

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Critical Thinking and Writing (GE A3), Spring 2015**

**Course and Contact Information**

**Instructor: Roohi Vora**

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**Office Hours: Tu/Th 10:30-11:30AM or by appointment**

**Class Days/Time: Tu/Th 9:00- 10:15 AM and Tu/Th 12:00- 1:15 PM**

**Classroom: Section 12 – Clark Building 316 (9:00 AM – 10:15 AM)**

**Section 31 – BBC 124 (12:00 PM - 1:15 PM)**

**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**

**GE 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 1B Course Description**

English 1B 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.

## **ENGL 1B Learning Outcomes and Course Content**

### *GE 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 1B Course Learning Goals (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 1B 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.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

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: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and 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.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include 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. A traditional research paper or a series of short essays informed by library research is required.

## Required Texts/Readings:

Webb, Igor. *Ideas Across Time: Classic and Contemporary Readings for Composition* (IAT).

ISBN 978-0-07-288261-2

Lunsford. *Everyday Writer with Exercises*, Fifth Ed. (EW). ISBN 978-1457667121

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*, Sixth Ed. (SAW). ISBN 9780321906816

Hosseini, Khaled. *A Thousand Splendid Suns*, Riverhead Books (TSS) (Fiction)

Wiesenthal, Simon. *The Sunflower*, Schocken (Non-Fiction)

Notebook for lecture notes and in-class work

College-level Dictionary like OED

Large Yellow Books for in-class essays and final exam.

Recommended: College-level Thesaurus

Note: The text books can be purchased at Spartan bookstore. Please bring *Ideas Across Time*, *Everyday Writer*, and your notebook to class every day.

## Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

## ENGL 1B Section-Specific 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>.

## Assignments and Grading Policy

### Course Content

Reading Assignments: English 1-B is a reading intensive course, and there will be essays assigned on a daily basis. In addition, we will read one longer work of fiction - Khaled Hosseini's novel, *A Thousand Splendid Suns* and one longer work of non-fiction - Simon Wiesenthal's *The Sunflower*. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of argumentative and persuasive writing. In addition, you must make daily reader response entries which you will turn in on a regular basis (as noted on the schedule). Remember: The more you read, the better you will write.

Writing Assignments: You will do a significant amount of writing in this course. Every class period will involve a written component. The various assignments will give you practice in all phases of the writing process: prewriting, organizing, revising, and editing. There are six required essays; three in-class (including an ungraded diagnostic), two out-of-class, and one out-of-class argumentative research paper. YOU MUST

**COMPLETE ALL 6 ESSAYS IN ORDER TO PASS THE COURSE!** This minimum requirement excludes the final examination, in-class writing, quizzes, and any brief or informal assignments which will be done in class as needed. Out-of-class essays must be typed, double spaced and in 12-point font. They must also be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *Everyday Writer*). Out-of-class essays will have specified minimum page requirements that will be listed on the prompt sheets. Essays are due at the beginning of class, in class, on their due dates. Late papers will drop a grade for each day they are late and will be accepted only up to one week after the due date. After one week, I will no longer accept the essay. In-class essays may not be made up unless you make arrangements with me beforehand and only if the absence is unavoidable. In-class essays that have to be made-up will incur the same late penalties as out-of-class essays.

The research essay and its contents are worth 30% of your class grade; keep in mind that this paper is worth more than the final exam. From the day that you receive the assignment to the final essay due date, you will have a considerable amount of time to research and write – I expect your best work! There will be various due dates before the final draft. The following assignments are components of your research paper grade: instructional library session, including the info-power tutorial, a tentative thesis statement, the final thesis and a rough draft of your introductory paragraph, an outline, an annotated bibliography demonstrating your source research, and a rough draft of the complete essay for our workshop and revision. These assignments prior to the final draft comprise 20% of your final research paper grade; if you neglect to turn in these related assignments, your grade will be lowered significantly.

**Workshops:** Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Some of the essays will be “work shopped” in class on the days indicated on the schedule. In order to receive full credit on the final version of your essay you will need to bring 2 copies of your revised rough draft to class on those days. You must turn in all workshop materials with the final copy of the essay. If you miss a workshop, your essay will be graded down one half letter grade.

**Reading Responses and other Homework:** Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences as mentioned earlier. Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of readings, written responses to the readings (I will explain how to do these on the first day of class), and grammar exercises from *Everyday Writer*. Reader responses are essentially journal entries in which you record thoughts, opinions, questions, and personal reactions. Each response should be dated, and it should be at least one substantial paragraph (aim for a minimum of ½ page of typed, double-spaced writing for each entry). You must interact with the author’s ideas, analyze them, and share your own thoughts, feelings, and experiences. Do not simply summarize plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. These responses can be either typed or handwritten, but please keep in mind that if hand written, the responses should be as legible and neat as possible. Homework and rough drafts of essays will not be accepted late. If you miss homework assignments, your final essay will be marked down half a grade. So, make sure you keep up with your work and come to class prepared!!

