

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 7,
Spring 2018

“Abandon all hope, ye who” do not read the syllabus

(Dante Alighieri *The Divine Comedy* Canto 3. 9).

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| Instructor: | Boris Slager |
| Office Location: | FOB 117 |
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| Email: | boris.slager@sjsu.edu |
| Office Hours: | Monday and Wednesday 12p.m. – 1:00 p.m. or by appointment |
| Class Days/Time: | Monday and Wednesday 1030 a.m.-11:45 a.m. |
| Classroom: | Boccardo Business Center 122 |
| Prerequisites: | GE areas A1 (oral communication) and A2 (written communication I) with grades of C- or better |
| GE/SJSU Studies Category: | GE Area A3/ Critical Thinking |

Faculty Web Page and MYSJSU Messaging

The course materials such as the syllabus, assignments instructions and due dates, and handouts can be found on the syllabus. Also, major assignments can be found on Canvas. If you have any other questions, please email me.

GE Area A3 Course Description

General Course Description

ENGL2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired 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 about how to make an argument and the appeals that make up an argument. We will start off by understanding how to analyze arguments before making our own. We will use the example of others in order to understand how to craft our own arguments. We will learn the relationships between arguments and their audiences as well as how to make arguments to your intended audience. The focus of this class is on monsters, both human and inhuman. We will focus on the anxieties that give rise to our darkest part of our imagination and how they are expressed in our culture. We will also look at how elements of the Gothic mimic elements of our lives.

GE Learning Outcomes (GELO)

In addition to the learning objectives stated above, English 2 also measures the learning goals of GE Area A3. Upon successful completion of the course, students will be able to

- 1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotations;
- 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 the context of an argument;
- 5. distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically draw to valid conclusions and articulate related outcomes (implications and consequences);
- 6. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Library Liaison

Toby Matoush. Toby.Matoush@sjsu.edu. She is located on the fourth floor of MLK Library.

English 2 Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different 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. **Last, all paper assignments will be in 12 point Times New Roman font, double spaced, and in MLA format. I do accept late papers; however, you will be marked down ONE LETTER grade for everyday it is late. Moreover, I will not accept any paper that is more than four days late.**

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.

Final Experience: Our culminating experience for English 2 will be a multimodal project that is a movie shot and edited by the students. The film will run between 3-5 minutes.

Required Texts/Readings

Textbooks

Andrew Hoffman. *Monsters A Bedford Spotlight Reader*. Available on Amazon, Barnes and Noble, and many other sites.

Course Requirements and Assignments ALL ASSIGNMENTS MUST BE TURNED IN ON PAPER AND ON CANVAS TO RECEIVE FULL CREDIT

- **Annotated Bibliography (800-1,000 words):** An annotated bibliography is an extensive works cited list. An annotated bibliography lists your sources in alphabetical order and in MLA format, just as a work cited list does; however, an annotated bibliography requires the student to write 3-4 sentences as to how s/he will use the source in the paper. This assignment will connect to your research paper and students **are required to have 6 sources**, 3 of which must be a book or peer reviewed articles. The other 3 can be online sources. Last, there will be a peer review session to coincide with this exercise. In this case, students do not need to turn the draft with the final project.
- **Research Paper (2,000-2,500 words):** This paper will have two drafts, one peer reviewed and one professor reviewed. Students **must turn in all drafts with their final** in order to get credit. Students will turn their drafts in with their final inside a folder or binder (not all stapled together, keep the final separate, include the drafts inside the folder). However, students will only submit their final draft to Canvas.
- **Proposal (300-500 words):** All students must submit a proposal about their research paper. Moreover, all students must have their topic approved before beginning their papers.
- **Quizzes:** There will quizzes on the reading assigned for class. There will be ten quizzes this semester. There are no make-ups for a missed quiz.
- **Participation:** Students receive points based off engagement in class and whether student is on time and remains off technology (unless specified by the professor or on the syllabus).
- **Portfolio:** Students will submit a portfolio. This assignment will be like the DSP. Students will submit the links on Canvas. Students will use the Welcome page, the Argumentative/Critical Essay (both from DSP), and students will write a 1-2 page (no more) reflection of where they are as a writer. Students will assess their arc from the summer until now.
- **Video Analysis (800-1,000 words):** In this assignment students will rhetorically analyze a movie or a television monster. This analysis will also explain who the audience is for this movie or television show and some argument as to what the message behind the monster is. For example, if students analyzed Darth Vader from *Star Wars: A New Hope*, they would explain that this movie is intended for Science Fiction, Fantasy, and Action fans. (Note the intended audience does not need to cover everyone the movie/t.v. show is meant for just the major sects). They could then argue that Lucas wanted to show what happens when one entity is given too much power and how Darth Vader loses his humanity, which is why he is part robot, because of this thirst for power.
- **Video Project:** Students will shoot and edit a 3-5 min video. Students will be given class time to help them complete this task. Students will be divided into 5 groups of 5. Students will assign their own roles for the project; however, I will assign the groups. The idea of the video is to have students create their own monsters. The monster must use one of the three rhetorical appeals, logos, ethos, pathos, in order to convey a message about an important issue in today's world. An example of an important issue is equal rights. The videos are due the day of the final. Student groups will come up and discuss a few things about their movie, their monster, their appeal, their issue, and their intended audience.

