



**ENGL 105: Seminar in Advanced Composition
Rhetoric and Writing
Spring 2018
Section: 26829**

Professor: Dr. Ryan Skinnell
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Office: FO Building 111
Office Hours: TTH 1:00-2:00pm, & by appt

Class Days/Times: TTH 10:30-11:45
Class Location: SH 213
Prerequisites: 6 units of lower division composition and completion of the Written Communication II requirement (ENGL100W)

Writing is my way of expressing—and thereby eliminating—all the various ways we can be wrong-headed.
~ **Zadie Smith**

Writers do not merely reflect and interpret life, they inform and shape life. ~ **E.B. White**

I write because I don't know what I think until I read what I say. ~ **Flannery O'Connor**

ENGL 105 Course Description:

English 105 is an advanced writing course that focuses on argumentation. We will approach argument from a rhetorical perspective. Through the study of literary, rhetorical, and professional texts, you will be introduced to different theories of rhetoric for writers. You will also learn how to apply this literacy to write persuasively in different rhetorical situations. You will learn to write arguments using logical, ethical, emotional, and timely strategies that take up and address academic, socio-cultural, and civic issues.

Department Student Learning Outcomes (SLO):

As stipulated by the English and Comparative Literature Department's Curriculum Committee, students who earn a B.A. from this department will demonstrate the ability to:

1. read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric
2. show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject
4. develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively
5. articulate the relations among culture, history, and texts.

Required Texts: (please bring texts to class when we are reading and discussing them)

Patricia Roberts-Miller, *Demagoguery and Democracy*

Richard Toye, *Rhetoric*

Joseph M. Williams, *Style: The Basics of Clarity and Grace*

John Ramage, et al., *Argument in Composition*

Additional readings (provided on Canvas)

Procedures:

This course will be demanding. The reading load is heavy, course requirements are substantial, and the material is often challenging. During most class periods, we will discuss readings and responses, in addition to doing group activities, and hearing presentations. I will occasionally lecture, but rarely for more than the first 15-30 minutes of class. I strongly encourage students to visit me in my office to discuss course materials and/or assignments throughout the semester—especially in the event that course expectations are overwhelming or confusing.

Grading Policy:

All work must be submitted on time. Unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. **All major assignments must be completed to earn a passing grade in the class.**

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Course Requirements and Grades:

- | | |
|--------------------------------|--------------------|
| 1. Seminar paper (30%) | 1. PLO# 2, 3, 4, 5 |
| 2. Progress reports (20%) | 2. PLO# 2, 3, 4 |
| 3. Reading responses (30%) | 3. PLO# 1, 2, 3 |
| 4. In-class presentation (10%) | 4. PLO# 2, 4, 5 |
| 5. Class participation (10%) | 5. PLO# 4, 5 |

All major assignments must be completed to earn a passing grade in the class.

Participation:

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in activities and discussions. Class participation entails: (1) showing up on time, (2) demonstrating you’ve completed the readings, (3) contributing to class discussions and group work, and (4) completing in-class assignments.

Please note: sometimes projects and class discussions will include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with the instructor.

Please ALSO note: If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you’re entitled.

The Assignments:

Seminar Paper: The major project in this class will be a research report based on research you conduct during the course of the semester. You will undertake research to determine how rhetoric and writing works within a specific community (whether formal or informal). This may be a community of bloggers, historians, doctors, recovering alcoholics, etc. The choice is yours. Your final paper will report your conclusions about writers' work within the community, make a case about how writing/writers structure knowledge within the community, and reflect on how this community informs a complex understanding of writing and rhetoric more generally. We will discuss this project throughout the semester.

Progress Reports: You will write two progress reports describing the state of your research during the semester. The first will define your chosen community, describe the object(s) of your research (i.e., books, articles, artifacts, etc. that you will study), and explain why you chose this particular community. The second will be a paper proposal, describing the central argument(s) you plan to make in your final paper, the major sources of evidence you plan to use, and what you believe your responsibilities are as a writer of the final paper. I will use these papers to gauge your progress throughout the semester and offer suggestions for proceeding.