**Final Exam:** Section 12 – Thursday, May 21 from 7:15- 9:30; Section 31 – Friday, May 15 from 9:45-12:00. You must take this exam in order to pass the course. (This exam will be held in your regular classroom). Yellow final exam booklets (at least two), pens, and a dictionary are required for the exam.

### Grading:

In-class essays (2 at 5% each + C/NC Diagnostic)	10%
Out-of-class essays (2 at 10% each) including revision	20%
Research paper and its components including revision	30%
Oral presentation and film review	10%
Final exam	10%
Homework /Reader Responses	10%
Class Participation (discussions, in-class writing, quizzes, etc.)	10%

English I – B is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays and research paper assigned above. Letter grade on the final draft of the research paper and works cited page will comprise 10% of the 30% total, and the letter grade on its components (library research including info power tutorial, thesis statement, outline and annotated bibliography, workshop worksheets, revised rough draft, individual conference, and abstract presentation) will comprise 20% of the 30% total allotted to the research paper. Each grade will be worth points and will constitute a certain percentage of the total grade (as given above in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is as follows: A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69 D 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class activity for the day. 10% of that will be calculated on the basis of the points received by each student out of the total due. The final exam will constitute 10% of the total course grade. In English department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well – organized paragraphs.

**Student conferences:** I will schedule student conferences for the research paper before it is due. You will be required to make a fifteen minute appointment with me during the specified days.

**Office Hours:** I hope that you will also utilize my office hours during the semester. I am here to help you in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit. You are also welcome to make an appointment to see me (other than my office hours) at any other time during the semester.

**Written Assignments:** In-class analytical essays as well as out-of-class Critique and Comparative Critique essays. Research paper writing assignments including revision, based on Rogerian and Toulmin models of logic.

**Oral Presentation:** Group presentations and individual Ad Analysis presentation utilizing Aristotle’s rhetoric. Oral presentation on Research paper.

**Reading:** Classic and contemporary readings assigned from the textbook *Ideas Across Time*. Each chapter in this text book addresses major themes tracing the development of institutions, knowledge, beliefs, ideologies, and practices. Connecting timeless questions with selections that illustrate the issues in today’s context, this text seeks to help students develop stronger critical reading and writing skills by becoming more expansive thinkers. Other readings include *A Thousand Splendid Suns*, a novel of enormous contemporary relevance, and *The Sunflower*, a thought provoking non-fictional book that will challenge the students to define their beliefs about justice, compassion, and human responsibility.

## Assignment Word Count and Learning Goals

	Word Count	GELO	CLO
In class essays # 1 Diagnostic (ungraded)	600	2,4,5	1,2,3,5,6,7,8
Out-of-class essay #2	1000	2,3,4,5	1,2,3,5,6,7,8
Out-of-class essay #3	1200	1,2,3,4,5	1,2,3,4,5,6,7,8
In-class essays #4 & 5 @ 600 words each	1200	1,2,3,4,5	1,2,3,4,5,6,7,8
Ad Analysis	300	2,3,4,5	1,2,3,5,6,8
Film Summary and Analysis	300	2,3	1,2,3,5,6,8
Research paper (essay #6)	2000	1,2,3,4,5	1,2,3,4,5,6,7,8

### Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have 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.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

#### Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+

869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

**This course must be passed with a C or better as a CSU graduation requirement.**

**Classroom Protocols** Class Attendance and Participation:

You are expected to attend all class sessions on time and participate enthusiastically in class discussions to get full credit for class participation. In addition, class participation does not simply mean that you are physically present in class and contribute to class discussion. You must have all class materials, actively listen to your peers, and take notes as necessary. All in-class writing (short paragraphs, quizzes, grammar exercises) will be collected and count towards your participation grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar and other quizzes in advance. In-class activities may not be made up. Missing class, therefore, will no doubt affect your final grade in the course.

Please note: As a courtesy to others attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. Switch off all cell phones and pagers during class period; you will lose all participation points for the day if I see or hear your cell phone (this especially includes under the desk/table text messaging – I do see you)! Please do not interfere with other students’ learning by talking, etc. Food is not allowed in the class room; however, covered drinks are acceptable.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/ or assignment from a classmate. For this purpose obtain names and phone numbers and/ or email addresses of at least three of your classmates.

Classmate # 1 Name/Phone/Email: \_\_\_\_\_

Classmate # 2 Name/Phone/Email: \_\_\_\_\_

Classmate # 3 Name/Phone/Email: \_\_\_\_\_

**University Policies**

*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/](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:

- “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.” 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/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### *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](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>.

Additional Information: Please read carefully the following information available at [www.sjsu.edu/english/comp/policy/index.html](http://www.sjsu.edu/english/comp/policy/index.html)

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

- Accommodation to Students' Religious Holidays

### 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 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.

## English 1-B, Spring 2015, Course Schedule

(Subject to change)

Reading assignments must be **completed** by the day they are listed! Bring all homework assignments to class on the date they are due.

