

**ENGL 2: THE WORLD AT YOUR DOORSTEP—
ON AMERICA AND GLOBAL ISSUES
Spring 2016, SJSU**

**COURSE: ENGL 2—Critical Thinking and Writing
PREREQUISITES: GE Areas aA1 (Oral Communication) and
A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category: GE A3/Critical Thinking and Writing**

**INSTRUCTOR: Daniel Hendel De La O
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**Section 4 (Course No. 26986): Tu/Th 7:30 – 08:45, SH 348
Section 8 (Course No. 26990): Tu/Th 9:00 – 10:15, SH 348**



COURSE THEME

Americans, critics say, are notoriously ignorant about issues beyond our borders. While people around the world can be relied upon to correctly name several of our prominent politicians, be informed about US domestic issues, and even be fluent in English, Americans are often—stubbornly—more insular. For example, how many of us can name the newly elected prime minister of Canada, or know what Israel’s legislative branch is called? Still, global crises, such as climate change, terrorism, and poverty necessitate that we broaden our perspectives. Through reading, writing, and discussions about current global challenges, this course will help shape us into the critically-thinking global citizens the world needs us to be.

REQUIRED TEXTS

All texts are available in electronic format (e.g. Kindle, Nook), though pagination may vary from print editions.

Books:

- *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Katherine Boo (ISBN: 1400067553)

Writing guide:

- *The Everyday Writer with Exercises (5th Edition)—Special Edition: San José State University* by Andrea A. Lunsford (ISBN: 9781457667121)

Materials:

- One pack of multi-colored highlighters

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.

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. Assignments include both in-class writing as well as revised out-of-class essays.
- Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to:
 - Distinguish denotation from connotation, abstract from concrete, literal from inferential
 - Identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies
 - Recognize and evaluate assumptions underlying an argument
 - Draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions;
 - Distinguish the role of audience, context, and purpose in shaping argumentation strategies;
 - Evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.
- Multimodal Writing: Multimodal writing compels students to express themselves beyond the traditional communication channels of a typical composition course. Thus, these assignments might incorporate everything from fine art (e.g. photography, music) to digital media (e.g. advertising, memes). While the traditional essay (in all its forms) is still highly valued, multimodal writing acknowledges that 21st century forms of communication encompass a broad range of modalities. Many of this semester's assignments will incorporate several modalities, including audio, visual, and spatial.
- Reading: The primary text of this course will be *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Pulitzer Prize-winning author Kartherine Boo. It is a riveting account of the struggles to survive in Annawadi, a makeshift settlement in Mumbai, India. The book serves as an intersection for many of the geo-political themes we will discuss in class, including economic inequality, environmental degradation, and globalism.

- Research: In addition to an eight-page research paper, this ENGL 2 course includes a library orientation conducted by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g. quoting, paraphrasing, summarizing), and citing them properly.
- Final Experience: For our final meeting, you will submit your completed research paper, as well as informally present your findings to the class. Our final class meetings will happen on Tu 5.24 @ 7:15 AM for Sec. 4 and Th 5.19 @ 7:15 AM for Sec. 8.

UNIVERSITY POLICIES

- General Expectations, Rights and Responsibilities of the Student: As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. You are encouraged to familiarize yourself with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog at info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that you begin by seeking clarification or discussing concerns with your instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.
- Dropping and Adding: You are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at sjsu.edu/aars/policies/latedrops/policy/. You should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at sjsu.edu/advising/.
- Consent for Recording of Class and Public Sharing of Instructor Material: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Academic integrity: Your commitment, as a student, to learning is evidenced by your enrollment at San José State University. The University Academic Integrity Policy S07-2, at sjsu.edu/senate/docs/S07-2.pdf, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at sjsu.edu/studentconduct/.
- Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at sjsu.edu/aec to establish a record of their disability.
- Accommodation to Students' Religious Holidays: San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor,

in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at sjsu.edu/senate/docs/S14-7.pdf.

- Student Technology Resources: Computer labs for student use are available in the Academic Success Center (sjsu.edu/at/asc/), located on the 1st floor of Clark Hall, and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
- SJSU Peer Connections: Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Visit Peer Connections website at peerconnections.sjsu.edu for more information.
- 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 sjsu.edu/writingcenter.

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 at sjsu.edu/senate/docs/S12-3.pdf.

GRADING POLICY

The department's standard grading scheme consists of the following: 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.

NOTICE OF ONGOING CSU LABOR DISPUTES

The California Faculty Association (CFA) is in the midst of a difficult contract dispute with the CSU management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education.

It is possible that the SJSU’s faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education.

Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody.

For more current information you can visit the California Faculty Association website at calfac.org/.

THE EAUZONE

Think of The EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. 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 are required to complete some assignments. On the homepage, click on “English 2: A World of Difference” under “Spring 2016 Courses” to be routed to our page. Feel free to use the “Comments” function in each posting; it is often a helpful way to communicate with classmates.

