

**San José State University – Spring 2020**  
**Department of English & Comparative Literature**  
**English 2 Sections 12, 19, 29, and 32**

<b>Instructor:</b>	Robert F. James
<b>Office Location:</b>	FO 106
<b>Telephone:</b>	924.5038
<b>Email:</b>	Robert.James@sjsu.edu
<b>Office Hours:</b>	T/R noon-1330 and by appointment
<b>Class Days/Time:</b>	12 BBC 121: T/R 1030-1145 19 BBC 121: T/R 1200-1315 29 Clark 225B: T/R 1500-1615 32 Clark 225B: T/R 1630-1745
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing
<b>Required Materials:</b>	Course Reader available at Maple Press early semester The Things They Carried, Tim O'Brien College-level dictionary A composition book for in-class writing assignments A <i>non-laminated</i> , 2-pocket folder for turning in written work

### **ENGL 2 Course Description**

#### General Course Description

In English 2 you will explore the relationship between language and logic in composing arguments. With such course themes as Digital Literacies, Gaming, Pop Culture, Sports, Gender, and Sustainability, our goal is to challenge you academically and creatively. Through a series of integrated reading, writing, and oral assignments, you will engage complex issues that require critical thinking and argumentation. Building on English 1A, you will extend your study of stylistic and grammatical conventions in formal writing.

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).

### Section-Specific Course Description

To provide focus and continuity, the theme of the class is “The American Dream.” Students will read and write about the theme from a variety of perspectives, including diverse ethnic, socioeconomic, geographic, and academic backgrounds. Class discussions will explore if The American Dream exists today. If it does, how is it defined? And perhaps more importantly, we will discuss how to achieve this dream. We will read and analyze important arguments for The American Dream from influential figures throughout American history, such as the Founding Fathers, prominent industrialists, essayists, satirists, Civil Rights leaders, entrepreneurs, muck rakers, and a lot of people you’ve probably never heard of. This course is not a “sit and learn” type of course. The most valuable commodity you have is your own opinion. The goal of this course is to help you develop your opinion and also to articulate it effectively and persuasively.

### **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).

### **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 6000 words, at least 4000 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 also is 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.

## **ENGL 2 Course Requirements and Assignments**

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. 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>.

### Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GEO</b>
In-class Writings	1500	2,3,4,5
Revision of In-Class Writings	1500	2,3,4,5
Group Projects	1800	2,4,5
Essay #1: Research Paper Initial Draft	1200-1500	1-5
Essay #2: Research Paper Final Draft	2000-2500	1-5
Essay #3: Analytical Essay	1000	1-5
Oral Presentation	10-15 min	2,3,5

### **Required Texts/Readings**

Course Reader available from Maple Press  
The Things They Carried, by Tim O'Brien

### **Grading Policy**

Requirements for particular assignments will vary, but in all cases essay grades 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. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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.

At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Value</u>	<u>Percentage</u>
In-class Writings/Revisions	20%
Group Writing Tasks	10%
Research Paper Draft	10%
Research Paper Final	15%
Analytical Essay	15%
Oral Presentation	10%
Participation	20%

Late Papers:

**No late papers will be accepted.** If you must miss class, even due to illness or last-minute emergency, it is your responsibility to get your paper to the instructor on time. A late paper will automatically receive a grade of 0. When the assignment is turned in, the zero will be factored into the overall grade as an F.

### **NO PAPERS WILL BE ACCEPTED AS EMAIL ATTACHMENTS.**

Participation:

A healthy percentage of your grade relies on your classroom participation. Participation, as graded in my classroom, involves actively engaging in all classroom discussions in a thoughtful way. Being able to articulate your understanding of arguments as well as formulating your own opinions is an important way to demonstrate internalization of course material. The percentages above may, at the instructor's discretion, be adjusted to reflect real-time changes in the classroom. Assignments and participation may be increased or decreased in importance, and will be explained in class.

