

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Sections 15, 17, 26, 29, Spring 2019**

**Course and Contact Information**

|                                  |  |
|----------------------------------|--|
| <b>Instructor:</b>               | Dr. Yuching Jill Yang  |
| <b>Office Location:</b>          | Faculty Offices Building (FOB) 222   |
| <b>Telephone:</b>                | 408-924-4492   |
| <b>Email:</b>                    | yuching.yang@sjsu.edu  |
| <b>Office Hours:</b>             | W/F 10:0 am – 12:00 pm   |
| <b>Class Days/Time/Room:</b>     | Section 15: T/TH 12 pm- 1:15 pm (BBC 124)<br>Section 17: T/TH 1:30 pm-2:45 pm (DMH 354)<br>Section 26: T/TH 10:30 am-11:45 am (CL 316)<br>Section 29: T/TH 9 am-10:15 am (BBC 122) |
| <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  |

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found at the Canvas learning management system course website. **You are responsible for regularly checking with the messaging system** through MySJSU to learn of any updates.

**Course Description**

English 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Drawing on systems of analysis from rhetorical theorists and logicians, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, you will study conventions of formal writing as well as textual cues that control the development of logical inferences.

**Course-specific Theme: Cultural Inquiry**

Our ways of seeing, behaving and believing are shaped by the culturally constructed societies. We learn to interpret the meaning produced by all kinds of cultural artifacts and communicate with each other via the cultural lens that have been accepted and yet to be challenged. In this course, we will examine the complexity of culturally infused human activities and thinking from various readings to seek for new insights in understanding the present society so as to reconstruct and represent our desired identities and others' existence. The course is fundamentally based on the idea that reading, thinking, and writing are inextricably linked and that writing is an engagement with what others think and do.

## **GE Learning Outcomes (GELO)**

Upon successful completion of the course, students should 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).

## **Course Learning Outcomes (CLO)**

Through this course, students will:

- synthesize and analyze multiple points of view
- articulate and support one's own position regarding various issues
- adjust writing to multiple audiences, purposes, and conventions
- become conscientious and responsible writers, both for college and beyond
- learn to access and become involved with the discourses of the university community
- develop questioning abilities that move them beyond the passive acceptance of new materials to thinkers who can hold those materials up to genuinely informed scrutiny

## **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, genders, and classes.

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 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.

## Required Texts/Readings

Textbook: *The Norton Field Guide to Writing with 2016 MLA Update: with Readings and Handbook* (Fourth Edition) by Richard Bullock, Maureen Daly Goggin and Francine Weinberg. ISBN-13: 978-0393617399

Additional readings or supplementary materials will be posted in Canvas. You are responsible for printing the articles or download the readings to your own electrical devices, read and annotate them and bring them to the designated dates of discussion. Other readings may be added; check announcement or notices via Canvas for updates.

## 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.

### 1. Attendance

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. Attendance per se shall not be used as a criterion for grading. **If a student has been out of school for one or more days, he should report to his instructors upon his return to inquire about making up the work. Students who know in advance that they will miss one or more classes should inform their instructors about their plans.**

### 2. Writing Projects (WP)

There will be three writing projects in this course. For each project, you need to produce a rough draft, a revised draft and a final product based on my and your peers' feedback. More detailed instruction will be given at the beginning of the writing project. You will also be required to complete a reflection essay (e.g. self-assessment) in class on the due day of your writing project submission. Note that if you do not submit your writing projects by the assignment deadline, you will lose **5% by class days** from your final writing project grade.

#### WP#1: Profile of a Cultural Space

In the first writing project, you will write a profile of a public space with the goal of offering a specific and deliberate perspective of the profile subject. Students will combine their experiences/beliefs with empirical/field-based research, will develop an informed stance on the topic, and will through their writing offer a view of the subject that may be new or not immediately obvious to readers.