COURSE POLICIES

Grades and grading:

- I will sometimes make sentence-level corrections to only one page or paragraph of your essay. This is done in an effort to make you a better editor of your own work. You should assume that the corrections I’ve made are applicable to your entire essay.
- If extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.
- There is a participation component to your grade. Though only 10 points, 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 asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- At least twice a month, I will share my most up-to-date grades with the class.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—I will not accept an assignment beyond this point.
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points on your final draft for coming to class on a writers workshop day without anything to share.
- I will not accept any assignments that are unstapled.

Etiquette:

- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class.
- Please do not pack up before our class time is over—I'll be sure to get you out of class on time.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email more efficiently.
- Google Docs users: Please remember to grant me permission to edit it BEFORE you share. Otherwise, I have to request permission to edit your document and the entire process is further lengthened.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you were absent, please do not message me to ask what you missed. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information. If you still have a question, feel free to contact me.

EDITING MARKS GUIDE

Here is a guide to some of the editing symbols (some standard, some my own) that you'll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* (EW) for many of the marks.

| Symbol | Meaning | EW | Symbol | Meaning | EW |
|--------|---|------------|--------|------------------------------|------------------------|
| ^ | Insert | - | FRAG | Fragment | pg. 38 |
| ↑ | Text is likely not properly double-spaced | - | ITL | Either add or remove italics | pg. 425, 448 |
| → | Indent 1x | - | HEAD | Issue with page header | - |
| → → | Indent 2x | - | PASS | Passive voice | pg. 28c, 32g |
| + | Good point | - | RO | Run-on sentence | pg. 9, 385 |
| ? | Meaning unclear | - | SLANG | Slang | pg. 23a |
| # | Add space | - | SP | Spelling | |
| " " | Add quotation marks | pg. 43 | SV | Subject-verb agreement | pg. 355 |
| // | Faulty parallelism | pg. 8e, 27 | T | Tone | pg. 10d, 17c, 23a, 23d |
| ¶ | Start new paragraph | pg. 8 | TC | Title case | - |
| Symbol | Meaning | EW | Symbol | Meaning | EW |
| @ | Delete | - | TNR | Times New Roman font | - |
| 2x | Double-space | - | TRANS | Transition | pg. 8e, 30b |

| | | | | | |
|-----|--------------------------|---------|----|-------------|---------|
| ABB | Abbreviation | pg. 46a | UL | Underline | pg. 47 |
| AWK | Awkward phrasing; reword | - | WC | Word choice | pg. 261 |
| CS | Comma splice | pg. 37 | | | |

WORK PRESENTATION STANDARDS

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* and online at EauZone. Again, unstapled work will never be accepted.

Please follow this sample heading for all typed work:

Name

E2: Section number

Assignment

Date

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 are approximately three pages and must adhere to MLA Style.

| Item | Description | GELOs | Word Count | Revised or Workshopped | In-class | Point Value |
|--------------------|--|-------|------------|------------------------|----------|-------------|
| Diagnostic | This in-class essay will be my first opportunity to evaluate your writing. | 2-4 | 400 | | ✓ | 0 |
| The Toulmin Method | Toulmin Analysis Using the Toulmin Method, we will argue against the American tendency toward insularity. | 2-5 | 400 | | | 20 |

| Item | Description | GELOs | Word Count | Revised or Workshopped | In-class | Point Value |
|------|-------------|-------|------------|------------------------|----------|-------------|
|------|-------------|-------|------------|------------------------|----------|-------------|

| | | | | | | | |
|---------------------------------|-----------------------|--|-----|------|--|---|----|
| Aristotle's Modes of Persuasion | Aristotelian Analysis | Using Aristotle's Modes of Persuasion, you will argue against the conditions that create the level of poverty seen in Boo's <i>Behind the Beautiful Forevers</i> . | 2-5 | 400 | | ✓ | 20 |
| The Rogerian Argument | Rogerian Analysis | For this assignment, we will explore the current debate over Syrian refugees inside the framework of a Rogerian Argument. Additionally, this essay will also be annotated. | 2-5 | 750 | | | 20 |
| | Infographic | Your Rogerian analysis of the Syrian refugee crisis will form the foundation of an infographic that visually represents the debate. | 1-4 | 400 | | ✓ | 20 |
| Academic Research | Research Paper | Your eight-page research paper will focus on a major social, economic, political, or environmental issue currently facing the globe. | 1-5 | 2000 | | ✓ | 60 |

| Item | Description | GELOs | Word Count | Revised or Workshopped | In-class | Point Value |
|------|-------------|-------|------------|------------------------|----------|-------------|
|------|-------------|-------|------------|------------------------|----------|-------------|

| | | | | | |
|-------------------------------|---|-----|------------------|--|--------------|
| Reflections | You will write eight 1.5 page reflections on a variety of globally-themed prompts. | 2-4 | 3000 | | 80 [8x10] |
| Multimedia Presentation** | You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote), including a hand-out, based upon a current international topic. | 1-5 | 500 | | 20 |
| Participation | Note that points are garnered not by attendance, but by active participation in class. | | | | 10 |
| Approximate word count: 7,850 | | | Point total: 250 | | |

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

**You must provide your own laptop. Macs will require an Apple-specific adaptor to connect to the university's projection system; some newer PC models, those with HDMI-only connections, will also require special adaptors.

