

ENGL 20803: Asian American Rhetoric



Meeting Times: 2 to 3: 20 PM

Instructor: Dr. Kim

Email address: jungah.kim@tcu.edu

Office Location: Reed Hall 116

Office Hours: Tuesdays 1 to 2 PM, Thursdays 1 to 2PM

Course Description:

ENGL 20803: In the renowned Netflix series, *Never Have I Ever* (2020), Devi Vishwakumar says, “some[one] was telling me that I’m too Indian, and some other people think I’m not Indian enough. And honestly, all I want to do is eat a doughnut.” Historically, Asian Americans have always fought against the rhetoric of being too much or too less of something, caught between two cultures. This course examines both the racially positive and negative stereotypes that Asian Americans have faced. By looking at Asian American representations in news articles, Hollywood films, Netflix series, short stories, and novels, we will explore how Asian Americans are depicted in various media forms (print, visual, oral, and digital). Students will learn to write argumentative essays on these depictions to address and rectify their misrepresentations. The



course encourages students to work individually and collaboratively to read, research, and compose effective arguments on issues of local and national importance.

Course Outcome

By the end of the course you will be able to:

- Students will demonstrate facility with the language and analysis of argument.
- Students will demonstrate the ability to write an argument for a specific rhetorical situation.
- Students will demonstrate competency in using sources, (primary, secondary, electronic) in argument construction.
- Students will demonstrate the ability to critically engage with digital environments.

Required Texts and Resource Material:

Course Textbook and Online Readings

Everything you need to read will be available on D2. No need to buy books!

Films we may be watching:

- *Never Have I Ever* (on Netflix)
- *The Grace Lee Project* (Documentary)
- *Saving Face* (Film)

Process Requirements for Project Portfolios

1) *Process Work*

Process work may include reading assignments, in-class writings, informal out-of-class writings, quizzes, written feedback to peers, etc. This work is to build toward major projects, and, while informal, will be some of the most important work we do for the course. Process work is not graded individually but will be a process section of project portfolios. Collectively, these low-stakes activities have the potential to heighten your grade in moving you toward a strong project draft; conversely, putting minimal effort or not doing process work can hamper your grade on major projects (see project rubrics). The goal of daily writing is to generate ideas and think on the page, not about having a finished product.

2) *Drafts/Workshops with Author's Notes*

For Projects 1-3, you'll write first and revised drafts to be workshopped, and every version must be accompanied by an **Author's Note** explaining to readers:

- 1) the state of your draft (first draft, third, etc.) and what you were trying to accomplish (the point of the piece, not a summary of it)
- 2) what you think is working well with the draft
- 3) what you are having trouble with or need help with



- 4) the choices you made in revision—what you’ve changed specifically and why (you’ll likely want to reference feedback from me and peers here).

Failure to bring full drafts when due can impact project portfolio grades (see late work policy and project rubrics). During workshops, you’re expected to read your peers’ drafts carefully and provide a thoughtful, substantive response both verbally and in writing. During the semester, you’ll be asked to evaluate your peers as responders and these evaluations will contribute to my final evaluation of your work (see Workshop Responses).

3) *Revision Opportunities*

For Projects 1-3 of the semester, you’ll turn in a first draft (you’ll get feedback from me and/or your classmates), then revise that and submit a project portfolio that contains essay versions/drafts with author’s notes and process work toward the project (in-class writing, research notes and articles, etc.). You’ll earn a “Pencil Grade” (or tentative grade) on the portfolio. You may choose to make that Pencil Grade a “Firm Grade” (meaning it will be the grade recorded for the semester), or you may choose to *substantively* revise the essay again (this option is only available if the Pencil Grade portfolio was submitted).

If you want to revise your Pencil Grade for Projects 1-3 portfolios, you’ll submit a half to full-page single-spaced Revision Plan for approval to submit a revised project for grading. I’ll accept Revision Plans at any point in the semester until the Revision Plan due date. If you don’t submit a revision plan by the deadline, your Pencil Grade will automatically become a Firm Grade for the course. (Note: if you turn in a revision plan and then decide not to revise, there’s no penalty; your Pencil Grade will simply convert into a Firm Grade.) Once your Revision Plan is approved, you can revise and resubmit Project 1-3 portfolios by the due date.

