

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sections 8, 2, &10, Fall 2015

| | |
|-----------------------------------|--|
| Instructor: | Dalia Sirkin |
| Office Location: | FOB 109 |
| Telephone: | 408-924-5089 |
| Email: | Dalia.Sirkin@sjsu.edu |
| Office Hours: | Tuesday and Thursday 10:30-11:30 and by appointment |
| Class Days/Time/Classroom: | Section 8: Tu/Th 7:30-8:45/SH238 Section 2: Tu/Th 9:00-10:15/BBC 122 Section 10: Tu/Th 12:00-13:15/Clark 306 |
| Prerequisites: | GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better |
| GE/SJSU Studies Category: | GE C2 Humanities—Letters |

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 checking the messaging system through MySJSU to learn of any updates.

ENGL 1B Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description

When we talk of education today, we normally think of the formal education that occurs in a structured environment—typically in grade school and university--and whose purpose is to teach academic subjects. George Orwell has much to say about education in his autobiographical essay “Such, Such Were the Joys.” But long before the classroom existed, knowledge, values, and skills were transferred from generation to generation through storytelling. The story in significant works of literature gives not only pleasure, but also power, and the readings we do during the semester show that actions and the inner experience have a formative and transformative effect on the mind and character. For example, the protagonists of the novel *My Brilliant Friend* seek knowledge and truth; the speakers of the poems “Woodchucks” or “In Time of Plague” discover something about themselves they didn’t know before. *Education* in this broader sense is relevant to our life-long journey. It helps to release us from universal fears, to consider other choices, and often to lead a more authentic existence.

ENGL 1B Learning Outcomes (CLO)

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer’s purpose, audience, and context.

3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

GE C2 Course Description

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

GE C2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2. Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders, race and from different social background.

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. The assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. Writing assignments will give students repeated practice in prewriting, drafting, 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 in-class writing as well as revised out-of-class essays.

Reading:

The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing the ability in written communication and reading. The majority of the readings will be devoted to analytical, critical, and argumentative texts representing a variety of forms, styles, structures, modes, and genres—speeches, essays, novel, poetry, blogs, newspaper and magazine articles--from various cultures, traditions, and historical periods.

You must read the works *in advance* for that day's lecture-discussion. Strategies for understanding the logical structure of argumentative writing and for retaining the material include:

- *Listening:* read aloud, pause when there is a comma, and take a breath between a period and the next capital letter
- *Paying attention:* read with an inquisitive mind and an observant eye; in the double-entry journal, list the points you understand as well as other points that are less clear
- *Marking the text:* read with a pen or pencil, underline or highlight, ask questions, make comments, make connections in a way that will help when going back to it.
- *Looking up words and terms you could not readily define.*

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication:

Students must complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery. On two separate occasions, at the end of the semester, you will present your research findings and your progress as a writer.

Required Textbooks/Readings and materials

- Ferrante, Elena. *My Brilliant Friend* Europa Editions, 2012; ISBN-10: 1609450787 ISBN-13: 978-1609450786 available used at amazon.com and AbeBooks.com
- Lunsford, Andrea. *Everything's an Argument with readings* 6th Edition, Bedford/St. Martin's ISBN 978-1-4576-0604-5
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 Available at the Spartan Bookstore / Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online <http://bcs.bedfordstmartins.com/everydaywriter5e/>
- One large size green book for the in class essay available at the Spartan bookstore

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>.

In class writing and Workshops

1. **Reading responses (RR)** are always at the beginning of class, and they involve writing brief essay responses from the assigned reading and knowing material discussed in class. Be sure to review your notes and come on time. If I am still handing out the test when you enter, you may take it. If I have finished handing it out, you may not take the test and will receive no credit.
2. **In class essay**: you will compose an essay that analyzes aspects of Ferrante's novel *My Brilliant Friend*.
3. **Peer review workshop** of persuasive argument rough draft

Out of class writing

All the writing that you do outside of class—revisions of reading responses and in class essay, visual analysis, topic idea, rough draft, and revised final draft--must be typed, in 12 point font with 1 inch margins, double-spaced, must follow MLA style (see EW 49-51 and EAA 447), and be submitted **stapled** by the beginning of class on the dates they are due.

1. **Revision** of RR #1 and #2. A re--vision requires a significant re-seeing, rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class writing, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness.
2. **Visual analysis**: For this assignment you will follow the 3 steps below:
 - You will attend the exhibition *The Disasters of War* which opens on Tuesday, 9/1 at the Thompson Gallery in the Art building. In the set of 81 first published edition of etchings, the Spanish painter Francisco de Goya documents the horrors of the Peninsular War of 1808–14 between Spain and France under Napoleon Bonaparte.
 - You will write an essay that analyzes Goya's artwork and its historical, cultural, and political context. Identify the

artist's human concern and discuss the role of the artist as creator and interpreter of human experience. Be sure to express your personal response and ideas.