SJSU classes are designed such that in order to be successful, it is expected that students will 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>.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Assignment Word Count and Learning Goals

| Assignment | Word Count | GELO |
|------------------------|-------------|------|
| Annotated Bibliography | 800-1,000 | 1-6 |
| Proposal | 300-500 | 1-6 |
| Research Essay | 2,000-2,500 | 1-6 |
| Quizzes | N/A | N/A |
| Video Analysis | 800-1,000 | 1-6 |
| Portfolio | 250-350 | 1-6 |
| Participation | n/a | n/a |
| Video Project | n/a | 2-5 |

Grading Policy

All work must be submitted on time and in class. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make the deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class. **If you miss a mandatory workshop day, your essay will be marked down one half letter grade.**

Note: Students must receive a **C-** or higher to pass the class.

Course grades will be calculated using the following scale:

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|----------------|----------------|----------------|-------------------|
| 94%-100% = A | 84% - 86% = B | 74% - 76% = C | 64% - 66% = D |
| 90% - 93% = A- | 80% - 83% = B- | 70% - 73% = C- | 60% - 63% = D- |
| 87% - 89% = B+ | 77% - 79% = C+ | 67% - 69% = D+ | Below 60% is an F |

| Assignments | Word Count | Points | % of course grade |
|--|-------------|--------|-------------------|
| Annotated Bibliography (Draft + Final) | 800-1,000 | 150 | 15% |
| Proposal | 300-500 | 100 | 10% |
| Research Essay (Draft + Revision + Final) | 2,000-2,500 | 200 | 20% |
| Quizzes (three at 10 pts each) | N/A | 30 | 3% |
| Video Analysis (Draft + Revision+ Final) | 800-1,000 | 120 | 12% |
| Portfolio | 250-350 | 100 | 10% |
| Participation | N/A | 150 | 15% |
| Video Project | N/A | 150 | 15% |

Requirements for particular assignments will vary. The grade will reflect your effectiveness on each assignment, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments are graded on the A-F scale I have provided.

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 the 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 weakness 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.

Classroom Protocol

For a class like this one, much of the learning happens in class. Thus, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you have completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments. Also, do not be late to class because it interrupts the students and the professor.

Technology

There will be no cell phone usage in this class. Please silence your phone and put in your backpack upon start of class. Furthermore, laptops will not be allowed in class. If you need your laptop, please speak with me privately. There will be days you will need your laptop, so I will inform students when they will need their laptop. I will inform students the class period before as well as an email reminding you to bring your laptop to the next class.

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 at <http://www.sjsu.edu/gup/syllabusinfo/>”

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

English 2/ Composition, Spring 2018, Course Schedule

Notes:

