

**San José State University**  
**Department of English and Comparative Literature**  
**English 105: Advanced Composition, Fall 2016**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Richard McNabb
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<b>Class Days/Time:</b>	Tuesday / Thursday 9:00-10:15 am
<b>Office Hours:</b>	Tuesday / Thursday 7:30-8:45 am, and by appointment
<b>Classroom:</b>	Clark Hall 238
<b>Prerequisites:</b>	Six units of lower division composition and completion of the Written Communication II requirement (ENGL100W)

**Course Management Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**ENGL 105 Course Description**

English 105 is an advanced writing course that focuses on argumentation. We will approach argument from an historical perspective. Through the study of literary, rhetorical, and professional texts, you will be introduced to different theories from ancient times to the twentieth century. You will also learn how to apply this literacy to write persuasively in different rhetorical situations. You will learn to write arguments using the logical, ethical, and emotional strategies of classical Greece, the theological and socio-cultural techniques of the Middle Ages, the courtly and political strategies of the Renaissance, the psychological and gendered techniques of the Enlightenment, the rhetorical modes of the nineteenth century, and the stylistic and grammatical structures of the twentieth century.

**ENGL 105 Learning Outcomes (PLO)**

Upon successful completion of the course, you should be able to

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts.

### **Required Texts/Readings**

- Course readings are available on Canvas, online, or through MLK Library
- 3 month subscription (print and/or digital) to the *Chronicle of Higher Education*

### **ENGL 105 Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

#### Written Assignments

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 and your class peers. 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. *Reader responses, class blogs and discussion boards*: 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.”

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.

3. *Formal Writing Assignments*: You will write three formal essays. Each essay will go through at least one revision before receiving a grade. Refer to the daily schedule for each assignment due date.

Reading Assignments: In addition to being writing intensive, ENGL 105 is also a reading course. You will read a variety of rhetorical and professional works on the art and craft of persuasive language. The assigned readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if the daily reading is not completed.

Technology: You will be using several forms of technology to create an interactive learning environment: Writer’s Help 2.0 as an online learning platform that focuses on all aspects of the writing process; and Canvas discussion boards and blogs to promote critical thinking and reflection on ideas discussed in class and course

readings. **You must have access to a laptop, tablet, or smartphone** to participate in class discussions and activities.

**Multimodal Presentations:** You will present in support of or in opposition to an issue discussed in class. Presentations must contain visual, written, and audio design elements.

**Discussion Facilitator:** You will lead a number of class discussions on issues discussed in *The Chronicle of Higher Education*.

### Assignments and Learning Goals

Assignment	PLO
responses, blogs, discussion boards	1, 2, 5
short writing tasks	2
Essay #1 Aristotelian Argument	3, 4
Essay #2 Rogerian Argument	3, 4
Essay #3 Stylistic Analysis	3, 4
Multimodal Presentations / Discussion Facilitator	4, 5

### Grading Policy

Requirements for particular assignments will vary, but in all cases grades for formal/major essays will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in writing courses:

An "A" range 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" range 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" range 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" range 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.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Values</u>	<u>Percentage</u>	<u>Point Value</u>
Responses, blogs, discussion boards, facilitator	10%	100
Short Writing Tasks	15%	150
Revised Essay #1	20%	200
Revised Essay #2	20%	200
Revised Essay #3	20%	200
Multimodal Presentations	15%	150
Total Points:		1000

### Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

### **Classroom Protocol**

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.”

Cell Phones: If your cell phone rings in class or if I see you texting, you will be asked to surrender your phone for the remainder of class. If you do not wish to surrender your phone, you will be asked to leave class.

Leaving the Classroom: Once class has started, **you are not permitted to leave without permission**. Anyone leaving class will be asked not to return. It is disruptive to class discussions when students are walking in and out of the room. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities.

Canvas: <<http://www.sjsu.edu/at/ec/canvas/index.html>>. Much of the course materials will be posted on Canvas: syllabus, readings, and assignment sheets. Class announcements will be made through Canvas as well. Be sure to check your account daily. Your completed weekly writing assignments will be submitted through Canvas. Unless otherwise stated, all course work will be submitted through Canvas.

