

SAN JOSE STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
ENGLISH 2: CRITICAL THINKING AND WRITING, SPRING 2018

SECTION 15: T/TH, 12PM – 1:15PM, BOCCARDO BUSINESS CENTER 124
SECTION 20: T/TH 1:30PM – 2:45PM, BOCCARDO BUSINESS CENTER 123

SYLLABUS SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION

COURSE INFORMATION

Instructor: Dr. Shannon Hervey

Office Hours: By Appointment

Office: FOB 220

Email: Shannon.hervey@sjsu.edu

Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication I), grades of C- or better

GE/SJSU Category: GE A3 / Critical Thinking and Writing

TEXTS

The Gendered Society Reader, Sixth Edition, Michael Kimmel and Amy Aronson, ISBN978-0-19-026037-8

Also Required: English 2 Journal

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.

SECTION-SPECIFIC COURSE DESCRIPTION

The theme of this course is the Social Construction of Gender. The readings we do for this course and the subsequent discussions will revolve around the complexity of gender performance and the relationship(s) between normative gender prescriptions and three subtopics: 1) Gender and Nurture/Nature Arguments, 2) Gender and Family/Work/Romantic Relationships, and 3) Gender and Media/Politics. We will have a fourth unit where you will engage in independent research on a topic of your choosing related to the Social Construction of Gender. This theme will allow us to cultivate a common language with which to engage in reading, discussion, and researched writing. The ultimate goal of this course is to create a community of thinkers and writers, developing our rhetorical awareness through close reading, careful listening, and thoughtful writing. Because the very foundation of this course is based on the premise that finely tuned critical thinking comes as a result of reading, discussion, *and* writing, students must engage meaningfully with all three of these modes in order to do well in this course.

COURSE OBJECTIVES

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).

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 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 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.

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

COURSE REQUIREMENTS AND ASSIGNMENTS

From the university: 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.

Major Papers: You will write four major papers for this course. In order to pass the course, you must turn in all four essays. (If you turn in three essays and receive an "A" on all three, but you fail to turn in the fourth paper, you will not pass this course). Each paper you write corresponds to a unit of study. At the end of each unit of study, you will turn in your English 2 Journal, a rough draft, and a final draft. (Though full prompts with more information will be given throughout the term, below is a brief indication of what each prompt will look like).

Paper 1: Reflect on your own developmental experiences and choose one example of an interaction/circumstance with a parent, peer, or teacher where they reinforced or policed "correct" gender performance. You need to use class readings to introduce course ideas/theories and to support your discussion of gender as a social construct. Your paper should have a clear thesis that makes an argument about how this interaction/circumstance communicated to you what "correct" gender performance entailed.

Paper 2: Choose a current event or controversial conversation taking place currently in the media pertaining to how normative gender prescriptions impact family, work, or peer relationships (choose one). Explain the event/conversation and make an argument about how it relates to scholarly conversations about the social construction of gender.

Paper 3: Choose a political figure/event or a piece of media that illustrates how the social construction of gender impacts our daily lives. Describe the political figure/event or media and make an argument about how they/it relates to scholarly conversations about the social construction of gender.

Paper 4: You will engage in an independent research project of your choosing. This will require you to reflect on the readings we have done all term in order to arrive at a unique research question pertaining to the social construction of gender. You will then engage in scholarly research to craft an argument in response to your research question.

Research Presentation: For the fourth and final unit of the course, you will engage in independent research and write a research based argument paper. In a 4 to 5-minute oral presentation, you will present your research question, your thesis, your sources, and your argument. Your presentation must make use of classroom technology; you can use Keynote, PowerPoint, Prezi, or live web browsing to visually accompany your presentation.

English 2 Journal: You will keep an “English 2 Journal” for the duration of this course. Your journal will be collected and graded a total of four times. In this journal, you will keep “Reading Journal” entries (described below) as well as classwork and extemporaneously assigned homework. You will also staple in peer-reviewed rough drafts of essays and write in-class metacognitive essays in its pages.

Reading Journal Entries: For every assigned reading, you are expected to complete a Reading Journal entry in your English 2 Journal. The Reading Journal Entry should be clearly labeled and dated. Each entry should begin on a new page. Each entry should include the following “TIER Q” elements:

T: Thesis or theses – In your own words, summarize the main argument(s) from the reading. Make sure to include a citation to indicate where in the reading that argument emerges.

