

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 30, Spring 2022**

**Course and Contact Information**

|                                  |   |
|----------------------------------|---|
| <b>Instructor:</b>               | Peter O’Sullivan  |
| <b>Office Location:</b>          | FOB 107 and <a href="https://sjsu.zoom.us/j/9431833745">https://sjsu.zoom.us/j/9431833745</a> |
| <b>Telephone:</b>                | 408-924-4419  |
| <b>Email:</b>                    | <a href="mailto:peter.o’sullivan@sjsu.edu">peter.o’sullivan@sjsu.edu</a>                      |
| <b>Office Hours:</b>             | Mondays: 11AM – 12PM<br>Thursdays: 7:30 – 8:30 AM   |
| <b>Class Days/Time:</b>          | Tuesdays and Thursdays, 9:00–10:15 AM   |
| <b>Classroom:</b>                | BBC 121 (Zoom for first three weeks)  |
| <b>Prerequisites:</b>            | GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better |
| <b>GE/SJSU Studies Category:</b> | 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.

## **Written Communication and Information Literacy Assessment Fall 2021**

This semester SJSU is assessing written communication and information literacy skills of students pursuing undergraduate degrees. The assessment is used to evaluate effectiveness of our General Education and writing curricula. This class has been selected for collection of student sample work. I will select random samples of work from this class to provide to a team of assessment experts. The work will be anonymized and cannot be traced back to you. The assessment will be done after the semester is over and will not affect your grade. Please let me know if you prefer to have your work excluded from this process.

## 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.

### Assignment Word Count and Learning Goals

| Assignment                       | Word Count | GELO |
|----------------------------------|------------|------|
| Pathos Analysis: Movie           | 1000       | 3-5  |
| Film Proposal                    | 1000       | 1-5  |
| Annotated Bibliography           | 1500       | 1-5  |
| Research Based Proposal Revision | 1000       | 1-5  |
| Reflective Essay                 | 500        | 1-5  |

## Required Texts/Readings

### Textbook

King, Stephen. *Danse Macabre*. ISBN 978-1439170984. Available at Spartan Bookstore and Amazon.com

### Other Readings

Related articles, blogs, podcasts, and videos will be posted on Canvas. You are responsible for checking Canvas every day for updates.

## Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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

An "A" 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" 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" 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" 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.

All grades will be broken down on a percentage basis, using the following model.

|              |            |             |
|--------------|------------|-------------|
| A+ = 100-97% | A = 96-93% | A- = 92-90% |
| B+ = 89-87%  | B = 86-83% | B- = 82-80% |
| C+ = 79-77%  | C = 76-73% | C- = 72-70% |

|                          |            |             |
|--------------------------|------------|-------------|
| D+ = 69-67%              | D = 66-63% | D- = 62-60% |
| F = 59-0% Unsatisfactory |            |             |

Assignments are weighted as follows

- Participation Assignments 10%
- Rough Drafts 10%
- Final Drafts 50%
- Group Video Project 20%
- Final Portfolio 10%

### Extra Credit

There is no extra credit given in this course.

### Late Policy

I will only accept **one** (1) late assignment over the course of the semester. You get to decide which assignment that is. I understand the life happens and some things are simply out of your control. That is why you have this one get out of jail free card. Use it wisely.

### Classroom Protocol

You are expected to attend all classes, prepared to engage in that day's activities. We shall follow all city, county, and state mandates when it comes to masks and distancing protocols. If you feel sick, please stay home. Otherwise, we shall define "prepared to engage" as having done the reading for the day and ready to discuss.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

### ENGL 2 Fall 2021 Course Schedule

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

| Week | Date    | Topics, Readings, Assignments, Deadlines                 |
|------|---------|--|
| 1    | 1/27/22 | Introductions, syllabus, classroom policies, ice breaker |
| 2    | 2/1/22  | Argument and Appeals<br>King: Chapter 1                  |
| 2    | 2/3/22  | Pathos<br>King: Chapter 2                                |
| 3    | 2/8/22  | Ethos<br>King: Chapter 3                                 |
| 3    | 2/10/22 | Logos<br>King: Chapter 4                                 |
| 4    | 2/15/22 | Fallacies<br>King: Chapter 5                             |

| Week       | Date                | Topics, Readings, Assignments, Deadlines                            |
|------------|---------------------|---|
| 4          | 2/17/22             | Rhetorical Analysis<br>King: Chapter 6                              |
| 5          | 2/22/22             | Structure<br>King: Chapter 7  |
| 5          | 2/24/22             | Arguments of Fact<br>King: Chapter 8                                |
| 6          | 3/1/22              | Argument of Definition<br>King: Chapter 9                           |
| 6          | 3/3/22              | Evaluation<br>King: Chapter 10                                      |
| 7          | 3/8/22              | Causal  |
| 7          | 2/10/22             | Proposals   |
| 8          | 3/15/22             | Finding Evidence  |
| 8          | 3/17/22             | Evaluating Sources and Using Sources                                |
| 9          | 3/22/22             | Documentary: Horror Noire   |
| 9          | 3/25/22             | Documentary: Horror Noire   |
| 10         | 3/28/22 –<br>4/1/22 | SPRING BREAK.<br>NO CLASSES.  |
| 11         | 4/5/22              | <a href="#">Blake, Meredith: Lovecraft Was a Virulent Racist...</a> |
| 11         | 4/7/22              | Plagiarism  |
| 12         | 4/12/22             | MLA<br>Assign Group Projects  |
| 12         | 4/14/22             | Work on Group Projects  |
| 13         | 4/19/22             | Work on Group Projects  |
| 13         | 4/21/22             | Work on Group Projects  |
| 14         | 4/26/22             | Work on Group Projects  |
| 14         | 4/28/22             | No Class  |
| 15         | 5/3/22              | Work on Group Projects  |
| 15         | 5/5/22              | Work on Group Projects  |
| 16         | 5/10/22             | Work on Group Project   |
| 16         | 5/12/22             | Last Day of Class: Watch Films                                      |
| Final Exam | 5/23/22             | Turn in Portfolio   |