Lateness: Late essays (revisions and drafts) will not be accepted without penalty unless you have arranged with me **before the due date** to turn the paper in late (one full grade reduction per class). This includes illnesses. Drafts are required of each major essay assignment. I will not grade an essay unless I have first seen a draft. In addition, I do not accept late homework or informal writing assignments. If you miss a class, it is your responsibility to contact me or a classmate to find out the assignment. **Computer excuses are not acceptable in this class**. Except in extreme cases of illness or emergencies, there will be NO make-up quizzes or exams unless you have arranged other accommodations with me before the exam date.

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

### **University Policies**

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student accommodations, etc. It is important that you review them.

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

**ENGL 105 Weekly Syllabus**  
(subject to change with fair notice)

**Key:** Rd = Read    SWT = Short Writing Task    DB = Discussion Board

- Unless otherwise noted, discussion board postings and blog entries are due on Sundays
- All texts are available on Canvas, online, through MLK Library databases, in *The Chronicle*, or as a handout distributed in class. Additional articles not listed on the syllabus may be assigned during class.

Week	Date	Topics and Readings	Assignments
1	Th Aug 25	Introduction to Argument	
2	T Aug 30 Th Sept 1	Defining arguments philosophically and rhetorically Rd: Plato, "Gorgias" (3-21) and "Phaedrus" (22-45)	DB blog post
3	T Sept 6 Th Sept 8	Ethical and emotional arguments (arguing from character and emotions) Rd: Aristotle (53-63, 149-153)	DB blog post
4	T Sept 13 Th Sept 15	Logical arguments (arguing from reason and rationality) Rd: Aristotle (161-170. Start from the last ¶ on 161)	blog post SWT
5	T Sept 20 Th Sept 22	Arranging arguments rhetorically; Stasis Theory Rd: Cicero (196-205)	blog post SWT
6	T Sept 27 Th Sept 29	Socio-economical arguments (arguing from positions of class) Rd: <i>Principles of Letter Writing</i> ; Letter Writing introduction; selected letters from <i>The Marriage Song of Letter Writing</i>	DB blog post SWT Essay #1 draft
7	T Oct 4 Th Oct 6	Courtly arguments (arguments of power, negotiation, and respect) Rd: Erasmus, from <i>In the Praise of Folly</i> ("A World of Fools," 2269-2280) Castiglione, from <i>The Book of the Courtier</i> ("The Perfect Courtier," 2293-2300) Machiavelli, from <i>The Prince</i> ("Rules for Princes," 2282-2288)	DB blog post SWT: peer review
8	T Oct 11 Th Oct 13	Gendered arguments (arguing from the body) Rd: Christine de Pizan, <i>The Treasure of the City of Ladies</i> (546-551); Hannah More (115-128); Edgeworth (132-39); Sigourney (143-156);	DB blog post Essay #1 revision

9	T Oct 18 Th Oct 20	Mediating arguments (arguing from negotiation and common ground) Rd: Notes on Rogers (126-29, 141-49)	DB blog post
10	T Oct 25 Th Oct 27	Psychological arguments (arguing from cognitive evidence) Rd: Campbell (902-905, 907-934— <i>read for the argument</i> )	DB blog post Essay #2 draft SWT: peer review
11	T Nov 1 Th Nov 3	Stylistic arguments (using language rhetorically)	blog post SWT
12	T Nov 8 Th Nov 10	Belletristic arguments (arguing from positions of taste and correctness) Rd: Greene, Wiens, Shellenbarger, Griswold, Dailey, Greene, Barry, Thomas	blog post SWT Essay #2 revision
13	T Nov 15 Th Nov 17	Multimodal arguments (arguments of visual, print, audio, and mix-media) Rd: Johnson-Sheehan, "Designing Arguments"	Essay #3 draft blog post
14	T Nov 22 Th Nov 24	Thanksgiving Break	
15	T Nov 29 Th Dec 1	Multimodal presentation prep time Multimodal presentations, Group A	
16	T Dec 6 Th Dec 8	Multimodal presentations, Group B Multimodal presentations, Group C	Essay #3 revision
17	Fri Dec 16	<b>Final Exam / Class session 7:15-9:30 am</b>	TBA