- All reading assignments are to be completed before class; we cannot discuss what has not been read.
- If you miss a mandatory workshop day, your essay will be marked down one half letter grade.
- All assignments must be turned in at the beginning of class on paper as well as Canvas.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| 1 | 1/24/18 | Introduction to class, syllabus, and ice breakers. |
| 2 | 1/29/18 | First half of grammar work sheet, explain logos, First half of Aristotle readings |
| 2 | 1/31/18 | Second half of grammar work sheet, transition exercise, explain ethos. Second half of Aristotle readings. |
| 3 | 2/5/18 | Pathos, explain about audience, use visual exercise to show how certain audiences are reached. Also, use pop culture to discuss audiences. Readings: Elizabeth Lawrence: <i>Werewolves in Pschye</i> pages 108-124 and Karen Backstein (<i>Un</i>) <i>Safe Sex: Romancing the Vampire</i> 211-221 |
| 3 | 2/7/18 | Readings: Stephen King: <i>Why We Crave Horror Movies</i> pages 16-20 and Mary Shelley's intro to <i>Frankenstein</i> (explains how character was developed) 20-23 Have students analyze King article and describe what monsters look like. Assign Video Analysis Paper |
| 4 | 2/12/18 | Quiz #1. Heuristics exercises. Object and room exercises. Readings: Guillermo del Toro and Chuck Hogan <i>Why Vampires Never Die</i> 36-40 and Jorge Borges <i>The Origins of Half-Human, Half-Animal Creatures</i> 72-80 |
| 4 | 2/14/18 | Peer editing of Video Analysis essay. You may bring laptops or hard copy; however, everyone must edit two essays. MANDATORY Attendance. |
| 5 | 2/19/18 | Readings: Mike Davis <i>Monsters and Messiahs</i> 46-51, Kenneth Simonsen <i>The Monstrous and the Bestial</i> 89-99, and Stephen Asma <i>Monsters and the Moral Imagination</i> 61-68 |
| 5 | 2/21/18 | Quiz #2. Explain a proposal. Show example in class. Go over brainstorming. Have students brainstorm ideas about research paper. Pass out signup sheet for meetings on 2/26. Assign Research Essay (which includes proposal) and Annotated Bibliography assignment. |
| 6 | 2/26/18 | MANDATORY Attendance. Meet in my office FOB 117. Bring edited draft of video analysis essay. Each meeting will last 15 minutes and we will work on where to go with the essay. |
| 6 | 2/28/18 | Go over errors seen from meeting with student examples. Discuss how to improve those weaknesses in writing. |
| 7 | 3/5/18 | Video analysis essay due. Explain Annotated bibliography. Show one in class and have students do a mock one during class. |
| 7 | 3/7/18 | Bring Laptops. Research methods and MLA format. |
| 8 | 3/12/18 | Bring Laptops. Have students begin working on Annotated bibliography. Pronosal Due. |
| 8 | 3/14/18 | Incorporating quotes. |

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| 9 | 3/19/18 | Glyfada method in class. Readings: Bruce Kavin <i>Composite Monsters</i> 99-105, Scott Poole <i>Monstrous Beginnings</i> 176-186, and William Andrew Myers <i>Ethical Aliens</i> 308-318. Discuss who are the “real” monsters |
| 9 | 3/21/18 | Peer review of Annotated bibliography. Mandatory Attendance. Students must peer review two bibliographies. You may bring hard copy or laptop |
| 10 | 3/26/18 | Spring Break No Class |
| 10 | 3/28/17 | Spring Break No Class |
| 11 | 4/2/18 | Annotated Bibliography Due. Please keep a copy for yourself because you need it for the research paper. Readings. Check in with students about research essay. Give time in class if needed. |
| 11 | 4/4/18 | Work on Research essay in class. |
| 12 | 4/9/18 | Peer review of Research Essay. Mandatory Attendance. |
| 12 | 4/16/18 | Readings: Ted Genoways <i>Here Be Monsters</i> 130-134, Daniel Cohen <i>The Birth of Monsters</i> 134-140, and Jeffrey Cohen <i>Fear of the Monster is Really a Kind of Desire</i> 190-196. Discuss different ways to use monsters and how to make appealing or unappealing (use pop culture). Handout signup sheet for meetings for 4/18. Handout and Explain Portfolio Assignment. |
| 12 | 4/18/18 | MANDATORY Attendance. Meet in my office FOB 117. Bring edited draft of your research essay. Each meeting will last 15 minutes. |
| 13 | 4/23/18 | Final Quiz. Explain video project. Assign five groups of five. Assign Video Project. Have students begin to come up with ideas in their groups about project and have them assign roles before leaving. Also, have brainstorming session about monsters. |
| 13 | 4/25/18 | Research Essay Due. Remember all three copies (First draft, second draft, and final must be turned in). Give class time for portfolio project. |
| 14 | 4/30/18 | Finish Portfolio project in class. Also, read and discuss how others created monsters. (Readings will be done in class). We will then talk about the different monsters as a class. |
| 14 | 5/2/18 | Have students make plan for movie. Have shot ideas and tweaks to monster or story arc. |
| 15 | 5/7/18 | Library Workshop day. No Class. Use this time to work on your projects. |
| 15 | 5/9/18 | Bring what you have to class. We will spend time editing, cutting, and making improvements to the project. |
| Final Exam | | Video Projects are due on this day. We will show them in class. No late work accepted. |

