

# Critical Thinking and Writing

## ENGL 2

Spring 2026 Section 34 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/29/2026

### Contact Information

ENGL 2-18 (23230)	Critical Thinking and Writing (Lecture)	TuTh 12:00PM - 1:15PM	Hugh Gillis Hall 223	Jan 22, 2026-May 11, 2026
ENGL 2-34 (24131)	Critical Thinking and Writing (Lecture)	TuTh 1:30PM - 2:45PM	Hugh Gillis Hall 223	Jan 22, 2026-May 11, 2026

Email: Joseph.navarro@sjsu.edu

Office Hours via Zoom: Monday 1pm-4pm

Office Hours Zoom Link: Canvas Home Page

### Course Information

#### About Me

I have worked as a lecturer for ten years (10), eight (8) with UCSC and SJSU. I have a PhD in Composition and Applied Linguistics and an MFA in Writing and Poetics--my BA is in English.

My research and writing interests include anti-racism, critical pedagogy, and writing. I love to read, my favorite authors are Octavia Butler, Gabriel Garcia Marquez, Haruki Murakami and Thomas Pynchon.

I swim, run and hike. I have a yoga and meditation routine, and I am a vegan.

#### Technology requirements / equipment / material

· Headphones are required for In-Class Attendance

- Notebook

· Flash Drive / Cloud Storage / Personal Email Account (3 save points)

· Internet Access

- Access to a computer
- Zoom application

#### Course Description

Writing 2 Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts.

The institutional racism in the United States' system of higher education is the legacy of a unique form of settler colonialism. For example, writing requirements for college are not isolated rules for specific generations. Rather, they are part of the long history of epistemological racism and the racist notion of "Standard English". This course presents the antiracist academic identity as a frame for engaging the emerging writing and research process for college writers to undermine the role of epistemological racism in higher education. Two questions will structure the course:

- 1) What is antiracist about writing and research?
- 2) How may an antiracist academic identity support academic writing and research?

To begin to answer these questions, we will undertake a process driven through personal inquiry utilizing writing anchor concepts and research threshold concepts to investigate contemporary topics and issues; we will undertake intersectional and positional frames of critical inquiry while viewing genre as a rhetorically situated act that supports academic writing and research; finally, we will utilize the traditionally closed forms of historic and ethnographic academic writing to develop a digital short, or transmodal presentation of our writing and research.

## Course Description and Requisites

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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.

*Satisfies 1B. Critical Thinking and Writing (Formerly Area A3).*

**Prerequisite(s):** Completion of GE Area 1A with a grade of C- or better.

**Grading:** Letter Graded

**Note(s):** ENGL 2 is not open to students who successfully completed ENGL 1B.

## \* Classroom Protocols

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#### Diversity Statement

This course is grounded in the idea that the human experience is defined by an intersectional and positional understanding of existence. Intersectional in that every individual is comprised on multiple, intersecting identities. Positional in that each one of these identities creates the opportunity for both privilege and oppression within society. The ethical root of this praxis within this course begins with critical race theory (CRT) and the idea that education in the United States is built upon white supremacist and racist constructs. First, within the institutional barriers to access that are the legacy of colonialism and racial/ethnic

segregation. Second, within the epistemological racism rooted in colonial and racist ideologies of eurocentrism, white-supremacy, xenophobia, and other marginalizing behavior like sexism, misogyny, homophobia, transphobia to name but a few. This ethical alignment is a dedication to the openness of the educator-learner ecology—an awareness of the unique, situated experience of every individual that is involved. This pedagogical lens demands an active anti-racist pedagogy, which vigilantly seeks to dismantle barriers to access and other remnant of institutional and epistemological racism.

### **AEC Accommodations**

This course emphasizes an Intersectional and Positional approach to learning. This means that disability and access are important considerations for student success. The course is structured to meet every student's learning style and strives to create a classroom space where all students can succeed, including students with disabilities or other needs. If you have a disability or think you have a disability and need accommodations to succeed in this course, I encourage you to contact the Accessible Education Center (AEC) and/or speak with me as soon as you can. (The AEC is located in College Professional and Global Education (CPGE) Building, 2nd Floor, by phone at (408) 924-6000 or by email at [aec-info@sjsu.edu](mailto:aec-info@sjsu.edu)). Here is a link to the website: <https://www.sjsu.edu/aec/>

### **Academic Dishonesty and Plagiarism**

For this course, the use of any form of Generative A.I. sourced content (ChatGPT, Grammarly, etc.) 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.