Revisions do not automatically warrant higher grades. Revisions should demonstrate substantial reworking. So, when revising, you’ll want to draw on comments from your peers and me as a starting point as you develop your draft further. In a final author’s note, you’ll highlight and explain changes in your new version. If your revision warrants an increase in your grade for that project, then the “Firm Grade” will replace the “Pencil Grade” on that assignment. *Note: any deductions for late Pencil-Grade drafts will carry over to final revisions, if applicable.*

You’ll receive a handout that explains in more detail how project portfolios are graded. **In preparation for constructing your portfolios with various drafts of your projects, please save and back up *all* of writing that you do for this class, informal, out of class, drafts, etc.** I’d save each new draft as a new version on your computer to avoid confusion.

Project One: Rhetorical/Visual Analysis Paper (Traditional Paper Format)

For your first project, you will write a 4-5 page paper discussing a visual analysis of the representation of Asian Americans (from movies, films, youtube videos, newspapers, magazines, online blogs, for example) focused on your chosen topic. The prompt is the following:

Examine a visual artifact that represents or engages with Asian American identity, culture, or rhetoric. This could be an advertisement, film still, poster, photograph, artwork, or any other form of visual media. In your essay, provide a detailed analysis of the artifact, addressing the following:



1. **Context and Purpose:** Discuss the cultural, historical, or social context in which the artifact was created. What is its purpose, and who is the intended audience?
2. **Visual Elements:** Analyze the specific visual elements, such as color, composition, imagery, typography, and symbolism. How do these elements contribute to the artifact's message and impact?
3. **Rhetorical Strategies:** Identify and explain the rhetorical appeals (ethos, pathos, logos) present in the artifact. How do these strategies address issues of Asian American identity, representation, or stereotypes?
4. **Cultural Significance:** Explore how the artifact contributes to or challenges narratives about Asian American experiences. Does it reinforce or disrupt dominant cultural assumptions?
5. **Personal Reflection:** Reflect on your own interpretation of the artifact. How does it resonate with your understanding of Asian American rhetoric and identity?

Your essay should include a clear thesis, support your claims with evidence from the artifact, and engage with relevant scholarly sources to contextualize your analysis.

Project Two: Identifying a Problem (Personal Narrative Project)

Your second project will be a personal narrative project. You will identify an issue that you find significant from your narrative point of view (or just something you want to learn more about) on Asian American representations. You will then thoroughly explore that issue, describing the details of the issue, relevant context or historical information, and identifying all of the relevant stakeholders. This paper will be 6-7 pages.

Project Three: Proposing a Solution (Podcast/Documentary) as Final (Group Project):

Project Three: Proposing a Solution (Podcast or Documentary/YouTube Video) as Final (Group Project)

For this final project, you will explore a problem affecting Asian American communities or another marginalized group and propose a solution. Your goal is to persuade your audience to understand the issue, support your proposed solution, and take action.

You will have two format options for your project:

1. **Podcast** – Create a 10–15 minute podcast episode that effectively communicates your solution. Your podcast should include a strong introduction, a clear explanation of the issue, a well-supported argument for your solution, and a compelling call to action.
2. **Documentary/YouTube Video** – Produce a 10–15 minute video that presents your solution using visual storytelling. Your video should incorporate interviews, narration,



visuals, or other multimedia elements to build a persuasive argument.

Potential Topics:

- Addressing the rise in anti-Asian hate crimes and proposing community-driven solutions.
- Combatting stereotypes in media representations of Asian Americans.
- Language barriers and access to healthcare for immigrant communities.
- The impact of gentrification on historically marginalized neighborhoods.
- Mental health stigma and access to culturally competent therapy.
- Educational disparities in underfunded schools serving marginalized communities.
- Workplace discrimination and the “bamboo ceiling” affecting Asian American professionals.
- Advocating for fair immigration policies for undocumented or refugee populations.

Regardless of the format you choose, your project must include:

- A **visual component** of your choice, such as an infographic, PowerPoint, Prezi, or a video PSA.
- A **4–5 page rhetorical analysis** explaining the rhetorical choices made in your podcast or video. This should detail how you use ethos, pathos, and logos, as well as other rhetorical strategies, to persuade your audience.
- A **3–4 page written reflection** explaining your intentional rhetorical choices, what you learned through this project, and how it connects to the themes of the course. This reflection should follow MLA formatting and editing conventions.

