

San José State University
Department of English and Comparative Literature
English 2, Critical Thinking and Writing, Section 28
(#24564), Spring 2019

Instructor: Carlos Mujal
Office Location: FOB 21
Telephone: (408) (924- 4485)
Email: carlos.mujal@sjsu.edu; mujal@sbcglobal.net
Office Hours: T/ Th 7:15 PM – 8:15 PM or by appointment
Class Days/Time: T/ Th 6:00 PM – 7:15 PM
Classroom: BBC, Room 123
Prerequisites: GE Areas A1 (Oral Communication and A2 (Written Communication with grades C- or better
GE Category: GE A3/ Critical Thinking and Writing

Course Description

General Course Description

English 2 is a thematic course that focuses on the relationship between language and logic in composing arguments. Building on the skills acquired in English 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Specific Course Description

To provide focus and continuity, the theme of the class is “global citizenship.” Since our world is becoming more interconnected and the ramifications of a few affect so many, our readings and assignments will take into account our place in this global setting where boundaries exist in name if not in fact.

Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

English 2 provides repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing,

English 2 differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, its introduction to writing informed by research, and an emphasis on logic.

Students will develop sophistication in writing analytical, persuasive, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Prerequisites: Passage of GE Areas A1 (Oral Communication) and A2 (Written Communication, ex. English 1A) with grades C- or better.

Course Goals and Student Learning Objectives

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (persuasive essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

English 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).

Required Texts/Readings

1) *Inventing Arguments*, 4th edition by John Mauk and John Metz

ISBN-13: 978-1-305-11329-9

ISBN-10: 1-305-11329-2

2) *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online

(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Library Liaison for English Courses

DeeAnn Tran, Dr. Martin Luther King Jr. Library

Email: deeann.tran@sjsu.edu

Course Content

One of the themes for a course is global citizenship. Research shows that themes provide content, context, and purpose for writing courses. Past themes have included food, language, sustainability, sports, technology, education, new media, and global citizenship. As it relates to our theme of global citizenship, five related content areas are

1) 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 6000 words, at least 4000 of which must be in revised final draft form.

II) 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.

As a reading course, ENGL 2 readings will engage us with the theme of our course, global citizenship, so that it becomes part of the writing process, but readings will also include useful models of writing for academic, general, and specific audiences.

The majority of the reading should be devoted to analytical, critical, and argumentative texts. One of our goals in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of persuasive writing.

Reading Assignments: Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you'll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions.

You will take frequent quizzes, meet with your peers for group activities, revise written work in workshops, and participate in other classroom assignments related to the readings.

III) Oral Communication: Students will be presenting your arguments orally to class both as an individual and as part of a group.

IV) Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures and distinguish common logical fallacies. (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms).

Terms: During the semester we will discuss different rhetorical concepts and how to use the ideas in writing. The terms are all listed on the syllabus and their definitions can be found in *Inventing Arguments*. You will be tested on these terms, both the definitions given in the book and the discussion during class.

Critical Thinking: In addition to focusing on how to write arguments, ENGL 2 also teaches students how to analyze and evaluate texts critically. More specifically, students should practice

- evaluating arguments for purpose, audience, rhetorical strategies, conclusions;
- evaluating ideas by contextualizing their assumptions and values (historical, cultural, socio-economic, political);
- evaluating their own understanding of idea by identifying their own interpretative lens.

V) Diversity: SJSU studies include an emphasis on diversity. Students 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, genders, and economic class standings.

Course Requirements, Assignments, and Policies

SJSU classes are designed such that in order to be successful, you are expected to 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.

I. Writing: Students are required to write a series of essays informed by research and articulating fully developed arguments about complex issues related to a course theme. Assignments emphasize those skills and activities in writing and thinking that produce the critical essay and persuasive essay, each of which demands analysis, interpretation, and evaluation. ENGL 2 requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. There will be a total of nine required essays.

A. Two Essay Assignments: Two major essays are required: a critical essay (global document essay) and a persuasive argument — both of which are researched based.

