

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 09, Fall/2017**

**Course and Contact Information**

<b>Instructor:</b>	Ellen Tara James-Penney
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<b>Office Hours:</b>	MW 10:30-1:15
<b>Class Days/Time:</b>	MW 3:00 pm
<b>Classroom:</b>	CL316
<b>Prerequisites:</b>	English 1A
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Course Management Page and MYSJSU Messaging** [*Optional*]

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 checking the messaging system through MySJSU to learn of any updates.

**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**

To provide focus and continuity, the themes of the class are *Literacy* and *Consumerism*. First, the terms will be defined. Then the exploration begins! You are expected to analyze from a variety of perspectives. To aid this, you will read the essay “Economy” from *Walden* by Henry David Thoreau. This is not only an in-depth analysis of literacy and consumerism, but the shift between the 19<sup>th</sup> through 21<sup>st</sup> centuries. Subjects such as high technology, low technology, materialism, environmentalism, globalization, illiteracy, and others will be addressed.

This is a hands-on, brain and mouth-engaged course; not a “sit and learn” and make me (Professor E) do all the work.

Not happening! You are going to discover your own *articulate* opinion!

Think, think, think logically and write well! ☺

### **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 an informed research paper articulating fully developed arguments about literacy and an analytical essay about consumerism. Both assignments emphasize those skills and activities in writing and thinking that produce informative and persuasive arguments, 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.

### 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-class Essay : (diagnostic)	350-500	2,3,4,5
In-class Essay 2: Analysis of Economy (5 pts.)		2,3,4,5
Essay #1 Outline	1000	2,4,5
Essay #1: Initial	1500	1-5
Essay #1: Final draft –includes revision(s) (5 pts.)	2000	1-5
Essay #2: Outline	1000	1-5
Essay #2: Initial	1500	1-5
Essay #2: Final draft – includes revision(s) (5 pts.)	2000	1-5
Reading answers (5) (5 pts. each)	350-500	2,3,4,5
FINAL EXAM (10 pts.)		1-5
Participation (10 pts.)		
<b>TOTAL POINTS POSSIBLE (60 pts.)</b>		

### Participation

A healthy percentage of your grade relies on your classroom participation. This does NOT mean showing up and sitting in the seat and saying nothing! That is attendance.

Participation, as graded in my classroom, involves actively engaging in **all classroom discussions** in a thoughtful way. Being able to articulate your understanding of

arguments as well as formulating your own opinions is an important way to demonstrate internalization of course material. Besides, I need to hear your voice!

**TOTAL POINTS FOR THE SEMESTER:**                      **60 pts.**

**Grading Policy – PAY CLOSE ATTENTION!**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have 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; therefore, 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 (which includes word count!).

5 =	A+
4.5 =	A
4.25 =	A-
4 =	B+
3.5 =	B
3.25 =	B-
3 =	C+
2.5 =	C
2.25 =	C-
2 =	D+
1.5 =	D
1.25 =	D-
1 =	F

### Late Papers:

No late papers will be accepted. If you must miss class, even due to illness or last-minute emergency, it is your responsibility to get your paper to me on time. DO NOT ASK TO EMAIL IT TO ME! Problem solve! Figure a way to have a hardcopy of the assignment delivered to me! In other words, NO EMAIL COPIES OR HANDWRITTEN COPIES ACCEPTED. A late paper will automatically receive a grade of 0. When the assignment is turned in, the zero will be factored into the overall grade as an F.

### Essay Format:

MLA FORMAT REQUIRED.

1. Typed and double-spaced!
2. Times New Roman, 12 pt. font
3. 1-inch margins

I will revisit this the first week of class, so take notes! Points will be deducted for failing to follow instructions.

### **Classroom Protocol**

Here's the scoop: you are, by the State of California, deemed an adult; therefore, show up prepared to participate in the class, think critically, and be fully engaged with the discussion for the day. Here are a few things to keep in mind:

### Attendance:

University policy F69-24: "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 ensure maximum benefit for all members of the class." A healthy part of your grade comes through your participation in course discussions. While I'm not grading you on attendance, and there may be days on which I do not actively take role, it should go without saying that it is impossible to receive full points for participating if you are not in attendance.

### Cell Phones:

NO USE IN CLASS UNLESS I DIRECT. Class only lasts an hour and fifteen minutes! Anyone caught texting will be asked to leave class and will receive zilch credit for participation!

### Lateness:

Late assignments will not be accepted unless you have arranged with me **before the due date**. This includes illnesses. **Computer excuses are not acceptable in this class.**

Each semester, students approach me regarding travel dates at the end of the semester or during the semester. Be aware that your education is a priority. However, I am not a baby sitter. Should you choose to leave instruction for any reason, this choice is yours. Travel, holidays, or family plans are not acceptable reasons to miss any class period, including the final exam period.

Final Exam:

I will not allow late admittance to the classroom once the final exam period has begun.

