for you to pick up** on campus, but if you are not able to do that, you can access the ebook through the MLK Library. You can pick up your free copy of the the book in the Undergraduate Education Office in ADM 159 on any weekday from 8:00 a.m. to 12:00 p.m. or 1:00-4:00 p.m. Tell them you are in my class.

2. We will also use *The New York Times*, **which is free** to all SJSU students. To **set up your free subscription**, all you need to do is provide your sjsu.edu email address on this sign-up page: https://libguides.sjsu.edu/nyt-online. You do not need to provide payment information.

3. We will read selected chapters from a **free pdf of** *Everything's an Argument, 6th edition* by Andrea Lunsford. **This book and short readings from other sources will be provided on Canvas.**

≔ Course Requirements and Assignments

The theme of this course is public health.

Assignments:

Low-stakes Assignments:

-reading responses

-discussion posts

-in-class exercises

-process journals

-prewriting steps (outlines, etc.).

Major Assignments:

Project #1: Critical Essay: Writing about a Public Health Controversy

Required number of drafts: 2 plus prewriting steps

Estimated word count: 1,500 words (revised and edited)

GE Learning Objective: GELO 1, 2, 3 ,4, 5

Project #2: Persuasive Essay:

proposing a Solution to a Public Health Problem or Controversy

Required number of drafts: 2 plus prewriting steps

Estimated word count: 1,500 words revised and edited

GE Learning Objective: GELO 1, 2, 3 ,4, 5

Project #3: Group Debate on a Public Health Problem or Controversy

Estimated word count: 500 words (revised)

GE Learning Objective: GELO 1, 2, 3, 4, 5

Project #4: Self-Reflection and Writing Portfolio

Estimated word count: 500-750 (revised)

GE Learning Objective: GELO 1, 2, 3, 4, 5

✔ Grading Information

In English 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. 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.

Grading in English 2

We will use contract grading in this course. Please see the grading contract below.

Grading Information

This is the Grading Contract. By staying in this course and attending class, you accept this contract and agree to abide by it.

English 2:

Kristin FitzPatrick Ezell

Grading Contract:

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade. You will earn a letter course grade based on your cumulative performance throughout the semester.

The default grade for this course is a "B+." If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a "B+." If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive oral and/or written feedback from your peers and writing coach for each major assignment. *All minor assignments will be awarded one point for completion and all major assignments will receive ten points for completion.* You are guaranteed a "B+" if you meet the following conditions:

1. You complete 88% of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be

made up as the result of an absence.
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol/community agreements we establish as a writing/learning community.
4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete all major and minor assignments on time.
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.
7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.
8. You receive a 1/1 or 10/10 on all major essays/writing projects.
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising). Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

**NOTE: The B+ grade is contingent on your behavior as an engaged member of our learning community.

"A" Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an "A" as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation "exceeds expectations" on your final portfolio reflection.

Grades Lower Than "B+": "B," "C," "D," or "F" grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a "B+" unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an "out clause" for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

🏛 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

English 2 Schedule of Reading and Writing Assignments:

(Subject to change)

Week 1: January 24 (Begin Module 1/Project #1)

Homework to complete before class time: none

In-class plans: introductions, course overview, pre-reading activity, discuss first major project, group brainstorming

Week 2: January 31

Homework to complete before class time:

-pick up your copy of What the Eyes Don't See in ADM 159 or access the ebook through MLK Library database: https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991013829512802919

-read Everything's an Argument, chapter 1, pages 1-29

-read WTEDS, Prologue, chapters 1-2

-read sample student essay

-write and submit at least one potential idea for your project #1 and an explanation of 150 words explaining connections between the readings (Dr. Mona's purpose and occasion for her argument)

In-class plans: discuss readings, develop plans for project #1, peer review/development of outline

Week 3: February 7

Homework to complete before class time:

-read EAA, chapter 10

-read WTEDS, chapters 3-6

reading response, first draft of essay

In-class plans: peer review, conferences, self-editing/development exercises

Week 4: February 14

Homework to complete before class time: reading response, almost-final draft of project #1, process journal

Read WTEDS, chapters 7-10

Read EAA, chapter 11

Read article: ____

In-class plans: conferences, discuss articles, all-class peer development exercise, small group idea development/revision exercise

Final draft of project #1 due at 11:59 p.m. on 2/14

Week 5: February 21 (Begin Module 2/Project #2)

Homework to complete before class time:

EAA, chapters 2-4

WTEDS, chapters 12-13

articles about WTEDS and other public health problems

Write and submit: reading response

In-class plans: mini-presentations about readings, discuss project #2, group brainstorming for essay ideas, time to begin outlining essay

Week 6: February 28

Homework to complete before class time:

-EAA, chapters 17-21

-WTEDS, chapter 14

-articles you find about your topic

-sample argument essay (solution-based)

-write and submit: full outline with research notes, process journal

In-class plans: group development exercise: build a research outline; peer review rough thesis statements

Week 7: March 7

Homework to complete before class time:

-EAA, chapters 5-6

-WTEDS, chapters 15

-articles you find (that contain fallacies)

Read/revisit before class: a convincing solution-based argument that you can present to the class as a model (from our readings or from outside sources)

-improve your essay by using at least one writing resource (your choice)

-write and submit: reading response about at least one significant logical fallacy in one of today's readings, full draft of project #2, process journal about how writing resources helped you build your draft

In-class plans: present sample arguments, discuss fallacies in group mini-presentations, peer review, conferences

Week 8: March 14

Homework to complete before class time: almost-final draft of project #2, reading response

Read/revisit before class: good and bad arguments (from EAA Part 5 or other sources), more self-directed research about your topic

In-class plans: peer review, self-editing exercises, conferences

Final draft of project #2 due at 11:59 p.m. on 3/14

Week 9: March 21 (Begin Unit 3/Module 3)

Homework to complete before class time:

Read resources about presentation and debate (including Rogerian arguments)

EAA, chapters 7-9

WTEDS, chapters 16-18

Watch Julia Dhar video

Find and share a published debate that shows "productive disagreement"

Reading response: explain how your debate resembles Rogerian methods, list community problems (especially in public health sphere) that need more "productive disagreement"

In-class plans: prepare for project #3 (in-class debate)

Week 10: March 28

Homework to complete before class time: research for debate

-read EAA, chapter 12

-WTEDS, chapters 19-22

In-class plans: group time to prepare for debate

Spring Break: April 4

****No assignments or online activity expected.****

Week 11: April 11

Homework to complete before class time: research for debate

-read EAA, chapter 15

In-class plans: group time to prepare for debate

Week 12: April 18

Homework to complete before class time: final draft of project #3 (debate outlines/notes)

In-class plans: live debate

Week 13: April 25 (Begin Unit 4/Module 4: Portfolio)

Homework to complete before class time:

Read WTEDS, chapters 23-26 and epilogue

-submit and write self-reflection and group review on debate (in connection with WTEDS)

In-class plans: finish live debates (if needed), discuss portfolio, begin reflection process for portfolio

Week 14: May 2

Homework to complete before class time:

-first draft of portfolio

In-class plans: discuss portfolio, peer review, self-editing exercises, and conferences for portfolio

Week 15: May 9 (last class meeting)

Homework to complete before class time: almost-final draft of portfolio

In-class plans: peer review, self-editing exercises, and conferences for portfolio

Final Portfolio due on Wednesday, May 14 by 10:30 a.m.

(This is the end of our official final exam period, however we will not meet on that day or take a final exam.)

Special thanks to Professor Mark Dowdy for some of the material in this document.