English 20 Course Description:

ENGL020. College Composition II. An advanced writing course that builds upon the critical thinking, reading, and writing processes introduced in English 1A or 2. This class emphasizes **rhetorical awareness** by exploring reading and writing within diverse academic contexts with a focus on the situational nature of the standards, values, habits, conventions, and products of composition. Students will research and analyze different **disciplinary genres**, purposes, and audiences with the goals of understanding how to appropriately shape their writing for different readers and demonstrating this understanding through various written products. Writing requirement: a minimum of 5,000 words. **Prerequisite:** 30 units and a grade of C- or better in ENGL 001A or equivalent.

English 20 Learning Outcomes

Students will develop **rhetorical knowledge** and awareness of writing in the disciplines through:

- Reading texts from a variety of disciplines in a variety of genres
- Identifying appropriate context-based writing conventions
- Composing, informally and/or formally, in a variety of genres
- Developing the ability to think critically about the values and standards of various disciplines

Texts

*Sacramento State Student Writing Handbook* at:  

Readings from *Writing the University* at www.csus.edu/wac/journal

Readings from *Writing Spaces: Readings on Writing* at http://writingspaces.org/

Additional readings on PDF files under Learning Modules link of the SacCT website

Attendance and Participation

This is not a lecture course, and I value everyone’s active and helpful participation. Because much of the learning in this class will take place during classroom discussions, workshops, and one-one-one conferences, regular attendance is essential. This means you cannot receive an “A” grade unless you are a regular and effective contributor to classroom discussions and workshops. Workshops and other in-class activities can’t be made up.
I understand that life happens: emergencies come up, you’re asked to work an extra day, you get sick, etc. Because of this, you can miss two classes. If you miss more than two class days, your grade will be lowered by a third of a letter grade for each class you miss (for example, “A” to “A-”). If you are more than fifteen minutes late for class you will be marked as absent. Please turn off your cell phone before class, or put it on vibrate if you need to be accessible to someone (for example, a sick child or parent). Please do not use electronic devices during class to text or surf the Web, and please do not do homework from another class during class. I will respect you by being prepared and trying to make this an engaging and useful class, so please respect me and your peers by staying focused in class.

Assignments

Discussion Board Posts

To use writing as a tool for learning and critical thinking about the class readings, before most classes you will write an informal, exploratory 150-200 word post to the class Web site electronic discussion board. Each post will be in response to a specific prompt (see syllabus or the discussion board for prompts). Don’t worry about grammatical correctness or organization: these are informal and exploratory responses, and the content is what matters—the depth and quality of your thinking. Discussion leaders might use your posts in class, so don’t write anything you do not want to share with the entire class. The posts are due before class on the day of the assigned readings for the post.

Active Reading of Class Texts

In order to fully engage with the class readings, you will need to be an active reader, underlining key ideas and writing responses or questions in the margins. Before each class discussion I will ask you to review your annotations of the readings. This will refresh your memory of the key ideas in the reading and the central responses and questions you had as you read. I will circulate around the class to give everyone credit for having their reading materials and annotating their reading materials.

Leading and Summarizing Classroom Discussions

I have a “constructivist” approach to teaching, which means that I believe that knowledge is not delivered by the teacher but is socially constructed. I believe that students learn best when they play the central role in the construction of knowledge. Because of this belief, I ask that students play the lead role in classroom discussions. Each student in the class will lead a 20-30 minute discussion of one of the readings or be in charge of summarizing the discussions for the class day they choose. Your role on the day you are leading discussion is to invite conversation by preparing thoughtful questions about the readings or a brief in-class activity that will engage us with the reading. The focus should be on sparking discussion, not on delivering a lecture. You may use your discussion board post and/or your peers’ posts to facilitate discussion on these days: for example, you might copy passages from your peers’ posts on a handout, or choose a few posts for classmates to read aloud. Feel free to have us get into small groups if you like. On the day you lead discussion, you are in charge of calling on your peers in the order they have raised their hands. If you are summarizing a class discussion, you will take careful notes for that class day and then at the end of class present a 2-3 minute overview of the main ideas and issues that were discussed in class.

Writing in Your Major Project

The biggest project you will complete in this class will involve investigating the writing in your major and in professions related to your major and presenting the results of this investigation in the form of a website about writing in your major that will be published in the “Student Resources” area of the University Reading and Writing Center website (www.csus.edu/writingcenter). The website will include information from teachers and students, analysis of the writing conventions in your major, a description of common genres in your major, example student writing, etc. You don’t need to know how to create a website to complete this project, but I will give you some training in Dreamweaver if you’re interested in learning how to create websites. Since some of
you share the same major, I will ask some of you to collaborate by either writing together or taking different sections of the website. Although the audience for this project is current and future students, the primary goal of this project is for you to become more familiar with the expectations for writing in your major and in your future career.

**Critical Self-Reflection Essay**

Research shows that an important part of being a successful college writer is being self-aware and reflecting on your reading and writing processes. In the Critical Self-Reflection essay you are going to get a chance to further your self-awareness by reflecting on yourself as a college writer. You’ll explore conflicts and connections between the reading and writing you do at school and the reading and writing you do in your personal language communities, you’ll think about your strengths and weaknesses as a writer, and you’ll set goals for writing in your major and your career.

More detailed assignment descriptions of the Writing in Your Major Project and the Critical Self-Reflection Essay are available on the SacCT website and we will go over these in class.

**Evaluation**

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Writing in Your Major Project</td>
<td>50%</td>
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<tr>
<td>Critical Self Reflection Essay</td>
<td>25%</td>
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<tr>
<td>Participation and Effort*</td>
<td>25%</td>
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*Participation and effort includes having read and annotated the readings, posting to the SacCT discussion board, participation in classroom discussions and activities, coming prepared for workshops, and attending one-on-one conferences.