A critical essay is any essay that demands analysis, interpretation, and evaluation of a text or an issue. Critical essays should include scholarly sources as supporting evidence. Essays might include (but are not limited to) the following:

1. rhetorical analysis: rhetorical frameworks might include Aristotelian, Toulmin, Rogerian, or Mills.
2. visual analysis: film, art work, photograph, advertisement, website.
3. contextual analysis (text- or issue-in-context): requires students to synthesize multiple texts or ideas, seeing each in the context of the others. Contextual frameworks might include the following:
 - historical: What are the historical events and facts surrounding the argument, and how does this affect how the argument is read? Students can consider when the argument was written or composed, or they can consider the time period in which it takes place, or about other factors concerning the time period of a text such as historical objects or artifacts important to the argument.
 - biographical: What occurred in the writer's life? What were the writer's beliefs, values, experiences, and so on, and how do these affect the ways that one understands the writer's purpose of the argument?
 - social: This context is similar to the historical because it asks that students to look at the social influences of the time. For instance, what were the social values, events, discourses, and so on, and how are these social contexts reflected in the argument?
 - cultural: What kinds of culturally specific values, beliefs, and patterns can be observed? How has the argument been shaped by cultural influences such as religion, nationality, family traditions, and so forth?
4. theoretical analysis: requires students to determine the underlying values, assumptions, conflicts as it relates to a particular lens (gender, political, ethnic, cultural, socio-economical) or course theme.
5. synthesis essay: requires students to synthesize multiple sources to show how different writers discuss and provide evidence for their viewpoints on a highly debated subject. Students will need to think about each writer's reasons and assumptions in the debate, and situate these assumptions within a broader context.

The instructor will choose which analysis will be used for student emphasis. The Global Document essay drafts/ critical analysis essay falls into this category.

A persuasive argument requires students to take a position on an issue and use external evidence to support their reasoning. Arguments might include the following:

1. definition: arguing about meaning
2. causal: arguing through causes and effects
3. evaluation: arguing about value
4. proposal: arguing about the future
5. review: arguing about performance
6. commentary: arguing about current issues and events
7. multimodal: arguing by showing, telling, and listening

8. rebuttal: arguing the opposing side

b. Assignment tips

- The persuasive essay must be researched-based with proper Chicago Style or MLA citations. Research is an important component of the ENGL 2 curriculum. **Please note that a research-based essay that merely reports on a topic is not an appropriate assignment.** The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.
- This course will have a minimum of one in-class essay.
- If a contextual, theoretical, or synthesis analysis is assigned, it will be sequenced with the persuasive argument. This will help you to see connection among context, audience, and purpose.

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B) Seven Other Writing Assignments: Beyond the critical essay and the persuasive essay, there are a total of seven other required assignments—one in-class essay, the newspaper analysis, four annotated bibliographies, global comparative essay (critical analysis essay). You must complete all nine assignments and the final exam in order to pass the course.

Research: ENGL 2 includes a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

- **Library Research Day:** We will go to the MLK Jr. Library. More information will be provided on the specific location in the library once I have received confirmation. Stay alert for more information. Failure to attend the research day will impact your final course grade.

Additional Course Requirements

The University Essay Final Exam: A common essay final, shall count for approximately 20 percent toward the course grade. Students must take the final exam in order to pass the class. The mandatory final exam will be administered on Thursday, May 16, 2019 at 5:15 PM – 7:30 PM. Bring a dictionary and a blue or black pen. Electronic dictionaries will not be permitted.

