

San José State University | Fall 2019 | English 2, Argument and Analysis (Sections 1 , 7, 9 (BBC 123), and 17 (BBC 124), and 29 (BBC 130)

Sherri Harvey

Office Location: FO 212

Telephone: 408.924-4456
650.269.1288 (emergency only)

Email: sherri.harvey@sjsu.edu

Office Hours: Tuesday/Thursday 12:00-1:00 in FO 212

Class Days/Time: Tues/Thurs 7:30, 9:00, 10:30 (BBC 123) and 1:30-2:45 (BBC 124) and 3:00-4:45 (BBC130)

[HYBRID READINESS SURVEY](#): please take this, whether you are HYBRID or not, ASAP!

SECTIONS 1 and 7 are NOT hybrid classes...if you are interested in Hybrid, see me. The HYBRID class will meet on Tuesday BUT NOT ON THURSDAY. On Thursday, the Hybrid class sections will have assignments to complete on their own. Class on Thursday, in-person, face-to-face is not mandatory.

SECTIONS 9, 17 and 29 ARE HYBRID CLASSES, which means that those sections will meet on Tuesdays and have assignments to complete on Thursdays. I will be available for questions and help on Thursdays, but your work time is up to you. You will need to figure out how to complete your work on your own time rather than a face-to-face meeting.

We use Canvas to share files and information as well as to submit work. Please plan on checking Canvas regularly in order to keep up with the class. Please note: you will have a

variety of assignments ONLINE and will submit everything through CANVAS. If you need help, see me!

This course will focus on the theme:

HOW CAN I MAKE A DIFFERENCE in SUSTAINABILITY?

The ACCIDENTAL ADVOCATE: Creative ways to think about Saving the Planet, every way we can!

In English 2 you will explore the relationship between language and logic in composing arguments. The goal is to challenge you academically and creatively. Through a series of integrated reading, writing, and oral assignments, you will engage complex issues that require critical thinking and argumentation. Building on English 1A, you will extend your study of stylistic and grammatical conventions in formal writing.

ENGL 2 Section Description: Saving the Planet, any way we can!

We will explore our own cognitive biases that inform us of the differences between what we think and how we are influenced. We will examine rhetoric and language and how the things around us (the media, YOUTUBE, Social Media, COMICS) to think about the forces in society that shape our biases, and consider how awareness and education affect those biases.

Using essays, videos and poems, we will explore how the things we read, see, watch, understand shape how we see the world.

Our research paper will focus on how the world around us uses language, images, and memes to make argument.

A GREAT QUESTION TO KEEP TRYING TO ANSWER throughout the semester: Where does my own thinking come from? How can I better articulate my opinion and engage in the discussions going on around me? Can I respectfully and wholeheartedly disagree and still listen to another position? What is at stake?

Required Texts/Readings

Various Essays and material can be found in Canvas. There is no required textbook, but you will be asked to print things from Canvas and bring them to class. PLEASE KEEP IN MIND: this class will ask you to work extensively in CANVAS. Please make sure you familiarize yourself with the learning platform. If you get stuck, come see me!

Upon successful completion of the course, you will be able to:

- locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
- 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;
- locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas;
- identify and critically evaluate the assumptions in and the context of an argument;
- 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 is open to all students needing to fulfill GE Area A3. It is required for business majors. Students who have successfully completed ENGL 1B or who are majoring in Biochemistry, Marine Biology, Geology or Engineering programs

(excluding Aviation and Technology) may not enroll in ENGL 2. To determine your eligibility, please refer to [What to Take After English 1A](#) and the major exceptions chart.

Prerequisites: ENGL 1A, 1A-F/S (with a grade of C- or better)

Satisfies GE Area A3: Critical Thinking and Writing

Eng 2 Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

Reading: *Readings should not only engage the themes of your course so that they become part of the writing process, but readings should 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. Your goal in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of argumentative writing.*

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: ENGL 2 will include 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.

Oral Communication: You will be responsible for creating a group presentation using Google Docs that will expect you to teach the class about your interpretation of a chosen poet by a

contemporary poet. You will, essentially, teach the class as you demonstrate your knowledge of the implications and nuances of poetry. You will support your ideas with multi-media sources as you work together to uncover your own interpretation of your chosen poem. You will be graded by evaluative comments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Additionally, if you do NOT UNDERSTAND the comments I make on your essays, come to my office hours and discuss your ideas with me. Please do not wait until the end of the class to say to me, "I never understood your comments." or "I didn't get anything from your feedback"!