Reading Responses: Members of the class will provide written responses to assigned readings a total of 6 times over the course of the semester (**3 must be turned in before Spring Break**). Responses should not simply summarize or repeat the readings or class discussions, but should build upon those points to help advance our thinking. You are welcome to discuss your reaction to the reading (liked or disliked, agreed or disagreed, etc., and why), an observation of how it enlightens the work of our class, a line of thought sparked by a reading, or an interesting comparison among two or more readings. You might also use responses to pose questions about the course and/or the reading. Responses should address the central "So what?" question.

Responses should be short (250-500 words is fine), and I will evaluate them based on evidence that you have read the assigned readings and have attempted to thoughtfully expand upon issues. I will not grade these based on format, usage, or grammar, but I do appreciate error-free prose.

In-class Presentation: You will present your major conclusions from your final project. Your presentation will be 8-12 minutes. We will discuss this project throughout the semester.

University Policies:

For information regarding the following policies, please see syllabus information web page at: <http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and Responsibilities of the Student
Course Requirements and Assignments
Attendance and Participation
Accommodation to Students' Religious Holidays
Dropping and Adding
Academic integrity

Consent for Recording of Class and Public Sharing of Instructor Material
Campus Policy in Compliance with the American Disabilities Act
Student Technology Resources
SJSU Peer Connections
SJSU Writing Center
SJSU Counseling & Psychological Services

Student Technology Resources:

Computer labs for student use are available in the [Academic Success Center](#) 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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. 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 10th 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 <http://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 <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 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, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

Tentative Course Calendar (subject to change)
 Readings listed should be read BEFORE class
 Readings marked with an asterisk (*) are in the course reader

Tuesday	Thursday
	1/25 Introduction to the course
1/30 Read *Coulmas, “What Writing Is all About”	2/1 Read *Orwell, “Why I Write” *Didion, “Why I Write”
2/6 Read Toye, 1-56	2/8 Read Toye, 57-112
2/13 RESEARCH DAY No class	2/15 PROGRESS REPORT #1 DUE Peer Reviews Read * Corder, Argument as Emergence, Rhetoric as Love
2/20 Read Ramage, et al, Ch. 1	2/22 Read * Ta-Nehisi Coates, “A Case for Reparations”
2/27 Read Ramage, et al, Ch. 2	3/1 Read * Burke, “Rhetoric of Hitler’s Battle”
3/6 Read Ramage, et al, Ch. 3	3/8 Read * Lauren Duca, “Donald Trump Is Gaslighting America” * Roxanne Gay, “The Careless Language of Sexual Violence” * James Baldwin, “Faulkner and Desegregation”
3/13 ONLINE CLASS	3/15 ONLINE CLASS
3/20 Read Ramage, et al, Ch. 4	3/22 Read * Boyce and Brayda, “In the Words of the ‘Last Rhodesian’” * Tizon, “My Family’s Slave”
3/27 SPRING BREAK	3/29 SPRING BREAK
4/3 PROGRESS REPORT #2 DUE Peer Reviews	4/5 TBD

4/10 Read Williams, Lesson 1, 2	4/12 Read Williams, Lesson 3, 4
4/17 Read Williams, Lesson 5, 6	4/19 Read Williams, Lesson 7, 8
4/24 Read Williams, Lesson 9, 10	4/26 Seminar Paper DRAFT due Peer review
5/1 PRESENTATIONS	5/3 PRESENTATIONS
5/8 PRESENTATIONS	5/10 PRESENTATIONS
5/22 FINAL PAPER DUE 9:45am-12:00pm	

I will be available during Finals Week to return any assignments I still have and to discuss the course, grades, or anything else. Feel free to email me to make an appointment.