

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 7, Fall 2015

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Office Hours:	MW 13:30-14:30
Class Days/Time:	MW 10:30-11:45
Classroom:	Clark Hall 308
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-Specific Course Description

Our course will explore identity in its myriad forms. We will look at ways we create, maintain, and change our identities, whether it be as individuals or part (or not part) of a group. How many identities do each of us claim? For whom do we

perform these identities? What does it mean to claim or deny an identity? These are only a few of the questions we will engage throughout the semester.

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 Communication: Students must complete oral communication assignments. In our course, this assignment will be a multi-modal presentation. Please see assignment sheet and calendar for further details. 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.

Reading: English 2 is also a reading course. Reading is a crucial component of the writing and thinking process, so this course is reading intensive.

Readings from *Everything's an Argument* will include details on creating, developing, and analyzing arguments. Readings will also include information on logic, including supplemental online videos on logic. These readings are intended to help students develop and refine strategies for understanding the logical structure of argumentative writing.

Readings from *The New York Times* will include arguments and other articles aimed at a public audience that often include research. These readings will focus on identity in some form and will include useful models of writing for general and specific audiences. These readings are intended to help students develop a sophisticated understanding of identity that can be synthesized into the students' thinking and arguments.

Readings from academic sources the students find in research that are aimed at academic audiences will focus on identity and offer evidential support for the students' arguments. These readings are intended to offer a deeper and more nuanced understanding of identity and are intended to introduce students to academic discourse.

Students are expected to read several articles/sources every week that the students choose themselves. Students are also expected to share the readings, in class and on Canvas, through written summaries and directed responses. Students will occasionally be expected to read articles/sources posted by their peers and respond in writing to those postings.

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

Everything's an Argument, Sixth Edition, Andrea A. Lunsford and John J. Ruskiewicz, Bedford/St. Martin's, 2013.
ISBN: 978-1-4576-0606-9.

Other Required Readings and Materials

The New York Times, subscription for at least three months. You can subscribe for a digital version to be delivered to your device, or you can simply subscribe for an online version that includes your creating an account so that you can access it from any device. Look for the student subscription rates and how to subscribe at this link:

<http://www.nytimes.com/subscriptions/edu/lp898Q4.html?campaignId=3KLL9>

In order to get the student rates, you must use your SJSU email address (your name @sjsu.edu).

"Critical Thinking" module. You will view several videos on critical thinking at Wireless Philosophy available on YouTube. You will discuss content and take follow up quizzes. See the calendar for what videos to view and when. All videos are listed and available at https://www.youtube.com/playlist?list=PLtKNX4SfKpzU2ChXr_FNgOKvVZbf3CwhX

"Cognitive Biases," *Wikipedia*. You will read the list of cognitive biases here to choose one to present to the class, explaining it with a real-life example of the bias in action. Get the list here: https://en.wikipedia.org/wiki/List_of_cognitive_biases

ENGL 2 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Written Assignments

Formal Writing Assignments: Students will write six formal essays: see the table below for types of essays, word count requirements, and how each essay aligns with the GE A3 and ENGL 2 course learning outcomes. Two essays will be written in class, and four essays will be written out of class. Three out-of-class essays will go through at least one revision before receiving a grade. **All essays must be written in order to pass the course.**

In-class essays must be written in class, on the day they are assigned. In-class essays may not be made up without at least one week's prior notice of the student's inability to attend class that day. Any request for a make-up is at the instructor's discretion. Requests must be made in writing at least one week in advance.

Out-of-class essays must be turned in on time.

- Late essays will lose 10 points (10%) for each calendar day late, until the next class meeting. After the next class meeting, essays will automatically receive a grade of F.
- Out-of-class essays will be turned in on paper and uploaded to Canvas and routed through turnitin.com via Canvas.
- Uploading essays late will result in up to a 20 point deduction (20%) in the essay grade, until the next class meeting. Essays uploaded after the next class meeting will automatically receive a grade of F.
- All out-of-class essays will follow MLA guidelines for formatting and citations, which are included in *Everything's an Argument*, *The Everyday Writer* (available through Canvas), and at OWL online. (Find OWL's MLA resource here: <https://owl.english.purdue.edu/owl/resource/747/01/>). All pages must be stapled. Failure to follow MLA guidelines will result in point deductions on the essay grade.
- All peer-edited essays and first drafts must be turned in with the final draft in order to earn credit.
- Read and closely follow all instructions for out-of-class essay assignments, which will be distributed via Canvas and discussed in class.

Short Writing Tasks: Students will write several informal assignments, both in class and as homework, designed to provide practice in all the parts of the writing process and to provide bases from which to develop the formal writing assignments. These tasks will be assigned throughout the semester and will vary in content and length, but will add up to 1000-1500 words over the course of the semester. Some examples of short writing tasks are developing thesis statements; analyzing the structure of arguments, rhetorical appeals, and logic; identifying audiences and evidence for arguments; creating outlines for essays; reader responses and summaries; sentence and paragraph revisions; etc.

