

**“THAT'S THE SPIRIT—ON AMERICAN FAITH + DOUBT”**

**INSTRUCTOR:** DANIEL HENDEL DE LA O  
**COURSE:** ENGL 2—CRITICAL THINKING AND WRITING  
**PREREQUISITES:** ENGL 1A OR 1A-F/S WITH A GRADE OF C- OR BETTER  
**SATISFIES:** GE AREA A3- CRITICAL THINKING & WRITING  
**OFFICE HOURS:** TUE/THU 10:30 – 11:30 A.M. (ALSO BY APPOINTMENT; VIA ZOOM ONLY)  
**EMAIL:** DANIEL.HENDELDELAO@SJSU.EDU  
**BLOG:** EAUZONE.BLOGSPOT.COM  
**SECTIONS:** COURSES ARE SYNCHRONOUS, AND MEET TWICE A WEEK VIA ZOOM-

- 8 (21722) TUTH 12:00 - 1:15 P.M. (MEETING ID: 813 1894 2210/PASSCODE: 469868)
- 25 (22828) TUTH 1:30 - 2:45 P.M. (MEETING ID: 885 5753 7296 /PASSCODE: 038015)



**COURSE THEME**

This semester’s ENGL 2 will examine the human phenomena of spirituality. We will examine various facets of spirituality and faith, including:

- What drives humans to believe in something larger than ourselves?
- How do spirituality and faith both simultaneously divide and unite us?
- Can one be moral without being religious?
- What happens when spiritual and secular interests intersect in society?
- How can religion and science coexist?
- How are those who believe (and those who don’t) portrayed in the media?
- What place, if any, should spirituality have in our politics?
- How does our society regard non-believers?
- Can one be spiritual, but not religious?
- Does the existence of God need to be proven?

This semester, we will explore a diverse assemblage of texts exploring these issues and others. An open mind, and a willingness to express your thoughts, will serve you well in this venture.

**ABOUT SPRING 2022**

This spring, we continue our transition into a post-pandemic learning community. As such, this particular course will be conducted entirely online. While this format sometimes presents challenges, please continue to be patient and respectful of me and your classmates. I am looking forward to an exciting and engaging class.

## REQUIRED TEXTS

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Book:

*Blue Like Jazz: Nonreligious Thoughts on Christian Spirituality* by Donald Miller (ISBN: 9780785263708)

Audio:

*Letting Go of God* by Julia Sweeney (ASIN: B000LMPO94)\*

Writing guide:

*The Everyday Writer with 2020 APA Update* by Andrea A. Lunsford (ISBN: 1319361153)\*\*

\*Available as a digital download from iTunes, Amazon/Audible, and other retailers.

\*\*Any edition of *The Everyday Writer* will suffice.

## TECHNOLOGY REQUIREMENTS

Students are required to have an electronic device (e.g. laptop, desktop, or tablet) with a camera and built-in microphone, as well as a reliable Wi-Fi connection. The University has a free equipment loan program ([sjsu.edu/learnanywhere/equipment/index.php](https://sjsu.edu/learnanywhere/equipment/index.php)) available for students.

## COURSE DESCRIPTION

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

## 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 6,000 words, at least 4,000 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.

## **GENERAL EDUCATION LEARNING OBJECTIVES (GELOS)**

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 your 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)

## **UNIVERSITY, COLLEGE, OR DEPARTMENT POLICY INFORMATION**

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be found at [sjsu.edu/gup/syllabusinfo/index.html](http://sjsu.edu/gup/syllabusinfo/index.html).

## **DEPARTMENT 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.

## **STANDARDS FOR PRESENTATION OF WORK**

All typed work must be in MLA Style. Samples can be found online and in *The Everyday Writer*.

Please follow this sample heading for all typed work:

Full Name

ENGL 2: Section number

Date

Assignment

At the end of each typed assignment, include the word count.

Example:

| Word Count: 741

## **EAUZONE**

I maintain the EauZone ([eauzone.blogspot.com](http://eauzone.blogspot.com)) as a centralized location for general class information, including assignments. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles may be required to complete some assignments.

