



*ENGL 2: For What It's Worth—Poverty and Wealth, American Style*  
*Spring 2020, San José State University*

*Course: ENGL 2, Critical Thinking and Writing*

*GE Category: A3, Critical Thinking and Writing*

*Units: 3*

*Prerequisite: ENGL 1A (with a grade of C- or better)*

*Instructor: Daniel Hendel De La O*

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*Sections: 5 (22460) Mon/Wed 7:30 – 8:45 A.M., BBC 221*

*8 (22463) Tue/Thu 9:00 – 10:15 A.M., BBC 221*

#### *Course Theme*

Money is complicated:

- Do the wealthy have a larger obligation to give back to society than the classes below them?
- How should I be investing my money?
- Is it impolite to inquire how much a person earns?
- Is your money a reflection of your values?
- How can we have both unprecedented wealth and record-level poverty?
- Why do I have to pay taxes?
- Is mixing money and family ever a good idea?
- Is Capitalism a good thing?
- Do the poor deserve to be poor?
- Why isn't financial literacy part of our country's standard education?
- Who should pay for dinner?

This semester, we will read a diverse assemblage of texts exploring these and other money matters.

#### *Required Materials*

All books are available in an electronic edition (e.g. Kindle), though pagination may vary from print editions.

Books:

- *Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich (ISBN: 0312626681)

Writing guide:

- *The Everyday Writer with Exercises with 2016 MLA Update (Sixth Edition)* by Andrea A. Lunsford (ISBN: 1319083447)\*

*\*Any edition of The Everyday Writer will suffice.*

### *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 various methods of effective reasoning and appropriate rhetorical strategies to help you invent, demonstrate, and express arguments clearly, logically, and persuasively.

ENGL 2 is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.

### *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.

### *Learning Outcomes (GELO)*

Upon successful completion of the course, students should 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 your 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)

### *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).

*University, College, or Department Policy Information*

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be found at [sjsu.edu/gup/syllabusinfo/index.html](http://sjsu.edu/gup/syllabusinfo/index.html).

*Department Grading Policy*

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.

*Standards for Presentation of Work*

All typed work must be in MLA Style. Samples are located online and in *The Everyday Writer*.

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

### *EauZone*

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for general class information, including assignments. 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 may be required to complete some assignments. You will utilize this site, not Canvas, for most course information.

On the homepage, click on "ENGL 2: For What It's Worth—Poverty and Wealth, American Style" under "Spring 2020 Courses" to be routed to our course's page.

### *Course Policies*

#### General:

- Please fill the front seats of the classroom first, leaving the back rows open.
- I am happy to call you by whatever name you prefer, but please be consistent. For example, if your name is John Wilson, but you by Jack, then you'd use "John (Jack) Wilson" on all assignments. Additionally, preferred names can be set in Canvas using these instructions: [sjsu.edu/registrar/docs/Preferred\\_name\\_setting.pdf](https://sjsu.edu/registrar/docs/Preferred_name_setting.pdf).
- I am also happy to use your preferred pronouns. Simply notify me as early in the semester as possible—*and I apologize in advance if I occasionally slip up.*
- 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. In fact, you may even be asked to correct your own paper based upon the section I revised.
- 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 ask questions and/or comment). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Check Canvas for your most up-to-date grades.

#### Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Assignment rubrics can be found on your class blog. Please attach the corresponding rubric to each assignment. They should be stapled to the back of all hard copy assignments.
- 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 fall asleep, 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 arrive after the first 10 minutes, please wait for an appropriate moment to enter so as not to disturb the class.

Email:

- In order to streamline communications, email me at [daniel.hendeldelao@sjsu.edu](mailto:daniel.hendeldelao@sjsu.edu) ONLY. Please do not contact me via Canvas.
- In your 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.

*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.

<i>Symbol</i>	<i>Meaning</i>	<i>Symbol</i>	<i>Meaning</i>	<i>Symbol</i>	<i>Meaning</i>
^	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 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 typed
- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on assignment\*
- Be in MLA Style
- Unless otherwise noted, always include a works cited\*\*

\*Handwritten pages are approximately 200 words per page.

\*\* To save paper, a works cited may come directly after the end of your essay—it does not need to be on a separate page.

Your semester’s course work is comprised of:

<i>Assignment</i>	<i>Description</i>	<i>GELO</i>	<i>Word Count</i>	<i>In-Class</i>	<i>Revised/Workshopped</i>	<i>Point Value</i>
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	2-4	500	✓		10
The Toulmin Method	Using the Toulmin Method, we will investigate whether or not religious institutions should be taxed.	1-5	750			20
Burke’s Dramatistic Pentad	By means of Burke’s Dramatistic Pentad, you will analyze a story of a low-wage job from Ehrenreich’s <i>Nickel and Dimed</i> .	1-5	750			20
The Rogerian Argument	Your Rogerian Argument, will illustrate the current so-called “free college for rich kids” debate happening amongst Democratic presidential candidates. In addition to a detailed outline, this assignment will be illustrated in an infographic.	1-5	750		✓	20
Research Project	You and a partner will explore a major economic issue currently facing Americans and/or the globe. Your findings will be summarized in an extensive 15-slide multimedia presentation.	1-5	600		✓	40
Reflections	You will write four 2-page reflections based upon a variety of money-related prompts.	2-4	2,000			40

<i>Assignment</i>	<i>Description</i>	<i>GELO</i>	<i>Word Count</i>	<i>In-Class</i>	<i>Revised/Workshopped</i>	<i>Point Value</i>
English Department Assessment	For this department-wide assessment you will reflect on your growth as a writer in ENGL 1A. This semester, we will be assessing GELO 1.	2-5	750			20
Multimedia Presentation	You will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a money-related topic.	1-5	500			20
Participation	Attendance alone does not earn participation points; points are earned through active and consistent class participation.					10
Word Count: 6,600		Point Total: 200				

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

Final Grade Calculations:

A+	194-200	B+	174-179	C+	154-159
A	188-193	B	168-173	C	148-153
A-	180-187	B-	160-167	C-	140-147*

*\*You must earn at least 140 points 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 a hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Note:

- Unless otherwise noted, all assignments (including in-class essays) are due or take place on Wednesdays.
- Look for any assignments worth points (in or out of class) to be CAPITALIZED below.
- Please attach the corresponding rubric (available on EauZone) to each hard copy assignment.

