

**San José State University**  
**Department of English and Comparative Literature**  
**English 2, Critical Thinking and Writing, Section 12**  
**(#24667), Spring 2017**

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**Office Hours:** T/ Th 5:00 PM – 6:00 PM or by appointment  
**Class Days/Time:** T/ Th 3:00 PM – 4:15 PM  
**Classroom:** BBC, Room 121  
**Prerequisites:** GE Areas A1 (Oral Communication and A2 (Written Communication with grades C- or better  
**GE Category:** GE A3/ Critical Thinking and Writing

## **Course Description**

English 2 is a thematic course that focuses on the relationship between language and logic in composing arguments. Building on the skills acquired in English 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. To provide focus and continuity, the theme of the class is “global citizenship.” Since our world is becoming more interconnected and the ramifications of a few affect so many, our readings and assignments will take into account our place in this global setting where boundaries exist in name if not in fact.

Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

English 2 provides repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing,

English 2 differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, its introduction to writing informed by research, and an emphasis on logic.

Students will develop sophistication in writing analytical, persuasive, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library

research skills and in writing papers informed by research; and mastery of the mechanics of writing.

**Prerequisites:** Passage of Written Communication English 1A (C or better) or approved equivalent.

## **Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (persuasive essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

## **English 2 Learning Outcomes (GELO):**

Upon successful completion of the course, you will be able

- 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).

## Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## Required Texts/Readings

### 1) SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online

(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

The handbook and online learning platform Writer's Help 2.0 are being integrated into Canvas. Students will no longer need a code to access the handbook; it will automatically appear on their Canvas homepage.

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

Online: <http://www.macmillanhighered.com/techsupport>

### 2) *Inventing Arguments*, 4th edition by John Mauk and John Metz

## Library Liaison for English Courses

Ann Agee, Dr. Martin Luther King Jr. Library

Email: [ann.agee@sjsu.edu](mailto:ann.agee@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

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## Course Guidelines, Assignments, Requirements, and Policies

SJSU classes are designed such that in order to be successful, students 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 <http://www.sjsu.edu/senate/docs/S12-3.pdf>. At <http://www.sjsu.edu/senate/docs/S12-3.pdf>

## **Course Content**

One of the themes for a course is global citizenship. Research shows that themes provide content, context, and purpose for writing courses. Past themes have included food, language, sustainability, sports, technology, education, new media, and global citizenship. As it relates to our theme of global citizenship, six related content areas are to be addressed: writing, critical thinking, logical reasoning, oral communication, reading, and research.

**I. Writing:** Students are required to write a series of essays informed by research and articulating fully developed arguments about complex issues related to a course theme. Assignments emphasize those skills and activities in writing and thinking that produce the critical essay and persuasive essay, each of which demands analysis, interpretation, and evaluation. ENGL 2 requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

a. Essay Assignments: Two major essays are required: a critical essay and a persuasive argument—both of which are researched based.

A critical essay is any essay that demands analysis, interpretation, and evaluation of a text or an issue. Critical essays should include scholarly sources as supporting evidence.

Essays might include (but are not limited to) the following:

1. rhetorical analysis: rhetorical frameworks might include Aristotelian, Toulmin, Rogerian, or Mills.
2. visual analysis: film, art work, photograph, advertisement, website.
3. contextual analysis (text- or issue-in-context): requires students to synthesize multiple texts or ideas, seeing each in the context of the others. Contextual frameworks might include the following:
  - historical: What are the historical events and facts surrounding the argument, and how does this affect how the argument is read? Students can consider when the argument was written or composed, or they can consider the time period in which it takes place, or about other factors concerning the time period of a text such as historical objects or artifacts important to the argument.
  - biographical: What occurred in the writer's life? What were the writer's beliefs, values, experiences, and so on, and how do these affect the ways that one understands the writer's purpose of the argument?
  - social: This context is similar to the historical because it asks that students to look at the social influences of the time. For instance, what were the social values, events, discourses, and so on, and how are these social contexts reflected in the argument?