Note: You will utilize this site, not Canvas, for most course information.

On the homepage, click on "ENGL 2: That's the Spirit" under "Spring 2022" to be routed to our course's page.

## **COURSE POLICIES**

General:

- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you go by Jack, then use "John (Jack) Wilson" on all assignments. Also, remember that preferred names can be set in Canvas using these instructions: [sjsu.edu/registrar/docs/Preferred\\_name\\_setting.pdf](http://sjsu.edu/registrar/docs/Preferred_name_setting.pdf).
- I am also happy to use your preferred pronouns. Simply notify me as early in the semester as possible—and I apologize in advance if I occasionally slip up. Additionally, you can set your preferred pronouns in Canvas here: [sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php](http://sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php).
- As soon as possible, upload a clear profile photo to your Canvas and email accounts. This is especially important given our online-only setting.

Grades and grading:

- Ordinarily, you could expect sentence-level corrections for each of the hard copy essays you submitted. However, such corrections in Canvas are cumbersome. Instead, expect (often lengthy) end-notes in the comments section of your essays.
- There is a participation component to your grade. It could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently ask questions and/or comment). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- There will be no extra-credit opportunities this semester.
- Check Canvas for your most up-to-date grades.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.

- Submit late assignments (via Canvas) no later than the following class after the due date. They will be lowered one letter grade. Canvas submissions will be closed one week after due date.
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, make prior arrangements with me.
- All assignments will be uploaded via The Eauzone and Canvas.

Zoom practices and etiquette:

- Though you are not required to appear on camera for this or any other class, you are highly encouraged to do so. Being on camera helps you not only feel more engaged with the class environment, it also helps me and your classmates get to know you better.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom account—instructions can be found here: [ischool.sjsu.edu/account-set](https://ischool.sjsu.edu/account-set). Please do this in the first week of school.
- Whenever you are on camera, please dress appropriately.
- Always keep yourself on "mute" when not speaking.
- To comment or ask a question, please speak aloud or use the "raise a hand" feature—the "chat" feature will often be turned off.
- Please do not private message me during class as it can be very distracting. Instead, message me afterwards.
- All classes will be recorded and will be posted to Canvas.
- University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the "Anonymous Option," but please notify me beforehand.
- Please obtain permission from me before recording any class session. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of class.

Email:

- In order to streamline communications, email me at [daniel.hendeldelao@sjsu.edu](mailto:daniel.hendeldelao@sjsu.edu) ONLY. Please do not contact me via Canvas.
- In your email, indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects your presentation, there is no need to contact me if you miss class.
- If you are absent, please do not message me to ask what you missed. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.

### NOTES ON WRITING ABOUT RELIGION

Traditionally, Western writers have followed specific rules when writing about religion. Here are some general rules to take note of when writing about religious issues:

- It is traditional (though now optional) to Capitalize “god” when used as a proper noun: *By his mid-twenties, Zach had fully devoted himself to God.*
- Do not capitalize “god” or “gods” when writing in general terms: *Ares was the Greeks’ god of war.*
- The names of deities or major spiritual figures are always capitalized: *Allah, Jesus Christ, Isis, Buddha.*
- Traditionally, pronouns referencing Christianity’s God are capitalized as a sign of respect: *God, in His divine wisdom, ordered Moses to the mountain top.* This practice, too, is optional.

- Capitalize the name of Christianity’s most sacred text, the Bible—but it should not be italicized. Other sacred texts are always capitalized (e.g. the Torah, the Vedas), but they are also not italicized.
- When “biblical” is used as an adjective (e.g. “in biblical times”), it is written with a lowercase b, except when it is used as the first word in a sentence.
- Islam’s most sacred text is properly spelled as the “Qur’an,” but “Koran” and “Quran” are also acceptable.
- Customarily, historical dates in the West were based upon a system in which Jesus’ year of birth was marked as Year One; anything before that was BC (Before Christ) and anything after that was AD (Anno Domini). Having adopted a more multicultural view of history, contemporary writers now use BCE (Before Common Era) and CE (Common Era). Thus, Julius Caesar was assassinated in 44 BCE, while Columbus reached the New World in CE 1492. Please use these contemporary designations for the purposes of this class.

