



“WHAT ON EARTH IS GOING ON?”

INSTRUCTOR: DANIEL HENDEL DE LA O

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 & WRITING

**OFFICE HOURS: TUE/THU 10:30 – 11:30 A.M. (ALSO BY APPOINTMENT;
VIA ZOOM ONLY)**

EMAIL: DANIEL.HENDELDELAO@SJSU.EDU

BLOG: EAUZONE.BLOGSPOT.COM

SECTIONS: COURSES ARE SYNCHRONOUS, AND MEET TWICE A WEEK VIA ZOOM ONLY-

- **12 (21724) TUTH 3:00 - 4:15 P.M. (MEETING ID: 832 2265 2545/PASSCODE: 512260)**
- **14 (21725) TUTH 4:30 - 5:45 P.M. (MEETING ID: 893 9282 3648/PASSCODE: 656927)**

COURSE THEME

It has often been said that Americans are among the least informed citizens about global issues of any nation. And if we're being honest, there is probably some truth to that. Being American often means we are privileged to exist in a US-centered bubble. So, while Canadians are watching for any changes in US export rules, and Israelis are combing over the nuances in our Middle Eastern policy, most Americans are blissfully ensconced in US-made entertainment, sports, and politics, and news. For all intents and purposes, America is the center of the universe. The goal of this class is to rectify some of that. Through reading, writing, and discussions about current global challenges, this course will help shape us into the well-informed global citizens the world needs us to be.

ABOUT SPRING 2022

This spring, we continue our transition into a post-pandemic learning community. As such, this particular course will be conducted entirely online. While this format sometimes presents challenges, please continue to be patient and respectful of me and your classmates. I am looking forward to an exciting and engaging class.

REQUIRED MATERIALS

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

Books:

- *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Katherine Boo (ISBN: 1620903857)

Writing guide:

- *The Everyday Writer with 2020 APA Update* by Andrea A. Lunsford (ISBN: 1319361153)*

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

TECHNOLOGY REQUIREMENTS

Students are required to have an electronic device (e.g. laptop, desktop, or tablet) with a camera and built-in microphone, as well as a reliable Wi-Fi connection. The University has a free equipment loan program (sjsu.edu/learnanywhere/equipment/index.php) available for students.

COURSE DESCRIPTION

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

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.

GENERAL EDUCATION LEARNING OBJECTIVES (GELOS)

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 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)

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.

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 can be found online and in *The Everyday Writer*.

Please follow this sample heading for all typed work:

Full Name

ENGL 2: Section number

Date

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.

Note: You will utilize this site, not Canvas, for most course information.

On the homepage, click on "ENGL 2: What in the World is Going On?" under "Spring 2022" to be routed to our course's page.

COURSE POLICIES

General:

- 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 go by Jack, then use "John (Jack) Wilson" on all assignments. Also, remember that preferred names can be set in Canvas using these instructions: 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. Additionally, you can set your preferred pronouns in Canvas here: sjsu.edu/learnanywhere/how-tos/canvas/add-pronouns.php.
- As soon as possible, upload a clear profile photo to your Canvas and email accounts. This is especially important given our online-only setting.

Grades and grading:

- Ordinarily, you could expect sentence-level corrections for each of the hard copy essays you submitted. However, such corrections in Canvas are cumbersome. Instead, expect (often lengthy) end-notes in the comments section of your essays.
- 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.
- There will be no extra-credit opportunities this semester.
- 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.
- Submit late assignments (via Canvas) no later than the following class after the due date. They will be lowered one letter grade. Canvas submissions will be closed one week after due date.
- Without prior notification, missed presentations cannot be made up. If you must miss your presentation date, make prior arrangements with me.
- All assignments will be uploaded via The Eauzone and Canvas.

Zoom practices and etiquette:

- Though you are not required to appear on camera for this or any other class, you are highly encouraged to do so. Being on camera helps you not only feel more engaged with the class environment, it also helps me and your classmates get to know you better.
- As part of your participation grade, you must have a clear profile photo uploaded into your Zoom account—instructions can be found here: school.sjsu.edu/account-set. Please do this in the first week of school.
- Whenever you are on camera, please dress appropriately.
- Always keep yourself on "mute" when not speaking.
- To comment or ask a question, please speak aloud or use the "raise a hand" feature—the "chat" feature will often be turned off.
- Please do not private message me during class as it can be very distracting. Instead, message me afterwards.
- All classes will be recorded and will be posted to Canvas.