- cultural: What kinds of culturally specific values, beliefs, and patterns can be observed? How has the argument been shaped by cultural influences such as religion, nationality, family traditions, and so forth?
4. theoretical analysis: requires students to determine the underlying values, assumptions, conflicts as it relates to a particular lens (gender, political, ethnic, cultural, socio-economical) or course theme.
  5. synthesis essay: requires students to synthesize multiple sources to show how different writers discuss and provide evidence for their viewpoints on a highly debated subject. Students will need to think about each writer’s reasons and assumptions in the debate, and situate these assumptions within a broader context.

The instructor will choose which analysis will be used for student emphasis. The Global Document essay drafts/ critical analysis essay falls into this category.

A persuasive argument requires students to take a position on an issue and use external evidence to support their reasoning. Arguments might include the following:

1. definition: arguing about meaning
2. causal: arguing through causes and effects
3. evaluation: arguing about value
4. proposal: arguing about the future
5. review: arguing about performance
6. commentary: arguing about current issues and events
7. multimodal: arguing by showing, telling, and listening
8. rebuttal: arguing the opposing side

b. Assignment tips

- The persuasive essay must be researched-based with proper Chicago Style citations. Research is an important component of the ENGL 2 curriculum. **Please note that a research-based essay that merely reports on a topic is not an appropriate assignment.** The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.
- This course will have a minimum of one in-class essay.
- If a contextual, theoretical, or synthesis analysis is assigned, it will be sequenced with the persuasive argument. This will help you to see connection among context, audience, and purpose.

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**Writing Assignments:** There are nine required typed assignments—one in-class essay, global document essay (critical essay), the newspaper analysis, four annotated bibliographies, critical analysis essay, and the research paper (persuasive essay)—you must complete all nine assignments and the final exam in order to pass the course.

For in-class essays, bring a blue book or yellow book, your dictionary, and a blue or black pen. You will be expected to stay the entire class time. The in-class work can not be made up, and assignments will not be accepted via email unless stated by the instructor.

All assignments are to be turned in at the beginning of class when they are due. A late assignment will only be accepted one at the next class meeting after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the final paper. The final paper will only be accepted on the due date listed in the syllabus.

**Reading:** In addition to being writing intensive, English 2 is also a reading course. The readings you will do in English 2 will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. In particular, you will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

As a reading course, ENGL 2 readings will engage us with the theme of our course, global citizenship, so that it becomes part of the writing process, but readings must also include useful models of writing for academic, general, and specific audiences.

The majority of the reading should be devoted to analytical, critical, and argumentative texts. One of our goals in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of persuasive writing.

**Reading Assignments:** Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you'll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions.

You will take frequent quizzes, meet with your peers for group activities, revise written work in workshops, and participate in other classroom assignments related to the readings.

**Logic:** Students 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.

**Terms:** During the semester we will discuss different rhetorical concepts and how to use the ideas in writing. The terms are all listed on the syllabus and their definitions can be

found in *Inventing Arguments*. You will be tested on these terms, both the definitions given in the book and the discussion during class.

II. Critical Thinking: In addition to focusing on how to write arguments, ENGL 2 also teaches students how to analyze and evaluate texts critically. More specifically, students should practice

- evaluating arguments for purpose, audience, rhetorical strategies, conclusions;
- evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political);
- evaluating their own understanding of idea by identifying their own interpretative lens.

**Multimodal (Oral Communication):** Students will be presenting arguments orally to class both as individuals and as part of a group.

**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.

**Research:** ENGL 2 includes a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

### **Additional Course Requirements**

**The University Essay Final Exam:** A common essay final, shall count 20 percent toward the course grade. Students must take the final exam in order to pass the class. The mandatory final exam will be administered on Tuesday, May 18, 2017 at 2:45 – 5:00 PM. Bring a dictionary and a blue or black pen. Electronic dictionaries will not be permitted.

**Library Research Day:** We will go to the MLK Jr. Library. More information will be provided on the specific location in the library once I have received confirmation. Stay alert for more information. You must register and take the Infopower and Plagiarism tutorials at <http://tutorials.sjlibrary.org> prior to our library session. Failure to attend the research day or take the tutorials will impact your final course grade.