Assignments and Grading Policy

Word Count	Assignments	GELO
1500	In-Class Essays 2 @ 50 points (one is ungraded) (50 points)	2, 4
	Global Document draft and workshop (25 points)	1, 2, 3, 4, 5
1000	Global Document final draft (100 points)	1, 2, 3, 4, 5
500	Global Comparative Doc. final draft (50 points)	
750	Newspaper Analysis (100 points)	2, 3, 4, 5
	Research paper topic proposal (25 points)	2
300	4 annotated bibliographies (100 points)	1, 3
	Research paper draft and workshop (50 points)	1, 2, 3, 4, 5
1500	Research paper final draft (150 points)	1, 2, 3, 4, 5
	Test on rhetorical terms (75 points)	
750	Final Exam (200 points)	2, 3, 4
	Participation, quizzes, in-class work, on-line work (225 points)	

Grade is based on 1150 points

Grading: A-F.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. While all particular assignment will vary, in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weaknesses in one of these areas. It will respond to the topic suitably and may contain some grammatical mechanical or usage errors.

The "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weaknesses of grammar, mechanics, usage, or voice.

The "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.

The "F" essay does not fulfill the requirements of the assignment.

Participation will include submittal of in-class writings and quizzes, as well contribution to discussion groups et al.

Students must receive a grade of C- or higher to pass this course.

The Department of English reaffirms its commitment to the differential grading scale as defined in the [SJSU Catalog](#). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure.

Courses grades (A, B, C, D, and F) refer to the following point averages:
[90 – 100% (A); 80 – 89% (B); 70 – 79% (C); 60 – 69% (D); sub-60% (F)]

Classroom Protocol

Participation and attendance are important aspects for success in this course. Please keep cell phones and all electronic devices off during class time unless the instructor has specified otherwise.

For in-class essays, bring a blue book or yellow book, your dictionary, and a blue or black pen. You will be expected to stay the entire class time. The in-class work can not be made up, and assignments will not be accepted via email unless stated by the instructor.

All assignments are to be turned in at the beginning of class when they are due. A late assignment will only be accepted one at the next class meeting after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the final paper. The final paper will only be accepted on the due date listed in the syllabus.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

<<http://www.sjsu.edu/gup/syllabusinfo/index.html>>

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. 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](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

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English 2, Spring 2019, Course Schedule (Tentative)

Inventing Arguments – Below, readings with only a page number listed are from **Inventing Arguments**.

The Everyday Writer by Andrea Lunsford

Table 1 Course Schedule (Tentative)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/24	Roll, Syllabus
2	T/ Th 1/29, 1/31	“Communication: Its Blocking and Its Facilitation” pp. 61 – 65 “In Defense of Darkness” pp. 74 - 78 In-class Essay
3	T/Th 2/5, 2/7	“A Nation Made of Poetry” pp. 248 - 251 Term: Rhetoric Term: Thesis Statement “The Bill of Rights” “Audacity of Hope” pp. 396 - 399