#### WP#2: Construction of a Cultural Artifact

In the second writing project, you will analyze (rhetorically and visually) a cultural "text," an animated film, using a secondary reading you have done for this class as a significant "lens" through which the analysis takes place. After discussing the key ideas in the articles and various responses to the author's ideas in class, you might choose to use the ideas in at least one of the articles to analyze a specific animated film, to extend the author's ideas, challenge her conclusions, or otherwise significantly use the article's key ideas in the rhetorical and visual analysis.

#### WP#3: Reconstruction of a Hybrid-culture

The third project, the informed inquiry, asks you to develop a "a spirit of inquiry," which is "approaching writing [...] with curiosity, moving beyond the familiar, keeping your eyes open, tackling issues that don't have easy answers" (Bullock *et al.*, 2016, p.281). The hybridity of certain culture is manifested in various cultural contexts, and in the in-between spaces of arts, media, science and technology. As such, the project emphasizes framing and pursuing a genuine open question (rather than arguing a pre-formulated thesis) on your chosen phenomenon of hybrid-culture relevant to the community of learners in a given section of ENGL 2, as well as

designing the final document in ways that carefully and purposefully invites readers into the writer’s exploration. To this end, the project invites you to seek out multiple perspectives on an open question; to evaluate the assumptions, evidence, values that inform those perspectives; and to explore the connections and tensions among these perspectives in order for the writer to offer readers informed insights.

### 3. Reading Journals (RJ)

Each time you are assigned reading from our textbook or online materials, please complete a journal entry and post them on Canvas. You can choose to respond to one or all the chapters assigned. Your thoughts and questions help us to orient our discussion and follow-up assistance and adjustment of teaching schedules.

- ① Each journal should be posted to “Discussion” board in Canvas, at least 200 words each.
- ② For each reading, do at least 3 of the following:
  - ✓ Summarize the key concepts in the chapter
  - ✓ Connect concepts to other learning, personal experiences, or your observations
  - ✓ Stop and clarify unfamiliar language/examples through some research of your own
  - ✓ Ask questions
  - ✓ Evaluate what you have read

The questions you ask or the evaluation you make about the readings will be shared in our class discussion as learning opportunities.

### 4. Participation and Written Peer Response (for all three projects)

You will be required to respond to your peers’ drafts at least three times during the semester. And at the same time, you will receive peer feedback on your own drafts. I will give you a peer response form for each assignment. The peer response session will take place in class, and that means you need to have your draft of each assignment done **BEFORE** the day the peer response workshop. If you do not have a draft prepared on the day a peer review workshop takes place, you will lose your grade on the peer response. We will practice and evaluate peer review techniques periodically, and you will be given instructor feedback to help you become an effective peer reader.

### 5. Portfolio

KEEP ALL OF YOUR WRITING for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-assessment pieces and in-class entries. If you submit your writing projects drafts via Google online document, make sure you create a new one for each revision. At the end of the semester, you will review all your work to analyze and evaluate your progress to complete a 500-600 word reflection essay, in which you argue how the work you’ve done help achieve the learning goals (GELO), and include all the work you reference in the appendix. Keep backup copies of your work on the thumb drive required for the course—and/or a secure server. You should also keep hard copies of all of your papers.

#### Assignment Word Count and Learning Goals

| Assignment   | Word Count | GELO                | Grade Value |
|--|------------|---------------------|-------------|
| In-class participation, practices, peer-review workshops and peer feedback | 1000       | GELOs 2, 3, 4, 5    | 100 (10%)   |
| Reading Journals *15   | 2000       | GELOs 1, 2, 3, 4, 5 | 150 (15%)   |
| Writing Project #1 draft, revision and final                               | 2000       | GELOs 1, 2, 3, 4, 5 | 200 (20%)   |
| Writing Project #2 draft, revision and final                               | 2500       | GELOs 1, 2, 3, 4, 5 | 250 (25%)   |
| Writing Project #3 draft, revision and final & presentation                | 2500       | GELOs 1, 2, 3, 4, 5 | 250 (25%)   |

|                              |     |            |                    |
|------------------------------|-----|------------|--------------------|
| Final exam: reflection essay | 500 | GELOs 2, 3 | 50 (5%)            |
| Totals                       |     |            | 1000 points (100%) |

## Grading Information

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 is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- 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.

