

**San José State University – Spring 2021**  
**Department of English & Comparative Literature**  
**English 2 Sections 06, 13, and 17, and 19**

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<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	This is an online course, taught in a “modified asynchronous” format. Each class will meet for Zoom lectures every Tuesday during its prescribed time. Thursdays will meet on a rotating basis, allowing for schedule flexibility during the pandemic.
<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 (await instructions and availability) 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

**Zoom Lectures, Canvas, and Class Structure**

All sessions will meet for a live Zoom session and introduction on Thursday, January 28. Afterward we follow the schedule described below.

Because of the extraordinary circumstances during this time, all of us are teaching and learning from a distance. As you have no doubt come to realize over the past year of instruction, online classes present a challenge. I assure you that I am as sympathetic and patient as I can be. And I ask the same in return. We are all in this boat together, and together we will do our best to get through it.

I am aware that many of you have had to take on extra work or various responsibilities during the pandemic. To allow the greatest amount of flexibility with your schedules, this class is taught as a “modified asynchronous” class. My hope is that this flexibility maximizes our ability to connect and conduct classes, regardless of various schedules or living in different locations. We will hold a Zoom lecture every Tuesday for each section during its designated time. The Thursday lecture will rotate between class times. Everyone is welcome to attend the Thursday lectures, even if it is not occurring at your regular class time. I will set up recurring meetings with Zoom invitations. Please do your best to keep track of the invitations with links and passwords, and check your emails often to make sure you are getting notifications from me.

For Zoom lectures, please make sure your camera is on. Active participation is an essential requirement for this class.

All assignments will be submitted through your Canvas portal. If you are late, have technical difficulties, or other unforeseen circumstances, please **DO NOT EMAIL YOUR ASSIGNMENTS** to me. I always leave a window of availability to turn your assignments into Canvas to make sure you receive full credit. However, please note that the time for submissions is **NOT** the assignment due date.

## **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

Assignment	Word Count	GELO
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 (If you are not physically on campus, you can make arrangements to have the course reader mailed to you.)

The Things They Carried, by Tim O'Brien (I prefer a hard copy of the book, which can be ordered easily through any bookseller. There also is a free .pdf version of the book available online, which is also allowable, as is an e-copy of the book.)

## 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.

As this class meets entirely online, participation becomes more challenging. You must attend Zoom lectures when required and upload assignments on time.

### **Special Exceptions:**

We all are dealing as best we can with the circumstances around the pandemic. I realize that attendance and completion of assignments may be impacted by these special circumstances. I ask that you communicate with me regarding any issues you have regarding participation or assignment completion.

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.**

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.

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, Spring 2021 Assignment Calendar

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	Introduction Syllabus
2	Feb 2	In-Class Writing: Bring Composition Book The Art and Craft of Persuasion Writing Essays Critical Thinking
3	Feb 9	In-Class Writing: Bring Composition Book  Research Analyzing Visual Arguments  Presentations <b>DUE: Revisions</b> <b>RESEARCH PAPER: TOPIC PROPOSAL</b>
4	Feb 16	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>
5	Feb 23	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	Mar 2	<p>In-Class Writing: Bring Composition Book</p> <p>Images of Gender and Family  “Rusk v. State”</p> <p>“Marriage is a Fundamental Right” –Thomas Stoddard  “Reserve Marriage for Heterosexuals” –Bruce Fein</p> <p><b>DUE: Revisions</b>  <b>RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY</b></p>
7	Mar 9	<p>In-Class Writing: Bring Composition Book</p> <p>Work and Play  “Women and Economics” –Charlotte Perkins Gilman  “Office Politics” –Ellen Lupton</p> <p>Work and Play  “The Mason” –Studs Terkel  “Bricklayer’s Boy” –Alfred Lubrano</p> <p><b>DUE: Revisions</b></p>
8	Mar 16	<p>In-Class Writing: Bring Composition Book</p> <p>Work and Play  “Serving in Florida” –Barbara Ehrenreich</p> <p>Justice and Civil Liberties  “Civil Disobedience” –Henry David Thoreau</p> <p><b>DUE: Revisions</b>  <b>RESEARCH PAPER: ROUGH DRAFT</b></p>
9	Mar 23  Spring Break	<p>In-Class Writing: Bring Composition Book</p> <p>War and the Enemy  “These Are the Times That Try Men’s Souls” –Paine</p> <p>“Gettysburg Address” –Abraham Lincoln  “The War Prayer” –Mark Twain</p> <p><b>DUE: Revisions</b></p>
10	Apr 6	In-Class Writing: Bring Composition Book

		<p>Argumentation in Fiction</p> <p>Introduction to <u>The Things They Carried</u></p> <p><b>DUE: Revisions</b></p>
11	Apr 13	<p>In-Class Writing: Bring Composition Book</p> <p>The Things They Carried</p> <p>The Things They Carried</p> <p><b>DUE: Revisions</b></p>
12	Apr 20	<p>In-Class Writing: Bring Composition Book</p> <p>The Things They Carried</p> <p><b>DUE: Revisions</b></p> <p><b>RESEARCH PAPER: FINAL DRAFT</b></p>
13	Apr 27	<p>In-Class Writing: Bring Composition Book</p> <p>The Things They Carried</p> <p><b>DUE: Revisions</b></p> <p>The Things They Carried</p>
14	May 4	<p>In-Class Writing: Bring Composition Book</p> <p><b>DUE: Revisions</b></p> <p>Presentation Discussions and Presentations</p> <p><b>ANALYTICAL ESSAY DUE</b></p>
15	May 11	<p>Current Events and Semester Wrap up</p> <p>Current Events and Semester Wrap up</p>