- University policy (S12-7) requires consent from all individuals who appear in a class recording. If you do not wish to be identified in a recording, feel free to utilize the "Anonymous Option," but please notify me beforehand.
- Please obtain permission from me before recording any class session. Note that any personal recordings are strictly for private use and cannot be shared with anyone outside of class.

Email:

- In order to streamline communications, email me at 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.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects your 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 essays should:

- Range from 250 words (approx. 1 page) to 750 words (approx. 2 ½ pages), depending on the assignment
- Be in MLA Style
- Unless otherwise noted, always include a works cited*

*Insert your works cited directly after the end of your essay—it does not need to start on a separate page.

| Assignment | Description | GELO | Word Count | Revised or Workshopped | Point Value |
|----------------------------|---|------|------------|------------------------|-------------|
| Diagnostic | This in-class essay will be my first opportunity to evaluate your writing. | 1-4 | 500 | | 10 |
| Toulmin Model | Using the Toulmin Model, we will examine the typically soft stance most Americans take on climate change relative to the international community. | 2-5 | 250 | | 20 |
| Burke's Dramatistic Pentad | By means of Burke's Dramatistic Pentad, you will analyze three film scenes about Americans interacting with cultures abroad. | 2-5 | 750 | | 20 |
| Aristotelian Analysis | Utilizing Aristotle's Modes of Persuasion, you will write a series of short answer responses to Boo's <i>Behind the Beautiful Forevers</i> . | 2-5 | 750 | | 20 |

| | | | | | |
|---|---|-----|------------------|---|----|
| Rogerian Argument, Pt. I: Outline | For the first part of your Rogerian Argument, you will construct an outline exploring the ongoing migrant situation at the southern border. | 2-5 | 500 | ✓ | 20 |
| Rogerian Argument, Pt. II: Infographic | Your Rogerian outline about the migrant surge will form the foundation of an infographic, which will visually illustrate the debate. | 1-4 | 250 | ✓ | 20 |
| Research Project | You and a partner will explore a major issue involving a current global issue. Your findings will be summarized in a detailed 16-slide multimedia presentation. | 1-5 | 2,000 | ✓ | 40 |
| Reflections | You will write five 2-page reflections on a variety of world-related prompts. | 2-5 | 2,500 | | 20 |
| English Department Self-Reflection & ePortfolio | For this department-wide self-assessment you will reflect on your growth as a writer in ENGL 2. | 2-4 | 500 | | 10 |
| Multimedia Presentation | You will create a 10-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon global issues topic. | 1-5 | 250 | | 20 |
| Reflections | You will write four 2-page reflections on a variety of topics related to global issues. | 1-5 | 2,000 | | 40 |
| Participation | Attendance alone does not earn participation points; points are earned through active and consistent class participation. | | | | 10 |
| Word Count Total: 10,250 | | | Point Total: 250 | | |

Final Grade Calculations:

| | | | | | |
|-----------|----|-----------|----|------------|----|
| 242 – 250 | A+ | 217 – 223 | B+ | 192 – 198 | C+ |
| 234 – 241 | A | 209 – 216 | B | 184 – 191 | C |
| 224 – 233 | A- | 199 – 208 | B- | 174 – 183* | C- |

**You must earn at least 174 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 this syllabus to be only a rough guide and immediately out-of-date.

Notes:

- Look for any assignments worth points to be CAPITALIZED and **bolded** below.

- Items listed as “Review” in the agendas are specifically for students who did not take ENGL 1A with me. Look for items to be stored in the “Files” section of our Canvas.
- All lecture presentations are also located in the “Files” section of our Canvas.
- Unless otherwise noted:
 - All assignments are due on Thursdays by 8 p.m. via Canvas—again, do not email any assignments.
 - All presentations take place on Thursdays.