## Point Grade Scale

|                 |            |             |
|-----------------|------------|-------------|
| A 930 and above | B- 800-829 | D+ 670-699  |
| A- 900-929      | C+ 770-799 | D 630-669   |
| B+ 870--899     | C 730-769  | D- 600-629  |
| B 830-869       | C- 700-729 | F Below 600 |

## Classroom Protocol

### Participation Work

You are expected to participate cooperatively, constructively, and to the best of your ability in all classes and conference activities (see more details next page). Participation work includes oral and written responses to readings and other course material, in class writing, group work, drafts, revision work, and anything else we do in the course of the writing process for each project.

**I will not accept make-up work for participation work that is done in class**, so you need to attend regularly to keep work and grades up-to-date. Homework is due at the beginning of class; late or incomplete work will receive partial credit. Participation activities will equal 10% of the course grade. It all adds up, so make every effort to come to class and keep up with assignments. Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, call/email a classmate and find out what the assignment for the next class is--and come to class prepared. You should also check Canvas course site announcement or schedules for the progress.**

### Classroom Environment

Please silence your cell phones during class time. We should all give the class and each other our full attention for the duration of the session. If you answer a phone, text message, or use other course-irrelevant media during class, you will receive no participation credit for that day and I reserve the right to ask you to leave the class.

Please note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

### **Conferences**

During the course of the semester, we will have both individual and group conferences. For individual conferences, at least once, I will require you to meet me in my office to discuss your papers. Group conferences will take place in class. More details about the group conferences will be announced when you work on your writing projects. However, I am in my office to help you during the hours listed on the front of this document—please don't be afraid to stop by during any stage of the writing process to talk about your papers! You also can contact me by email.

### **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>.

## Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to "Announcement" in Canvas. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

| <b>NFG = Norton Field Guide to Writing</b><br><b>Assignments =</b> Homework to be completed for <u>next class</u><br><b>RJ =</b> Reading Journal<br><b>WP =</b> Writing Project |         |  |
|---|---------|--|
| Week  | Date    | Topics, Readings, Assignments, Deadlines   |
| 1   | TH 1/24 | Topics: Course introduction<br>Assignments: <ul style="list-style-type: none"> <li>- <b>Post</b> in "Discussion" your answers to the following questions:               <ul style="list-style-type: none"> <li>o What do you expect to learn from this class?</li> <li>o What do you like least/most about writing?</li> <li>o One assignment that you are looking forward to from the syllabus, one assignment you are apprehensive about, and one question you have pertaining to the syllabus</li> </ul> </li> <li>- Read <b>NFG</b>, How to Use This Book (pp. xv- xviii)</li> </ul> |
| 2   | T 1/29  | Topics: Concerns and questions about the course/syllabus; syllabus preview, and Canvas site, benchmark writing<br>Assignments: <ul style="list-style-type: none"> <li>- <b>RJ#1 NFG</b> Ch 1 Writing in Academic Contexts &amp; Ch 2 Reading in Academic Contexts (pp. 3-32)</li> </ul>  |
| 2   | TH 1/31 | Topics: Discussion of Ch 1 & 2; Intro to WP#1<br>Assignments: <ul style="list-style-type: none"> <li>- <b>RJ#2 NFG</b> Ch 19 Profiles (pp. 224-234) &amp; <b>NFG</b> "Living simply in a Dumpster" (pp. 885-892)</li> </ul>  |
| 3   | T 2/5   | Topics: Discuss Ch 19; Group work on "analysis of a space on campus"<br>Assignments: <ul style="list-style-type: none"> <li>- <b>RJ#3 NFG</b> "Homeless on Campus" (pp. 710-715) and "Fremont High School" (pp. 716-724)</li> <li>- Visit your first choice of cultural place for WP#1 and post 3+ pages of observation notes to Canvas for class discussion</li> </ul>  |
| 3   | TH 2/7  | Topics: discuss your observation experience; discuss RJ#3<br>Assignments:  |