*Note:* the format of this course is Flipped, and the course sessions are run as labs. Excessive talking will disrupt students watching the lectures, taking quizzes and reading. If you wish to socialize with your peers and classmates, attend the Zoom session. The following is the steps for consistent disruption of the lab sessions:

1. First warning: you will receive a verbal warning about personal/private discussions during the lab, requesting that you lower your voice to a more respectful volume
2. Second warning: you will receive an email inviting you to office hours and requesting you to attend the course via Zoom for at least a week. You will be able to return to the in-person modality once you have responded to the email, and once you have completed your week on Zoom. Failure to respond to the email or meet in person during office hours to discuss the email will result in loss of access to the course until you respond.
3. Third warning: the issue will be escalated to the program.

## 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 Letter Grade/ Points

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

## Course Structure and Weekly Deadlines

The course is structured between two (2) types of assignments: low stakes and high stakes

- Low stakes assignments, the bulk of the course, you are eligible to revise for additional credit. The only points you would not be able to make up would be for any late penalties.
- High stakes assignments are quizzes, project rough draft material, and the final draft of each projects. You are unable to revise these assignments and the grades are final.

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	2/1	Week 9	3/29
Week 2	2/8	Week 10	4/5
Week 3	2/15	Week 11	4/12
Week 4	2/22	Week 12	4/19
Week 5	3/1	Week 13	4/26
Week 6	3/8	Week 14	5/3
Week 7	3/15	Week 15	5/10

Week 8	3/22	Week 16	5/7
<ul style="list-style-type: none"> <li>· 2/3 – Synchronous Class Session – Independent Study Day</li> <li>· 3/3 – Synchronous Class Session – Independent Study Day</li> <li>· 3/15 – Final Deadline for All Remaining Late Work and Revisions from Project 1</li> <li>· 4/5 - Spring Recess</li> <li>· 4/14 – Synchronous Class Session – Independent Study Day</li> <li>· 5/11 – Final Class Session</li> <li>· 5/10 - Final Deadline for Project 2</li> <li>· 5/17 – Final Deadline for All Remaining Late Work and Revisions from Project 2</li> </ul>			

The Synchronous Class Session will run as an Independent Study Day. There will be no in-person lecture, and the Zoom session will be open. The only attendance points for the day will be the completion of your Weekly Check In. You will utilize the time to work independently on your course work.

### **Peer Review and Feedback**

Questions regarding class material and assignments; lectures; and feedback will need to be addressed during class or during office hours.

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.
- You will be unable to revise the Peer Review for Project 1 and you will be expected to revise the Peer Review for Project 2.

## 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.

This course allows for the use of technology during the class session.

## Workshops

The workshops are the structure of the one on one sessions held during class sessions. The workshops will roll out over the course of the term. A calendar has been provided within the Canvas shell titled "Workshop Overview and Schedule". The workshops are flexible in that students that fall behind might begin a specific workshop a week or two late, pushing back their engagement with this schedule.

- Students that miss their assigned time, or who arrive late will be placed at the end of the meeting list for the day's session
- Students who miss their assigned time will be marked absent for attendance.
- Students attending the class session via Zoom are unable to take part in the workshop

## Attendance

The course is pedagogically structured on the principle of the "Flipped Classroom". In this structure, the course work and lectures are provided weekly through the Canvas system. Each class session will function as a Lab. Within the Lab structure you may

- Attend in person. In this scenario you will arrive to class and check-in with me regarding what you intend to accomplish for the day's session, and begin work.
- Attend online via Zoom. In this scenario you log-in to the class Zoom session and check-in with me regarding what you intend to accomplish for the day's session, and begin work.

For both modes of attendance, in order to receive full points for the day, you must be present at the beginning of class for Roll Call. This includes Zoom attendance in which you are required to turn on your Camera for attendance and then you may turn off for the remainder of the session. Failure to abide by both steps will result in a no credit for the day, failure to abide by one (1) of the two (2) steps will result in half credit.

- For in class attendance, it is required that you arrive with headphones. I will also circulate during the session to support you one-on-one with your work. Failure to utilize the class time for work or disruption of the class session will result in a removal from the class.

- For Zoom attendance, you will be unable to communicate with the instructor or utilize the Chat feature. You will need to attend class and office hours for one-on-one support.
- The first fifteen (15) minutes of each session and the final fifteen (15) minutes of each session may be utilized for announcements, additional lectures, and assignments.