### **Grading:**

<b>Assignments</b>	<b>Value</b>
In-Class Essays 2 @ 50 points (one is ungraded)	50
Global Document draft and workshop	25
Global Document final drafts/ Critical Analysis	100
Essay	
Newspaper Analysis	100
Research paper topic proposal	25
4 annotated bibliographies	100
Research paper draft and workshop	50
Research paper final draft	150
Test on rhetorical terms	75
Final Exam	200
Participation, quizzes, in-class work, on-line work	225
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Grade is based on 1100 points	

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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## **Assignments and Grading Policy**

**Grading:** A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. While all particular assignment will vary, in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weaknesses in one of these areas. It will respond to the topic suitably and may contain some grammatical mechanical or usage errors.

The "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weaknesses of grammar, mechanics, usage, or voice.

The "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.

The "F" essay does not fulfill the requirements of the assignment.

Participation will include submittal of in-class writings and quizzes, as well contribution to discussion groups et al.

Students must receive a grade of C- or higher to pass this course.

The Department of English reaffirms its commitment to the differential grading scale as defined in the [SJSU Catalog](#). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure.

Courses grades (A, B, C, D, and F) refer to the following point averages: [90 – 100% (A); 80 – 89% (B); 70 – 79% (C); 60 – 69% (D); sub-60% (F)]

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **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](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

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## **English 2, Spring 2017, Course Schedule (Tentative)**

**Inventing Arguments** – Below, readings with only a page number listed are from **Inventing Arguments**.

\* **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin’s online  
 (http://bcs.bedfordstmartins.com/everydaywriter5e/)

The handbook and online learning platform Writer’s Help 2.0 are being integrated into Canvas. Students will no longer need a code to access the handbook; it will automatically appear on their Canvas homepage.

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin’s Technical Support:  
 Phone: 1.800.936.6899—for fastest service  
 Email: BFW.TechnicalSupport@macmillan.com

Table 1 Course Schedule (Tentative)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/26	Roll, Syllabus
2	T/ Th 1/31, 2/2	“Communication: Its Blocking and Its Facilitation” pp. 61 – 65 “In Defense of Darkness” pp. 74 - 78  <b>In-class Essay (SLO 1, 2, 4, 5)</b>
3	T/Th 2/7, 2/9	“A Nation Made of Poetry” pp. 248 - 251 Term: Rhetoric  Term: Thesis Statement “The Bill of Rights” “Audacity of Hope” pp. 396 - 399 “Laugh Baby Laugh, Cry Baby Cry” pp. 400 - 401 “America’s Real Death Panels” pp. 402 - 403 “The Irrefutable Jefferson” pp. 404 - 405 *Use LearningCurve access code for on-line assignments
4	T/Th 2/14, 2/16	“Overview of Research” pp. 309 - 350 Discuss Research Paper  “Red (White and Blue) Scare” pp. 252 - 256 “What’s the Economy for, Anyway?” pp. 114 - 117 “Warfare: An Invention....” pp. 118 - 122  <b>Global Document Essay Workshop and Draft (SLO 1, 2, 3, 4, 5, 6) – February 16</b> “Peer Review” pp. 145-146, 206