**NFG** = *Norton Field Guide to Writing*

**Assignments** = Homework to be completed for next class

**RJ** = Reading Journal

**WP** = Writing Project

| Week | Date    | Topics, Readings, Assignments, Deadlines   |
|------|---------|--|
|      |         | - RJ#4 <b>NFG</b> Ch 26: Collaborating, Ch 27: Generating ideas and text, and Ch 28: Drafting  |
| 4    | T 2/12  | Topics: Discuss observation experiences; discuss RJ#3; in-class drafting—intros and body paragraphs<br>Assignments:<br>- WP#1 1 <sup>st</sup> draft (3 pages)  |
| 4    | TH 2/14 | Topics: In class practice responding to a rough draft; discuss rhetorical situation for WP#1; sign up for conferences and review conference requirements;<br>Assignments:<br>- <b>Write:</b> Respond in one page as directed in class to each of your workshop member drafts and post your responses to “Discussion”   |
| 5    | T 2/19  | Topics: Group conference I<br>Assignments:<br>- RJ# 5 <b>NFG</b> Ch 29 Assessing your own writing  |
| 5    | TH 2/21 | Topics: Group conference II<br>Assignments:<br>- RJ#6 <b>NFG</b> Ch 30 Getting response and revising<br>Do additional observation session(s) if necessary. Revise the draft of your profile according to the responses you received in workshop.   |
| 6    | T 2/26  | Topics: In-class revising workshop and direction for WP#1 submission<br>Assignments:<br>- WP#1 final draft (4 pages)   |
| 6    | TH 2/28 | Topics: In-class reflection writing on WP#1; Intro to WP#2; Workshop on “avoiding plagiarism”<br>Assignments:<br>- RJ#7 <b>NFG</b> Ch 11 Analyzing texts (pp. 94-128) & Ch 60 Textual analyses (pp. pp. 663-696).  |
| 7    | T 3/5   | Topics: Review Ch 11; Reread WP#2 assignment sheet<br>Assignments:<br>- RJ#8 <b>WP#2</b> (1) Tanner et al. “Images of couples and families in Disney Feature-length animated films.” & (2) Towbin et al. “Images of Gender, Race, Age and Sexual Orientation in Disney Feature-Length Animated Films” (see Discussion for more writing instruction)                          |
| 7    | TH 3/7  | Topics: Discuss RJ#8, brainstorm possible pop culture texts AND possible statements from the articles to use for analysis.<br>Assignments:<br>- RJ#9 <b>WP#2</b> (1) Mantsios “Class in America” and (2) Tragos “Monster Masculinity”<br>- Find a movie for WP#2 and make a list of at least three different arguments about the movie (See Discussion for more instruction) |
| 8    | T 3/12  | Topics: Share homework; practice film analysis, CPA and writing for assignment<br>Assignments:   |