I: Interesting ideas – In your own words, summarize interesting ideas that emerge from the text. Again, be sure to include a citation to indicate where in the reading that idea emerges.

E: Examples – Summarize 1 or 2 examples from the reading. These examples should support the authors main argument(s). Be sure to include a citation to indicate where in the reading that example emerges.

R: Reader’s Response – Write 1 – 2 fully fleshed out paragraphs that respond to the ideas in the text. What did this reading make you think of? Do the arguments remind you of any current events? Can you personally connect to anything that has been discussed in the reading? Are you convinced of the argument? Is there a specific point of the reading that is particularly compelling or problematic? Etc. Of course, you won’t answer all of these questions – this is only a partial list of possible questions you can answer in the “Reader’s Response” section of the Reading Journal Entry.

Q: Quotes – Write down any direct quotes that you feel are of particular importance. These quotes may come in handy when you write your essays. Make sure you include correct citation information.

Homework, Reading & Participation: Even more so than many (or perhaps all) other university classes, composition courses require active student engagement both in and out of class in order to succeed. Students should spend *at least* 4-6 hours per week (and often perhaps even more) outside of class in preparation for our meetings. Your active involvement in the course must also extend to in-class participation. Come to class having already completed the reading assigned as homework the previous class day and having finished any assigned work. Be prepared to participate in class activities, ask questions, speak up, and actively engage with the course materials. Though I might briefly lecture when the situation warrants, many of our meetings will consist of class discussions and activities in which I expect all students to participate. It will be assumed that students who do not participate have not prepared for our class meeting and your overall grade will reflect this lack of engagement.

Assignment Word Count and Learning Goals

Assignment	% of Grade	Word Count	GELO
Unit 1: Essay 1, Journal entries, and in-class Metacognitive	15%	2000	2, 4, 5
Unit 2: Essay 2, Journal entries, and in-class Metacognitive	15%	2000	1, 2, 3, 4, 5
Unit 3: Essay 3, Journal entries, and in-class Metacognitive	25%	2000	1, 2, 3, 4, 5
Unit 4: Essay 4	20%	1250	1, 4, 5
Research Presentation	15%	N/A	1, 2
Class Contributor	10%		

Essay Grading Criteria

Requirements for particular assignments will vary, but 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.

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.

CLASS POLICIES

- **Attendance/Participation:** Attendance and active participation are vital to your development as an academic writer, in addition to satisfactorily completing the course requirements. Work done in class, including writing workshops, ***cannot be made up***. If you are absent on workshop days, or fail to bring a complete draft for peer review, you will receive a "zero" on the workshop portion of your essay grade. Consistent late arrivals and early departures from class create a disruptive and negative learning environment for others. Therefore, frequent absences and tardiness will result in grading penalties; these may include letter-grade deductions and even failure to pass the class.
- **Missing/Late Assignments:** In fairness to all of the students who submit their work on time, **I do not accept late work**. If you do not turn in an assignment or essay on time, you will receive a "zero" for that particular graded event. If you know in advance that you are going to miss class, you should submit your work ahead of time.
- **Classroom Conduct:** I expect all of you to exhibit conduct befitting college students. Our class discussion will likely generate the articulation of many different opinions, and I always expect you to respect others' beliefs, even if you disagree with them. Learning how to disagree with others tactfully and diplomatically is a critical skill in both written and oral expression.
- **Required Format:** All papers should be double spaced throughout with 1" margins and size 12 Times New Roman font. Each essay should also adopt the MLA documentation format.

- University Policies can be found at <http://www.sjsu.edu/gup/syllabusinfo/index.html> and English Department policies can be found at http://www.sjsu.edu/english/frosh/program_policies/index.html

Course Schedule

*For every reading assigned, you are expected to complete a Reading Journal entry in your English 2 Journal. These entries will be checked periodically. Please see guidelines above for instructions on Reading Journal entries.