Extra Credit:

TBA

**Required Texts/Readings—Paperback only!**

**No digital copies.**

**Have IN HAND on the 1<sup>ST</sup> day of CLASS!!!!**

**ONE HUNDRED GREAT ESSAYS | Edition: 5TH 13**

Author: DIYANNI

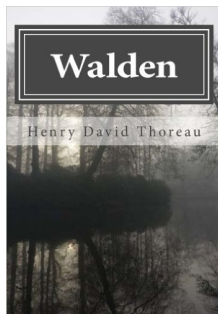
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Article posted on Canvas: “Love is a Fallacy”

**University Policies**

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

<[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)>

**English 2, Fall 2017 Course Schedule**

**ATTENTION: The schedule is subject to change with fair notice by me either in class or via CANVAS.**

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>. Materials such as the syllabus, announcements, some readings, will be posted on Canvas. Be sure to check your account daily.

NO GRADES WILL BE POSTED ON CANVAS. SET UP A MEETING WITH ME TO DISCUSS YOUR GRADE.

Note:

1. When “Read” appears in the syllabus, this means to have the reading assignment complete by the time of that particular class.

2. WORD COUNT must be at the end of each typed writing assignment for this class—mandatory!!!

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 23	Attendance, expectations, and MY pet peeves.
2	Aug 28	In-class Essay #1 (diagnostic. Bring a green book and a pen! MLA format, rhetorical appeals, grammar, word choice
2	Aug 30	Read “Introduction” of <i>One Hundred Great Essays</i> . Mechanics: introductions, conclusions, thesis statements, purpose
3	Sept 4	(Labor Day) -- Print, read, and bring to class on Wednesday “Love is a Fallacy” (posted on Canvas).
3	Sept 6	Create vocabulary list (group work in class) from printed essay; Mechanics: Fallacies—the death of an argument; memes and isms
4	Sept 11	Assign Essay 1 (research paper)—Topic: Literacy. Will brainstorm in class. Mechanics (research, sources, outline, prewrite)
4	Sept 13	Read, “The Fallacy of Success” (95) of <i>One Hundred Great Essays</i> . Discuss reasoning/structure/organization, etc.
5	Sept 18	Reasoning: To Critically Write or Babble? Read Thoreau’s “Reading,” (94) of <i>Walden</i> . 300-500 word response. Must be typed and in MLA format.
5	Sept 20	Bring to class a thesis statement and list of sources for Essay 1. Group work day
6	Sept 25	Read “Learning to Read and Write” (133) of <i>One Hundred Great Essays</i> . 300-500 word answer to #2 at end of reading. Must be typed and in MLA format. Group work. Outlines due.
6	Sept 27	Hunting for Fallacies! Bring a jacket!
7	Oct 2	Read “Into the Electronic Millennium” (60) of <i>One Hundred Great Essays</i> . 300-500 word answer to #3 at end of reading. Must be typed and in MLA format.
7	Oct 4	Read “The Decay of Friendship” (283) of <i>One Hundred Great Essays</i> —

Week	Date	Topics, Readings, Assignments, Deadlines
		important discussion and group work.
8	Oct 9	Initial draft of Essay 1 due (upload to Canvas).
8	Oct 11	Vocabulary test!
9	Oct 16	Heads up on Multimodal to be presented at the end of the semester.
9	Oct 18	Pop quiz...see, I am telling you there's a pop quiz—thus, renamed a Squish Quiz
10	Oct 23	Essay 1 Final draft due (upload to Canvas <b>AND a hard copy to me due today!</b> No excuses. No hard copy will result in 0 credit).
10	Oct 25	Assign Essay 2 (analytical paper)—Topic: Consumerism. Will brainstorm in class.
11	Oct 30	Read “Economy” (1-73) of <i>Walden</i> . Make sure to highlight and note in the text book! I will check. ☺ <b>In-class essay based on the reading.</b>
11	Nov 1	Thesis statements due, including a list of evidence from the text to support and refute the thesis statement. Group work.
12	Nov 6	Read “The Company Man” (207) of <i>One Hundred Great Essays</i> . Might be a pop quiz given.
12	Nov 8	Outlines due.
13	Nov 13	Read “No Man Is an Island” (123) of <i>One Hundred Great Essays</i> . 300-500 word answer to #3 at end of reading. Must be typed and in MLA format.
13	Nov 15	Vocabulary Test!
14	Nov 20	Initial draft due (upload to Canvas).
14	Nov 22	Read “Living Like Weasels” (118) of <i>One Hundred Great Essays</i> . 300-500 word answer to #3 at end of reading. Must be typed and in MLA format.
15	Nov 27	Discuss any issues/questions regarding Essay 2 final draft.
15	Nov 29	Essay 2 due (upload to Canvas AND HARD COPY to ME!). Assign multimodal presentation.
16	Dec 4	Multimodal practice
16	Dec 6	Multimodal presentations! Revisions DUE!!!!
17	Dec 11	Multimodal presentations! Discuss requirements for the FINAL.
17	Dec 13-18	Finals Week. Time TBA