Reading Assignments

Readings are listed on the calendar section of the syllabus. Students are expected to complete the readings BEFORE coming to class on the day the readings are listed. There are three different types of readings we will focus on: writing skills and argument development, logic content, and thematic content.

For this course, students are expected to significantly contribute to the reading content by choosing, reading, analyzing, and synthesizing sources from *The New York Times* and academic articles found in independent research. Readings will be tracked and taken into account in the participation part of the grade. Students are expected to ALWAYS bring their books to class from which there are assigned readings for that class meeting. Students are expected to participate in discussions of the readings and be prepared for quizzes. Participating in class discussions is a large portion of the participation part of the course grade, so keeping up with the readings is vital to earning full credit for participation. Because some of the readings will be provocative and challenging, both in content and form, students are expected to respectfully consider and discuss the readings, even if students disagree with the opinions expressed.

Workshops

Two out-of-class essays will have workshops wherein students will offer valuable feedback to each other on the essays in progress. Feedback will include content, organization, and expression, and will be guided by the assignments' requirements.

- Workshops are mandatory.
- Workshop days are worth more in participation points than other class days and activities.
- A workshop protocol will be distributed and discussed prior to the first workshop.
- Workshops cannot be made up.

Homework

Homework will vary each week and will largely be made up of short writing tasks (see above description). Homework will be assessed on a point basis (1-10 points per assignment) that will vary by type of assignment, and homework points will be part of the participation portion of the course grade. See the calendar for more details. Some homework that is not included on the calendar will be assigned via Canvas or in class.

Class participation

Class participation is crucial to the learning experience. The better students participate in all activities, the more students will learn and the more interesting the class will become for all of us. I expect to hear from all students, even shy ones, so I will prod and expect students to engage in all activities. And while SJSU does not grade on attendance, participation is a part of the course grade.

- Your presence in class is necessary for participation, and all class activities count as participation.
- Class participation points cannot be made up.
- Points vary by activities, typically from 5 to 10 points per day, and are cumulative over the semester. The number of points earned will be divided by the total number of points available to be turned into a grade at the end of the semester.

Presentations

Students will create a multimodal presentation as their final experience wherein they present their arguments. Please see the assignment and calendar for pertinent information.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic Essay (in class)	350-500	4	1, 5, 6
Proposal Essay (Revised diagnostic essay, out of class)	750	2, 4	1-3, 5, 6
Rhetorical Analysis (in class)	500	1, 3, 4	1, 3-8
Annotated Bibliography (out of class)	1000	1	4-6
Critical Essay (First and Final Drafts, out of class)	1000-1200 x2	1-4	1-8
Argument Essay (First and Final Drafts, out of class)	1000 x2	1-5	1, 2, 4-6, 8
Short Writing Tasks (Summaries and analytical responses)	1000-1500	1-5	1-8
Multimodal Presentation and Script	300-500	1-4	1, 2, 4-6, 8

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: content (this includes maturity and sophistication of thought), organization, and expression.

- All essays and the oral presentation are graded on a traditional A-F scale, including +/-.
- Homework and participation are graded on a point basis, usually from 1-10 points per assignment and class activity. Points are cumulative and will be turned into a letter grade at the end of the semester based on the total number of points earned divided by the total number of points available.
- There is no extra credit in this course.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- Homework and participation may not be made up.
- Students must earn a C or higher to pass the course; a C- is not a passing grade.

Grading System to Determine Course Grade

Assignment	Word Count	Percent of Course Grade (out of 100% total)
Diagnostic Essay (in class)	350-500	0
Proposal Essay (revised and augmented diagnostic, out of class)	750	10
Rhetorical Analysis (in class)	500-750	15
Annotated Bibliography (out of class)	1000	10
Critical Essay (out of class)	1000-1200	20
Argument Essay (out of class)	1000-1200	25
Multimodal Presentation with Script (in and out of class)	300	10
Homework (Short Writing Tasks) and Participation	~ 1000-1500	10

Grading A-F Scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

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

In order to promote an atmosphere of inclusion that is supportive of all students and the learning process, these are my policies and expectations of students:

- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will be on time to class and stay the entire time. Arriving late or leaving early will result in decreased participation points.
- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Using electronic devices during class without prior permission will result in zero participation points for the day.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to me and those around you. This behavior will earn you zero points for the day, and you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- You will bring your book(s) or printed excerpts from which we have assigned readings for the day to class, or you may be asked to leave class. Relying on others for material you are responsible for is an unfair imposition on your colleagues and will not be tolerated. (If you have difficulty in obtaining the required materials, let me know immediately.)
- If you miss a class, ask a classmate what you missed, including assignments, before contacting me.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed too long.