Key:

- BEHIND (*Behind the Beautiful Forevers*)
- CAN (Canvas)
- eR (eReader)
- GD (GoogleDocs)

Week 1: Thu 1.27 – The United Kingdom
 Read: eR—“The Decline of the American World” (The Atlantic)
 Class: Syllabus review

Week 2: Tue 2.1/Thu 2.3 – France
 Class: Introductions; Lecture—“Crafting the Essay: Writing as a Process”
 Due: **DIAGNOSTIC**

Week 3: Tue 2.8/Thu 2.10 – Italy
 Review: CAN—“MLA Style 101”
 Read: eR—“Americans' Climate Change Views Largely Unchanged Over Last Few Years: Poll (The Hill), “Are Americans Concerned About Global Warming?” (Gallup), “Americans are Less Concerned—but More Divided—on Climate Change than People Elsewhere” (Pew Research Center)
 Class: Presentation partner and topic assignments; Lecture—“Better Multimedia Presentations: An How-To” and “Inside the Toulmin Model”
 Due: **REFLECTION 1**

Week 4: Tue 2.15/Thu 2.17 – Egypt
 Review: CAN—“Citing Sources in MLA: The Basics”
 Read: “A Look at How People Around the World View Climate Change” (Pew Research Center), “The Strong Winds of Climate Change Have Failed to Move the Opinions of Many Americans” (Washington Post), “In Response to Climate Change, Citizens in Advanced Economies are Willing to Alter How They Live and Work” (Pew Research Center)
 Class: Reading discussion
 Due: **TOULMIN MODEL**

Week 5: Tue 2.22/Thu 2.24 – Mozambique
 Class: Multimedia presentations; Lecture—“Reading Right: New Techniques” and “Do It Now: Ten Easy Grammar Fixes”
 Due: **REFLECTION 2**

- Week 6: Tue 3.1/Thu 3.3 – Iran
Read: FOREVERS—Part 1: Undercitizens
Class: Reading discussion; Multimedia presentations; Lecture—“Inside the Narrative: Burke’s Dramatistic Pentad”
- Week 7: Tue 3.8/Thu 3.10 – India
Read: FOREVERS—Part 2: The Business of Burning
Class: Reading discussion; Multimedia presentations
Due: **BURKE’S DRAMATISTIC PENTAD**
- Week 8: Tue 3.15/Thu 3.17 – Japan
Read: FOREVERS—Part 3: A Little Wildness
Class: Reading discussion; Multimedia presentations; Lecture—“What’s the Appeal?: Aristotle’s Modes of Persuasion”
- Week 9: Tue 3.22/Thu 3.24 – Indonesia
Read: FOREVERS—Part 4: Up and Out
Class: Reading discussion; Multimedia presentations
Due: **ARISTOTELIAN ANALYSIS**
- Week 10: Tue 3.29/Thu 3.31 – Australia (No class—Spring Break)
- Week 11: Tue 4.5/Thu 4.7 – New Zealand
Class: Multimedia presentations; Lecture—“Finding the Middle Ground: The Rogerian Argument”
Due: **REFLECTION 3 AND REFLECTION 4**
- Week 12: Tue 4.12/Thu 4.14 – Chile
Class: Multimedia presentations; Lecture—“Infographics: A How-To”
Due: **ROGERIAN ARGUMENT, PT. I: OUTLINE**
- Week 13: Tue 4.19/Thu 4.21 – Brazil*
Class: Multimedia presentations
Due: **REFLECTION 5**
- *It is advised you be up to slide 4 in your Research Project this week*
- Week 14: Tue 4.26/Thu 4.28 – Mexico*
Class: Writers workshop; Multimedia presentations; Lecture—“The Self-Reflection Essay and ePortfolio: A How-To”
Due: **ROGERIAN ARGUMENT, PT. II: INFOGRAPHIC -FIRST DRAFT I (NO TURN IN, BUT HAVE DRAFT 1 READY TO SHARE IN CLASS)**

**It is advised you be up to slide 8 in your Research Project this week*

Week 15: Tue 5.3/Thu 5.5 – Cuba*
Class: Multimedia presentations
Due: **ROGERIAN ARGUMENT, PT. II: INFOGRAPHIC -FINAL DRAFT**

**It is advised you be up to slide 12 in your Research Project this week*

Week 16: Tue 5.10/Thu 5.12 – The United States of America*
Class: Class wrap-up
Due: **RESEARCH PROJECT**

**Last regular class meeting of the semester*

Final Exams:

Week 17: Sec. 12 Final Exam: Wed 5.18 from 2:45 – 3:45 p.m. (Details TBD)
Due: **SELF-REFLECTION ESSAY AND ePORTFOLIO (SUBMIT VIA CANVAS BY 8 P.M.)**

Week 18: Sec. 14 Final Exam: Tue 5.24 from 2:45 – 3:45 p.m. (Details TBD)
Due: **SELF-REFLECTION ESSAY AND ePORTFOLIO (SUBMIT VIA CANVAS BY 8 P.M.)**