Key:

- Nickel (*Nickel and Dimed*)
- eR (eReader)

Week 2

Mon 1.27/Wed 1.29

Class: Syllabus Review; Introductions

Week 3

Mon 2.3/Wed 2.5

Class: Lecture—"Crafting the Essay: Writing as a Process;" Watch—Excerpts from *People Like Us: Social Class in America* (2001)

Due: REFLECTION 1

Week 4

Mon 2.10/Wed 2.12

Class: DIAGNOSTIC; Presentation partner and topic assignments; Lecture—"Building a Better Multimedia Presentation: An Annotated Look," "MLA Style 101"

Week 5

Mon 2.17/Wed 2.19

Read: eR—"Why Churches are the Gold Standard of Tax-Exempt Organizations" (Forbes), "A Case for Why Churches Shouldn't be Taxed" (Colorado Springs Independent), "Why Don't Churches Pay Taxes?" (Los Angeles Times), "We Should be Taxing Churches" (Slate)

Class: Reading discussion; Lecture—"Inside the Toulmin Method" and "Citing Sources in MLA: The Basics"

Due: REFLECTION 2

Week 6

Mon 2.24/Wed 2.6

Read: Nickel—Introduction: Getting Ready - One: Serving in Florida

Class: Reading discussion; Multimedia presentations; Watch—Excerpts from *Generation Wealth* (2018)

Due: TOULMAN METHOD

Week 7

Mon 3.2/Wed 3.4

Read: Nickel—Two: Scrubbing in Maine

Class: Reading discussion; Multimedia presentations; Lecture—"Inside Kenneth Burke's Dramatistic Pentad"

Due: REFLECTION 3

Week 8

Mon 3.9/Wed 3.11

Read: Nickel—Three: Selling in Minnesota

Class: Reading discussion; Multimedia presentations

Due: DRAMATISTIC PENTAD

Week 9

Mon 3.16/Wed 3.18

Read: eR—"Buttigieg is Wrong—Free College Should be Free for All, Including Children of the Rich" (Los Angeles Times), "Bernie Sanders is Running on a Plan to Bail Out Rich Kids" (Washington Post)

Class: Reading discussion; Multimedia presentations

Week 10

Mon 3.23/Wed 3.25

Read: eR—"Klobuchar and Buttigieg are Right About Free College for Rich Kids" (Forbes), "Moderate Democrats Should Stop Pretending That Free College is a Giveaway to Rich Kids" (Slate), "Should Free College Give Rich Kids a Free Ride?" (US News & World Report)

Class: Reading discussion; Multimedia presentations' Lecture—"Finding the Middle Ground: The Rogerian Argument" and "Infographics 101"

Due: REFLECTION 4

Week 11

Mon 3.30/Wed 4.1 (No class—Spring Break)

Week 12

Mon 4.6/Wed 4.8

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; Watch—Excerpts from *The Queen of Versailles* (2012)

Due: THE ROGERIAN ARGUMENT—OUTLINE & INFOGRAPHIC, DRAFT 1 (BRING 1 HARD COPY OR AN ELECTRONIC VERSION)

Week 13

Mon 4.13 (No class)/Wed 4.15

Read: Multimedia presentations

Due: THE ROGERIAN ARGUMENT—OUTLINE & INFOGRAPHIC, FINAL DRAFT (EMAIL TO DANIEL.HENDELDELAO@SJSU.EDU BY 5 P.M.)

Week 14

Mon 4.20/Wed 4.22

Class: Multimedia presentations

Week 15

Mon 4.27/Wed 4.29

Class: Multimedia presentations; Writers workshop

Due: RESEARCH PROJECT, DRAFT 1—UP TO SLIDE 3 (ELECTRONIC VERSIONS ONLY)

Week 16

Mon 5.4/Wed 5.6

Class: Multimedia presentations; Writers workshop; Lecture—“The Self-Reflection Essay and ePortfolio: A How-To”

Due: RESEARCH PROJECT, DRAFT 2—UP TO SLIDE 6 (ELECTRONIC VERSIONS ONLY)

Week 17

Mon 5.11\*

Class: Multimedia presentations; Course wrap-up

Due: RESEARCH PROJECT, FINAL DRAFT (EMAIL TO DANIEL.HENDELDELAO@SJSU.EDU BY 5 P.M.)

*\*Last class meeting for the semester*

Final Exam Meeting Times:

- Sec. 5-  
Week 17  
Thu 5.14  
Meeting: 7:15 – 9:30 a.m., LOCATION: TBA  
Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)

- Sec. 8-  
Week 18  
Mon 5.18  
Meeting: 7:15 – 9:30 a.m., LOCATION: TBA  
Due: ENGLISH DEPARTMENT ASSESSMENT (SUBMIT VIA CANVAS BY 5 P.M.)