Your final presentation should demonstrate your understanding of rhetoric, argumentation, and writing, while also reflecting on your personal growth throughout the semester.

Grade Breakdown:

Outcome(s)	Assignments and Presentations	Percentage
1, 3	Project One: Rhetorical Analysis	25%
1, 2, 3	Project Two: Identifying a Problem	25%
1, 2, 3	Attendance & Participation	25%
1, 2, 3	Group Project	25%

Submitting your work to our course site:



- o Make sure to put your name at the beginning of every file you submit! Please name your files like this: LastNameFirstName_AssignmentName.docx. I won't be able to track multiple files called "FirstDraft"
- o Submit your work via Word (see [here](#) for more on getting Word free). If you save as a .pdf, I can't make as many edits (though I can comment). Also: I can't open Pages, so please don't send in that format.
- o PLEASE SAVE ALL WRITING YOU DO FOR THIS COURSE, saving each version on your computer AND somewhere else (USB, Box, Google Docs) as well with your name at the start of the file name. Problems with technology (i.e., computer crash, internet connectivity issues, etc.) are not acceptable reasons for submitting late work. Plan ahead to avoid last minute crises and be sure to back up your work in more than one place.
- o If at any time during the semester you have technology problems that make it difficult for you to access or participate in class, contact me right away so that we can work together on a solution to the problem. When in doubt with TCUOnline, go ahead and email me the assignment as a backup.
- o Please turn cell phones and other devices to silent or airplane mode during class. Using devices for non-class work hampers your chances for success in this course (we can't multitask like we think we can).

Grading and Course Policies

Late Work Policy: 10 points will be deducted for every day, after the deadline.

- Any paper turned in after the actual time that exceeds a minute is counted late. For every day after the due date, your paper will be marked down 10%. I will not take any excuses for late papers, unless you have technical errors that you tell me in advance, before exceeding the due date (of course, in the case of an emergency, it is always best to email me ahead of time that the paper will be late, and then we can discuss this one on one).

Attendance

Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work in advance; official university absences like these are excused. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and make arrangements in advance to turn in any missed work.

Because it is considered an infringement on student privacy for me to have access to student medical records, I cannot accept medical documentation to justify absences. If you have a legitimate reason for your absence and want to provide verification, please access the Absence Documentation Form.

Extensive absences, meaning three weeks (nearly a month of the semester) can constitute grounds for failure.



Bottom line: you're expected to attend and participate during class, but we can make adjustments if circumstances necessitate your absence; just make sure you notify me and keep me in the loop so we can work together and get you back on track. You're responsible for completing any course assignments that you might miss due to illness to satisfy the outcomes and requirements of our course.

Relatedly: be on time for class. Important updates and housekeeping happen at the start of class, and missing those means potential challenges with assignments that can be avoided.

Participation

• Since this is a discussion-based class, you are expected to actively participate in discussions in class.

- Each week, you should speak at least once; otherwise, your attendance grace will be retracted.
- If you speak more than five times throughout the week, you will get 5 points extra credit for the week.

You are also expected to actively participate in classroom activities (including peer review) and discussions (class discussions and group discussions). Also, students should complete assigned readings before class and bring reading materials in class.

Grading Concerns

If you'd like to talk about evaluation of your work, take about 24 hours after receiving a grade review my comments and identify areas of concern. Be sure to put "Grade Concern" in the subject line. Additional information about grade appeals can be found here: [university's policy for grade appeals](#)

Grading Scale(s) *

Grade	Undergraduate
A	94–100
A-	90–93.99
B+	87–89.99
B	84–86.99
B-	80–83.99
C+	77–79.99
C	74–76.99
C-	70–73.99
D+	67–69.99
D	64–66.99
D-	60–63.99
F	0–59.99



TCU Mission Statement

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

For more on TCU mission, vision, values and history see [Mission & History](#).

TCU Honor Code

As a member of the TCU community, I will actively contribute to an environment of academic integrity. We are ethical leaders and will not participate in any form of academic misconduct.

Also see [Bill of Student Rights and Responsibilities](#)

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.
- Abuse of Resource Materials: Mutilating, destroying, concealing, or stealing such material.
- Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, ENGL 20803 | Fall 2019 | 5 or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in



any academic exercise.