- To enhance the understanding of the artist and his work, you will watch the 2006 Spanish-American film *Goya's Ghosts*, directed by Miloš Forman with Natalie Portman and Javier Bardem.

3. **Research Persuasive argument:** For this assignment you will write an essay informed by research where you build an argument on education that persuades a specific audience (see EAA Ch. 1 Arguments to Persuade, 9-10). The 3 Parts of the assignment are:

- Part I: Brainstorm, search, and submit your topic idea, tentative thesis, and intended audience.
- Part II: First draft and annotated bibliography of 5 reliable sources (peer-reviewed books, and articles as primary sources, supplemented by reputable newspapers and magazines) and an explanation of how you plan to incorporate your research into the essay.
- Part III: Oral Presentation of findings and final draft with attached rough draft and peer review sheet

Final Exam/Oral presentation

For this culminating course activity, you will present for approximately 5-7 minutes a revised paragraph from one of the essays you wrote during the semester—in class, critical essay, or research argument. The selected paragraph—it can be an introduction and thesis statement, supportive evidence or conclusion—should show your progress as a writer. You will read the paragraph aloud in front of the class, will explain specifically what you have learned from “seeing again” your own writing, and will also submit a written version of your oration. As part of the assignment, you will use some form of visual support—power point, video segments. You will be evaluated for clarity of content, delivery of presentation, and logic of the argument.

Participation is a key component in English 1B. To earn all or most of the 100 points, it is important that you actively engage in the classroom experience by asking questions and/or making comments. You will be able to contribute in small-group or full-class discussions and debates. The instructor may call upon individual students to answer a question, interpret a passage, or express an opinion. *Attendance per se shall not be used as a criterion for grading according to University Policy F-69-24 located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.*

Assignments, Word Count, Learning Goals, and Grade Value

| Assignments | Word Count | GELO | CLO | Grade Value |
|---|------------|----------------|------------------|------------------|
| Participation | n/a | GELOs 1, 2 | 1, 2, 3 | 100 points (10%) |
| 8 Reading Responses (RR) | 1200 | GELOs 1, 2, 3 | 1, 2, 3, 6 | 150 points (15%) |
| Revisions of RR #1, #2 | 400 | GELOs, 1, 2, 3 | 1, 2, 3, 4, 5, 6 | 50 points (5%) |
| Critical Essay—Visual Analysis | 750 | GELOs 1, 2, 3 | 1, 2, 3, 4, 5, 6 | 100 points (10%) |
| In class essay | 500 | GELOs 1, 2, 3 | 1, 2, 3, 5, 6 | 150 points (15%) |
| Revision of in class essay | 750 | GELOs 1, 2, 3 | 1, 2, 3, 4, 5, 6 | 100 points (10%) |
| Research topic idea and Tentative thesis | 200 | GELOs 2, 3 | 1, 2, 3, 4, 5, 6 | 50 points (5%) |
| Research Paper-First Draft and Annotated bibliography | 900 | GELOs 1, 2, 3 | 1, 2, 3, 4, 5, 6 | 100 points (10%) |
| Research Paper--Final draft | 1250 | GELOs 1, 2, 3 | 1, 2, 3, 4, 5, 6 | 150 points (15%) |
| Final exam/Oral presentation | 250 | GELOs 2, 3 | 2, 3, 5, 6 | 50 points (5%) |
| Totals | 6200 | | | 1000 |

Grading Policy

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: 1) content (this includes maturity and sophistication of thought); 2) organization; and 3), expression.

All assignments and exams are graded on a traditional A-F scale. The following are the criteria by which essays are typically evaluated in first-year writing courses:

English 1B Grading: A – F

Completing this GE Area with a grade of C or better (C- not accepted) is a graduation requirement. *The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.*

| | 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 |

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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 Policies, Protocol, and Procedures

- Missed in class work and oral presentations cannot be made up.
- No assignments will be accepted via email.
- All essays and homework assignments must be submitted in person by the beginning of class.
- Should you miss class because of illness, you are responsible for contacting me **before** class time and for documenting your absence (doctor’s note, for example). Unless you notify me before class, you will lose 30 points.
- Before you enter the classroom, you must turn **off** your mobile phone, your iPod, and anything that may distract you from the day’s work. Texting is **not** permitted at any time.
- Bring a copy of all texts assigned for that day and come to class on time having read the day’s assignment and prepared to discuss it.
- Extra credit is not available.
- “Grade Checks”: Please bring your forms to the instructor during office hours only.

- Students must receive a C or higher grade to pass the course.

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.”
 - 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.
 - 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>.

