

**San José State University**  
**Department of English and Comparative Literature**  
**English 2 Section 19 Fall 2018**

**Instructor:** Chris Garrecht-Williams  
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**Office Hours:** T,TH 1:30-2:30 & By Appointment  
**Class Days/Time:** TTH 4:30-5:15 PM  
**Classroom:** BBC 205  
**Prerequisites:** GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better

This course is not open to students who have successfully completed ENGL 1B.

**GE/SJSU Studies Category:** GE A3 / Critical Thinking and Writing

Course Learning Management and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on Canvas. You are responsible for regularly checking your Canvas email to learn of any updates. **I make updates to the syllabus often. It is up to you to pay attention to them.**

ENGL 2 Course Description

**Citizenship and Representation: Who is America?**

What is an "American?" What is a citizen? What value does a border have? What are you if some of the rights of citizenship are taken away from you? Or if they were never granted? What is leading to the current turn towards nationalism in countries both rich and poor? Through extensive reading of both historical and contemporary texts we will investigate these questions as we work towards gaining an understanding of the political and cultural climate we find ourselves in today.

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.

## 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, genders, and classes.

### **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 will 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 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.

### **Oral**

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.

### **Reading Assignments**

Expect reading assignments for every class. These reading will provide the material for our discussions as well as material and models for your essays. It is absolutely essential, then, that you keep up with the reading.

### **Essays**

Each essay will approach the following subjects from the perspective of our class theme. Specifically, the four essays will break down as follows:

| Assignment             | Word Count  | GELO |
|------------------------|-------------|------|
| Essay # 1 (Critical)   | 1,000-1,250 | 2-5  |
| Essay # 2 (Critical)   | 1,250-1,500 | 2-5  |
| Essay # 3 (Persuasive) | 1,750-2,000 | 1-5  |
| Visual Essay           | N/A         | 2-5  |

Essay # 1 (Critical): Rhetorical Analysis

Essay # 2 (Critical): Research

Essay # 3 (Persuasive Argument): Arguing an Issue (Immigration, Criminal Justice Reform, related issues)

Visual Essay (Multimodal): Crafting a Visual Argument on Representation and Citizenship

### **Grade Breakdown**

| Assignment                 | Points Possible |
|----------------------------|-----------------|
| Essay 1                    | 200             |
| Essay 2                    | 250             |
| Essay 3                    | 250             |
| Visual Essay               | 100             |
| Participation              | 150             |
| Portfolio/Reflection Essay | 100             |
| Quizzes/Homework           | 100             |

Required Texts (Not available through the bookstore, you will need to purchase them on your own)

*Underground America*, Edited by Peter Orner, ISBN: 978-1-934781-16-6

*I recommend you order it through this link*

*The New Jim Crow*, Elizabeth Alexander, ISBN: 978-1-59558-643-8

*I recommend you order it through this link*

### **Other Readings**

All other readings are available on Canvas.

### **Participation**

This includes miscellaneous work and your contributions to class discussion. This is not a lecture course, so you need to be prepared to talk. If you do not attend class, you are not participating. Please notify me in advance if you know you are going to miss class.

### **Revision**

The revision process is central to this class. All essays will go through a revision process, and I have set aside time for you to revise a final draft of one of the three essays if you are not satisfied with your grade. While only final drafts will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

**Deadlines:** I regard late submissions as highly unprofessional and there will be penalties as a consequence. Please expect an automatic letter grade reduction for each day you are late.

**Students must receive a C- or higher to pass the course.**

Missing class does not excuse late work; please don't assume you have been given permission to turn in late work.

In addition, **IF YOU DO NOT ATTEND CLASS ON THE DAY A FIRST DRAFT IS DUE (WORKSHOP DAYS) YOU WILL LOSE A LETTER GRADE ON THE FINAL ASSIGNMENT.**

### **Punctuality**

In addition to the statement on attendance, I ask that you arrive on time. If you know you are going to be late (as with an absence) tell me ahead of time.

### **Class interaction**

As I have mentioned, I expect active participation. In whatever way you participate, I expect thoughtful and respectful interactions in this class. This means being alert, open and actively listening during discussion but it also means being respectful of your colleagues and their opinions. Please also note that I expect you to complete any assigned reading **BEFORE** class; without having completed the reading you will find yourself disadvantaged in discussions and informal class activities.

## **Classroom Protocol**

Attendance: According to University Policy F-69-24, attendance is not a criterion for grading. What this means is that mere attendance, that is, just showing up, is NOT factored into your grade; what is factored into your grade is active participation and it is only for active participation (see above) that you will earn your participation points. You do not start with 100 points and then get points deducted. You start with nothing and build up from there. Being present and taking part is how you earn points, but more importantly this is how you learn.

Assignments are also cumulative, with each one preparing you for the next. At any given point, class sessions and homework are likely to have been designed to help you complete your next major assignment. Missing class or skipping an assignment will certainly lower the quality of your performance and subsequently your grade. Finally, as we will discuss in this class, college is expensive – someone (you? Your family?) is paying for this class; let's honor that by making the work we do count.

**Buy a stapler. Do it today. Split it with your roommate. I will not accept assignments that are not stapled.**

## **About Grades**

Requirements for particular assignments will vary, but 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.

An "A" range 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" range 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" range 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" range 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.