Week	Date	Topics, Readings, Assignments, Deadlines
		*Use LearningCurve access code for on-line assignments
5	T/Th 2/21, 2/23	<p>“The Origin of Rhubarb” pp. 484 – 487  “Credit Cards of Campus” pp. 479 481</p> <p>“Conducting Secondary Research” pp. 321 - 328</p> <p>Library Research Tutorial (Tentative) and Research (MLK Library)  *Use LearningCurve access code for on-line assignments</p>
6	T/Th 2/28, 3/2	<p>“Shakespeare and Narcotics” pp. 246 - 247  “Integrating Sources” pp. 338 - 349  “Documenting Sources” pp. 350 - 384  <b>Global Document Essay due (SLO 1, 2, 3, 4, 5, 6) – March 2</b></p> <p>“Great Extinction” pp. 530 - 534  “The Law of Human Nature”  “Natural Passions” pp. 535 - 538  “The Cell That Makes Us Humans” pp. 539 – 543  “The Mystery of the Missing Links” pp. 544 - 547  Terms: Audience, Voice, Style, and Rhetorical Situation</p> <p><b>Research Paper Topic and Thesis Sentence due – March 2</b>  *Use LearningCurve access code for on-line assignments</p>
7	T/Th 3/7, 3/9	<p>“Standardized Testing vs. Education” pp. 128 - 133  “Going Down the Drain” pp. 461 - 463  “The Highest Cost of Food” pp. 464 - 465  “What Is a Freethinker and Why Does It Matter?” pp. 466 - 468  “Learning, Styles, Freedom, nd Oppression” pp. 469 - 472  “Comfort of Silence” pp. 548 – 550</p> <p><b>Internet Bibliography due (SLO 1, 2) – March 9</b>  *Use LearningCurve access code for on-line assignments</p>
8	T/Th 3/14, 3/16	<p>“A Community of Cars” pp. 21 -24  “Disconnected” pp. 48 - 51  Term: Logical Fallacies</p> <p>“Fantastic ideals” pp. 407 - 409  “Declaration of Sentiments” pp. 410 - 412</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>“Chief Seattle’s Speech” pp. 92 – 94  “Seattle’s Rhetoric” pp. 97 - 99</p> <p>Terms: Appeals, Appeals to Emotion, Appeals to Logic, Appeals to Character, Appeals to Value, Appeals to Need</p> <p><b>Periodical Bibliography due – March 16</b>  *Use LearningCurve access code for on-line assignments</p>
9	T/Th 3/21, 3/23	<p>“Ch. 5: Hidden Layers” pp. 77-95  “Ch. 1: Inventing Arguments” pp. 5 - 15</p> <p>Evaluation of ‘The Education of Ms. Groves’ “ pp. 182 - 184  “ Adventure Is Calling” pp. 185 - 189  “Higher Education Through Discombobulation” pp. 190 - 193  “Big House in the Wilderness...” pp. 250 - 252  “The Pack Rat Among Us” pp. 219 - 224  “Intoxitwitching: The Energy Drink Buzz” pp. 482 - 483  “Consumed by the Other: What Spam Means” pp. 488 - 493</p> <p><b>Newspaper Analysis due (SLO 1,2,3,4, 5, 6) – March 23</b></p> <p>Terms: Qualifiers, Concessions, Counterarguments, and Qualifiers  *Use LearningCurve access code for on-line assignments</p>
10	T/Th 3/28, 3/30	<b>Spring Recess</b>
11	T/Th 4/4, 4/6	<p>More Than Cherries” pp. 155 - 160</p> <p>“Rice Bowl, Dust Bowl: Agribusiness and the Future” pp. 452 - 455  “Lunar Eclipse: November 8, 2003” pp. 446 - 448  “Squeaky Clean” pp. 449 - 451  “Common Climate Change Myths” pp. 456 - 459</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>*Use LearningCurve access code for on-line assignments</p> <p><b>Journal Bibliography due – April 6</b></p> <p>*Use LearningCurve access code for on-line assignment</p>
12	T/Th 4/11, 4/13	<p>“Live Forever” pp. 280 - 284</p> <p>“The Technology Slaves” pp. 515 - 518</p> <p>“Advances in Medical Technology...” pp. 519 - 521</p> <p>“Isolated Community: Hidden Dangers...” pp. 522 - 524</p> <p>“Letters From the Past” pp. 525 - 528</p> <p>“Working Stiffs....” Pp. 509 - 510</p> <p>*Use LearningCurve access code for on-line assignments</p>
13	T/Th 4/18, 4/20	<p>“The Hearts of the Argument: Benetton’s Advertizing Appeal” pp. 100 - 103</p> <p>“Somewhere in the Past” pp. 257 - 263</p> <p>“The End of the Handshake” pp. 285 - 287</p> <p>“Around the Table in Traverse City” pp. 291 - 294</p> <p>“Letter to Kohl’s” pp. 474 - 478</p> <p>“Still Missing: Women in Media” pp. 500 - 501</p> <p><b>Research Paper Workshop and Draft (SLO 1, 2, 3, 4, 5, 6) – April 20</b></p> <p><b>Book Bibliography due – April 20</b></p> <p>*Use LearningCurve access code for on-line assignments</p>
14	T/Th 4/25, 4/27	<p>“The Daily Show Generation” pp. 502 - 503</p> <p>“Text Me All about Yourself...” pp. 504 - 505</p> <p>“Ad Nation” pp, 584 - 585</p> <p>“The Origin of Grunge” pp. 506 - 508</p> <p>“What is Race?” pp. 432 - 434</p> <p>“Antibacterial Soap” pp. 494 - 498</p>
15	T/Th 5/2, 5/4	<p><b>TEST ON TERMS</b></p> <p>*Use LearningCurve access code for on-line assignments</p>



