



| ENGL 2: FUTURE TENSE
Fall 2017, San Jose State University

| COURSE: ENGL 2—Critical Thinking and Writing
| PREREQUISITES: ENGL 1A, 1A-F/S—with a grade of C- or
better Satisfies GE Area A3: Critical Thinking and Writing

| INSTRUCTOR: Daniel Hendel De La O
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| SECTION: 23 (50197)—Fri 9:30 AM – 12:15 PM, Clark Hall 316

| COURSE THEME

In the 1950s, Doris Day famously sang: “Whatever will be, will be / The future's not ours to see / Que sera, sera.” But according to today’s brightest thinkers, the future is not only ours to see, but ours to shape. Futurists, as they are called, anticipate current trends and events with the goal of predicting their logical and systematic outcomes. This semester’s ENGL 2 will concern all things futuristic. We will examine the potential trajectory of everything from artificial intelligence to treatments for cancer to evolving concepts of gender. We will read and write about a diverse assemblage of texts exploring these issues and others.

| REQUIRED TEXTS

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

Books:

- *Abundance: The Future is Better Than You Think* by Peter H. Diamandis and Steven Kotler (ISBN: 145161683X)

Writing guide:

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

*A free electronic version *The Everyday Writer* is available to all SJSU students via Canvas

| 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 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.

| 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.

| DEPARTMENT 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.

| EAUZONE

I maintain 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: Future Tense" under "Fall 2017 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.

| MLA STYLE AND WORK SUBMISSION 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* (pg. 457) and online at EauZone. Unstapled work will never be accepted.

Please follow this sample heading for all typed work:

Name
E2: Section number
Assignment

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

| Word Count: 741

| 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—and likely modest; 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 writer's workshop day without anything to share.
- *I will not accept any assignments that are unstapled.*

Etiquette:

- It is highly disrespectful to sleep in class. If you sleep 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.

Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timely manner.
- 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, then feel free to contact me.

| EDITING MARKS GUIDE

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

Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
^	Insert	-	FRAG	Fragment	p. 38
↑	Text is likely not properly double-spaced	-	ITL	Either add or remove italics	p. 425, 448

→	Indent 1x	-	HEAD	Issue with page header	-
→ →	Indent 2x	-	PASS	Passive voice	p. 28c, 32g
+	Good point	-	RO	Run-on sentence	p. 9, 385
?	Meaning unclear	-	SLANG	Slang	p. 23a
#	Add space	-	SP	Spelling	
" "	Add quotation marks	p. 43	SV	Subject-verb agreement	p. 355
//	Faulty parallelism	p. 8e, 27	T	Tone	p. 10d, 17c, 23a, 23d
¶	Start new paragraph	p. 8	TC	Title case	-
Ⓞ	Delete	-	TNR	Times New Roman font	-
2x	Double-space	-	TRANS	Transition	p. 8e, 30b
AWK	Awkward phrasing; reword	-	UL	Underline	p. 47
CS	Comma splice	p. 37	WC	Word choice	p. 261

| 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 out-of-class essays should:

- Be typed
- Be approximately 750 words*
- Be in MLA Style
- Include a works cited page—unless otherwise noted

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

Your semester's course work is comprised of:

Assignment	Description	GELO	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		✓	-
Burke's Dramatistic Pentad	By means of Kenneth Burke's Dramatistic Pentad, you will analyze the rhetoric of three scenes from a speculative science fiction film.	2-5	750			20
The Rogerian Argument	For this assignment, we will explore the current debate over the further development of artificial intelligence (AI) inside the framework of a Rogerian Argument.	2-5	400		✓	20
	Your Rogerian analysis of the AI debate will form the foundation of an infographic that visually represents both sides.	1-4	400	✓		20
Assignment	Description	GELO	Word Count	Revised or Workshopped	In-class	Point Value
Aristotle's Modes of Persuasion	Utilizing Aristotle's rhetorical devices of logos, pathos, and ethos, you will write a series of short answer responses to science-fiction stories by a variety of Hugo Award-winning authors.	2-5	750			20

The Toulmin Method	Using the Toulmin Method, we examine Diamandis and Kotler's claims of a better future for humanity thanks to technological advances.	2-5	400		✓	20
Academic Research	Your eight-page research paper will focus on the potential future development of a field, such as transportation and medicine.	1-5	2,000		✓	40
English Department Assessment	This department-wide assessment will ask you reflect on your growth as a rider in ENGL 2.	2-5	400			20
Reflections	You will write six 2-page reflections on a variety of futurism-topics.	2-4	3,000			60 (6x10)
Multimedia Presentation	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote), including a hand-out, based upon a topic related to the future.*	1-5	250			20
Participation	Note that points are garnered not by attendance, but by active participation in class.					10
				Approximate word count: 8,550		Point total: 250

Final Grade Calculations:

A+	242 – 250	B+	217 – 223	C+	192 – 198
A	234 – 241	B	209 – 216	C	184 – 191
A-	224 – 233	B-	199 – 208	C-	174 – 183**
				F	0 – 173

*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, may also require special adaptors.

