

Critical Thinking and Writing

ENGL 2

Fall 2025 Section 17 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

Class meets: Monday and Wednesday, 4:30-5:45 in BBC 126

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 Materials

Please bring your laptop to every class.

All class materials will be located in Canvas.

Course Requirements and Assignments

Late Assignment Policy

Not having your work done on time will disrupt your writing processes and the sequence of assignments which are scaffold to help you think, produce and revise.

This course will emphasize the writing process, and each assignment is contingent on the next. I have automatically issued each of you one late pass. This means that you can be up to 2 days late with the assignment of your choice without questions asked or penalty. After that late pass has been used, all late assignments will receive a 10 percent grade deduction. **I will not accept assignments that are 14 days late.** I will not allow you to submit late assignments that were never completed during the last few weeks of the semester just to try to improve your grade.

Late Assignments and Assignment Expectations

Late Assignment Policy

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In Class Assignments

In Class Assignments are the keys to doing well in this course. The points attached adhere to the theory that process should be valued over the final product or essay. There are many scholars within the composition field that argue that this is how students should learn writing. On that note, they are worth a good portion of the points you can earn for this course. These assignments are expected to

be quality and your best effort. They will be graded, and they are not just points attached to an assignment because you did it. Additionally, if I see that you do not understand the concept sparking the assignment, I will have a mini conference with you during class so I can help you. You are expected to come to each class, engage in the material with your teacher and classmates and produce impressive work. I will be in the classroom and available to help you. Additionally, if you leave class early, you will miss the second half of the material that I will always present as we conclude for the day. Our class time will be split up into presentation of new material, assignment introduction, work time and presentation of material needed for next class and homework.

There will be 15 In class assignments worth 20 points each, for a total of 300 points.

Things to remember:

If a rough draft is submitted at the same time as the final copy, it will receive no points.

If a rough draft is submitted after the final copy, it will receive no points.

If a rough draft is precisely the same as the final copy, it will receive no points.

In other words, you do not get 25 points for just clicking "submit" again!

A rough draft submitted more than 48 hours late will receive 0 points and only partial points if it is submitted within the 48 hours after peer workshop.

AI

AI can be a wonderful tool when used to assist your critical thinking and planning and brainstorming. However, allowing it to write your paper is considered cheating. If your Essay is detected as being AI generated by the Turnitin Plagiarism and AI Tracker on Canvas, you will need to come to a meeting in the English Department, and the result will be a failing grade for that particular essay. We will learn in class how to use AI as a tool. If you misrepresent anything as your own work without clearly placing the borrowed language in quotation marks, or referencing where the borrowed work has come from, then that is clearly plagiarism. It will result in failing the assignment and I will be forced to make a report to the office of student conduct. If you use AI as a research tool, it is recommended that you document the steps you took in finding the research in case you need to explain your actions.

I will honor the SJSU Academic Dishonesty Policy below:

DEFINITIONS OF ACADEMIC DISHONESTY

1.1

CHEATING

San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating includes:

1.1.1 copying, in part or as a whole, from another's test or other evaluation instrument, including homework assignments, worksheets, lab reports,

essays, summaries, and quizzes.

1.1.2 submitting work previously graded in another course without prior approval by the course instructor or by departmental policy.

1 Currently available at

<http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>.

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1.1.3 submitting work simultaneously presented in two or more courses without prior approval of all course instructors or by the departmental policies of all departments.

1.1.4 using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination.

1.1.5 altering or interfering with the grading process.

1.1.6 sitting for an examination by a surrogate or as a surrogate.

1.1.7 any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.

1.2

PLAGIARISM

San José State University defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism includes:

1.2.1 knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work.

1.2.2 representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own.

2.0

NOTIFICATION OF STANDARDS OF DETECTING PLAGIARISM

Grading Information

Mini Essay #1: Logic Analysis = 50 points

Mini Essay #2: Context = 50 points

Mini Essay #3: Target Audience = 50 points

Mini Essay #4: Synthesis: Source = 50 points

Digital Response Project = 100 points

Annotated Bibliography = 50 points

Synthesis Worksheets = 50 points

Synthesis Research Essay = 100 points

Digital Project = 100

Digital Project logical Analysis Essay = 100

Process Assignments = 300

Total = 1000

Percentages and Final Grades

A+ = 1000 to 970 points

A = 969 to 940 points

A- = 939 to 900 points

B+ = 899 to 870 points

B = 869 to 840 points

B - = 839 to 800 points

C+ = 799 to 770 points

C = 769 to 740 points

C- = 739 to 700 points

D+ = 699 to 670 points

D = 669 to 640 points

D- = 639 to 600 points

F = 599 points or lower

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 --- Fall 2025

Week 1

W 8/20: Introduction of Course and Digital Literacies.

Homework for next class: Start reading over the Fixed versus Growth Mindset Website and analyzing the logic it contains.

M 8/25: Audience, Purpose and Context. Process Assignment #1 due by the end of class.

