

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 105, Seminar in Advanced Composition, Section 01, Fall, 2019**

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

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

The ability of writers to imagine what is not the self, to familiarize the strange and mystify the familiar, is the  
test of their power. ~ **Toni Morrison**

### **Course and Contact Information**

Instructor:	Ryan Skinnell
Office Location:	FOB 111
Telephone:	(408) 924-4207
Email:	ryan.skinnell@sjsu.edu
Office Hours:	Tuesday & Thursday, 10:30-11:30, and by appointment
Class Days/Time:	Tuesday & Thursday, 9:00-10:15am
Classroom:	Sweeney Hall 411
Prerequisites:	Upper-division standing required. Prior completion of ENGL100W is suggested but not required.

### **Course Format**

#### **Technology Intensive, Hybrid, and Online Courses**

Many of the course resources, assignments, and submissions will be on Canvas. It will also be useful to have internet access in class for research purposes, but it will not be required without advance warning. Computers are available to be checked out through Student Computing Services. You will need both word processing and presentation software. This software is available to students and faculty at SJSU. Be prepared to submit work in MS Word format. (See more details on campus technology resources below.)

#### **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus and assignment instructions, etc. can be found on the Canvas Learning Management System at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

### **Course Description**

English 105 is an advanced writing course that focuses on advanced expository writing and 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.

## Course Learning Outcomes (CLO)

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/Readings (Required)

**Textbook** (*You can find these in the campus bookstore or using the newfangled internet machine. You can choose any format that you're comfortable with, as long as you can access it for class as needed.*)

Patricia Roberts-Miller, *Demagoguery and Democracy* (ISBN: 9781615194087)

Catherine Prendergast, *Can I Use I? Because I Hate, Hate, Hate College Writing* (ISBN: 9780986145711)

Paul Butler, *The Writer's Style: A Rhetorical Field Guide* (ISBN: 9781607328094)

Additional readings will be provided on Canvas.

## Library Liaison

Our library liaison is *Peggy Cabrera*. Her contact is [Peggy.Cabrera@sjsu.edu](mailto:Peggy.Cabrera@sjsu.edu).

## Course Requirements and Assignments

<i>Assignment</i>	<i>Points</i>	<i>Course learning outcomes</i>
Seminar paper, including drafts (20%)	200	2, 3, 4, 5
Progress reports (20%)	200	2, 3, 4
Reading responses, including final reflection (30%)	300	1, 2, 3
In-class presentation (10%)	100	2, 4, 5
Class participation (15%)	150	4, 5
<i>Total</i>	<i>1000</i>	

**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 10 times over the course of the semester (**the final response is a short, reflective essay**). 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.

**Final Examination or Evaluation:** [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

### Grading Information

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**. **You must turn in all assignments to pass the class.**

Course grades will be calculated using the following scale:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>930 to 1000</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>870 to 899</i>	<i>87 to 89 %</i>
<i>B</i>	<i>830 to 869</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>770 to 799</i>	<i>77 to 79%</i>
<i>C</i>	<i>730 to 769</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>670 to 699</i>	<i>67 to 69%</i>
<i>D</i>	<i>630 to 669</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

## Classroom Protocol

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.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement:

- collateral readings
- higher level critical thinking exercises
- presentation technologies

**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.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

## Some Helpful Resources

### 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 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 <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The Writing Center has two locations. They conduct regularly scheduled tutoring sessions (which you can book in advance through their online reservation system) on the second floor in the Dr. Martin Luther King, Jr. Library. Follow the overhead sign for the Writing Center once you exit the elevators or step off the escalator. They also offer drop-in tutoring sessions in Clark Hall, suite 126 on the first floor.

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) 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 and Psychological 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## ENGL 105 / Seminar in Advanced Composition, Fall 2019, Course Schedule

*The schedule is subject to change with fair notice. Changes will be announced in class.*

Readings listed should be read BEFORE class

Readings marked with an asterisk (\*) are on Canvas

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Introduction to the course
2	8/27	<b>Read</b> Prendergast, 1-63 (End of “How Do I Write a Strong Thesis Statement?”)
2	8/29	<b>Read</b> Prendergast, 64-130 (End of the book)
3	9/3	<b>DUE: Reading Response #1 BEFORE CLASS</b> <b>Read</b> *Coulmas, “What Writing is All About”
3	9/5	<b>Read</b> *Orwell, “Why I Write” <b>Read</b> *Didion, “Why I Write” Bring draft of Progress Report 1 to class
4	9/10	<b>DUE: Reading Response #2 BEFORE CLASS</b> <b>Read</b> Roberts-Miller, chs. 1-3
4	9/12	<b>Read</b> * Corder, Argument as Emergence, Rhetoric as Love
5	9/17	<b>PROGRESS REPORT #1 DUE</b> <b>Read</b> Roberts-Miller, chs. 4-5
5	9/19	<b>Read</b> * Burke, “Rhetoric of Hitler’s Battle”
6	9/24	<b>DUE: Reading Response #3 BEFORE CLASS</b> <b>Read</b> Roberts-Miller, chs. 6-7
6	9/26	<b>Read</b> * Lauren Duca, “Donald Trump Is Gaslighting America” <b>Read</b> * Roxanne Gay, “The Careless Language of Sexual Violence” <b>Read</b> * James Baldwin, “Faulkner and Desegregation”
7	10/1	<b>DUE: Reading Response #4 BEFORE CLASS</b> <b>Read</b> * Ta-Nehisi Coates, “A Case for Reparations”
7	10/3	
8	10/8	<b>DUE: Reading Response #5 BEFORE CLASS</b> <b>Read</b> * Boyce and Brayda, “In the Words of the ‘Last Rhodesian’”

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	10/10	<b>Read</b> * Nikole Hannah-Jones, “America Wasn’t a Democracy”
9	10/15	<b>DUE: Reading Response #6 BEFORE CLASS</b> <b>Read</b> * Jamelle Bouie, “What the Reactionary Politics of 2019 Owe to the Politics of Slavery”
9	10/17	<b>Read</b> * Tizon, “My Family’s Slave”
10	10/22	<b>DUE: Reading Response #7 BEFORE CLASS</b> <b>Read</b> Butler, chs. 1-3
10	10/24	<b>Read</b> Butler, ch. 4
11	10/29	<b>DUE: Reading Response #8 BEFORE CLASS</b> <b>Read</b> Butler, chs. 5-6
11	10/31	<b>Read</b> Butler, ch. 7
12	11/5	<b>PROGRESS REPORT #2 DUE</b>
12	11/7	<b>Read</b> Butler, chs. 8-9
13	11/12	<b>DUE: Reading Response #9 BEFORE CLASS</b> <b>Read</b> Butler, chs. 10-12
13	11/14	
14	11/19	<b>Seminar Paper DRAFT due</b>
14	11/21	Presentations
15	11/26	Presentations
15	11/28	<b>THANKSGIVING BREAK – NO CLASS</b>
16	12/3	Presentations
16	12/5	<b>DUE: Reading Response #10 BEFORE CLASS</b> Presentations
Final Exam 7:15-9:30 AM	12/16	<b>FINAL PAPER DUE</b>