## Canvas

The course will develop through two (2) modules (1 and 2) that contain the lectures, readings, quizzes, assignments, additional material and two (2) portfolios. In order to move from one module to the next you will need to view and/or complete the assignments and quizzes for a certain number of points. The requirements are posted below the assignment name and will note whether the item must be :

- "Viewed" - you must read the item
- "Submitted" - you must submit a draft of the item
- "Score at least" - you must submit a draft of the item and you will need to earn up to the minimum point total listed.

### *Note:*

- All assignments are submitted via course Canvas and emailed assignments will not be accepted.
- All assignment submissions will be submitted through TurnItIn (plagiarism checker and AI detector tool) on Canvas.
- All papers written in this course should use the guidelines of the Modern Language Association (MLA), 9th edition. Information on MLA formatting is available at [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

## 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 and (-10) if submitted in Project 2.
- For the Hard Deadline (Final Deadline) for all late work for the term, 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.

Emails regarding content within the course for lecture materials and assignments will respond with a request to attend office hours.

## ENGL 2

This course is open to all students needing to fulfill GE Area 1B: Critical Thinking and Writing (Formerly Area A3). 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)

### Projects and Portfolios

**Project 1—Literature Review-** Once you have identified your research interests in relation to your Topic and Issue in California you will start researching and annotating Peer Reviewed resources that support your interest in the Topic for one reason or another (it might be the purpose of the study and its findings, the context and/or population studied, the theoretical approach used in the study, etc.). You will be provided with three (3) resources, you will choose two (2) as your first resources for Project 1. The Topics include:

- Racism: Prison Industrial Complex and Palestine
- Racism: Prison Industrial Complex and Public Health
- Racism: Abolitionism
- Racism: Language and Literacy
- Racism: Education
- Racism: Genetic Science
- Racism: Geosciences
- Racism: Psychological and Developmental Sciences
- Racism: Algorithms and Data Science
- Racism: Corporations and Global Business
- Racism: Finance and Accounting
- Racism: Small Business and Entrepreneurship

**Professional Development Portfolio--** Professional Development unit - students choose a job or internship and begin developing a portfolio of material to support the application process. This includes:

- Cover Letter
- Curriculum Vitae
- Resume
- LinkedIn Profile
- Video Resume

**Project 2—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, County, or State in the form of a Digital short. You will begin by locating one (1) Peer Reviewed Academic Journal Article that explores your Topic from Project 1 within a City or County of California. The Digital short should pull from your Literature Review. You will be allowed an extra credit opportunity if you upload your video to YouTube:

- 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.

**Final Assessment Portfolio--**The goal of this assignment is for you to reflect on your learning in ENGL2. Research demonstrates that practicing reflection, both in the process of writing and once you've reached a milestone, helps you develop a better understanding of what you've learned and retain that learning for use in future writing tasks (e.g., other classes, professional situations, and personal writing activities). In short, this activity is designed to help you continue in your development as a reader and writer into the future.

Since this assignment is about your development as a writer in this class, you should think about what you've learned and practiced between when you completed the Reflection on College Writing (we'll call it POINT A) and the last major assignment you produced in ENGL 2 (POINT B).

## 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>  
[\(https://www.sjsu.edu/english/frosh/program-policies.php\)](https://www.sjsu.edu/english/frosh/program-policies.php).

## Program Information

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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)

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### GE Area 1B: Critical Thinking and Writing

Area 1B courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, 1B 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 1A (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area 1B. Completion of Area 1B with a grade of C- or better is a CSU graduation requirement.

### GE Area 1B Learning Outcomes

Upon successful completion of an Area 1B 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 requirement

This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

### Resources

- Peer Connections Tutoring and mentoring services. SSC 600, (408)924-2587
- Writing Center Writing resources, workshops, and one-on-one tutoring sessions in the Library and <https://www.sjsu.edu/writingcenter/>

- Health and Wellness <https://www.sjsu.edu/campus-life/health-and-wellness.php>
- UndocuSpartan <https://www.sjsu.edu/undocuspertan/>
- SJSU Cares Resources <https://www.sjsu.edu/sjsucares/resources/index.php>

### Sexual Harassment Reporting

Title IX requires higher education institutions to take necessary precautions to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported.

- For more information and resources, go to: <http://notalone.sjsu.edu/>

## University Policies

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Per [University Policy 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.