



ENGL2: What on Earth is Happening?
Spring 2019, San Jose State University

Course: ENGL 2—Critical Thinking and Writing
Prerequisites: ENGL 1A, 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 AM, FOB 111 (or by appointment)

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Section: 1 (22979): Mo/We 7:30 AM - 8:45 a.m., Clark Hall 238

“God created war so that Americans would learn geography.”

—*Mark Twain*

Course Theme

As the effects of climate change grow more severe, democracies waver toward totalitarianism, and world markets become increasingly volatile, governments across the world are showing signs of strain. Now, more than ever, individual citizens must play a critical role in keeping their governments in check. From Brexit to Donald Trump, it's clear that disinformation, coupled with a lack of critical-thinking skills, has undermined our democratic strength as citizens. Through reading, writing, and discourse, this semester's ENGL 2 will challenge you to examine our current international challenges in order to become the global citizens the world needs us to be.

Required Texts

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

Book:

Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo (ISBN: 1400067553)

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.

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) 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: What on Earth is Happening?" 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.

Course Policies

General:

- I'm happy to call you by whatever name you like, 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.
- 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.

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 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
<i>Diagnostic</i>	This in-class essay will be my first opportunity to evaluate your writing.	2-4	400		✓	-
<i>The Toulmin Method</i>	Using the Toulmin Method, we will argue against the American tendency toward insularity.	2-5	400		✓	20

<i>Burke's Dramatistic Pentad</i>		By means of Burke's Dramatistic Pentad, you will analyze three film scenes about Americans interacting with cultures abroad.	2-5	750			20
<i>The Rogerian Argument</i>	Infographic	Your Rogerian analysis of the Central American refugee situation will form the foundation of an infographic that visually represents the debate.	1-4	400	✓		20
<i>The Aristotelian Appeals</i>		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
<i>Final Research Project</i>	Research Summary Presentation	You and up to two partners will explore a major social, economic, political, or environmental issue currently facing the globe. Your findings will be summarized in a 15-slide multimedia presentation.	1-5	2,000	✓		40
<i>English Department Assessment</i>		This department-wide assessment will ask you reflect on your growth as a writer in ENGL 2.	2-5	400			20
<i>Reflections</i>		You will write six 2-page reflections on a variety of global topics.	2-4	3,000			60 (6x10)
<i>Flash Multimedia Presentation</i>		You will present a 5-minute multimedia presentation (e.g. PowerPoint, Keynote) based upon a religion-related topic.	1-5	250			20

<i>Participation</i>	Note that points are garnered not by attendance, but by active participation in class.		10
Approximate word count: 8,550		Point total: 250	

Final Grade Calculations:

A+	242 – 250	B+	217 – 223	C+	192 – 198
A	234 – 241	B	209 – 216	C	184 – 191
A-	224 – 233	B-	199 – 208	C-	174 – 183**
				F	0 – 173

*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 174 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:

- DB (DropBox)
- eR (eReader)
- FOREVERS (*Behind the Beautiful Forevers*)

Notes:

- 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 to be CAPITALIZED and **bolded** below.

Week 1: Chile

Mon 1.21/Wed 1.23

NO CLASS

Week 2: Israel

Mon 1.28/Wed 1.30

Class: Syllabus review; Introductions, Lecture—"The Great World Affairs Quiz"

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Week 3: Brazil

Mon 2.4/Wed 2.6

Read: eR—"American Ignorance" (InsideHigherEd), "Many of Trump's Supporters Never Left Their Hometowns" (The Atlantic), "Opinion: Americans Need to Consume More Foreign News" (The Daily Northwestern), "Most Young Americans Can't Pass a Test on Global Affairs—Can You?" (National Geographic)

Class: Presentation sign-ups; Lecture—"Building a Better Multimedia Presentation: An Annotated Look," "You're in College Now: The New Rules of University Writing"

Week 4: China

Mon 2.11/Wed 2.13

Read: eR—"The True Cost of American Insularity (Wharton Magazine), "'America First' Signals Insularity and Smallness" (San Antonio Express-News), "What Does an Insular US Mean for the Rest of the World?" (CNN), "Why Americans Have Come to Worship Their Own Ignorance" (MacLean's), "How to Fix American Stupidity" (Time)

Class: **DIAGNOSTIC**; Lecture—"You're in College Now: The New Rules of University Writing," "MLA Style 101," and "MLA Style 101"

Due: **REFLECTION 1**

Week 5: Egypt

Mon 2.18/Wed 2.20

Class: **TOULMIN METHOD**; Reading Discussion; Multimedia presentations; Lecture—"Inside the Narrative: Burke's Dramatistic Pentad"

Week 6: Norway

Mon 2.25/Wed 2.27

Class: Reading Discussion; Multimedia presentations; Lecture—"Infographics 101"

Due: **DRAMATISTIC PENTAD**

Week 7: Canada

Mon 3.4/Wed 3.6

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: France

Mon 3.11/Wed 3.13

Class: Reading Discussion; Multimedia presentations

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

Week 9: Botswana

Mon 3.18/Wed 3.20

Read: FOREVERS—Part 1: Undercitizens

Class: Reading Discussion; Multimedia presentations

Due: **REFLECTION 3**

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Week 10: United Arab Emirates

Mon 3.25/Wed 3.27

Read: FOREVERS—Part 2: The Business of Burning

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

Due: **REFLECTION 4 AND 5**

Week 11: Argentina

Mon 4.1/Wed 4.3

Read: FOREVERS—Part 3: A Little Wildness

NO CLASS—SPRING BREAK

Week 12: India

Mon 4.8/Wed 4.10

Read: FOREVERS—Part 4: Up and Out

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

Due: **ARISTOTELIAN APPEALS**

Week 13: Mexico

Mon 4.15/Wed 4.17

Class: Multimedia presentations; Writers workshop

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

Week 14: United Kingdom

Mon 4.22/Wed 4.24

Class: Multimedia presentations; Writers workshop

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

Week 15: Kenya

Mon 4.29/Wed 5.1

Class: Multimedia presentations; Writers workshop

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

Week 16: Russia

Mon 5.6/Wed 5.8

Class: Multimedia presentations; Writers workshop

Week 17: Australia (Finals Week 1)

Mon 5.13*

Class: Multimedia presentations; Writers workshop; Course review

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

**Final class meeting of the semester*

Week 18: Japan (Finals Week 2)

Final exam meeting time: Tue 5.21 @ 7:15-9:30 a.m. (Location TBD)

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

