

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 21, Spring 2017

Course and Contact Information

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| Instructor: | Peter O’Sullivan |
| Office Location: | FOB 107 |
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| Email: | peter.o’sullivan@sjsu.edu |
| Office Hours: | Mondays and Wednesdays, 12:15 – 1:15 PM |
| Class Days/Time: | Mondays and Wednesdays, 10:30 – 8:45 AM |
| Classroom: | BBC 124 |
| Prerequisites: | GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better |
| GE/SJSU Studies Category: | GE A3 / Critical Thinking and Writing |

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

ENGL 2 Course Description

General Course Description

ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description

In this course, we are going to learn the nuts, bolts, gears, and cogs of argument. We will learn first how to read, understand, and analyze the arguments of others before learning how to construct our own logical and persuasive arguments. We will learn the relationships between arguments and their intended audiences. We will also learn what argument is and is not for. The focus of this class is on monsters, both human and inhuman. We will be focusing on the societal anxieties that give rise to the darkest expressions of our imaginations and how they’re expressed throughout various cultures. This class will examine various media in our exploration of monstrosity.

ENGL 2 Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

ENGL 2 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 equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

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.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

ENGL 2 Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Insert descriptions of course requirements and assignments here (e.g., informal / formal writing assignments, multimodal / oral presentations, logical reasoning exercises, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE A3 course learning outcomes

Assignment Word Count and Learning Goals

| Assignment | Word Count | GELO |
|----------------------------|------------|------|
| Rhetorical Analysis: Movie | 1000 | 3-5 |
| Classical Argument | 1000 | 1-5 |
| Annotated Bibliography | 1500 | 1-5 |
| Research Essay | 1000 | 1-5 |
| Reflective Essay | 500 | 1-5 |

Required Texts/Readings

Textbook

Rhetoric: Lunsford, Andrea A., John J Ruszkiewicz, and Keith Walters. *Everything's an Argument 7th Edition*. ISBN 978-1457698675. Available at [Spartan Bookstore](#) and [Amazon.com](#)

Readings:

Hoffman, Andrew J. Editor. *Monsters*. ISBN 978-1-4576-9030-3. Available at [Spartan Bookstore](#) and [Amazon.com](#)

King, Stephen. *Danse Macabre*. ISBN 978-1439170984. Available at [Spartan Bookstore](#) and [Amazon.com](#)

Other Readings

This class will also include a selection of readings and grammar lessons from Andrea Lunsford's *The Everyday Writer*, of which a free copy may be found on Canvas. Simply login to your class through Canvas and select Writer's Help from the menu on the left.

I use conventional rounding methods when determining percentages. An 82.2% grade is a B-. An 82.5% grade is a solid B.

Students must earn a C- or higher (69.5% or higher) to pass this course.

There is no extra credit in this class.

Assignments are weighted as follows

- Quizzes 10%
- Participation Assignments 10%
- Rough Drafts 10%
- Final Drafts 30%
- Research Assignments 30%
- Final Project 10%

Participation is judged on reader response discussions on canvas and Writer's help assignments. These will be assigned at least once a week.

Final Drafts and Revisions may be turned in up to two weeks after the due date with no grade penalty. Assignments turned in on the due date will get full consideration, a full catalog of comments, and a chance to revise for improved credit. Assignments turned in after the due date will get full consideration, but fewer comments and no chance to revise for a higher grade. Assignments turned in after two weeks will automatically lose 50% of their points. After four weeks, missing work becomes a zero on Canvas.

Process assignments such as rough drafts and sample paragraphs for in class revision practice cannot be turned in late. Quizzes and participation assignment also cannot be made up.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Classroom Protocol

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty-five minutes into a class period. If you’re going to miss half the class, you might as well miss all of it. I will eject anyone who walks in after the thirty-five-minute mark.

University Policies

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

<http://www.sjsu.edu/english/frosh/program_policies/index.html>

ENGL 2 Spring 2017 Course Schedule

Course Schedule Subject to Change. All Changes Will Be Announced on Canvas

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| 1 | 1/30/2017 | Introductions, syllabus, classroom policies, ice breaker |
| 1 | 2/1/2017 | What is an argument? Assign Rhetorical Analysis |
| 2 | 2/6/0117 | Lunsford: Chapter 1 Argument and Appeals King: Chapter 1 |
| 2 | 2/8/2017 | Lunsford: Chapter 2 Pathos |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-------------|---|
| | | King: Chapter 2 |
| 3 | 2/13/2017 | Lunsford: Chapter 3 Ethos King: Chapter 3 |
| 3 | 2/15/2017 | Lunsford: Chapter 4 Logos King: Chapter 4 |
| 4 | 2/20/2017 | Lunsford: Chapter 5 Fallacies King: Chapter 5 |
| 4 | 2/22/2017 | Lunsford: Chapter 6 Rhetorical Analysis King: Chapter 6 |
| 5 | 2/27/2017 | Lunsford: Chapter 7 Structure King: Chapter 7 |
| 5 | 3/1/2017 | Lunsford: Chapter 8 Arguments of Fact King: Chapter 8 |
| 6 | 3/6/2017 | Lunsford: Chapter 9 Argument of Definition King: Chapter 9 |
| 6 | 3/8/2017 | Lunsford: Chapter 10 Evaluation King: Chapter 10 Assign Classical Argument |
| 7 | 3/13/2017 | Lunsford: Chapter 11 Causal Hoffman: pages 20-38 |
| 7 | 3/15/2017 | Lunsford: Chapter 12 Proposals Hoffman: 41-66 |
| 8 | 3/20/2017 | Lunsford: Chapter 17 Academic Arguments Hoffman: 72-96 |
| 8 | 3/22/2017 | Lunsford: Chapter 18 Finding Evidence Hoffman: 99-124 |
| 9 | 3/27/2017 – | Spring Break: NO CLASSES |
| 9 | 3/31/2017 | |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|--------------------|--|
| 10 | 4/3/2017 | Lunsford: Chapter 19 Evaluating Sources Hoffman: 130-154 Assign Research Essay |
| 10 | 4/5/2017 | Lunsford: Chapter 20 Using Sources Hoffman: 156-185 |
| 11 | 4/10/2017 | Lunsford: Chapter 21 Plagiarism Hoffman: 190-230 |
| 11 | 4/12/2017 | Lunsford: Chapter 22 Documenting sources Hoffman: 232-254 |
| 12 | 4/17/2017 | Lunsford: Chapter 13 Style in Argument Hoffman: 260-274 |
| 12 | 4/19/2017 | Lunsford: Chapter 14 Visual Rhetoric Hoffman: 275-298 |
| 13 | 4/24/2017 | Lunsford: Chapter 15 Presenting Argument Hoffman: 300-317 |
| 13 | 4/26/2017 | Lunsford: Chapter 16 Multimedia Arguments Assign Group Projects Assign Reflective Essay |
| 14 | 5/1/2017 | Work on Group Project |
| 14 | 5/3/2017 | Work on Group Project |
| 15 | 5/8/2017 | Work on Group Project |
| 15 | 5/10/2017 | Work on Group Project |
| 16 | 5/15/2017 | Work on Group Project |
| Final Exam | Tuesday, 5/23/2017 | BBC 124 at 9:45AM |