- Multiple submissions: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- Complicity in academic misconduct: Helping another to commit an act of academic misconduct.
- Bearing False Witness: Knowingly and falsely accusing another student of academic misconduct.
- When in doubt, always credit your source! Do not assume that all knowledge is common or a given! Sourcing information is different than getting assistance with information. We will discuss the difference between the two as the semester progresses.

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The Office of Institutional Equity (OIE) is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

Learn about the Campus Community Response Team (CCRT) and Report a Bias Incident.

Support for TCU Students Campus Offices

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
- Mary Coutts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Title IX



ADDRAN
COLLEGE OF LIBERAL ARTS

Department of English

TCU is committed to providing a safe and non-discriminatory environment for all members of our community. TCU's Title IX Coordinator works within the Office of Institutional Equity. Andrea McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.mcdew@tcu.edu, or make a report online. Review additional Title IX resources and information.

Land Acknowledgement

As a university, we acknowledge the many benefits we have of being in this place. It is a space we share with all living beings, human and non-human. It is an ancient space where others have lived before us. The monument created jointly by TCU and the Wichita and Affiliated Tribes reminds us of our benefits, responsibilities, and relationships. We pause to reflect on its words: **This ancient land, for all our relations.**

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located

Diversity, Equity and Inclusion



A diversity of experience and perspectives is necessary to create an intellectual environment that fosters inquiry. It is the responsibility of everyone—instructor and students alike—to share their perspectives and to seek out, listen to, and learn from the perspectives of others. While we may disagree, we must take care that the ideas we express do not deny or subjugate the experiences of others. Such care involves avoiding language that stereotypes or belittles groups.

In this class, all students will be treated equitably regardless of race, religion, sexuality, gender identification, gender expression, language background, ability, socioeconomic status, national identity, veteran status, or nontraditional student status. Inclusion means that everyone is welcome here and that all of us have a responsibility to make others feel welcome; equity means that everyone should have access to the tools they need to be successful. As your instructor, I will do what I can to ensure that you have what you need to be successful in this course.

As a predominantly white institution (PWI) committed to increasing diversity, equity, and inclusion, we at TCU have a special responsibility to study and learn from historically marginalized groups and experiences. Doing so involves becoming sensitive to the ways in which power and privilege have been and continue to be distributed unevenly, depending on one's social position. Because power and privilege affect how we write, what we write, how we are read by others, and how we interpret what others write, these issues will be a regular part of class discussion, assigned reading, and writing projects.

Together, we'll establish guidelines for how to respond to each other and to class material respectfully. If you ever feel disrespected or uncomfortable as a result of any exchange related to this class, please share your concerns with your instructor so they can be addressed. Behavior that is deemed harmful to others may result in dismissal from the class and will be reported to the department chair or other appropriate administrators.

Names and Pronouns

Names and pronouns are deeply personal. In this class, we'll respectfully use whatever name and pronouns peers, authors, and community members ask us to use. If we make a mistake, we'll respectfully correct ourselves.

Course Material Policy

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor.

Technology Policies

Email

Only your official TCU student email address will be used for course-related notifications, and I'll communicate largely through email. It's your responsibility to check your TCU email daily. (See above for my response times.) It's paramount to be considerate and respectful of others in person and across online platforms. Speak, type, share, and post with care and intention.



Class Norms & Netiquette Policies

All class members are expected to follow rules of common courtesy in all email messages, discussions, and chats. If faculty deem any communication to be inappropriate or offensive, they will forward the message to the department chair or program director and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Offensive discourse will not be tolerated. Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](#) for TCU's network and computing policies and communication guidelines.

Submitting your work to our course site:

- o Make sure to put your name at the beginning of every file you submit! Please name your files like this: LastNameFirstName_AssignmentName.docx. I won't be able to track multiple files called "FirstDraft"
- o Submit your work via Word (see [here](#) for more on getting Word free). If you save as a .pdf, I can't make as many edits (though I can comment). Also: I can't open Pages, so please don't send in that format.
- o PLEASE SAVE ALL WRITING YOU DO FOR THIS COURSE, saving each version on your computer AND somewhere else (USB, Box, Google Docs) as well with your name at the start of the file name. Problems with technology (i.e., computer crash, internet connectivity issues, etc.) are not acceptable reasons for submitting late work. Plan ahead to avoid last minute crises and be sure to back up your work in more than one place.
- o If at any time during the semester you have technology problems that make it difficult for you to access or participate in class, contact me right away so that we can work together on a solution to the problem. When in doubt with TCUOnline, go ahead and email me the assignment as a backup.
- o Please turn cell phones and other devices to silent or airplane mode during class. Using devices for non-class work hampers your chances for success in this course (we can't multitask like we think we can).