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>“Laugh Baby Laugh, Cry Baby Cry” pp. 400 - 401 “America’s Real Death Panels” pp. 402 - 403 “The Irrefutable Jefferson” pp. 404 - 405 *Use LearningCurve for on-line assignments</p>
4	T/Th 2/12, 2/14	<p>“Overview of Research” pp. 309 - 350 Discuss Research Paper</p> <p>“Red (White and Blue) Scare” pp. 252 - 256 “What’s the Economy for, Anyway?” pp. 114 - 117 “Warfare: An Invention....” pp. 118 - 122</p> <p>Global Document Essay Workshop and Draft – February 14 “Peer Review” pp. 145-146, 206 *Use LearningCurve for on-line assignments</p>
5	T/Th 2/19, 2/21	<p>“The Origin of Rhubarb” pp. 484 – 487 “Credit Cards of Campus” pp. 479 481</p> <p>“Conducting Secondary Research” pp. 321 - 328</p> <p>Library Research Tutorial (Tentative) and Research (MLK Library) *Use LearningCurve for on-line assignments</p>
6	T/Th 2/26, 2/28	<p>“Shakespeare and Narcotics” pp. 246 - 247 “Integrating Sources” pp. 338 - 349 “Documenting Sources” pp. 350 - 384 Global Document Essay due – February 28</p> <p>“Great Extinction” pp. 530 - 534 “The Law of Human Nature” “Natural Passions” pp. 535 - 538 “The Cell That Makes Us Humans” pp. 539 – 543 “The Mystery of the Missing Links” pp. 544 - 547 Terms: Audience, Voice, Style, and Rhetorical Situation</p> <p>Research Paper Topic and Thesis Sentence due – February 28 *Use LearningCurve for on-line assignments</p>
7	T/Th 3/5, 3/7	<p>“Standardized Testing vs. Education” pp. 128 - 133 “Going Down the Drain” pp. 461 - 463 “The Highest Cost of Food” pp. 464 - 465</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>“What Is a Freethinker and Why Does It Matter?” pp. 466 - 468 “Learning, Styles, Freedom, and Oppression” pp. 469 - 472 “Comfort of Silence” pp. 548 – 550</p> <p>Internet Bibliography due – March 7 *Use LearningCurve for on-line assignments</p>
8	T/Th 3/12, 3/14	<p>“A Community of Cars” pp. 21 -24 “Disconnected” pp. 48 - 51 Term: Logical Fallacies</p> <p>“Fantastic ideals” pp. 407 - 409 “Declaration of Sentiments” pp. 410 - 412</p> <p>“Chief Seattle’s Speech” pp. 92 – 94 “Seattle’s Rhetoric” pp. 97 - 99</p> <p>Terms: Appeals, Appeals to Emotion, Appeals to Logic, Appeals to Character, Appeals to Value, Appeals to Need</p> <p>Periodical Bibliography due – March 14 *Use LearningCurve for on-line assignments</p>
9	T/Th 3/19, 3/21	<p>“Ch. 5: Hidden Layers” pp. 77-95 “Ch. 1: Inventing Arguments” pp. 5 - 15</p> <p>Evaluation of ‘The Education of Ms. Groves’ “ pp. 182 - 184 “ Adventure Is Calling” pp. 185 - 189 “Higher Education Through Discombobulation” pp. 190 - 193 “Big House in the Wilderness....” pp. 250 - 252 “The Pack Rat Among Us” pp. 219 - 224 “Intoxitwitching: The Energy Drink Buzz” pp. 482 - 483 “Consumed by the Other: What Spam Means” pp. 488 - 493</p> <p>Newspaper Analysis due – March 21</p> <p>Terms: Qualifiers, Concessions, Counterarguments, and Qualifiers *Use LearningCurve for on-line assignments</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	T/Th 3/26, 3/28	<p>More Than Cherries” pp. 155 - 160</p> <p>“Rice Bowl, Dust Bowl: Agribusiness and the Future” pp. 452 - 455</p> <p>“Lunar Eclipse: November 8, 2003” pp. 446 - 448</p> <p>“Squeaky Clean” pp. 449 - 451</p> <p>“Common Climate Change Myths” pp. 456 - 459</p> <p>*Use LearningCurve access code for on-line assignments</p> <p>Journal Bibliography due – March 28</p> <p>*Use LearningCurve for on-line assignment</p>
11	T/Th 4/2, 4/4	<p>Spring Recess</p>
12	T/Th 4/9, 4/11	<p>“Live Forever” pp. 280 - 284</p> <p>“The Technology Slaves” pp. 515 - 518</p> <p>“Advances in Medical Technology...” pp. 519 - 521</p> <p>“Isolated Community: Hidden Dangers...” pp. 522 - 524</p> <p>“Letters From the Past” pp. 525 - 528</p> <p>“Working Stiffs....” Pp. 509 - 510</p> <p>*Use LearningCurve for on-line assignments</p>
13	T/Th 4/16, 4/18	<p>“The Hearts of the Argument: Benetton’s Advertising Appeal” pp. 100 - 103</p> <p>“Somewhere in the Past” pp. 257 - 263</p> <p>“The End of the Handshake” pp. 285 - 287</p> <p>“Around the Table in Traverse City” pp. 291 - 294</p> <p>“Letter to Kohl’s” pp. 474 - 478</p> <p>“Still Missing: Women in Media” pp. 500 - 501</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Research Paper Workshop and Draft – April 18</p> <p>Book Bibliography due – April 18 *Use LearningCurve for on-line assignments</p>
14	T/Th 4/23, 4/25	<p>“The Daily Show Generation” pp. 502 - 503 “Text Me All about Yourself...” pp. 504 - 505 “Ad Nation” pp, 584 - 585 “The Origin of Grunge” pp. 506 - 508 “What is Race?” pp. 432 - 434 “Antibacterial Soap” pp. 494 - 498</p>
15	T/Th 4/30, 5/2	<p>TEST ON TERMS *Use LearningCurve for on-line assignments</p> <p>“The Fashion Punk Paradox” pp, 123 - 127 “Finding the Robot Chauffeur” pp. 512 - 514 5“Advances in Medical Technology, The Flip Side” pp. 519 - 521</p> <p>“Another Inconvenient Truth...” pp. 435 - 441 “It’s Racism, Stupid...” pp. 442 - 444</p>
16	T/Th 5/7, 5/9	<p>Film</p> <p>Global Comparative In – class Essay Mock Final Grade Evaluation/ Meetings</p> <p>Research Paper due – (Thursday) May 9</p>