**NFG** = Norton Field Guide to Writing

**Assignments** = Homework to be completed for next class

**RJ** = Reading Journal

**WP** = Writing Project

| Week | Date            | Topics, Readings, Assignments, Deadlines  |
|------|-----------------|---|
|      |                 | - WP#2 1 <sup>st</sup> draft (3 pages)  |
| 8    | TH 3/14         | Topics: Discuss RJ#9, discuss other cultural issues ("From 'Moana' to 'Mulan,' How Have Disney Movies Treated Cultures from Around the World?")<br>Assignments: <ul style="list-style-type: none"><li>- RJ#10 <b>WP#2</b> Lester's "Disney's Prince's and Frog"</li><li>- Read <b>NFG</b> Ch 51 Documentation, Ch 53 APA style</li></ul>  |
| 9    | T 3/19          | Topics: Drafting Prep using HW: practice various ways of introducing, integrating, and attributing source material; review APA form for References page; Sign-up for individual conferences<br>Assignments: <ul style="list-style-type: none"><li>- WP#2 2<sup>nd</sup> draft</li></ul>   |
| 9    | TH 3/21         | Individual conferences I<br><b>Assignments:</b> <ul style="list-style-type: none"><li>- <b>Revise</b> as suggested by the responses to your drafts. Post your revised text to Canvas and jot down any questions or concerns for Monday's class discussion.</li></ul>  |
| 10   | T 3/26          | Individual conferences II<br><b>Assignments:</b> <ul style="list-style-type: none"><li>- <b>Revise</b> as suggested by the responses to your drafts. Post your revised text to Canvas and jot down any questions or concerns for Monday's class discussion.</li></ul>   |
| 10   | TH 3/28         | Topics: Read sample analysis; In-class editing workshop; large class discussion on concerns and other questions.<br>Assignments: <ul style="list-style-type: none"><li>- WP#2 final draft</li><li>- RJ#11 <b>NGF</b> Ch 13 Arguing a position</li></ul>   |
| 11   | T 4/2<br>TH 4/4 | Spring Recess   |
| 12   | T 4/9           | Topics: self-reflection writing on WP#2; Intro to WP#3 Annotated Bib and informed inquiry; Review class reading selections and topics covered<br>Assignments: <ul style="list-style-type: none"><li>- RJ#12 <b>NGF</b> Ch 46 Fining sources &amp; Ch 47 Evaluating sources</li><li>- <b>Write:</b> What seem to be the cultural issues/controversies raised in these readings? What are your initial feelings about these issues/controversies? Do you have questions or concerns about these issues? What similar issues do the texts bring to mind?</li></ul> |
| 12   | TH 4/11         | Topics: Discuss readings and brainstorm possible issues for WP#3; Group work on identifying stakeholders and rhetorical situations for the analysis; NFG Ch 45 Developing research plans<br>Assignments: <ul style="list-style-type: none"><li>- RJ#13 <b>NFG</b> Ch 15 Annotated Bibliographies (AB)</li></ul>   |
| 13   | T 4/16          | Topics: Discuss RJ#13; APA annotation sample; prepare for annotation draft<br>Assignments:  |

| <b>NFG = Norton Field Guide to Writing</b>                          |                   |   |
|---|-------------------|---|
| <b>Assignments = Homework to be completed for <u>next class</u></b> |                   |   |
| <b>RJ = Reading Journal</b>   |                   |   |
| <b>WP = Writing Project</b>   |                   |   |
| <b>Week</b>   | <b>Date</b>       | <b>Topics, Readings, Assignments, Deadlines</b>   |
|   |                   | - WP#3 1 <sup>st</sup> draft (outline + AB)<br>- RJ#14 <b>NFG</b> Ch 48 Synthesizing ideas (pp. 473-477)  |
| 13  | TH 4/18           | Topics: In-class workshop on 1 <sup>st</sup> draft<br>Assignments:<br>- RJ#15 <b>NFG</b> Ch 23 Mixing genres (pp. 256-272) & Ch 24 Choosing genres (p. 273-278) |
| 14  | T 4/23            | Topics: Revising drafts and continue researching; presentation tips; sign-up for presentation<br>Assignments:<br>- WP#3 2 <sup>nd</sup> draft                   |
| 14  | TH 5/2            | WP#3 Presentation I   |
| 15  | T 5/7             | WP#3 Presentation II  |
| 15  | TH 5/9            | Topics: Peer review for WP#3 2 <sup>nd</sup> draft; Instruction for E-portfolio & reflection essay<br>Assignment:<br>- WP#3 final draft                         |
| 16  | T 5/14            | Study/Conference Day (No class)   |
| Final Exam  | TH 5/16<br>T 5/21 | E-portfolio Reflection Essay (post in ePortfolio <i>and</i> on regular course Canvas site)  |

- 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 (CC)
- Monday-Friday .....April 1-5.....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)