Artificial Intelligence (AI) Ethical Considerations and Consequences for Misuse

Artificial intelligence (AI) may be used for with appropriate citation. If you are in doubt as to whether you are using AI appropriately in this course, it is your responsibility to discuss your situation with the instructor. Examples of such citations can be found online, for example at [APA](#). You are responsible for fact-checking statements composed by AI. The use of AI should not replace your critical thinking, judgment, and topic expertise.

AI Policy Regarding Papers:

Students are permitted to use AI assistants, such as ChatGPT, to assist in their writing process in this course. However, there are certain guidelines that must be followed to ensure the integrity of the student's work.

If you are to use chatGPT (or any AI used to write), you must provide a 200 word explanation of where you used it and how you found it helpful, attached to the assignment.



You are not allowed to use chatGPT to generate the whole assignment for you. If you do this, and it is detected, you will get an automatic 0, after consultation with me.

1. An explanation of prompts must be submitted alongside the assignment, as well as a brief summary of how they were helpful in drafting the assignment.
2. Students are responsible for fact-checking all information generated by the AI assistant. Any inaccuracies found in the final submission will be considered a violation of academic integrity. Please note that although these programs are very good at creating answers that sound authoritative, there is nothing on the backend that performs any fact-checking.
3. The use of AI assistants should be used as a tool to improve the student's writing skills, not to cheat on assignments. Submitting work generated entirely by an AI assistant will be considered plagiarism.
4. Students who violate these guidelines will be subject to the university's academic integrity policy, which may include, but is not limited to, failing the assignment and/or disciplinary action.
5. Students are encouraged to discuss with the instructor if they have any questions or concerns about using AI assistants.

Acknowledging the use of generative AI in academic work The use of generative AI must be acknowledged in an 'Acknowledgements' section of any piece of academic work where it has been used as a functional tool to assist in the process of creating academic work.

Minimum requirement to include in acknowledgement:

- Name and version of the generative AI system used; e.g. ChatGPT-3.5 • Publisher (company that made the AI system); e.g. OpenAI
- URL of the AI system.
- Brief description (single sentence) of context in which the tool was used.

For example:

I acknowledge the use of ChatGPT 3.5 (Open AI, <https://chat.openai.com>) to summarise my initial notes and to proofread my final draft.

Level of AI Use	Description	Acknowledgements
No AI Use	No AI assistance is permitted. AI must not be used at any point during the assignment. (Outcomes for the assignment are dependent entirely on the use of previously knowledge, understanding and skills.)	No AI acknowledgement required. (May require an academic honesty pledge to state that AI was not used.)
AI-assisted Preparation	No AI content is allowed in the final submission. AI may be used for brainstorming and generating ideas, and for structuring the assignment.	AI acknowledgement is necessary, disclosing which AI tools were used and how. Prompts and link(s) to AI tools must be included in final submission.



AI-assisted Editing	<u>No new content</u> may be created using AI. AI may be used only to make improvements to the clarity or quality of the assignment, to proofread and to improve the final outcome. AI may be used to complete certain permitted tasks of the assignment.	AI acknowledgement is necessary, disclosing which AI tools were used and how. Prompts and link(s) to AI tools must be included in final submission.
AI for Specific Tasks	<u>Critical engagement</u> with and careful consideration of AI generated content is implied, and responsibility is accepted for the inclusion of any AI generated content in the assignment.	AI created content must be formally acknowledged using a formal citation protocol. Prompts and link(s) to AI tools must be included in final submission.
Full Access to AI	AI may be used throughout the assignment in any way that a student deems necessary. AI may be employed as a ‘co-pilot’, companion or collaborator to enhance the final outcome. <u>Critical engagement</u> with and careful consideration of AI generated content is implied, and responsibility is accepted for the inclusion of any AI generated content in the assignment.	AI created content must be formally acknowledged using a formal citation protocol. Prompts and link(s) to AI tools must be included in final submission.