Final Exam: Thursday, May 16, 2019; 5:15 PM – 7:30 PM, Location BBC Room 123

Assignments Descriptions:

Notes:

- Any use of “you” or “your” in your writing will lower your assignment grade. MS Word find function will help you.
- The syllabus does not include reading questions, quizzes, or classroom assignments; these will be assigned at the instructor’s discretion.

Global Document Essay (Critical Essay)

In “A Nation Made of Poetry” (*Inventing Arguments*, p.287) Joannie Fischer writes about the U.S. National Archives and Records Administrations list of 100 milestone documents chronicling the nation’s history from 1776 to 1965. She argues this list is sadly incomplete; many other documents, works of literature, letters, and more impacted American history as much if not more than the 100 documents on this list.

For this essay, select one work from the United States or a foreign nation which you believe should be in this list or in a similar for a foreign country’s archive (literature, memoirs, song lyrics, movies and so forth are acceptable if approved by instructor) and argue how this particular work has been crucial to shaping a global identity. Your addition to the list or a global list must have been produced between 1900 and 2016.

Your essay must be a minimum of 1000 words (put word count on the first page), and focused on ONE work. Use Fischer’s essay as a model. A rough draft of this essay will be workshopped during class on February 14. Participation in the workshop can count for almost 20% of your essay grade. The workshopped draft must be attached to the final draft.

Global Comparative Document Essay

Later in the semester, the global document essay will be expanded upon to create a group - based project known as a global comparative document. This assignment will be a research-based essay with supporting evidence. The global comparative essay must be researched-based with proper Chicago Style or MLA citations. Research is an important component of the ENGL 2 curriculum. The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views. This essay will have a minimum of 500 words.

News Paper Comparison

Everyday we hear stories or read reports about world events. A well-informed reader cannot just accept any information provided; instead a well-informed reader must evaluate multiple sources, identify inaccuracies and bias, and understand who the intended audience is and how this audience affects/effects the message.

Find two newspaper articles about the same event – one must be a U.S. paper and one must be a paper from any other country – analyze the articles, and explain which is the better piece of writing and why. The writer must work for the newspaper where the article was printed, not for a news agency.

Things to consider for the news comparison:

- who is the primary audience, and how does audience affect the writing – defend your audience analysis with specific examples from the text
- errors in the writing (be ready to prove these are errors)
- author bias (every piece of writing has a bias)
- differences in the information presented (this could be part of bias)
- what type of publication did the stories come from and how does this impact the writing

The two articles must be attached to your essay, and the publication they are from must be clearly identified on the article. This written assignment has a 750-word minimum; slightly longer is fine, but keep it close. Put word count on the first page. This assignment is due on March 21.