**COURSE WORK**

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on the assignment
- Be in MLA Style
- Unless otherwise noted, always include a works cited\*

*\*Insert your works cited directly after the end of your essay—it does not need to start on a separate page.*

Assignment	Description	GELO	Word Count	Revised or Workshopped	Point Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	1-4	500		10
Toulmin Model	Using the Toulmin Method, we will investigate whether or not religious institutions should have to pay taxes.	2-5	500		20
Burke’s Dramatistic Pentad	By means of Kenneth Burke’s Dramatistic Pentad, you will analyze the rhetoric behind three film scenes about people’s interactions with spirituality.	2-5	750		20
Aristotelian Analysis	Utilizing Aristotle’s Modes of Persuasion, you will write a series of short answer responses to Julia Sweeney’s <i>Letting Go of God</i> and Donald Miller’s <i>Blue Like Jazz</i> .	2-5	750		20

Rogerian Argument, Pt. I: Outline	Your Rogerian Argument, will illustrate the current American debate over religious freedom.	2-5	500	✓	20
Rogerian Argument, Pt. II: Infographic	Your Rogerian Argument will form the foundation of an infographic, which will visually illustrate the debate.	1-4	250	✓	20
Research Project	You and a partner will explore the representation of religious, or atheist, character in a major US television show. Your findings will be summarized in a 16-slide multimedia presentation.	1-5	2,000	✓	40
Reflections	You will write six 2-page reflections on a variety of spirituality-related prompts.	2-5	3,000		60
English Department Self-Reflection & ePortfolio	For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 2.	2-4	500		10
Multimedia Presentation	You will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a spirituality-based topic.	1-5	250		20
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.				10
Word Count: 9,000			Total: 250		

Final Grade Calculations:

242 – 250	A+	217 – 223	B+	192 – 198	C+
234 – 241	A	209 – 216	B	184 – 191	C
224 – 233	A-	199 – 208	B-	174 – 183*	C-

*\*You must earn at least 174 points to receive course credit.*

**COURSE SCHEDULE**

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- Look for any assignments worth points to be CAPITALIZED and **bolded** below.

- Items listed as “Review” in the agendas are specifically for students who did not take ENGL 1A with me. Look for items to be stored in the “Files” section of our Canvas.
- All lecture presentations are also located in the “Files” section of our Canvas.
- Unless otherwise noted:
  - All assignments are due on Thursdays by 8 p.m. via Canvas—again, do not email any assignments.
  - All presentations take place on Thursdays.

Key:

- BLUE (*Blue Like Jazz*)
- CAN (Canvas)
- eR (eReader)
- GD (GoogleDocs)
- GO (*Letting Go of God*)

- Week 1: Thu 1.27 – Hinduism  
 Read: eR—"About Three-in-Ten US Adults are Now Religiously Unaffiliated" (Pew Research Center)  
 Class: Syllabus review
- Week 2: Tue 2.1/Thu 2.3 – Shintoism  
 Class: Introductions; Lecture—"Crafting the Essay: Writing as a Process"  
 Due: **DIAGNOSTIC**
- Week 3: Tue 2.8/Thu 2.10 – New Ageism  
 Review: CAN—"MLA Style 101"  
 Class: Presentation partner and topic assignments; Lecture—"Better Multimedia Presentations: An How-To" and "Inside the Toulmin Model"  
 Due: **REFLECTION 1**
- Week 4: Tue 2.15/Thu 2.17 – Islam  
 Review: CAN—"Citing Sources in MLA: The Basics"  
 Read: BLUE—1. Beginnings: God on a Dirt Road Walking Toward Me – 4. Shifts: Find a Penny  
 Class: Reading discussion  
 Due: **TOULMIN MODEL**
- Week 5: Tue 2.22/Thu 2.24 – Hellenism  
 Read: BLUE—5. Faith: Penguin Sex – 8. Gods: Our Tiny Invisible Friends  
 Class: Multimedia presentations; Lecture—"Reading Right: New Techniques" and "Do It Now: Ten Easy Grammar Fixes"
- Week 6: Tue 3.1/Thu 3.3 – Buddhism  
 Read: BLUE—9. Change: New Starts at Ancient Faith – 12. Church: How I Go Without Getting Angry  
 Class: Reading discussion; Multimedia presentations; Guest speaker—TBA; Lecture—"Inside the Narrative: Burke's Dramatistic Pentad"  
 Due: **REFLECTIONS 2 & 3**

