

Critical Thinking and Writing Section 12

ENGL 2

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/22/2024

Contact Information

Instructor: Prof. Tony Papanikolas, Ph.D.

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Office Hours: Thursday 11:00-1:00 (or by appointment.)

Faculty Offices Building, rm 226

Course Information

Lecture

MW 1:30-2:45

Boccardo Business Center Rm 123

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.

-Please bring a laptop, tablet, or old-school notebook to each class. As indicated in the Course Schedule and Assignments sections of the syllabus, there will be several graded in-class writing assignments throughout the term.

-**PLEASE DO NOT** text, surf the web, play mobile games, watch videos, or listen to music on your phone or laptop during class. Doing so is not only disrespectful to me and your classmates, but it can cause you to miss key information. Habitual violation of this policy will result in a lowered grade.

-Participate! You doubtlessly have something worthwhile to contribute to the class, whether it's an insight, observation, or a question (there are no silly questions!) I understand speaking in class can be daunting for many students, and I will do my best to create an environment where you will have multiple different ways to participate.

Policy on AI

My belief is that using AI to *help* brainstorm theses and research questions, or to generate possible essay outlines (all of which you will then revise and refine) is a valid use of this technology.

Students who simply feed my essay prompts into an AI and copy and paste the results will earn Ds on those assignment for several reasons:

- 1.) Unless given precise instructions, AI produces superficial, overly general theses and analyses that do not meet the standards of college-level writing. Just because a piece of writing is grammatically correct and uses polysyllabic words doesn't mean it is thorough or effective!
- 2.) AI-generated essays will not reflect what you have learned in class. For instance, Chat GPT's analysis of an assigned reading will not address what we have emphasized in our discussion of that text, or the analytical methods you have learned *in this class*. Therefore, it will not demonstrate to me that you are actively engaging with lectures or course materials.
- 3.) AI still tends to invent supporting evidence, namely authors, articles, journals, or quotations. When I see false citations in student work, it tells me that the student either does not care enough about the assignment to read the essay they supposedly wrote, or that the student is actively trying to falsify

research, which is a serious ethical violation for which journalists, scientists, and academics can and do lose their jobs.

Above all: when we submit a piece of writing under our own name, we are telling our readers that we stand by what has been written. It is no different when you sign your name to something produced by AI. As a student and adult, you are accountable for what you submit!

POLICY SUBJECT TO CHANGE AT PROF. PAPANIKOLAS' DISCRETION

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 Goals

I have organized this section of ENGL 2 around cultural criticism: the practice of making rigorous and informed, yet subjective, claims about aspects of culture through the analysis of its artifacts. In other words, you will have the opportunity to research and write about films, recording artists, video games, television series, etc., drawing connections to the broader themes they address or reflect. In fulfilling the standardized ENGL 2 Course Learning Outcomes (see below) you will cultivate a set of analytical and argumentative skills which you can use to better interpret different types of media, drawing connections between form and content, and the contexts in which they were created.

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

All readings will be made available via the Modules page of Canvas.

Assignment	Approx. Percentage of Final Grade
Film Notes	4%
Film Analysis Pitch	4%
Film Analysis (First and Final Drafts) *Note: I only assign points to final draft, but you MUST submit both drafts to receive final grade.	21%

Research-Driven Critique Pitch	7%
Annotated Bibliography	7%
Research-Driven Critique (First and Final Drafts) *Note: I only assign points to the final draft, but you MUST submit both drafts to receive final grade.	36%
Final Reflection	7%
In-class peer workshops (x2)	14%

✓ Grading Information

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69

D	64-66
D-	61-63
F	Below 61

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

Week	Day	Class Agenda	Assignment(s)
1	Weds 8/21	Introductions, course policy	Read St. James for 8/26
2	Mon 8/26 Weds 8/28	8/26: Discuss St. James 8/28: <i>Blue Velvet</i> (clip) and analysis vs. summary	
3	Mon 9/2 Weds 9/4	9/2: No Class: Labor Day 9/4: Intro Film Analysis assignment/pitch	Read Thompson and Bordwell for 9/9 View film of your choice and take notes (notes due 9/16)

4	Mon 9/9 Weds 9/11	9/9: Discuss Thompson and Bordwell 9/11: Intro. media analysis techniques: what questions do we want to answer?; note taking!	View film of your choice and take notes for 9/11 (if you haven't done so earlier –notes due 9/16)) Film Analysis pitch due 9/13 at midnight
5	Mon 9/16 Weds 9/18	9/16: drafting strategies 9/18: Strong vs Weak Theses	Work on Film Analysis
6	Mon 9/23 Weds 9/25	9/23: mandatory in-class peer workshop: bring draft! 9/25: In-class work period	Film Analysis due 9/27 at midnight
7	Mon 9/30 Weds 10/2	9/30: post-essay debriefing 10/2: Revision strategies	Work on Film Analysis FINAL DRAFT -Read Bangs for 10/7
8	Mon 10/7 Weds 10/9	10/7: Introduce Research-Driven Critique Assignment; discuss Bangs 10/9: Asking effective research questions.	Film Analysis FINAL DRAFT Due 10/14 at midnight Read Hall for 10/14
9	Mon 10/14 Weds 10/16	10/14: Discuss Hall 10/16: Planning/strategizing for assignment	Research Driven Critique pitch Due 10/18 at midnight

10	Mon 10/21 Weds 10/23	10/21: Research methods; lateral reading 10/23: Peer Review –what is it?	Work on gathering research materials, etc.
11	Mon 10/28 Weds 10/30	10/28: Collecting research materials 10/30: Synthesizing sources	Annotated Bibliography Due 11/1 at midnight
12	Mon 11/4 Weds 11/6	11/4: [TBD] 11/6: Discuss Graff and Birkenstein	Read Graff and Birkenstein for 11/6 Work on Research-Driven Critique
13	Mon 11/11 Weds 11/13	-No class: Veterans Day 11/13: Critique exercise(s)	
14	Mon 11/18 Weds 11/20	11/18: mandatory in-class peer workshop: bring draft! 11/20: In-class work period	Research-Driven Critique Due 11/22 at midnight
15	Mon 11/25 Weds 11/27	11/25: [TBD] 11/27: In-class work period	Research-Driven Critique FINAL DRAFT Due 12/13 at midnight.
16	Mon 12/2	Final Day of Instruction: Final Reflection in class (start)	Reflection Due 12/6 at midnight

SCHEDULE/ASSIGNMENTS SUBJECT TO CHANGE AT PROF. PAPANIKOLAS'S DISCRETION!