**You are expected to bring *The Gendered Society: A Reader* to each class meeting

***Course Schedule subject to change at instructor's discretion

Week	Tuesday	Thursday
1 1/25		Syllabus
2 1/30 & 2/1	Reading Due: 1. <i>TGS</i> : Part 1, Introduction, pg. 1 2. <i>TGS</i> : "Caveman Masculinity: Finding Manhood in Evolutionary Science", pg. 4	Reading Due: 1. <i>TGS</i> : "The Truth About Boys and Girls", pg. 16 2. "Testosterone Rules", pg. 21
3 2/6 & 8	Reading Due: 1. <i>TGS</i> : "'Dude You're a Fag': Adolescent Masculinity and the Fag Discourse", pg. 80	Reading Due: 1. <i>TGS</i> : "Pink Frilly Dresses and the Avoidance of All Things 'Girly': Children's Appearance Rigidity and Cognitive Theories of Gender Development", pg. 92
4 2/13 & 15	Writing Due: 1. Rough Draft Essay 1 (Failure to have a complete, printed draft will result in an entire letter grade reduction on Unit 1)	Essay 1 Due – 1. Turn in final draft to Canvas before class begins. 2. Turn in Reading Journal and peer-reviewed rough draft in class.
5 2/20 & 22	Reading Due: 1. <i>TGS</i> : Part 5, Introduction, pg. 165 2. <i>TGS</i> : "At Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives", pg. 167	Reading Due: 1. <i>TGS</i> : "Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory", pg. 186
6 2/27 & 3/1	Reading Due: 1. <i>TGS</i> : "'Spice Girls,' 'Nice Girls,' 'Girly,' and 'Tomboys': Gender Discourses, Girls' Cultures, and Femininities in the Primary Classroom", pg. 209	Reading Due: 1. <i>TGS</i> : "Policing Masculinities: Investigating the Role of Homophobia and Heteronormativity in the Lives of Adolescent School Boys", pg. 221
7 3/6 & 8	Reading Due: 1. <i>TGS</i> : Part 8, Introduction, pg. 275 2. <i>TGS</i> : "The Gender Revolution: Uneven and Stalled", pg. 277	Reading Due: 1. <i>TGS</i> : "Rethink What You 'Know' About High-Achieving Women", pg. 302 2. <i>TGS</i> : "Unmasking Manly Men", pg. 309
8 3/13 & 15	Writing Due: 1. Rough Draft Essay 2 (Failure to have a complete, printed draft will result in an entire letter grade reduction on Unit 2)	Essay 2 Due 1. Turn in final draft to Canvas before class begins. 2. Turn in Reading Journal and peer-reviewed rough draft in class.
9 3/20 & 22	Reading Due: 1. <i>TGS</i> : Part 9, Introduction, pg. 311 2. <i>TGS</i> : "Life Satisfaction Across Nations: The Effects of Women's Political Status and Public Priorities", pg. 313	Reading Due: 1. <i>TGS</i> : "Who Takes the Floor and Why: Gender, Power, and Volubility in Organizations", pg. 326

Spring Break 3/27 & 29		
10 4/3 & 5	Reading Due: 1. <i>TGS</i> : Part 10, Introduction, pg. 332 2. <i>TGS</i> : “From Damsels in Distress to Sexy Superheroes: How the Portrayal of Sexism in Video Game Magazines Has Changed in the Last Twenty Years”, pg. 339	Reading Due: 1. <i>TGS</i> : “Performing Gender on YouTube: How Jenna Marbles Negotiates a Hostile Online Environment”, pg. 361
11 4/10 & 12	Writing Due: 1. Rough Draft Essay 3 (Failure to have a complete, printed draft will result in an entire letter grade reduction on Unit 3)	Essay 3 Due 1. Turn in final draft to Canvas before class begins. 2. Turn in Reading Journal and peer-reviewed rough draft in class.
12 4/17 & 19	Writing Due: 1. Research Prospectus (to be completed in your Reading Journal)	Reading Due: 1. Research Article #1 2. Research Article #2
13 4/24 & 26	Reading Due: 1. Research Article #3 2. Research Article #4	Reading Due: 1. Research Article #5 2. Research Article #6
14 5/1 & 3	Presentations Reading Journals Due at the start of class	Presentations
15 5/8 & 10	Presentations	Presentations
Finals		Essay 4 Due on Canvas by 11:59pm on 5/17