Come in and let's talk about them!

WHAT YOU CAN EXPECT FROM ME:

I will be prepared for class, on time, I will not leave early, I will be respectful of you and your opinions. I will put in the time and effort required to run a successful classroom as a leader, but the effort and the work from you is also required for the class to run. This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

LET'S HAVE A BLAST!!! Make learning a way of life!

ESSAYS:

100 point s	SLO1,2	In-class Essay #1, DIAGNOSTIC 500 words
100 point s	SLO 1,3-5	Essay #2, Trump Tweets using rhetorical devices/explain context for your response to the Tweet 500 words
100 point s	SLO 1,2,3	Essay #3, Oral Presentation of a poem related to YOUR projected area of expertise related to SAVING THE PLANET. MUST USE ADOBE SPARK
100 point s	SLO1,4, 5	Essay #4, Proposal and Annotated Bibliography
50 point s	SLO 4,5,6	Essay #5, first draft and outline of research project (must be present to collect points)
200 point s	SLO 1-6	Essay #6, Multi-Modal Group Project (must be argumentative, related to something (in the museum, in the news, in society, online) and reflect a variety of stakeholders' positions)

50 point s	SLO 3	In-Class Essay #2 REWRITE OF DIAGNOSTIC ESSAY
200 point s	SLO 1-6	Final exam (a portfolio which contains:1) self-reflection done in class, annotated appendix of assignments that shaped your progress, DSP from 1A, one major assignment listed above)
100 point s	SLO 3-4	Class participation based on in-class POP quizzes and exercises—no make-ups available

Library Liaison

ENGL 02 requires students to conduct library research.

Silke Higgins presents our InfoPower Sessions and is also available for consultation.

Phone: 408-808-2118

Email: silke.higgins@sjsu.edu.

Silke will be the one conducting our Infopower sessions.

CLASSROOM PROTOCOL (what you need to know to succeed)

ESSAY FORMAT: We will submit everything through Canvas, occasionally, I will ask you to print and bring hard copies to class. Please make sure you follow MLA format. If you fail to follow MLA format, your paper will not be accepted.

PLEASE NOTE: SAVE EVERYTHING! This course builds slowly toward your final Research Project. Every assignment you complete will set you up for success and push you toward becoming an expert in your choice of HOW TO SAVE THE PLANET. You will work with your group ALL SEMESTER.

PLEASE NOTE: Do not email any of your assignments to me. Everything should be submitted in Canvas.

CLASSROOM COMMUNITY: Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. Please show up on time, stay for the entire class period and be respectful with your cell phone in class. If you are absent, check with a classmate to figure out what we did in class.

RESEARCH PAPER: English 2 shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. A traditional research paper is mandatory. You will be working toward answering the question: HOW WILL I SAVE THE PLANET? Your final research project will have a number of components, all of which will count toward the final grade, and will be discussed in class.

Please note: your proposal and annotated bibliography count as a paper.

READINGS: Critical reading is the second objective of the course. You will be required to come to class prepared to discuss the readings assigned for that day. The readings will acquaint you with a wide variety of writing styles, techniques, opinions and genres. Pop quizzes will be given if I notice that you are not reading.

NOTE: The schedule of assignments is tentative and is subject to change based on the needs of everyone in class. It is crucial that you are present to stay in tune with the class. Be sure to exchange phone numbers with other students because if you miss a class, you are still expected to be prepared for the next class.

DO NOT MAKE YOUR ABSENCES MY PROBLEM!

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class

in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and **BE PREPARED. DO NOT MAKE YOUR ABSENCE MY PROBLEM.** If you are absent, you are still responsible for keeping up with the class. Please contact a friend in class to find out what you missed.

Please make sure your name and the time that we meet is listed on EVERYTHING you turn in to me.

Cell phones and computers may be used in class as long as they are relevant to what we are doing—which is up to me. If I see you texting, I will ask you to **SING A SONG.**

REGARDING CELL PHONES OR PAGERS IN CLASS: If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.

LET'S HAVE A BLAST!!! Make learning a way of life!