



**You Belong to the City: On American Urban Life**  
**Spring 2019, San Jose State University**

**Course: ENGL 2—Critical Thinking and Writing**

**Prerequisites: ENGL 1A or 1A-F/S with a grade of C- or better; Satisfies GE Area A3: Critical thinking and writing**

**Instructor: Daniel Hendel De La O**

**Office Hours: Mon/Wed 10:30 – 11:30 a.m., FOB 111 (or by appointment)**

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**Sections:**

**2 (22980) Tue/Thu 7:30 – 8:45 a.m., BBC 221**

**4 (22982) Tue/Thu 9:00 – 10:15 a.m., BBC 221**

Don't it always seem to go  
that you don't know what you've got 'til it's gone  
They paved paradise  
and put up a parking lot

—Joni Mitchell, “Big Yellow Taxi”

**Course Theme**

Pollution, traffic, crowds, high costs of living. That's urban life in America in 2019. In fact, studies show city life may be adversely affecting our physical and mental health. Still, some 80% of Americans live in an urban area. Despite their problems, American cities remain the centers of human industry—fostering technological innovation, economic opportunities, and cultural growth. But can we design less stressful cities? And can our cities rise to meet the challenges of the 21<sup>st</sup> century, including climate change and gentrification? This semester, we will focus on the opportunities and costs of urban living in America.

**Required Texts**

All texts are available in electronic format (e.g. Kindle, Nook), though pagination may vary from print editions.

**Book:**

- *Evicted: Poverty and Profit in the American City* by Matthew Desmond (ISBN: 0553447459)

Writing guide:

- *The Everyday Writer with Exercises (5th Edition)—Special Edition: San José State University* by Andrea A. Lunsford (ISBN: 9781457667121)\*

\*A free electronic version *The Everyday Writer* is available to all SJSU students via Canvas.

### **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, gender, and class.
- **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 give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6,000 words, at least 4,000 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 (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) 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.
- **Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

### **The SJSU Writing Center**

The SJSU Writing Center now has two locations:

- Clark Hall, Suite 126: For drop-in tutoring sessions
- Second floor of MLK Library: For regularly scheduled tutoring sessions

As always, 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 [sjsu.edu/writingcenter](http://sjsu.edu/writingcenter).

### **Department Grading Policy**

The department's standard grading scheme consists of the following: Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" 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" 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" 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" 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.

### **The Eauzone**

The EauZone ([eauzone.blogspot.com](http://eauzone.blogspot.com)) is a centralized location for all assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on "ENGL 2: You Belong to the City" under "Spring 2019 Courses" to be routed to our page. Feel free to use the "Comments" function in each posting; it is often a helpful way to communicate with classmates.

**Standards for Presentation of Work**

All typed work must be in MLA Style. Please follow this sample heading for all typed work:

Full Name
ENGL 2: Section number
Assignment

At the end of each typed assignment, include the word count. Example:

| Word Count: 741

**Editing Marks Guide**

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester.

Symbol	Meaning	Symbol	Meaning	Symbol	Meaning
^	Insert	Ⓚ	Delete	SP	Spelling
↑	Text is likely not properly double-spaced	2x	Double-space	SV	Subject-verb agreement
→	Indent 1x	AWK	Awkward phrasing; reword	T	Tone
→ →	Indent 2x	CS	Comma splice	TC	Title case
+	Good point	FRAG	Fragment	TNR	Times New Roman font
?	Meaning unclear	ITL	Either add or remove italics	TRANS	Transition
#	Add space	HEAD	Issue with page header	UL	Underline
" "	Add quotation marks	PASS	Passive voice	WC	Word choice
//	Faulty parallelism	RO	Run-on sentence		
¶	Start new paragraph	SLANG	Slang		

**Course Policies**

General:

- I'm happy to call you by whatever name you like, but consistency is key. For example, if your name is John Wilson, but you go by Jack, then you'd use "John (Jack) Wilson" on all assignments.
- Please upload a clear photo to your Canvas and email accounts for easier reference.

Grades and grading:

- I will sometimes make sentence-level corrections to only one page or paragraph of your essay. This is done in an effort to make you a better editor of your own work. You should assume that the corrections I've made are applicable to your entire essay.

- If extra-credit is offered, it will only be once—and likely modest; please stay up-to-date on your assignments.
- There is a participation component to your grade. It could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Look on Canvas for your most updated grades.

#### Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Email late assignments no later than the following class after the due date. They will be lowered one letter grade. No assignments will be accepted beyond this point.
- Assignments submitted via email, will be graded per usual, but no hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points on your final draft for coming to class on a writer's workshop day without anything to share.
- Unstapled assignments will not be accepted.

#### Etiquette:

- It is highly disrespectful to sleep in class. If you sleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—absolutely no social media during class time.
- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class.