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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.

Students are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, accommodations to religious holidays, and ADA and AEC policies)
- Adding and dropping classes
- Recording lectures
- Estimation of Per-Unit Student Workload
- Student Technology Resources

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

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

English 2 / Critical Thinking and Writing, Fall 2015, Course Schedule

The schedule is subject to change with fair notice that will be communicated in class or on Canvas.

All grammar, punctuation, and usage lessons will be added to the calendar via Canvas based on the needs of the class.
Legend: R=Readings, D=Discussion, A=Activity, V=Video to view online, Bolded items=Assignment Due Dates, Underlined items=Assignments you receive that day, EA=Everything's an Argument, NYT=The New York Times, SWT=Short Writing Tasks.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24	R: "List of Cognitive Biases," Wikipedia. Find the list at this link: https://en.wikipedia.org/wiki/List_of_cognitive_biases Also read the article posted in Canvas in the pages or files section: "No, it's not your opinion. You're just wrong," Jef Rouner. SWT: Bring a brief explanation/example of your chosen cognitive bias to class to present. D: Choosing your topic and articles from the <i>New York Times</i> (NYT), Cognitive biases, Opinions and facts. A: Cognitive Bias Presentations
1	August 26	<u>Assignment: Annotated Bibliography</u> , 1000 words R: EA, Chapter 1: Arguments, and NYT, an article that you are considering using for the Diagnostic Essay. Also read, EA, 457-58, and the handout on annotated bibliographies in the pages or files section of Canvas. V: Introduction to Critical Thinking at Wireless Philosophy on YouTube: https://www.youtube.com/watch?v=Cum3k-Wglfw&index=1&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX D: Stasis, Kairos, Reasoning, Citing Sources A: Finish Cognitive Bias Presentations.
2	August 31	Diagnostic Essay: Choose an article from the NYT that includes a topic you want to focus on for the semester in your research and writing. You will write an essay that is a summary of and response to the article, including why the topic in this article is of interest to you (in-class essay, 350-500 words). SWT: Annotate the article. Bring the annotated article, large examination booklet, pens, and a non-electronic dictionary.
2	Sept. 2	<u>Assignment: Proposal Essay</u> , revised and augmented diagnostic essay, 750-1000 words R: NYT, another article that's on your topic or that is referenced in the previous article on your topic. Post the summaries and citations to Canvas. R: EA, Chapter 2: Pathos D: Pathos
3	Sept. 7	Labor Day—No class! (Check Canvas for groups set, based on proposal topics.)
3	Sept. 9	V: Deductive Arguments: https://www.youtube.com/watch?v=3jvQrpVQaYM&index=2&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX and Abductive Arguments: https://www.youtube.com/watch?v=vflZuk-Hz4&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX&index=3 R: Another article from NYT on your topic that uses an appeal to pathos.

Week	Date	Topics, Readings, Assignments, Deadlines
		SWT: Summarize and cite it and assess its appeal to pathos. Post the summary to Canvas. D: Deductive and Abductive (Ampliative or Inductive) Reasoning
4	Sept. 14	Proposal Essay DUE SWT: Analyzing in-class versus out-of-class writing, both product and process, in class R: <i>NYT</i> , another article on your topic. Post the link to Canvas.
4	Sept. 16	R: <i>EA</i> , Chapter 3: Ethos V: Implicit Premises: https://www.youtube.com/watch?v=2kSqB7y0NjU&index=7&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX SWT: Summarize and cite the <i>NYT</i> article you read for the previous class session, noting an implied premise and assessing the author's ethos. Post to Canvas, and be prepared to share in class. D: Identifying premises and conclusions and assessing ethos
5	Sept. 21	Library Day (tentative): Meet in the library. Room to be announced. R: <i>EA</i> , Chapters 17-19: Research and Documentation
5	Sept. 23	R: <i>EA</i> , Chapter 4: Logos, and another article from <i>NYT</i> on your topic SWT: Summarize and cite the article, and analyze the author's use of logos. Post to Canvas.
6	Sept. 28	R: <i>EA</i> , Chapter 6: Rhetorical Analysis A: Bring an annotated copy of an article you've already read from the <i>NYT</i> to work with in class to conduct a rhetorical analysis.
6	Sept. 30	<u>Assignment: Critical Essay, Synthesis</u> , 1200-1500 words R: <i>EA</i> , 326-34 from Chapter 14: Visual Arguments A: Analyzing visual arguments
7	Oct. 5	Rhetorical Analysis Essay: Bring an annotated source, large examination booklet(s), a non-electronic dictionary, and pens to write the in-class essay (500 words). See assignment for further details.
7	Oct. 7	R: <i>EA</i> , Chapter 10: Evaluations, and a scholarly source on your topic SWT: Summarize and cite the source. Include an evaluation of its argument and the author(s)' credibility. Post to Canvas and bring a copy to class. A: Evaluating arguments
8	Oct. 12	R: <i>EA</i> , Chapter 20: Plagiarism, and another scholarly source on your topic SWT: Summarize and cite the source. Include an evaluation its argument and the author(s)' credibility. Post to Canvas and bring a copy to class. A: Synthesizing multiple perspectives and avoiding plagiarism
8	Oct. 14	Workshop: Critical Essay R: <i>EA</i> , Review Chapters 20 and 21 to avoid plagiarism and accurately cite sources.
9	Oct. 19	Critical Essay, First Draft, DUE R: <i>EA</i> , Chapter 5: Fallacies SWT: Choose a fallacy to present to the class by sharing a real-life example.