**At least 174 points must be earned 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 any hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Key:

ABUNDANCE (*Abundance*)

DB (Dropox)

eR (eReader)

Note: Look for any assignments worth points (in or out of class) to be to be CAPITALIZED and bolded below.

Week 1 8.25	Class: Syllabus review; Introductions; Watch: Excerpts from <i>Electric Dreams</i> (1984)
Week 2 9.1	Class: DIAGNOSTIC ESSAY ; Presentation sign-ups; PowerPoint: "Building a Better Multimedia Presentation: An Annotated Look"
Week 3 9.8	NO CLASS
Week 4 9.15	Class: Reading Discussion; Multimedia presentations; PowerPoints: "Crafting the Essay: Writing as a Process" and "Inside the Narrative: Burke's Dramatistic Pentad" Due: REFLECTION 1

Week 5 9.22	Class: Reading Discussion; Multimedia presentations Due: DRAMATISTIC PENTAD
Week 6 9.29	Class: Reading Discussion; Multimedia presentations; Watch: Excerpts from <i>Her</i> (2013); PowerPoint: "Toward a Consensus: The Rogerian Argument" Due: REFLECTION 2
Week 7 10.6	Read: eR—"The 100 Best Infographics" (Creative Blog), "10 Tips for Designing Better Infographics" (DotDash), "12 Warning Signs that Your Infographic Sucks" (Visme) Class: ROGERIAN ARGUMENT: ANALYSIS ; Reading Discussion; Multimedia presentations; PowerPoint: "Infographics 101" Due: REFLECTION 3
Week 8 10.13	Read: ABUNDANCE—Part One: Perspective Class: Reading Discussion; Multimedia presentations; Writers workshop Due: ROGERIAN ARGUMENT: INFOGRAPHIC (DRAFT 1; BRING 2 COPIES—B&W OKAY)
Week 9 10.20	Read: ABUNDANCE—Part Three: Building the Base of the Pyramid Class: Reading Discussion; Multimedia presentations Due: ROGERIAN ARGUMENT: INFOGRAPHIC (FINAL DRAFT; EMAIL BY 5 PM); REFLECTION 4
Week 10 10.27	Read: ABUNDANCE— Part Five: Peak of the Pyramid; DB—Short Story Pack 1: "Ancient Machines" by Michael Swanwick, "Old MacDonald Had a Farm" by Mike Resnick, "Amaryllis" by Carrie Vaughn, "Evil Robot Monkey" by Mary Robinette Kowal Class: Reading Discussion; Multimedia presentations; PowerPoint: "Understanding Aristotle's Modes of Persuasion" Due: REFLECTION 5
Week 11 11.3	Read: ABUNDANCE—Part Six: Steering Faster; DB—Short Story Pack 2: "The Cartographer Wasps and the Anarchist Bees" by E. Lily Yu, "Super-Toys Last All Summer Long" By Brian Aldiss, "The Best Christmas Ever" by James Patrick Kelly, "Forever Yours, Anna" by Kate Wilhelm Class: Reading Discussion; Multimedia presentations; PowerPoint: "Persuasion and the Toulmin Method" Due: THE MODES OF PERSUASION: SHORT ANSWER RESPONSES
Week 12 11.10	Class: Toulmin Method ; Multimedia presentations; Library research session (Details TBA) Due: REFLECTION 6
Week 13 11.17	Class: Multimedia presentations; Writers workshop Due: RESEARCH PAPER THESIS AND OUTLINE (BRING 2 COPIES)
Week 14 11.24	NO CLASS—HAPPY THANKSGIVING
Week 15 12.1	Class: Multimedia presentations; Writers workshop Due: RESEARCH PAPER (UP TO PG. 3)
Week 16 12.8	Class: Multimedia presentations; Writers workshop; Course overview Due: RESEARCH PAPER (UP TO PG. 6)
Week 17 Wed. 12.13	Finals Week: 12.13 (8 AM — 9:30 AM; Location TBD) Class: RESEARCH PAPER (FINAL DRAFT)