#### Email:

- Indicate your section number in the subject line, or somewhere in the body. This helps me reply to your email in a timelier manner.
- Google Docs users: PLEASE REMEMBER TO GRANT ME PERMISSION TO EDIT IT BEFORE YOU SHARE. Otherwise, I have to request permission to edit your document, lengthening the process.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you are absent, please do not message me to ask what you missed. You should have the contact information of at least two other classmates. They should be able to fill you in on any relevant information. If you still have a question, then feel free to contact me.

#### Course Work

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All out-of-class essays should:

- Be in MLA Style (typed, 12-pt font, etc.)
- Be approximately 750 words\*
- Include a works cited page—unless otherwise noted

Additionally, you may be asked to submit a supplemental paragraph illustrating the process by which you completed an assignment.

\*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

Your semester's course work is comprised of:

Assignment	Description	GELO	Word Count	Revised or Workshopped	In-class	Point Value
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	400		✓	N/A
The Toulmin Method	Using the Toulmin Method, we will examine the debate over gentrification in US cities.	2-5	400		✓	20
Burke's Dramatistic Pentad	By means of Kenneth Burke's Dramatistic Pentad, you will analyze the rhetoric behind three scenes about people's interactions in urban environments.	2-5	750			20
The Rogerian Argument	Your Rogerian Argument, illustrating the current debate in cities over what to do about electric scooters, will take the form of an infographic.	1-4	400	✓		20
The Aristotelian Appeals	Utilizing Aristotle's Modes of Persuasion, you will write a series of short answer responses to Matthew Desmond's <i>Evicted: Poverty and Profit in the American City</i> .	2-5	750		✓	20

THE DEPARTMENT OF ENGLISH & COMPARATIVE LITERATURE @ SAN JOSÉ STATE UNIVERSITY

Assignment	Description	GELO	Word Count	Revised or Workshopped	In-class	Point Value
Final Research Project	You and up to two partners will explore the effects of Google's impending massive development in downtown San Jose. Your findings will be summarized in a 15-slide multimedia presentation.	1-5	2,000	✓		40
English Department Assessment	This department-wide assessment will ask you reflect on your growth as a writer in ENGL 2.	2-5	400			20
Reflections	You will write six 2-page reflections on a variety of city-related topics.	2-4	3,000			60 (6x10)
Multimedia Presentation*	You will present a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a city-related topic.	1-5	250			20
Participation	Note that points are garnered not by attendance, but by active participation in class.					10
Approximate word count: 8,350		Point total: 230				

Final Grade Calculations:

A+	230-225	B+	205-202	C+	182-179
A	224-213	B	201-190	C	178-167**
A-	212-206	B-	189-183	Non-passing	166-0

*\*You must provide your own laptop. Macs will require an Apple-specific adaptor (Thunderbolt, Lightning, etc.) to connect to the university's projection system. Also, some newer PC models, those with HDMI-only connections, may also require special adaptors.*

*\*\*At least 167 points must be earned to receive course credit.*

### Course Schedule

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Key:

EVICT (*Evicted: Poverty and Profit in the American City*)

ER (eReader)

Notes:

- Unless otherwise noted, all assignments, including in-class essays, are due or take place on Thursdays.
- Look for any assignments worth points (in or out of class) to be to be CAPITALIZED and **bolded** below.

Calendar:

Week 1: Portland, Oregon – The City of Roses

Thu 1.24

Class: Syllabus review

Week 2: Houston, Texas – Space City

Tue 1.28/Thu 1.31

Class: Introductions; Lecture—“Building a Better Multimedia Presentation: An Annotated Look,” “You’re in College Now: The New Rules of University Writing,” and “MLA Style 101”

Week 3: New York City, New York – The Big Apple

Tue 2.4/Thu 2.6

Read: eR—“In Praise of Gentrification” (The Economist), “In Defense of Gentrification” (The Atlantic), “The Complicated Link Between Gentrification and Displacement” (CityLab), “The Myth of Gentrification” (Slate)

Class: **DIAGNOSTIC ESSAY**; Presentation sign-ups

Week 4: New Orleans, Louisiana – The Big Easy

Tue 2.12/Thu 2.14

Read: eR—“How to Stop Gentrification” (The New Republic), “We Shouldn’t Stop Gentrification, but We Can Make it Less Painful” (Forbes), “How an LA Community is Fighting Back Against Gentrification” (Marketplace)

Class: Downtown San Jose city walk\*; Watch—“What Happens When Neighborhoods Gentrify?” (Vice News), “Why We Stay: Gentrification’s Damage” (The Nation), “What it’s Like to Get Kicked Out of Your Neighborhood” (Buzzfeed); Lecture—“Inside the Toulmin Model”