### Connecting Student Learning Outcomes (SLO 1 -6) with Specific Assignments

In – class Essays (SLO 2, 3, 4, 5)

Global Document draft and workshop (SLO 1, 2, 3, 4, 5)

Global Document final drafts (SLO 1, 2, 3, 4, 5)

Newspaper Analysis (SLO 1, 2, 3, 4, 5)

Research Paper Topic Proposal

4 Annotated Bibliographies (SLO 1, 2, 3, 4, 5)

Research paper draft and workshop (SLO 1, 2, 3, 4, 5)

Research paper final draft (SLO 1, 2, 3, 4, 5)

Exam on Rhetorical Terms

### **Global Document Essay (Critical Essay)**

In “A Nation Made of Poetry” (*Inventing Arguments*, p.287) Joannie Fischer writes about the U.S. National Archives and Records Administrations list of 100 milestone documents chronicling the nation’s history from 1776 to 1965. She argues this list is sadly incomplete; many other documents, works of literature, letters, and more impacted American history as much if not more than the 100 documents on this list.

For this essay, select one work from the United States or a foreign nation which you believe should be in this list or in a similar for a foreign country’s archive (literature, memoirs, song lyrics, movies and so forth are acceptable if approved by instructor) and argue how this particular work has been crucial to shaping a global identity. Your addition to the list or a global list must have been produced between 1900 and 2016.

Your essay must be a minimum of 750 words (put word count on the last page), and focused on ONE work. Use Fischer’s essay as a model. A rough draft of this essay will be workshopped during class on February 16. Participation in the workshop can count for almost 20% of your essay grade. The workshopped draft must be attached to the final draft.

Later in the semester, this global document essay might be expanded upon to create a research-based essay with supporting evidence. The critical analysis essay must be researched-based with proper Chicago Style or MLA citations. Research is an important component of the ENGL 2 curriculum. The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.

### **News Paper Comparison**

Everyday we hear stories or read reports about world events. A well-informed reader cannot just accept any information provided; instead a well-informed reader must evaluate multiple sources, identify inaccuracies and bias, and understand who the intended audience is and how this audience affects/effects the message.

Find two newspaper articles about the same event – one must be a U.S. paper and one must be a paper from any other country – analyze the articles, and explain which is the better piece of writing and why. The writer must work for the newspaper where the article was printed, not for a news agency.

Things to consider for the news comparison:

- who is the primary audience, and how does audience affect the writing – defend your audience analysis with specific examples from the text
- errors in the writing (be ready to prove these are errors)
- author bias (every piece of writing has a bias)
- differences in the information presented (this could be part of bias)
- what type of publication did the stories come from and how does this impact the writing

The two articles must be attached to your essay, and the publication they are from must be clearly identified on the article. This written assignment has a 500-word minimum; slightly longer is fine, but keep it close. Put word count on the last page. This assignment is due on March 23.

## **Annotated Bibliographies**

Finding sources for your research paper is the first step; you also need to evaluate each source and understand how it will impact your research. You will write four annotated bibliographies on your sources. An annotated bibliography lists the sources (using proper documentation; see pages 411-451 in *Inventing Arguments* for the description of the MLA and the APA documentation styles), and will give a word summary of each source and its relevance to your research (this assignment description so far is 77 words). You will write one bibliography for each of the following:

- Four internet sites (wikipedia or any other on-line encyclopedia is not acceptable) – due March 9
- Four periodicals (news papers or popular magazines) – due March 16
- Three peer-reviewed journal articles (we will discuss these in the library tutorial day) – April 6
- Two books (encyclopedias, and dictionaries do not count; textbooks require my approval) – April 20

## **Research Paper**

### Introduction

“When you write an argument, you attempt to convince a reader to agree with you on a topic open to debate. You support your position, proposal, or interpretations with evidence, reasons, and examples – factual, logical data, not opinions” (Troyka 147).