Annotated Bibliographies

Finding sources for your research paper is the first step; you also need to evaluate each source and understand how it will impact your research. You will write four annotated bibliographies on your sources. An annotated bibliography lists the sources (using proper documentation; see pages 411-451 in *Inventing Arguments* for the description of the Chicago and MLA documentation styles), and will give a word summary of each source and its relevance to your research (this assignment description so far is 77 words). You will write one bibliography for each of the following:

- Four internet sites (wikipedia or any other on-line encyclopedia is not acceptable) – due March 7
- Four periodicals (news papers or popular magazines) – due March 14
- Three peer-reviewed journal articles (we will discuss these in the library tutorial day) – March 28
- Two books (encyclopedias, and dictionaries do not count; textbooks require my approval) – April 18

Research Paper

Introduction

“When you write an argument, you attempt to convince a reader to agree with you on a topic open to debate. You support your position, proposal, or interpretations with evidence, reasons, and examples – factual, logical data, not opinions” (Troyka 147).

“Research writing involves three steps: conducting research, understanding and evaluating the results of your research, and writing the research paper with accurate documentation. [. . .] First, you can choose a topic on which intelligent people have differing opinions. Next, you analyze your sources to decide which position appears most reasonable. Your paper would then take the form of an argument that shows readers you have considered the various positions and chosen a reasonable one” (Troyka 484-5).

Topics:

The topic of your research will be some issue of current national/ global debate. You will have some freedom to decide your own topic from a list we will generate and discuss in class on January 31 or February 7.

Again, this persuasive argument requires students to take a position on an issue and use external evidence to support their reasoning. Arguments might include the following:

1. definition: arguing about meaning
2. causal: arguing through causes and effects
3. evaluation: arguing about value
4. proposal: arguing about the future
5. review: arguing about performance
6. commentary: arguing about current issues and events
7. multimodal: arguing by showing, telling, and listening
8. rebuttal: arguing the opposing side

The persuasive essay must be researched-based with proper Chicago Style or MLA citations. Research is an important component of the ENGL 2 curriculum. **Please note that a research-based essay that merely reports on a topic is not an appropriate assignment.** The purpose is not merely to summarize the views of others on a particular issue; rather, students must take a position on an issue and find appropriate evidence to support their views.

Bibliography

You will find and evaluate thirteen sources while completing your annotated bibliographies; a minimum of eight of these sources must be used in your research paper; although, you are free to use more.

Workshop and Draft

A rough draft of your paper will be work shopped on April 18. The work-shopped draft must be handed-in with your final draft. Revision is major part of our course and specific

guidelines will be offered. Revision examines syntax, grammatical correction, content of argument, and critical thinking components.

Length

Your essay must be a minimum of 1500 words (about 6 pages); the bibliography does not count in total word count. Put the word count on the first page.

Due Date

The final draft is due on May 9.

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SPRING 2019

Tuesday January 22 Spring Semester Begins

Tuesday-Wednesday January 22-23 Pre-Instruction Activities: Faculty Orientation, Advisement, Faculty Meetings and Conferences **(P)**

Thursday January 24 First Day of Instruction – Classes Begin

Tuesday February 5 Last Day to Drop Courses Without an Entry on Student's Permanent Record **(D)**

Tuesday February 12 Last Day to Add Courses & Register Late **(A)**

Wednesday February 20 Enrollment Census Date **(CD)**

Monday.....April 1.....Cesar Chavez Day (Observed) – Campus Closed

Monday - Friday April 1 - 5 Spring Recess **(*SPRING RECESS*)**

Monday May 13 Last Day of Instruction – Last Day of Classes

Tuesday May 14 Study/Conference Day (no classes or exams) **(SC)**

Wednesday - Friday May 15-17, Final Examinations **(exams)**

Monday - Tuesday May 20-21 Final Examinations **(exams)**

Wednesday May 22 Final Examinations Make-Up Day **(MU)**

Thursday May 23 Grade Evaluation Day **(E)**

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Friday May 24 Grades Due From Faculty **(G)**

Wednesday - Friday..... May 22-24 Commencement **(C)**

Friday May 24 End of Academic Year - End of Spring Semester

Monday May 27 Memorial Day - Campus Closed (M)