Week 7: Tue 3.8/Thu 3.10 – Christianity  
Read: BLUE—13. Romance: Meeting Girls is Easy – 17. Worship: The Mystical Wonder  
Class: Reading discussion; Multimedia presentations  
Due: **BURKE'S DRAMATISTIC PENTAD**

Week 8: Tue 3.15/Thu 3.17 – Mexicayoti  
Read: BLUE—18. Love: How to really Love Other People – 20. Jesus: The Lines of His Face  
Class: Reading discussion; Multimedia presentations; Lecture—"What's the Appeal?: Aristotle's Modes of Persuasion

Week 9: Tue 3.22/Thu 3.24 – Atheism  
Listen: GO—0:00-2:06:30  
Class: Reading discussion; Multimedia presentations; Guest speaker—TBA  
Due: **ARISTOTELIAN ANALYSIS**

Week 10: Tue 3.29/Thu 3.31 – Kemetism (No class—Spring Break)

Week 11: Tue 4.5/Thu 4.7 – Mormonism  
Class: Multimedia presentations; Lecture—"Finding the Middle Ground: The Rogerian Argument  
Due: **REFLECTIONS 4 & 5**

Week 12: Tue 4.12/Thu 4.14 – Catholicism  
Class: Multimedia presentations; Lecture—"Infographics: A How-To"  
Due: **ROGERIAN ARGUMENT, PT. I: OUTLINE**

Week 13: Tue 4.19/Thu 4.21 – Wicca\*  
Class: Multimedia presentations, Guest speaker—TBA  
Due: **REFLECTION 6**

*\*It is advised you be up to slide 4 in your Research Project this week.*

Week 14: Tue 4.26/Thu 4.28 – Evangelicalism\*  
Class: Writers workshop; Multimedia presentations; Lecture—"The Self-Reflection Essay and ePortfolio: A How-To"  
Due: **ROGERIAN ARGUMENT, PT. II: INFOGRAPHIC -FIRST DRAFT I (NO TURN IN, BUT HAVE DRAFT 1 READY TO SHARE IN CLASS)**

*\*It is advised you be up to slide 8 in your Research Project this week.*

Week 15: Tue 5.3/Thu 5.5 – Scientology\*  
Class: Multimedia presentations  
Due: **ROGERIAN ARGUMENT, PT. II: INFOGRAPHIC -FINAL DRAFT**

*\*It is advised you be up to slide 12 in your Research Project this week.*

Week 16: Tue 5.10/Thu 5.12 – Rosicrucianism\*  
Class: Class wrap-up  
Due: **RESEARCH PROJECT**

*\*Last regular class meeting of the semester.*

Week 18 (Final Exams):

Sec. 25: Final Exam: Mon 5.23 from 12:15 – 1:15 a.m. (Details TBD)  
Due: **SELF-REFLECTION ESSAY AND ePORTFOLIO (SUBMIT VIA CANVAS BY 8 P.M.)**

Sec. 8: Final Exam: Tue 5.24 from 9:45 – 10:45 a.m. (Details TBD)  
Due: **SELF-REFLECTION ESSAY AND ePORTFOLIO (SUBMIT VIA CANVAS BY 8 P.M.)**