Week	Date	Topics, Readings, Assignments, Deadlines
9	Oct. 21	<p><u>Assignment: Argument Essay, 1500 words</u></p> <p>R: <i>EA</i>, Choose and read the chapter that describes the type of argument you are developing: Chapter 8, 9, 10, 11, or 12. Be prepared to share in class which type of argument you are developing.</p> <p>V: Fallacies, view these five videos on fallacies here at these links: formal and informal, https://www.youtube.com/watch?v=T_yFszI7Aso&list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg ad hominem, https://www.youtube.com/watch?v=wbnK76m69II&list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&index=4 and https://www.youtube.com/watch?v=qBkj-AYYg7w&list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&index=5 false cause, https://www.youtube.com/watch?v=5A7hSaoRv0g&index=8&list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg appeal to the people, https://www.youtube.com/watch?v=aF6EHTtyYqw&index=9&list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg begging the question, https://www.youtube.com/watch?v=IODR5mJMwOU&list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&index=10</p> <p>SWT: Find a source on your topic that includes a fallacy, whether intentional or not. Explain the fallacy and evaluate its effectiveness. Bring the explanation to class to discuss. Post the link to Canvas, including a full citation.</p>
10	Oct. 26	<p>R: Another source on your topic that includes an opposing view to your own.</p> <p>SWT: Summarize and fully cite the source. Include how you would respond to the opposing view/argument. Post to Canvas and bring a summary of the opposing view only to class to work with.</p> <p>A: Responding to the opposition</p>
10	Oct. 28	<p>Critical Essay, Final Draft, DUE</p> <p>SWT: Reflecting on improvements</p> <p>A: Finding the best evidence to support your argument</p>
11	Nov. 2	<p>R: <i>EA</i>, Chapter 7: Structuring Arguments</p> <p>SWT: Write an outline of your argument that points out the structure and content of your argument. Bring two copies to class to work with.</p> <p>A: Refining logic and structure in an argument</p>
11	Nov. 4	<p>Workshop: Argument Essay</p>
12	Nov. 9	<p>Argument Essay, First Draft, DUE</p> <p>R: <i>EA</i>, Chapter 13: Style</p> <p>SWT: Revise sentence structure and/or diction and edit punctuation in your argument in class.</p> <p>A: Revising for clarity and style</p>
12	Nov. 11	<p>Veteran's Day—No class!</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	Nov. 16	Annotated Bibliography Essay DUE SWT: Reflecting on the research process, in class A: Extending the argument from the experts
13	Nov. 18	R: <i>EA</i> , Review Chapter 7 A: Establishing and increasing your ethos, using pathos effectively, and meeting the readers' needs: Bring two copies of your argument to class to work with.
14	Nov. 23	Argument Essay, Final Draft, DUE <u>Assignment: Multimodal Argument, presentation and script, 300 words</u> R: <i>EA</i> , Chapter 15 and review Chapter 14 V: "Life After Death by PowerPoint," view the video on YouTube at this link: https://www.youtube.com/watch?v=MjcO2ExtHso D: What makes a good presentation
14	Nov. 25	Thanksgiving Holiday, Wednesday, Thursday, and Friday—No class!
15	Nov. 30	SWT: Write and bring to class your script for your presentation. Bring two copies to class to workshop. V: View the Ted Talk video on body language by Amy Cuddy here: https://www.youtube.com/watch?v=Ks-_Mh1QhMc A: Repurposing written arguments into multimodal assignments, using everything you've learned. Practice presenting: what works and what doesn't. Developing criteria for assessing presentations. Sign up for presentations!
15	Dec. 2	Presentations: Turn in script the day you present.
16	Dec. 7	Presentations: Turn in script the day you present.
Final Exam	Tuesday, Dec. 15, 9:45-12:00	Presentations: Turn in script the day you present.