Homework for next class: Start reading, *The Vanishing American Family*.

Week 2

W 8/27: Discussion of the appeals in *The Vanishing American Family*. Process Assignment #2 due by the beginning of class. Deductive and Inductive reasoning.

Homework for next class: Watch and Annotate, *The Danger of a Single Story*. Process Assignment #3 due at the beginning of class.

M 9/1: Labor Day! No Class!

Homework for next class:

Week 3

W 9/3: Dissect the logic in one of the websites from the class list looking for inductive or deductive reasoning: Process Assignment #4 due by the end of class.

Homework for next class: ****Make your decision and be prepared to start writing about your digital source at our next class.**

M 9/8: Analyzing your logic and supporting it with direct quotes. Process Assignment #5 is due by the end of class.

Homework for next class: Write Mini Essay #1.

Week 4

W 9/10: Mini Essay #1 Due at the beginning of class. Brainstorming and prewriting for Mini Essay #2.

Homework for next class: Write Mini Essay #2.

M 9/15: Mini Essay #2 due at the beginning of class. Brainstorming and Prewriting for Mini Essay #3.

Homework for next class: Write Mini Essay #3.

Week 5

W 9/17: Mini Essay #3 due at the beginning of class. Synthesis and vetting sources.

Homework for next class: Write Mini Essay #4.

M 9/22: Mini Essay #4 Rough Draft due at the beginning of class. To be used for Peer Revision Workshop.

Homework for next class: Revise Mini Essay #4 using Peer Feedback.

Week 6

W 9/24: Digital Project in process due at the beginning of class to be used for Peer Revision workshop.

Homework for next class:

M 9/29: Digital Project due at the beginning of class. Introduction to the research topic.

Homework for next class: Read the transcript and watch The Price of Shame. Complete Process Assignment #6.

Week 7

W 10/1: Discussion of How Teens are Using AI.

Homework for next class: Read and Annotate Teens and Mental Health. Complete Process Assignment #7.

M 10/6: Discussion of An Immigration Story. Small and Large Inquiry Questions.

Homework for next class: Complete Process Assignment #8-your research topic proposal.

Week 8

W 10/8: How to Vet sources and Fake News. The Annotated Bib Assignment.

Homework for next class: Begin researching to find ideas to help answer the small inquiry question. Bring 2 sources to class on Monday.

M 10/13: How to write an academic summary and connection paragraphs. Process Assignment #9 due by the end of class.

Homework for next class: Finish your research. Use lateral reading strategies and begin to look for source connections for synthesis. You should be working with 5-6 sources. Write your Annotated Bib which is due at the beginning of our next class.

Week 9

W 10/15: Annotated bib is due at the beginning of class.

Homework for next class: creating an outline that answers your large and small inquiry questions. Process Assignment #10 is due at the beginning of class on Monday.

M 10/20: Introduction to Unit 3 and argument.

Homework for next class: Write the Introduction and check your logic pattern with your outline for Process Assignment #11 which is due at the beginning of next class.

Week 10

W 10/22: Adding sources, synthesis and figuring out your logic and counter arguments.

Homework for next class: Write your Research Paper Rough Draft and submit it by the beginning of class on Monday to be used for Peer Revision Workshop.

M 10/27: Research Essay Rough Draft is due at the beginning of class to be used for Peer Revision Workshop.

Homework for next class: Revise your Essay using Peer Revision comments.

Week 11

W 10/29: How to revise your rough draft.

Homework for next class: Revise your rough draft into the final draft which is due at the beginning of next class.

M 11/3: Research Essay Final Draft is due at the beginning of class. Introduction to your Remix Project. How to present your argument to meet 21st century standards.

Homework for next class: Write your Research Essay Final Draft and submit it by the beginning of class on Wednesday.

Week 12

W 11/5: Process Assignment #12- Your Digital Project and Remix proposal

Homework for next class: Work on your Remix Project.

M 11/10: Remix Project in Progress Draft is due by the beginning of class to be used for Peer Revision Workshop.

Homework for next class: Work on your Remix Project using Peer Feedback.

Week 13

W 11/12: Remix Presentations Day 1. Process Assignment #13 is due at the end of class.

Homework for next class:

M 11/17: Remix Presentations Day 2. Process Assignment #14 is due at the end of class.

Homework for next class:

Week 14

W 11/19: Remix Presentations Day 3. Process Assignment #15 is due by the end of class.

Homework for next class:

M 11/24: Rhetorical Analysis Rough Draft is due at the beginning of class to be used for Peer Revision Workshop.

Homework for next class:

Week 15

W 11/ 26: No Class Thanksgiving Break!

Homework for next class:

M 12/1: Rhetorical Analysis Final Draft is due by the beginning of class. Portfolio Prep. Process Assignment # due by the end of class.

Homework for next class:

Week 16

W 12/3: Portfolio Submission Instructions.

Homework for next class:

M 12/8: Conference/Grading Day!