Special Exceptions:

Each semester, students encounter a variety of on- and off-campus problems and challenges. Illnesses occur. Family emergencies happen. Anxieties, fears, and doubts all play a roll in our performance in an academic setting. As these challenges arise, students often ask for and expect exceptions to the grading and paper policies. Leniency creates a problem in the classroom, however. And it is unfair to those students who are present and participating to allow another student to receive special treatment. As such, I will work with students as challenges arise. But that work is limited to helping students catch up, not receive special treatment. To succeed in a college setting, academics have to be a priority. Sometimes, it is impossible to make school the priority it needs to be. Life gets in the way. One of the greatest lessons to learn in this setting is how to navigate challenges as they arise, not seek out ways to circumvent responsibilities as a result.

### **Classroom Protocol**

I am old-fashioned. Please don't disrespect the classroom. That statement means to show up prepared to participate in the class, to think critically, and to fully engage with the discussion for the day. Here are a few things to keep in mind:

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." A healthy part of your grade comes through your participation in course discussions. While I'm not grading you on attendance, and there may be days on which I do not actively take role, it should go without saying that it is impossible to receive full points for participating if you are not in attendance.

Tardiness: If you arrive to class after role has been taken, you will be recorded as absent for that day.

Cell Phones: Class only lasts an hour and fifteen minutes. You can, I'm sure, survive sans communication for this period of time. Leave your cell phones face down, in plain view on the tabletops in front of you, please. You may think that you are texting surreptitiously, but you're not. Trust me. If your cell phone rings in class or if I see you texting, you will be asked to place your phone out of reach at the front of the class.. If you do not wish to surrender your phone, you will be asked to leave the room.

Leaving the Classroom: Please plan accordingly for our short class time. You are adults, and if you need to use the restroom, do so without asking.

Sleeping: If you are having difficulty staying awake, please stand at the back of the classroom. It may seem silly, but it can help if you've had a long day or night prior to class. Do what you need to in order to be an active participant in our discussions. Caffeine (and hydration) is your friend!

Essay Format: All essays must be typed and double-spaced (1 inch margins, TimesNewRoman, 12 pt font). **Handwritten essays are not acceptable.** All essays require a cover page with the title in bold, 22-point font, centered halfway down the page. Your name will appear in 18-point font two returns below your title. Course information including my name, course day and time, and date of essay centered at the bottom of the page. All pages of the essay will include a header of student's last name and a footer of a centered page number. Do not number cover page. **No late papers will be accepted.**

Email Submissions: Hardcopies of all formal essays are required. I do not print essays for students. If you cannot make it to class, I will not accept an email submission. You are still responsible for turning in a hardcopy at the next class meeting you attend.

Short Essays and In-Class Writings: You will be writing most every class period. In-class writings will be checked prior to leaving the classroom on the day of the assignment. These assignments and their revisions cannot be made up. If you miss a class, you will not receive credit for the writing assignment. This zero will be factored into the grading percentages listed above.

100% Completion: In order to receive a passing grade, all writing assignments must be completed for this class. Even though you will not receive a grade for missed writing assignments, the work still must be done. In the event assignments are missed, it is the student's responsibility to obtain the prompt and complete the assignment. The grade will still be factored as a zero, but the work will be credited. Each semester, students have trouble with this part of the syllabus. An otherwise "A" paper will be factored as a zero if it is turned in late. However, the paper must be completed and turned in to receive a passing course grade. If, at the end of the semester, a student has not turned in all assignments, that student will receive a course grade of "F." This policy applies to all writing assignments.

Lateness: Late assignments will not be accepted. This includes illnesses. **Computer excuses are not acceptable in this class.** Each semester, students approach me regarding travel dates at the end of the semester or during the semester. Be aware that your education is a priority. However, I am not a baby sitter. Should you choose to leave instruction for any reason, this choice is yours. Travel, holidays, or family plans are not acceptable reasons to miss any class period, including the final exam period.