Controversial Content

During this course, some of the required materials may evoke strong emotions in some students. It is important to keep in mind that we are reading these articles/viewing these speeches to analyze the rhetorical merits of the author’s argument. Our task is NOT to debate the topics. If a student feels uncomfortable with any of the articles/speeches, please speak to your instructor to discuss possible alternatives.

Contacting Your Instructor

Email: As college students, you are expected to approach email as a professional form of correspondence. Please include a clear subject line that gives your instructor information about the contents of the email, a greeting, and a professionally written email text. Emails should include proper capitalization and formatting. Course emails will be responded to within 24 hours (48 over weekends and during university holidays). A sample is provided below, as is a link to a longer article about the use of email in academic settings that may be of interest.

Dear [Earned Title—when in doubt, go with Professor] [Last Name],

This is a line that recognizes our common humanity (“I hope you had a great weekend”).
I’m in your Class Name, Section Number that meets on This Day. This is the question I have or the help I need. I’ve looked at the syllabus, my notes from class, and the course website, and I asked someone else from the class. I think This Is The Answer, but I’m still not sure. This is the action I would like you to take.



Signing off with a Thank You is always a good idea,

[Your name]

Sample email is derived from one created by Laura Portwood-Stacer. For further information and tips, see

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

NOTE: I will do my best to answer emails within 24 hours from receiving them Monday-Friday. On weekends, I will do my best to answer them within 48 hours. However, generally, I will not respond to emails after 9 PM until the following morning, and I will not respond to emails on holidays. Emails sent on holidays will be responded to after the holiday is over. I will alert students to any changes in my ability to answer emails during the course of the semester.

Please send one email per request or topic of inquiry unless you do not receive a response back in two business days. Furthermore, **I will not discuss grades over email.** It is your responsibility to meet with me in person to discuss your grade.

DO NOT ask me when things will be graded over email.

Schedule

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Week 1		
1/14 (T)	Course Introduction: Syllabus	Read the syllabus. Come to our class with an eager mind ☺. Write self-introductions within discussion post
1/16 (R)	What is Rhetoric and What is Asian American Rhetoric?	- Read “On Rhetoric” by Chris Blankenship and Justin Jory - Read “What is a Rhetorical Situation?” - Read Asian American Model Minority Tropes https://www.npr.org/2021/05/25/999874296/6-charts-that-dismantle-the-trope-of-asian-americans-as-a-model-minority Assignment due: Writing History Letter due before class
Week 2		
1/21 (T)	Positionality & Model Minorities + Introducing Project 1	- Read White Passing: https://www.today.com/tmrw/white-passing-asian-american-i-feel-grief-shame-confusion-right-t213373 - Read “Writing Strategies: What’s your Positionality?” - Read (or listen to) “What are Intersectionality, Privilege, and Positionality?”



Date	Topic/Reading List	ASSIGNMENT(S)/Activities
1/23 (R)	Visual Analysis & Lack of Asian American Representation	- Read https://custom.gettyimages.com/asianamericans/p/1 - Read Jenae Cohn's "Understanding Visual Rhetoric" (p. 18-35) - Read Curtis Newbold's "How to Do a Visual Analysis (A Five-Step
Week 3		
1/28 (T)	Come See the Paradise	Watch Come see the Paradise Part 1 [watch with worksheet] + Followed by discussion
1/30 (R)	Come See the Paradise	Watch Come see the Paradise Part 2 [watch with worksheet] + Followed by discussion
Week 4		
2/4 (T)	Continuing Come See the Paradise Discussion	- Read "Using Rhetorical Strategies for Persuasion" - Read Melanie Gagich and Emilie Zickel's "Rhetorical Appeals: Logos, Pathos, and Ethos Defined" - Read "Analyzing Visual Images" But focus on these: - Read "Thesis Statements" - Read "Paragraphs and Topic Sentences" - Read Introductions
2/6 (R)	Thesis Statements in Papers (Project 1) + Peer Review + Introduction Writing Workshop	Assignment Due: Bring your thesis statement and drafty introduction to class. Class Topics: - Discuss rhetorical appeals and persuasive claims - Outlining activity
Week 5		
2/11 (T)	Body Paragraphs + Peer Review	Assignment Due: Bring 500 word draft of visual analysis on Asian Americans - Read "Shitty First Drafts" by Anne Lamott - Read "Peer Response"
2/13 (R)	Conclusion + Revision Workshop	Assignment Due: Bring second body paragraph + draft of conclusion *Submit final draft (intro+two body paragraphs+conclusion) at the end of the day
Week 6		
2/18 (T)	Giving Feedback + Reviewing Writing	Will go over common feedback, after giving feedback to your papers.