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- | 0 – 183 | F |

*At least 184 points must be earned to receive course credit.

COURSE SCHEDULE

Please note that this schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of the syllabus only a rough guide and already out-of-date.

Key:

eR—eReader

FOREVERS—*Behind the Beautiful Forevers*

Note: All assignments, including in-class essays, are due or take place on Thursdays.

Week 1: France

Th 01.28

Class: Syllabus review

Week 2: India

Tu 2.2/Th 2.4

Class: Introductions; Activity—"World Map Quiz;" Lecture—"Writing as a Process"

Due: **REFLECTION 1**

Week 3: Mexico

Tu 2.9/Th 2.11

Class: **DIAGNOSTIC ESSAY**; Lecture—"A Multimedia Presentation How-to"

Due: **REFLECTION 02**

Week 4: Ivory Coast

Tu 2.16/Th 2.18

Read: eR—"Major Parts of World Ignored by U.S. TV News in 2013" (IPS), "Leaving Empire: The Risks of American Insularity" (Religion Dispatches), "Getting to Know the World Around Us" (*Chicago Tribune*); FOREVERS—Part 1: Undercitizens

Class: Reading Discussion; Lecture—"Persuasion and the Toulmin Method"

Week 5: Brazil

Tu 2.23/Th 2.25

Read: eR—"Why is America so Culturally Isolated and Insular Compared to the Average Country?" (Reddit), "Are You an Insular American?" (DailyKos), "Young Americans Geographically Illiterate, Survey Suggests" (*National Geographic*); FOREVERS—Part 2: The Business of Burning

Class: Reading Discussion; Multimedia presentations

Due: **TOULMIN ANALYSIS**

Week 6: Indonesia

Read: FOREVERS—Part 3: A Little Wildness

Tu 3.1/Th 3.3

Class: Reading Discussion; Multimedia presentations; Watch—"India" from *An Idiot Abroad* (Sky1);

Lecture—"Understanding Aristotle's Modes of Persuasion"

Due: **REFLECTION 3**

Week 7: Germany

Tu 3.8/Th 3.10

Read: FOREVERS—Part 4: Up and Out

Class: **ARISTOTELIAN ANALYSIS**; Reading Discussion; Multimedia presentations

Week 8: South Korea

Tu 3.15/Th 3.17

Read: TBA

Class: Reading Discussion; Multimedia presentations; Watch—"Migrants Stranded on Kos: Europe or Die" (Vice), Lecture—"Toward a Consensus: The Rogerian Argument"

Due: **REFLECTION 4**

Week 9: Canada

Tu 3.22/Th 3.24

Read: TBA

Class: Reading Discussion; Multimedia presentations; Watch—"My Escape from Syria: Europe or Die" (Vice)

Due: **ROGERIAN ANALYSIS (ANNOTATED—INSTRUCTIONS TO BE GIVEN IN CLASS)**

Week 10: Argentina—Spring Break

Tu 3.29/Th 3.31

Week 11: Iran

Tu 4.5/Th 4.7

Class: Multimedia presentations; Lecture—"Infographics 101"

Due: **REFLECTION 5**

Week 12: Thailand

Tu 4.12/Th 4.14

Class: Writers workshop; Multimedia presentations; Lecture—"Research Writing: A How-To"

Due: **INFOGRAPHIC (DRAFT 1; BRING 2 COPIES)**

Week 13: Cuba

Tu 4.19/Th 4.21

Class: Multimedia presentations; Library research session (Details TBA)

Due: **INFOGRAPHIC (FINAL DRAFT 1; EMAIL BY 5 PM)**

Week 14: The United Kingdom

Tu 4.26/Th 4.28

Class: Writers workshop; Multimedia presentations

Due: **RESEARCH PAPER THESIS (BRING 2 COPIES); REFLECTION 7**

Week 15: Sweden

Tu 4.26/Th 4.28

Class: Writers workshop; Multimedia presentations

Due: **RESEARCH PAPER OUTLINE (BRING 2 COPIES)**

Week 16: Russia

Tu 5.3/Th 5.5

Class: Writers workshop; Multimedia presentations

Due: **RESEARCH PAPER (UP TO PG. 2; BRING 2 COPIES); REFLECTION 8**

Week 17: Italy

Tu 5.17/Th 5.19

Class: Dept. assessment, Writers workshop; Multimedia presentations

Due: **RESEARCH PAPER (UP TO PG. 4; BRING 2 COPIES)**

Week 18: Japan

Tu 5.10/Th 5.12

Class: Writers workshop; Multimedia presentations

Due: **RESEARCH PAPER (UP TO PG. 6; BRING 2 COPIES)**

Week 19: Ireland—Finals Week, Pt. 1 (Sec. 8 only)

Th 5.19 @ 7:15 AM

Class: End-of-class review; Informal research paper presentations

Due: **RESEARCH PAPER (FINAL DRAFT)**

Week 20: Iceland—Finals Week, Pt. 2 (Sec. 4 only)

Tu 5.24 @ 7:15 AM

Class: End-of-class review; Informal research paper presentations

Due: **RESEARCH PAPER (FINAL DRAFT)**