SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing Section 17

ENGL 2

Fall 2023   3 Unit(s)   08/21/2023 to 12/06/2023   Modified 08/20/2023

🖥 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 Areas A1 and A2 each with grades 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).

◎ Course Goals

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.

▥ 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

Required:

> King, Stephen. *Danse Macabre*

☰ Course Requirements and Assignments

Essays

There will be three major essays written throughout the semester. The bulk of the grade, however, will be determined by the process assignments leading up to the final essay. Free-writes, scaffolding assignments, and rough drafts will have a greater weight than the finished product. It's through these scaffolding assignments that you will see the greatest improvement and find the most use from feedback. Final product essays will receive a score based on level of improvement over the course of the assignment.

Reading

Class will include the reading of book length work of non fiction and a myriad of external critical and analytical essays about horror and society. The reading of this material is required to get the full class experience. Reading will be assigned for **every** class and is due before class starts on that particular day. Not only must you read a lot of material, but also you must read deeply, beyond the surface, and understand the material. Failure to keep up with the reading will cause you to fall behind and seriously dent our ability to hold meaningful discussions in class.

Participation

In addition to quizzes, I will be measuring participation through discussions on Canvas. The online discussion forums are designed to inspire dialogue about the material, elicit questions about sections students find confusing, and even discuss the relationships between our readings and our assignments. Students get credit for participating in the discussions each week, but please don't let the potential for meaningful discourse go to waste. If students only participate for the grade, then they've let the discussions become nothing more than busy work.

Group Project

The last three weeks of class will be devoted to a group project. This project will allow you to take everything you've learned about the intersection of horror and society and use it to create a short horror film of your own. I have allotted class time for the groups to work, so as to accommodate students' busy schedules.

Final Assessment

Our final assessment will be in the form of a portfolio, due on the day of the final. This portfolio will consist of four part: your critical essay from Reflections on College Writing, a major assignment from this class, an annotated bibliography of your own work, and a reflective essay.

Assignment Word Counts and Learning Goals

Assignment	Word Count	GELO
Fear Analysis Process assignments	1000	2-3
Fear Analysis Final Draft	1000	2-3
Film Proposal Process Assignments	1000	2-4
Film Proposal Final Draft	1000	2-4
Research Revision Process Assignments	1000	1-4
Research Revision Final Draft	1000	1-4
Reflective Essay	500	1-4

✔ Grading Information

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's improvements, 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 four point minimum scale. The lowest grade you can get for any assignment is 50%.

Extra Credit

There is no extra credit given in this course.

Late Policy

All assignments will be turned in on Canvas. Process assignments are time sensitive. Because there are multiple small assignments leading up to the final product and timely feedback is essential to success in these assignment, late work will not be accepted **unless** the request is made at least two days prior to the due date.

Criteria

Type	Weight	Topic	Notes
Process	50		

Type	Weight	Topic	Notes
Product	20		
Project	10		
Participation	10		
Portfolio	10		
Total	100		

🏛 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

Fall 2023 Course Schedule.

All dates subject to change.

When	Topic	Notes
Introduction 8/21/2023		Introductions. Ice Breaker. First Assignment.
Lecture 8/23/2023		A brief history of rhetoric.
Reading before class 8/28/2023	Danse Macabre	Skim Chapter 1.
Activity 8/28/2023	Pathos	
Reading before class 8/30/2023	Danse Macabre	Read Chapter 2. Pay especial attention to the three levels of fear.
Activity 8/30/2023	Ethos	
Lecture 8/30/2023		Three Levels of Fear
Activity 8/30/2023	AI is taking over.	See what happens when AI does the assignments for us.
No Class 9/4/2023	Labor Day	
Reading before class 9/6/2023	Danse Macabre	Read Chapter 3.

When	Topic	Notes
Activity 9/6/2023	Monster Archetypes	
Lecture 9/6/2023	Logos	
Reading before class 9/11/2023	Danse Macabre	Skim Chapter 4
Video 9/11/2023	Queer for Fear	We'll watch an episode of this documentary series about werewolf and vampire archetypes.
Activity 9/13/2023	In Class Workshop	Peer reviews of process assignments.
Reading before class 9/18/2023	Danse Macabre	Skim Chapter 5
Activity 9/18/2023	Radio Horror	We're going to listen to The Screaming Woman by Ray Bradbury.
Reading before class 9/20/2023	Danse Macabre	Read Chapter 6 carefully. This is the longest chapter in the book. Give yourself extra time to read.
Lecture 9/20/2023	Argument Structures	We'll cover three common argument structures: Classical, Rogerian, and Toulmin.
Activity 9/20/2023	Political Horror	We're going to define five categories of Political Horror.
Reading before class 9/25/2023	Danse Macabre	Skim Chapter 7
Discussion 9/25/2023	Bad Horror	What do we do with bad horror?
Reading before class 9/27/2023	Danse Macabre	Skim Chapter 8
Discussion 9/27/2023	Television and Horror	How has television horror changed in the forty years since King wrote Danse Macabre?
Reading before class 10/2/2023	Danse Macabre	Skim Chapter 9
Video 10/2/2023	Queer for Fear	We're going to watch a second episode of this documentary series about iconic authors in horror.
Lecture 10/2/2023	Apollonian and Dionysian	Last of our concepts from Danse Macabre.
Reading before class 10/4/2023	Danse Macabre	Skim Chapter 10

When	Topic	Notes
Review 10/4/2023	Danse Macabre	We're going to review the important concepts from Danse Macabre.
Discussion 10/4/2023	Morality of Horror	We're going to discuss Chapter 10 and the concept of morality and horror.
Video 10/9/2023	Horror Noire: A Black History of Horror	We'll watch the first half of this documentary.
Video 10/11/2023	Horror Noire: A Black History of Horror	We will finish and discuss the documentary.
Activity 10/16/2023	What counts as evidence?	We're going to work on identifying what counts as evidence in an argument
Activity 10/18/2023	Plagiarism	We're going to talk about plagiarism and practice how best to avoid it. This also includes a workshop on paraphrasing.
Activity 10/23/2023	MLA Works Cited	
Acivity 10/25/2023	Rewriting/Revising/Editing	
Video 10/30/2023	Film	We will watch the Mexican horror film Tigers Are Not Afraid. Please try to get to class a little early. The film is slightly longer than the length of class and I'd like us to watch the whole thing.
Activity 11/1/2023	Form Groups	We will form our groups for our projects, choose our team names, and choose which film proposal each group wishes to attempt.
Activity 11/6 - 11/8	Group Work	Goals for this week: • Planning • Scripting • Location scouting
Activity 11/13 - 11/15	Group Work	Goals for this week: • Filming
Activity 11/20/2023	Group Work	Goal for this week: • Continue Filming
No Class 11/22/2023	Thanksgiving Break	
Activity 11/27 - 11/29	Group Work	Goals for this week: • Finish Filming • Begin Editing
Activity 12/4/2023	Activity	Finish Films
Activity 12/6/2023	Film Festival	We're going to watch all of the films produced by all three of my classes. Bring popcorn and snacks!
Final 12/13/2023	Portfolio Due	Turn the portfolio into the English 2 Assessment portal.