Date	Topic/Reading List	ASSIGNMENT(S)/Activities
2/20 (R)	Writing Workshop	Optional drop-ins in class to ask questions before submitting project Final Project due 2/20 11:59 PM
Week 7		
2/25 (T)	Introducing Project 2 + On Being Asian	Introducing the Project
2/27 (R)	[NO Class - Read "On Being Asian" and answer google docs worksheet]	Read "On Being Asian" https://www.pangyrus.com/essay-memoir/on-being-asian-reflections-on-ambivalence-and-identity/ Watch brief youtube video on the Grace Lee Project https://www.youtube.com/watch?v=l6gkeQxAT4E
Week 8		
3/4 (T)	Developing a Research Question+ Proposing a Research Question for a Project	- Read Cathy Park Hong's Interview https://medium.com/@juliabainbridge/cathy-park-hong-on-the-loneliness-of-the-asian-american-18e74bb8aefb - Read "How to Write a Research Question" - Read "Introduction: Entering the Conversation" from <i>They Say/I Say</i> by Gerald Graff and Cathy Birkenstein (on D2L) Choose a topic for Project 2 and bring your research question to class. Be prepared to discuss with your classmates - Read "Stakeholder Considerations" - Read "Stakeholders"
3/6 (R)	Asian American Narrative Story Telling	- Read article on Systemic Racism https://studentreview.hks.harvard.edu/storytelling-and-narrative-challenging-systemic-racism-as-asian-americans/ "Integrating Ideas from <i>They Say/I Say</i> into Your Writing" - On Personal Narrative Telling - Paper structuring methods - Paragraph structures
Week 9		
3/11 (T)	The Story Body Paragraphs	Draft of Two Body Paragraphs
3/13 (R)	Workshop Day	Final first Draft due by the end of the day
Spring Break: 3/18 & 3/20 (No Class)		
Week 10		



Date	Topic/Reading List	ASSIGNMENT(S)/Activities
3/25 (T)	Zoom office hours for conferencing on draft	Check feedback & Review paper
3/27 (R)	[No class due to conference] Work on your paper	- Announcements will give you instructions on how to watch the documentary. Submit final paper of Project 2 by 11:59 PM
Week 11		
4/1 (T)	Project 3+4 [Creative Group Project as Podcast or Youtube Video or Documentary] Introduction	- Introduce Project 3 on Podcasts Read Article on Podcasts https://www.nytimes.com/2021/04/08/learning/want-to-create-your-own-podcast-heres-advice-on-how-to-get-started.html - Watch a fragment of the grace lee project - Choose a group of 4-5 people
4/3 (R)	Asian American Podcasts	How to write a podcast "Audience Analysis Overview" from <i>A Research Guide</i> - Redefining Asian American Podcast: https://www.youtube.com/watch?v=45DThaGHwzs - Read Kate Torgovnick May's "12 Pieces of Advice for Giving Talks that" Proposal Worksheet due at the end of the day
Week 12		
4/8 (T)	Podcast /Video Intro 1 [Presentation by Center of Digital Expression on how to make a podcast/youtube video]	Proposal due at the end of the Day 11:59 PM
4/10 (R)	Podcast/Documentary Brainstorming	Start sketching out podcast/documentary outline script
Week 13		
4/15 (T)	Watching Podcast/Documentary Samples + Discussion	Watching Samples + Working in Groups
4/18 (R)	Podcast Feedback Session Outline due	Peer Reviewing Outlines
Week 14		
4/22 (T)	Work on podcast/documentary in class	
4/24 (R)	Work on podcast/documentary in class	
Week 15		



ADDRAN
COLLEGE OF LIBERAL ARTS

Department of English

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
4/29 (T)	Listen to podcast/youtube video/documentary Presentation	• Final project submission to D2L and we will watch together • Do evaluations in class