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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Section 2: Course # 47746, section 8: Course #50028, section 10: Course #50030 / English 1B, Fall 2015

Course Schedule

The schedule is subject to change. Any changes will be announced in class in advance. Unless specified otherwise, readings are from *My Brilliant Friend* (MBF) and *Everything's An Argument* (EAA). Exercises are from *The Everyday Writer* (EW). Reading assignments must be completed by the date they are listed.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---------------|---|---|
| 1 | Th 8/20 | Introduction: Syllabus and Schedule Overview, Double-entry journal handout |
| Essays | Tu 8/25 | Orwell, "Such, Such Were the Joys" Part I and II (online) |
| 2 | Th 8/27 | RR #1 Orwell, "Shooting an Elephant" (online) |
| Novel | Tu 9/1 <i>Goya: The Disasters of War</i> | MBF: Index of Characters, 13 (use 3x5 cards) and Prologue: <i>Eliminating All the Traces</i> 19-23 EW, The Top Twenty: A Quick Guide to Troubleshooting Your Writing (3-12) |
| 3 | Th 9/3 | Revision of RR#1 MBF: Childhood— <i>The Story of Don Achille</i> , Ch. 1-7 (27-46) |
| | Tu 9/8 | MBF: Ch. 8-18 (46-85) |
| 4 | Th 9/10 | RR#2 MBF: Adolescence— <i>The Story of the Shoes</i> , Ch. 1-7 (89-112) |
| | Tu 9/15 | MBF: Ch. 8-14 (112-141) |
| 5 | Th 9/17 | Revision of RR #2 MBF: Ch. 15-18 (141-163) |
| | Tu 9/22 | MBF: Ch. 19-26 (163-198) |
| 6 | Th 9/24 | RR #3 MBF: Ch. 27-32 (198-222) |
| | Tu 9/29 | MBF: Ch. 33-41 (222-256) |
| 7 | Th 10/1 | RR #4 MBF: Ch. 42-46 (256-275) |
| | Tu 10/6 | MBF: Ch. 47-56 (275-311) |
| 8 | Th 10/8 | In class essay MBF: Ch. 57-62 (311-331) End of Book One. |
| NYT interview | Tu 10/13 | "Writing Has Always Been a Great Struggle for Me" Donadio interviews Ferrante-- NYT 12/9/2014 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---------------------------------------|----------------------------------|---|
| 9 | Th 10/15 | Library session (tba) |
| Poetry | Tu 10/20 | Revision of in class essay Kumin, “Woodchucks” and Gunn, “In Time of Plague” (handouts) |
| 10 Rhetorical Analysis | Th 10/22 | Brooks, “It’s Not About You” 108-110 EAA: Ch. 6 |
| <i>New Yorker</i> Magazine | Tu 10/27 | RR#5 Mead, “Learning by Degrees” 828-31 EAA: Ch. 26 What Are You Working For? 816 |
| 11 Blog Post | Th 10/29 | “Goya’s Ghosts” movie Shatkin, “Education Pay, but Perhaps Less Than You Thought” 854-56 EAA: Ch. 14 Visual and Multimedia Arguments 326-33 |
| Blog Post | Tu 11/3 | Visual Analysis essay due Bauerlein, “The Major and the Job Market, the Dream and the Reality” 857-8 |
| 12 NYT article | Th 11/5 | Lambert, “Our Unpaid, Extra Shadow Work” 860-62 EAA: Ch. 15 Presenting Arguments 344-45 |
| NYT article & Readers Responses | Tu 11/10 | Research topic idea and tentative thesis due Friedman, “The Start-Up of You” 864-69 EAA: Ch. 16 Research and Arguments, 372-79 |
| 13 NYT article | Th 11/12 | RR #6 Gebhard, “Four Steps to Choosing a College Major” 7/31/15 EAA: Ch. 17 Finding Evidence, 395 |
| | Tu 11/17 | Rough draft of research paper due—bring 2 copies to the peer review workshop EAA: Ch. 18 Evaluating Sources, 410 |
| 14 Speech | Th 11/19 | RR# 7 David Foster Wallace “This Is Water” Commencement Speech to Kenyon College class of 2005 (online) EAA: Ch. 19 Using Sources, 418 |
| | Tu 11/24 | EAA: Ch. 20 Plagiarism and Academic Integrity, 436 |
| 15 | Th 11/26 | Thanksgiving |
| Letter | Tu 12/1 | RR#8 Martin Luther King Jr., “Letter from Birmingham Jail” (online) |
| 16 | Th 12/3 | EAA: Ch. 21 Documenting Sources – MLA Style 447-464 |
| | Tu 12/8 | Research paper due and oral presentation of research findings EAA: Ch. 7 The Classical Oration, 124-5 |
| Final Exam | Th 12/10 Fr 12/11 Tu 12/15 | 7:15-9:30 -- Section 2 Presenting like an orator 9:45-12:00 -- Section 10 7:15-9:30 -- Section 8 |