An “A” (excellent) student….

- Puts significant effort into drafting, revising, and editing
- Is always prepared for class and one-on-conferences
- Participates fully in class discussions, workshops, and SacCT discussion board posts

A “B” (good) student….

- Puts effort into drafting, revising, and editing
- Is usually prepared for class and one-on-conferences
- Participates in most class discussions, workshops, and SacCT discussion board posts

A “C” (average) student

- Puts minimal effort into drafting, revising, and editing
- Is sometimes not prepared for class and one-on-conferences
- Participates minimally in class discussions, workshops, and SacCT discussion board posts

A “below average” student will fail to put effort into drafting and revising, will often be unprepared for class and one-on-one conferences, and will neglect to participate in class discussions, workshops, and SacCT discussion board posts.
Syllabus

5/31 T
Overview of course and syllabus
Review SacCT
Questions/concerns about this class and about reading and writing in your major and future profession

6/1 W
HW: “Student Expectations for Writing in Their Disciplines” and “A Conversation Among the Disciplines”
(PDFs under Learning Modules link of SacCT website)
SacCT post: Compare and contrast your experiences as a college writer to the way college writing is discussed in the two readings.

Sign up for class discussion leader and class summary slots
Fill out the Reading and Writing Survey
Discuss goals for the class
Discuss writing processes and strategies

6/2 R
HW: Sac State Student Writing Handbook p.p. 28-30
“Steps Toward Rhetorical Analysis” (PDF under Learning Modules link of SacCT website)
SacCT post: Write a definition of “rhetorical analysis” in your own words and list one question you have about rhetorical analysis.

Discuss “Student Expectations for Writing in Their Disciplines” and “A Conversation Among the Disciplines”
Introduce Analyzing Writing in Your Major Project
Brainstorm ideas for Writing in Your Major Project
Resources for Writing in Your Major Project

6/7 T
HW: “Navigating Genres” (PDF under Learning Modules link of SacCT website)
Sac State Student Writing Handbook p.p. 31-33
SacCT post: Choose a genre of music you like and describe the typical purposes, audiences, personas, and contexts of the songs in the genre you chose.

The rhetorical situation and rhetorical analysis
Discuss “Steps Toward Rhetorical Analysis” and p.p. 28-30 of the Sac State Student Writing Handbook
Practice rhetorical analysis on student writing from Writing the University

6/8 W
HW: Do a one-page rhetorical analysis of a peer reviewed academic or professional journal article from your field and post it to SacCT

Understanding genre
Discuss “Navigating Genres” and p.p. 31-33 of the Sac State Student Writing Handbook
Resources for finding academic genres for your project
Discussion of peer reviewed academic and professional journals
Locating peer reviewed journals in your field
HW: Bring three copies of a draft of your website project on 6/14
   “Responding, Really Responding” (PDF under Learning Modules link of SacCT website)
   SacCT post: Relate your experiences with peer response to the advice given in “Responding, Really Responding.”

Discuss your rhetorical analyses of peer reviewed articles
Using Dreamweaver to create websites

6/14 T

HW: Sac State Student Writing Handbook  p.p. 67-78
   “Reading Games: Strategies for Reading Scholarly Sources” (PDF under Learning Modules link of SacCT website)
   SacCT Post: Describe your strategies for reading difficult texts in your major and describe a difficulty you have with reading texts in your major.

Sign up for Writing in Your Major one-on-one conferences
Discuss “Responding, Really Responding”
Writing in Your Major Project Workshop I: bring three drafts

6/15 W

Post-workshop questions about Writing in Your Major project
Discuss “Reading Games: Strategies for Reading Scholarly Sources” and p.p. 67-78 of the Sac State Student Writing Handbook
Practice reading of a difficult text

6/16 R

HW: Bring three copies of the revised version of your Writing in the Major Project on 6/21

Writing in Your Major project one-on-one conferences

6/21 T

   SacCT post: Describe your process when you take timed writing tests or exams.

Sign up for Writing in Your Major one-on-one conferences
Writing in Your Major Project Workshop II: bring three drafts

6/22 W

WPJ information
Writing Intensive information
Discuss timed writing strategies: Sac State Student Writing Handbook  p.p. 47-48
University Reading and Writing Center field trip
6/23 R

HW: “The Idea of Community in the Study of Writing” and “Effects of Complex Social Histories on Academic Performance” (PDFs under Learning Modules link of SacCT website)
SacCT post: How has your social history affected your experience of reading and writing in your major?

Writing in Your Major project one-on-one conferences

6/28 T

HW: “Student’s Rights to Their Own Language” p.p. 1-13 (PDF under Learning Modules link of SacCT website)
Sac State Student Writing Handbook p.p. 23-27
SacCT post: What is your own position on Student’s Rights to Their Own Language?

Introduce Critical Self-Reflection Essay
Discuss “The Idea of Community in the Study of Writing”
Discuss “Effects of Complex Social Histories on Academic Performance”

6/29 W

HW: Bring three copies of a draft of your Critical Self-Reflection Essay on 6/30

Sign up for Critical Self-Reflection Essay one-one-one conferences
Discuss “Students’ Right to Their Own Language” p.p. 1-13
Writing Across Borders video

6/30 R

Class evaluations
Critical Self-Reflection Essay workshop

7/5 T

Critical Self-Reflection Essay one-one-one conferences

7/6 W

Interviews for Video Project: Talking to Teachers

7/7 R

Final reflections and feedback on the class
Turn in hard copy of Writing in Your Major Project and Critical Self-Reflection essay