Final Exam: Because final exams involve oral presentations, I will not allow late admittance to the classroom once the final exam period has begun. You must attend and present your final exam during the assigned time. Failure to do so will result in a 0 for the assignment and a failing grade for the class.

Portfolio: All written work must be retained for the duration of the semester, including rough drafts and any graded/returned assignments.

Extra Credit: There are no opportunities for extra credit in this course. All assignments must be completed to receive a passing grade for the course.

### University Policies

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

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

### English 2, Fall 2019 Assignment Calendar

#### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Introduction Syllabus
2	28  30	In-Class Writing: Bring Composition Book  The Art and Craft of Persuasion Writing Essays Critical Thinking
3	Feb 4  Feb 6	In-Class Writing: Bring Composition Book  Research Analyzing Visual Arguments  Group Presentations <b>DUE: Revisions</b> <b>RESEARCH PAPER: TOPIC PROPOSAL</b>
4	Feb 11  Feb 13	In-Class Writing: Bring Composition Book  Identities “Join or Die” –Benjamin Franklin “Origins of Anglo-Americans” –De Tocqueville  Identities “A Tapestry of Hope” –Jeanne Houston “The Cult of Ethnicity” – Arthur Schlesinger <b>DUE: Revisions</b>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Feb 18  Feb 20	In-Class Writing: Bring Composition Book  American Dreams “Wealth” –Andrew Carnegie  “Let America Be America Again” –Langston Hughes “Harlem” –Langston Hughes  <b>DUE: Revisions</b>
6	Feb 25  Feb 27	In-Class Writing: Bring Composition Book  Images of Gender and Family “Rusk v. State”  “Marriage is a Fundamental Right” –Thomas Stoddard “Reserve Marriage for Heterosexuals” –Bruce Fein <b>DUE: Revisions</b> <b>RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY</b>
7	March 3  March 5	In-Class Writing: Bring Composition Book  Work and Play “Women and Economics” –Charlotte Perkins Gilman “Office Politics” –Ellen Lupton  Work and Play “The Mason” –Studs Terkel “Bricklayer’s Boy” –Alfred Lubrano <b>DUE: Revisions</b>
8	March 10  March 12	In-Class Writing: Bring Composition Book Work and Play “Serving in Florida” –Barbara Ehrenreich  Justice and Civil Liberties “Civil Disobedience” –Henry David Thoreau <b>DUE: Revisions</b> <b>RESEARCH PAPER: ROUGH DRAFT</b>
9	March 17	In-Class Writing: Bring Composition Book  War and the Enemy “These Are the Times That Try Men’s Souls” –Paine

Week	Date	Topics, Readings, Assignments, Deadlines
	March 19	“Gettysburg Address” –Abraham Lincoln “The War Prayer” –Mark Twain  <b>DUE: Revisions</b>
10	March 24          March 26	In-Class Writing: Bring Composition Book  Argumentation in Fiction  Introduction to <u>The Things They Carried</u>  <b>DUE: Revisions</b>
11	March 30	<b>SPRING BREAK</b>
12	April 7       April 9	In-Class Writing: Bring Composition Book  The Things They Carried  The Things They Carried  <b>DUE: Revisions</b>
13	April 14       April 16	In-Class Writing: Bring Composition Book  The Things They Carried  <b>DUE: Revisions</b> <b>RESEARCH PAPER: FINAL DRAFT</b>
14	April 21       April 23	In-Class Writing: Bring Composition Book The Things They Carried  <b>DUE: Revisions</b> The Things They Carried
15	April 28	In-Class Writing: Bring Composition Book <b>DUE: Revisions</b>  Presentation Discussions and Presentations <b>ANALYTICAL ESSAY DUE</b>



<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	April 30	Current Events and Semester Wrap up
	May 5/7	Current Events and Semester Wrap up