Due: **REFLECTION 1**

*\*Please be on time.*

Week 5: Philadelphia, Pennsylvania – The City of Brotherly Love

Tue 2.19/Thu 2.21

Read: EVICT—Prologue: Cold City - Ch. 2: Making Rent

Class: **TOULMIN METHOD**; Reading Discussion; Guest speaker (TBA); Multimedia presentations; Lecture—“Inside the Narrative: Burke’s Dramatistic Pentad”

Week 6: Miami, Florida – Magic City

Tue 2.26/Thu 2.28

Read: EVICT—Ch. 3: Hot Water - Ch. 6: Rat Hole; eR—“In the Scooter Wars of 2018, It’s Not Really About the Scooters” (USA Today); “Electric Scooters are Loathed by City Regulators. They Shouldn’t Be.” (Vox), “How Electric Scooters are Transforming Cities” (US New & World Report), “How I Learned to Stop Worrying and Love Electric Scooters” (New York Times)

Class: Reading Discussion; Multimedia presentations; Watch—“People in San Francisco are Pissed Over These Electric Scooters” (Vice News), “Don’t Blame Scooters. Blame the Streets.” (Vox), “Why the Rise of the Electric Scooter Has Been a Bumpy Ride” (PBS News); Lecture—“Infographics 101”

Due: **DRAMATISTIC PENTAD**

Week 7: Los Angeles, California – The City of Angels

Tue 3.5/Thu 3.7

Read: EVICT—Ch. 7: The Stick - Ch. 10: Hypes for Hire; Read: eR—“The 100 Best Infographics” (Creative Bloq), “10 Tips for Designing Better Infographics” (DotDash), “12 Warning Signs that Your Infographic Sucks” (Visme)

Class: Reading Discussion; Multimedia presentations; Writers Workshop

Due: **ROGERIAN ARGUMENT (DRAFT 1; BRING 2 HARD COPIES OR AN ELECTRONIC VERSION); REFLECTION 2**

Week 8: Detroit, Michigan – The Motor City

Tue 3.12/Thu 3.14

Read: EVICT—Ch. 11: The ‘Hood is Good - Ch. 15: A Nuisance

Class: Reading Discussion; Multimedia presentations

Due: **ROGERIAN ARGUMENT (FINAL DRAFT; EMAIL BY 5 PM)**

Week 9: Atlanta, Georgia – The ATL

Tue 3.19/Thu 3.21

Read: EVICT—Ch. 16: Ashes on Snow - Ch. 19: Little

Class: Reading Discussion; Multimedia presentations

Due: **REFLECTION 3**

Week 10: San Jose, California – The Capital of Silicon Valley

Tue 3.26/Thu 3.28

Read: EVICT—Ch. 20: Nobody Wants the North Side - Ch. 23: The Serenity Club

Class: Reading Discussion; Multimedia presentations; Lecture—“Understanding Aristotle’s Modes of Persuasion”

Due: **REFLECTION 4**

Week 11: Las Vegas, Nevada – Sin City

Tue 4.2/Thu 4.4

NO CLASS: SPRING BREAK

Week 12: Chicago, Illinois – The Windy City

Tue 4.9/Thu 4.11

Read: EVICT—Ch. 24: Can't Win for Losing - Epilogue: Home and Hope

Class: Multimedia presentations; Library research session (Details TBA)

Due: **ARISTOTELIAN APPEALS**

Week 13: Denver, Colorado – The Mile High City

Tue 4.16/Thu 4.18

Class: Multimedia presentations; Writers workshop

Due: **RESEARCH PROJECT OUTLINE (BRING 2 HARD COPIES); REFLECTION 5**

Week 14: Seattle, Washington – The Emerald City

Tue 4.23/Thu 4.25

Class: Multimedia presentations; Writers workshop

Due: **RESEARCH PROJECT (DRAFT 1—BRING ELECTRONIC VERSION); REFLECTION 6**

Week 15: Washington, D.C. – The Nation's Capital

Tue 4.30/Thu 5.2

Class: Multimedia presentations; Writers workshop

Due: **RESEARCH PROJECT (DRAFT 2—BRING ELECTRONIC VERSION)**

Week 16: Austin, Texas – Bat City

Tue 5.7/Thu 5.9\*

Class: Multimedia presentations; Writers workshop; Course review

Due: **RESEARCH PROJECT (FINAL DRAFT—EMAIL BY 5 P.M.)**

*\*Final class meeting of the semester*

Week 17: Nashville, Tennessee – Music City, USA (FINALS WEEK 1)

Sec. 2 final exam meeting time

Wed 5.15 – 7:15-9:30 a.m. (Location TBD)

Class: **ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)**

Sec. 4 final exam meeting time

Fri 5.17 – 7:15-9:30 a.m. (Location TBD)

Class: **ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)**

Week 18: Minneapolis and St. Paul, Minnesota – The Twin Cities (FINALS WEEK 2)

Tue 5.21 – Thu 5.23

NO CLASS