A (92-100); A- (90-91); B+ (88-89); B (82-87); B- (80-81); C+ (78-79); C (70-77); C- (70-71); D+ (68-69); D (62-67); D- (60-61); F (<60)

## **University Policies**

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

Relevant policies for English can also be found at

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

# Tentative Class Schedule

(I guarantee this will change. Be attentive to your email inbox)

| <u>Dates</u> | <u>Tuesday</u>   | <u>Thursday</u>   |
|--------------|--|---|
| 8/21-8/23    | <p><b>In Class:</b><br/>Introductions<br/>Syllabus explored</p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Excerpt from <i>Pedagogy of the Oppressed</i> (on Canvas)</li> <li>2. "The Joy of Reading and Writing: Superman and Me" (On Canvas)</li> </ol>                 | <p><b>In Class:</b><br/>Diagnostic Essay<br/>Privilege, Power, and Difference</p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "How to Tame a Wild Tongue" (On Canvas)</li> <li>2. "The Meaning of U.S. Citizenship" (On Canvas)</li> </ol>  |
| 8/28-8/30    | <p><b>In Class:</b><br/>How is Citizenship defined?/What is a Citizen Today?</p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "How to Survive America's Kill List" (On Canvas)</li> <li>2. "Trump's New Target in the Politics of Fear: Citizenship" (on Canvas)</li> </ol> | <p><b>In Class:</b></p> <ol style="list-style-type: none"> <li>1. Rhetoric day 1</li> <li>2. The Declaration of Independence</li> </ol> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Declaration of Sentiments and Resolutions" (on Canvas)</li> <li>2. "A Woman's Beauty: Put-Down or Power Source?" (on Canvas)</li> </ol> <p><u>Essay 1 Assigned</u></p> |
| 9/4-6        | <p><b>Due:</b><br/>Rhetorical Reading Response</p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "A Talk to Teachers" (On Canvas)</li> <li>2. "The White Problem" (On Canvas)</li> </ol>   | <p><b>Due:</b><br/>Essay #1 Thesis</p> <p><b>In Class:</b></p> <ol style="list-style-type: none"> <li>1. Thesis Evaluation</li> <li>2. Rhetoric Day 2</li> </ol> <p><b>Read:</b><br/>How White People Got Made</p>  |
| 9/11-13      | <p><b>Due:</b><br/>Essay #1 Outline</p> <p><b>In Class:</b> Reading Quiz</p> <p><b>Read:</b><br/>"White Man's Guilt" (On Canvas)</p>   | <p><b>Due:</b><br/>Essay #1 First Draft</p> <p><b>In Class:</b> Peer Review/Reverse Outline/<br/>Logical argument review</p>  |
| 9/18-20      | <p><b>Due:</b><br/>Essay #1 Final Draft <u>Submitted on Canvas by the start of class</u></p> <p><b>In Class:</b><br/>Watch: "Angry, White, and American"</p>   | <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "My Travels in White America" (On Canvas)</li> <li>2. "The Myth of the Latin Woman" (On Canvas)</li> </ol>  |

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|------------|---|--|
| 9/25-9/27  | <p><b>Due:</b><br/>Reading Response</p> <p><b>Read:</b><br/>"Underground America" TBD</p>                 | <p><b>In Class:</b><br/><u>Essay #2 Introduced</u></p> <p><b>Read:</b><br/>"Underground America" TBD</p>                   |
| 10/2-4     | <p><b>Read:</b><br/>"Underground America" TBD</p>   | <p><b>Due:</b><br/>Essay #2 Sources and argument</p> <p><b>Read:</b><br/>"Underground America" TBD</p>                     |
| 10/9-11    | <p><b>In Class:</b> Rhetoric day 3</p>  | <p><b>Due:</b><br/>Essay #2 First Draft</p>  |
| 10/16-18   | <p><b>Due:</b><br/>Essay #2 Final Draft</p> <p><b>Read:</b> The New Jim Crow</p>                          | <p><b>Read:</b> The New Jim Crow</p>   |
| 10/23-25   | <p>Essay #3 Introduced</p> <p><b>Read:</b> The New Jim Crow</p>   | <p><b>Read:</b> The New Jim Crow</p>   |
| 10/30-11/1 | <p>Class Canceled for Conferences</p>   | <p>Class Canceled for Conferences</p>  |
| 11/6-8     | <p><b>Read:</b> TBD</p>   | <p><b>Due:</b><br/>Essay #2 First Draft</p> <p><b>In Class:</b><br/>Visual Essay Assignment Introduced<br/>Peer Review</p> |
| 11/13-15   | <p><b>Due:</b><br/>Essay #3 Final Draft</p> <p><b>In Class:</b><br/>Photo Essays</p>                      | <p><b>In Class:</b><br/>Photo Essays<br/>Rewrite workshop</p>  |
| 11/20-22   | <p><i>No class – Thanksgiving</i></p>   | <p><i>No class – Thanksgiving</i></p>  |
| 11/27-29   | <p><b>Due:</b><br/>Photo Essay Examples<br/>Introduce ePortfolio Assignment<br/><b>Essay Rewrites</b></p> | <p><b>In Class:</b><br/>Visual Essay Presentations</p>   |
| 12/4-6     | <p><b>In Class:</b><br/>Visual Essay Presentations</p>  | <p><b>PORTFOLIO WORKSHOP/OUTLINE DAY</b></p>   |

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|-------|---|--|
| 12/14 | FINAL EXAM<br>ePortfolio due to Canvas by 4:45 PM |  |
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