Instructor: Professor Richard McNabb  
Email: richard.mcnabb@sjsu.edu

Virtual Office Hours: Friday 9-10 am, and by appointment  
Class Days/Times: TR 3:00-4:15

Prerequisites: ENGL 1A / 1AF-S / GE A2 credit

GE category: A3: Critical Thinking and Writing

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.

COURSE FORMAT
ENGL 2 is an online course that holds both synchronous and asynchronous class sessions.

TECHNOLOGY REQUIREMENTS / EQUIPMENT / MATERIAL
As an online course, you will need access to a computer (with a webcam and microphone) to review course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.) and participate in synchronous class sessions via Zoom. Stable Internet connection is crucial. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu and through Canvas messaging to learn of any updates, assignments, or comments from the instructor / peers.

ZOOM CLASS SESSIONS & ETIQUETTE
Live sessions via Zoom are required each week. You should make every attempt to attend these sessions in real time. The sessions will not be recorded due to the nature of our conversations. Here are the requirements and expectations for our live meetings:
(1) Click on the Zoom link at least 10 mins prior to the start of our live session.
(2) Mute your mic upon entry into the room.
(3) Video allows for us to see each other, make connections, and form community, but we all realize that video might create bandwidth issues. We will have a moment at the beginning of the class where video for everyone should be turned on to say hello. In breakout rooms, video is necessary in order to foster communication.
(4) During open discussion, please feel free to speak out when you have a question or comment. You may also use the chat window.
(5) We love them - but we must ignore them for one hour and fifteen minutes! Turn off cell phones or put them on silent mode during the Zoom live sessions.

(6) For more information on how to conduct yourself and manage the tech during our live sessions, check out:

- Zoom Etiquette

**SESSION RECORDINGS**

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

**GE Learning Outcomes (GELO)**

For the list of course learning goals, click on the following link:

**Required Texts/Readings**

- Course readings are available on Canvas, online, or through the MLK Library databases
- Digital access to the *Chronicle of Higher Education* and the *New York Times* (both available free through the MLK database)

**Course Assignments**

University Policy S16-9 ([www.sjsu.edu/senate/docs/S16-9.ppt](http://www.sjsu.edu/senate/docs/S16-9.ppt)) requires me to include the following statement: “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.”

The course writing assignments (see below) will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

1. **Informal writing:** You will post weekly writing assignments on Canvas designed to stimulate your thinking about issues, questions, and problems raised in class discussions and course readings. For the most part you will be rewarded for the process of thinking rather than for the end product produced. Most of the discussion board activities are collaborative and take place in class. **So, you must be present in class to receive credit.**
2. **Short Writing Tasks:** You will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings. These tasks will require you both to analyze and to create arguments using the strategies and frameworks developed by the different theorists. These assignments will be completed both in- and outside of class time.

3. **Formal Writing Assignments:** You will write three formal essays. Refer to the daily schedule for each assignment due date.

4. **Multimodal project:** You will produce an argument in a new media format

### ASSIGNMENT LEARNING GOALS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Outcomes</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal writing</td>
<td>2-5</td>
<td>10%</td>
</tr>
<tr>
<td>Short writing tasks</td>
<td>2-4</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #1: Classical argument</td>
<td>1-3</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #2: Rogerian argument</td>
<td>1-3</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #3: Style analysis</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Multimodal project</td>
<td>1-5</td>
<td>15%</td>
</tr>
</tbody>
</table>

### CLASSROOM POLICIES

**Attendance:** University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” If you miss a class, it is your responsibility to check Canvas or contact a classmate to find out the assignment.

**Lateness:** (1) **To receive feedback on drafts, you must submit them on time.** I do not comment on late drafts. (2) **I do not accept late short writing tasks and other informal writing assignments** completed in or outside of class time. To account for illnesses and other emergencies, I will dismiss two in-class informal writing assignments. So, a missed class session or two will not affect your grade. (3) **You have three “late passes” that will allow you a day’s extension on formal essays without penalty.** You can use all the passes on one assignment (allowing you three extra days to submit an essay), or you can spread them out over the semester. Illnesses do not excuse you from missing a due date, so use these passes wisely. “Late passes” are valid only for formal revised writing assignments (Essays #1-3, multimodal project).

**Extra Credit:** There are no opportunities for extra credit in the course.

**Other Course Policies:** To review all other course policies, please go to www.sjsu.edu/english/frosh/program_policies/index.html.

### UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these policies and resources.
**Weekly Syllabus**

(subject to change with advanced notice)

The following schedule outlines what we will be discussing in class each week and the formal essay assignments that are due. Readings, short writing tasks, and informal writing assignments will be announced in class and posted online. If we get behind in the schedule, I will adjust the assignment due dates as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics &amp; Readings</th>
<th>Formal Writing Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/20</td>
<td><strong>Course introduction</strong>&lt;br&gt;review syllabus &amp; watch course overview video</td>
<td></td>
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<tr>
<td>2</td>
<td>8/25-8/27</td>
<td><strong>Debates in Higher Education</strong>&lt;br&gt;Rd: articles from “the value of technology,” “the value of grades,” “the value of grading contracts” (see below)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/8-9/10</td>
<td><strong>Aristotle</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>9/15-9/17</td>
<td><strong>Campbell</strong>&lt;br&gt;Rd: Campbell, <em>Philosophy of Rhetoric</em> (902-05, 907-34)&lt;br&gt;Watch Campbell video:&lt;br&gt;<a href="https://www.youtube.com/watch?v=T7gr60zpSB4">https://www.youtube.com/watch?v=T7gr60zpSB4</a>&lt;br&gt;&lt;br&gt;<strong>Cicero</strong>&lt;br&gt;Rd: Cicero, <em>On Oratory</em> (196-205)&lt;br&gt;Watch Cicero video:&lt;br&gt;<a href="https://www.youtube.com/watch?v=8wZGgL_VZbY">https://www.youtube.com/watch?v=8wZGgL_VZbY</a></td>
<td><strong>Friday, 9/19:</strong> Critical Map due @ 11:00 am</td>
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<tr>
<td>6</td>
<td>9/22-9/24</td>
<td><strong>Group conferences: Critical Maps</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>9/29-10/1</td>
<td><strong>Rogers</strong>&lt;br&gt;Rd: notes on Rogers&lt;br&gt;Rd: articles from “the value of grammar” (see below)&lt;br&gt;Watch video:&lt;br&gt;<a href="https://www.youtube.com/watch?v=X6fidphMX38">https://www.youtube.com/watch?v=X6fidphMX38</a></td>
<td><strong>Tues, 9/29:</strong> Essay #1 draft due @ 3:00 pm</td>
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<tr>
<td>8</td>
<td>10/6-10/8</td>
<td><strong>Gender</strong>&lt;br&gt;Rd: selections from More, Edgeworth, and Sigourney</td>
<td><strong>Tues, 10/6:</strong> Essay #2 draft due @ 3:00 pm</td>
</tr>
<tr>
<td>9</td>
<td>10/13-10/15</td>
<td><strong>Individual conferences: Essay #1</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics &amp; Readings</td>
<td>Formal Writing Assignments</td>
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</tbody>
</table>
| 10   | 10/20-10/22| Cicero: middle style       | Tues, 10/20: Essay #1 due @ 3:00 pm  
Thurs, 10/22: Essay #2 due @ 3:00 pm |
| 11   | 10/27-10/29| Cicero: grand style        |                            |
| 12   | 11/3-11/5  | Cicero: plain style        |                            |
| 13   | 11/10-11/12| Multimodal arguments       | Tues, 11/10: Essay #3, Parts I & II draft due @ 3:00 pm |
| 14   | 11/17-11/19|                            | Tues, 11/17: Essay #3 due @ 3:00 pm |
| 15   | 11/24-11/26| Thanksgiving break         | Tues, 11/24: Multimodal project due @ 3:00 pm |
| 16   | 12/1-12/3  | Course review              |                            |

**COURSE READINGS**

**PRIMARY TEXTS AVAILABLE ON CANVAS**
1. Aristotle, the *Rhetoric*
2. Cicero, *On Oratory*
3. George Campbell, *The Philosophy of Rhetoric*
4. Hannah More, *Strictures*
6. Sigourney, *Letters to Young Ladies*
7. Carl Rogers

**YOUTUBE VIDEOS**
Aristotle biography: [https://www.youtube.com/watch?v=umHDO_VODWA](https://www.youtube.com/watch?v=umHDO_VODWA)

Aristotle’s Rhetoric: [https://www.youtube.com/watch?v=v5z3zWJlthI](https://www.youtube.com/watch?v=v5z3zWJlthI)
SECONDARY TEXTS

The value of grades
General overview of the debate:

Opinion pieces:

The value of grading contracts
General overview of the debate:

Opinion pieces:

The value of technology in face-to-face classes
General overview of the debate:

**Opinion pieces**
3. Baron, Dennis. “So long as we’re banning devices from classroom, let’s ban clay tablets as well.” [https://blogs.illinois.edu/view/25/582679](https://blogs.illinois.edu/view/25/582679)

**The value of grammar**
**Opinion pieces**
1. Rushkoff, Douglas. “It’s Not Just Grammar; It’s Clear Thinking.” (Canvas)

2. Haussamen, Brock. “What Good Writing Indicates, and Doesn’t.” (Canvas)

3. Challenger, John. “Consider the Candidate and the Position.” (Canvas)