San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section #27, Fall 2015
The Significance and Legitimacy of FanArt in Modern Culture

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Office Hours:	Thursdays 2-4pm
Class Days/Time:	TR 9-10:15am
Classroom:	Clark 316
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

Faculty Web Page and MYSJSU Messaging

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

GE Area A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 2 Course Description

General Course Description
English 2 focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. 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.

Section 27 Course Description ENGL 2 is a thematic course. This course's theme answers the question of whether or not FanArt, in any form, is legitimate art. Today, our society is obsessed with celebrity culture. How do we show our appreciation now that we have the power of the internet? Tumblr. Youtube. DeviantArt. Fanfiction.net. These are just a few places on the web that give fans of multiple mediums a platform to express their love for anything pop culture—and some fans have made a career of it. "Weird Al" writes and performs songs that parody Top 40 hits. Artists make careers of copying others' works that are sold to more modest buyers. And, finally, E.L. James writes a fanfiction about pop culture's two most famous vampires and it becomes the next best-selling phenomenon.

Despite its influence, can FanArt really be called "art" if its origins are heavily-based on someone else's work? In this course, we will study each aspect of FanArt—music, visual art, and literature—and discover if FanArt itself falls into the traditional definition of "art" or if it is morphing into something else altogether, evolving into its own, unique entity. Will FanArt be the fall of man or the rise of the fan?

ENGL 2 Learning Outcomes

GE Area A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students 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. effectively 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. effectively 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 Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

1. discuss complex ideas clearly, logically, persuasively;

2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate;

3. identify the different kinds of argument and the kinds of evidence appropriate to each one;

4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources;

5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive;

6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear;

7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies;

8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

ENGL 2 Course Content

Diversity:
SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their 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:
Students 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 students 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. Assignments include both in-class writing as well as revised out-of-class essays.

Logic:
Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to

• distinguish denotation from connotation, abstract from concrete, literal from inferential;
• identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies;
• recognize and evaluate assumptions underlying an argument;
• draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions;
• distinguish the role of audience, context, and purpose in shaping argumentation strategies;
• evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral:
This course has a heavy speaking component and failure to do so will result in the loss of assignment and participation points. Over the course of the semester, students will be expected to verbally participate during daily classroom discussions and activities. Moreover, a classroom "debate" will take place at some point during each unit. Students will be required to come to each debate prepared to make their arguments verbally with extensive research.

Reading:
It is important that students read the materials for this course that are provided to them because each selection has a purpose—to inform, to provide a basis for research, or to provide an example of what is expected for a certain assignment. Students will also be expected to read sources outside of what is provided for them in order to complete research-oriented essays and classroom assignments. Because the reading component is so important to this course, if it is suspected that students are not reading the course materials, graded pop quizzes may be assigned.

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

Required Texts/Readings

Textbook
Materials will be posted onto the Canvas website.

ENGL 1B Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Grade Breakdown
Debate 1 - 50
Debate 2 - 50
Debate 3 - 50
Debate 4 - 100
Argument Diagram - 100
Diagnostic - 50
Court Brief - 50
Essay 1 Rough - 75
Essay 1 Final - 100
Essay 2 Rough - 75
Essay 2 Final - 150
Journals - 50
Participation – 100

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic Essay	750	2,3,4	1,2,3,5,6
Music Essay #1 (Rough)	1250	1,2,3,4,5	1,2,3,4,5,6,7,8

Music Essay #1 (Final)	1250	1,2,3,4,5	1,2,3,4,5,6,7,8
Literature Essay #2 (Rough)	1250	1,2,3,4,5	1,2,3,4,5,6,7,8
Literature Essay #2 (Final)	1250	1,2,3,4,5	1,2,3,4,5,6,7,8
Debates	750-1000	1,2,3,4,5	1,2,3,4,5,6,7,8
Other Assignments (journals, AD, CB)	500-1000	2,3,5	1,2,5,6

Grading Policy

Grading information:
- Grades are based on the A-F scale. The plus/minus scale will not be used.
- For extra credit points, you may attend one of the on-campus literary events and write a one-page summary of your experience. You may do no more than four extra credit assignments. Each summary is worth two points that will be factored into participation grades.
- Assignments will be weighted on the points system. Grading will be as followed:
  A = 900-1000 points
  B = 800-899 points
  C = 700-799 points
  D = 600-699 points
  F = Less than 600 points
- Late work will only be accepted on an documented emergency basis. If you know you're going to be absent, get your assignments done in advance.
- If you do not attend the final exam, you will automatically fail the course.
- You will be graded on participation in this course. This means you must show up for class and interact with your instructor and fellow classmates. If you are not both mentally and physically present for class, your participation grade will reflect such.

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

Classroom Protocol

Tardiness

Your instructor will be on time for every class, so you are expected to do the same. Classwork will promptly at 9am and if you are tardy, you will be expected to make up that assignment. Also, being tardy is a disruption to your instructor and your classmates. Please make an effort to be respectful and be on time.

Technology

On certain days, which you will know about in advance, you will be permitted to use technology in class. This includes computers, tablets, and cell phones. On any other day, these items are prohibited in the classroom. If you are seen on these devices, participation points will be deducted from your grade and after multiple warnings, you will be asked to leave the classroom. Using these items in class causes a distraction, which is disrespectful to the class.

Eating

Eating is permitted as long as it is not disruptive.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
    o It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
    o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 at http://peerconnections.sjsu.edu for more information.

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 at 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 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** at http://www.sjsu.edu/counseling.

Syllabus is subject to change