“Research writing involves three steps: conducting research, understanding and evaluating the results of your research, and writing the research paper with accurate documentation. [ . . . ] First, you can choose a topic on which intelligent people have differing opinions. Next, you analyze your sources to decide which position appears most reasonable. Your paper would then take the form of an argument that shows readers you have considered the various positions and chosen a reasonable one” (Troyka 484-5).

### Topics:

**The topic of your research will be some issue of current national/ global debate. You will have some freedom to decide your own topic from a list we will generate and discuss in class on February 2 or February 9.**

Again, this persuasive argument requires students to take a position on an issue and use external evidence to support their reasoning. Arguments might include the following:

1. definition:           arguing about meaning
2. causal:               arguing through causes and effects
3. evaluation:         arguing about value
4. proposal:           arguing about the future
5. review:             arguing about performance
6. commentary:      arguing about current issues and events
7. multimodal:       arguing by showing, telling, and listening
8. rebuttal:           arguing the opposing side

The persuasive essay must be researched-based with proper Chicago Style citations. Research is an important component of the ENGL 2 curriculum. **Please note that a research-based essay that merely reports on a topic is not an appropriate assignment.** The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.

### Bibliography

You will find and evaluate thirteen sources while completing your annotated bibliographies; a minimum of eight of these sources must be used in your research paper; although, you are free to use more.

### Workshop and Draft

A rough draft of your paper will be work shopped on April 20. The work-shopped draft must be handed-in with your final draft. Revision is major part of our course and specific guidelines will be offered. Revision examines syntax, grammatical correction, content of argument, and critical thinking components.

### Length

Your essay must be a minimum of 4000 words (about 16 pages); the bibliography does not count in total word count. Put the word count on the final page.

### Due Date

The final draft is due on May 16.

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### **SPRING 2017**

Monday .....	January 2 .....	New Year's Day - Campus Closed (N)
Monday .....	January 16 .....	Dr. Martin Luther King, Jr. Day - Campus Closed (K)
Tuesday .....	January 24 .....	Spring Semester Begins
Tuesday-Wednesday .....	January 24-25 .....	Pre-Instruction Activities: Faculty Orientation, Advisement, Faculty Meetings and Conferences (P)
Thursday .....	January 26 .....	First Day of Instruction – Classes Begin
Tuesday .....	February 7 .....	Last Day to Drop Courses without an Entry on Student's Permanent Record (D)
Tuesday .....	February 14 .....	Last Day to Add Courses & Register Late (A)
Wednesday .....	February 22 .....	Enrollment Census Date (CD)
Monday - Friday .....	March 27-31 .....	Spring Recess (* <b>SPRING RECESS</b> *)
Friday .....	March 31 .....	Cesar Chavez Day (Observed) - Campus Closed (CC)
Tuesday .....	May 16 .....	Last Day of Instruction – Last Day of Classes
Wednesday .....	May 17 .....	Study/Conference Day (no classes or exams) (SC)
Thursday - Friday .....	May 18-19, .....	Final Examinations ( <b>exams</b> )
Monday - Wednesday ...	May 22-24 .....	Final Examinations ( <b>exams</b> )
Thursday .....	May 25 .....	Final Examinations Make-Up Day (MU)
Friday .....	May 26 .....	Grade Evaluation Day (E)
Saturday.....	May 27 .....	Commencement (C)
Monday .....	May 29 .....	Memorial Day - Campus Closed (M)
Tuesday .....	May 30 .....	Grades Due From Faculty (G)
Tuesday .....	May 30 .....	End of Academic Year - End of Spring Semester

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### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section.

Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). The [Late Drop Policy](#) is available. Students 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](#).

## **University Policies**

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

“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 Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.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 <http://www.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 [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.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 <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

## **Estimation of Per-Unit Student Workload**

[Academic Policy S12-3](#) has defined expected student workload as follows:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/ studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

All other references to University Policies can be located at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)