SLO =Student Learning Objective; IAT = *Ideas Across Time*; EW=*Everyday Writer*

SAW = *Sequence for Academic Writing*

**Table 1 Course Schedule**

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 22	<ul style="list-style-type: none"> <li>▪ Class: Introduction and syllabus review</li> <li>▪ Homework: <b>Bring Yellow Books, pens, and your dictionary for in-class essay Tuesday</b></li> </ul>
Tuesday, January 27	<ul style="list-style-type: none"> <li>▪ Class: <b>Diagnostic Essay I, in-class</b></li> <li>▪ Homework: “Little Red Cap” assignment. Handout: “Selection, Slanting, and Charged language” Handout: “Forms of Academic Writing.” Read Chapter 1: “Summary, Paraphrase, and Quotation” (SAW 2-53).</li> <li>▪ Read Chapter 2: Expectations for College Writing b, c (EW 14-17)</li> </ul>
Thursday, January 29	<ul style="list-style-type: none"> <li>▪ Class: “Little Red Cap” group discussion.</li> <li>▪ Homework: Chapter one: “American Identity” (IAT 9-11); Read Baldwin’s “The Discovery of What It Means to Be an American” (IAT 29-35; Essay); Gordon’s “The Ghosts of Ellis Island” (IAT 37- 42; Essay); 1 page response</li> <li>▪ Exercises 27.1, 27.2 (EW 301-302)</li> </ul>
Tuesday, February 3	<ul style="list-style-type: none"> <li>▪ Class: Discuss Baldwin, Gordon, Fallacies (handout)</li> <li>▪ Homework: Read Ortiz Cofer’s “Silent Dancing” (IAT 45-52; Essay); Handout: Orwell’s “Shooting an Elephant”(Essay); 1 page response</li> <li>▪ Exercise 28.1, 29.1(EW 305 and 310)</li> </ul>
Thursday, February 5	<ul style="list-style-type: none"> <li>▪ Class: Discuss readings; <b>Assign Essay 2 (Out-of-Class Critique 1000 words)</b></li> </ul>

Date	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li>▪ Homework: Read Chapter 49 “The Basics of MLA Style” (EW 457 – 462); Chapter 52 “A Student Research Essay” (EW 501). Read Chapter 2: “Critical Reading and Critique” (SAW 54-83)</li> <li>▪ Exercise 31.7 (EW 328)</li> </ul>
Tuesday, February 10	<ul style="list-style-type: none"> <li>▪ Class: Discuss MLA documentation, Critical Reading and Critique; Linda Hogan’s “Heritage” (Handout)</li> <li>▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 1; 1 page response</li> </ul>
Thursday, February 12	<ul style="list-style-type: none"> <li>▪ Class: Discuss <i>A Thousand Splendid Suns</i> part 1</li> <li>▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 2; 1 page response</li> </ul>
Tuesday, February 17	<ul style="list-style-type: none"> <li>▪ Class: Discuss <i>A Thousand splendid Suns</i> part 2; <b>Essay 6 (Out- of- Class Research paper) assigned (2000 words)</b></li> <li>▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 3; 1 page response</li> </ul>
Thursday, February 19	<ul style="list-style-type: none"> <li>▪ Class: Discuss <i>A Thousand Splendid Suns</i> Part 3</li> <li>▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 4; prepare for discussion and quiz</li> </ul>
Tuesday, February 24	<ul style="list-style-type: none"> <li>▪ Class: Discussion and Quiz on <i>A Thousand Splendid Suns</i>; <b>Essay 2 due (Out-of-Class Critique)</b></li> <li>▪ Homework: Complete the SJSU InfoPower Tutorial (all 3 modules); Work on Research paper Thesis Statement</li> <li>▪ Read Chapter 5: Rhetorical Situations b, c, d , e (EW 48-55) and Chapter 7: Planning and Drafting a, b, c, d, e (EW 66-76)</li> </ul>
Thursday, February 26	<ul style="list-style-type: none"> <li>▪ Class: <b>Tentative Library Day; InfoPower Tutorials DUE; Tentative Research Paper Thesis Statement DUE</b></li> <li>▪ Homework: Chapter Two: “Belief” (IAT 62-63); Read “The Quran” (IAT 94-96); Dalai Lama’s “The Art of Happiness” (IAT 132-136; Essay); Armstrong’s “History and Religion” (137-140; Essay) 1 page response to any two readings</li> <li>▪ Read Chapter 13: Analyzing Arguments a, b, c, d (EW 143-150)</li> </ul>
Tuesday, March 3	<ul style="list-style-type: none"> <li>▪ Class: Discuss Readings; <b>Assign Essay 3 ( Out-of-class Comparative Analysis) (1200 words)</b></li> </ul>

Date	Topics, Readings, Assignments, Deadlines
	<ul style="list-style-type: none"> <li>▪ Homework: Chapter Three: “Science” (IAT 146-148); Read Turkle’s “How Computers Change the Way We Think” (IAT 220-226; Essay); Feynman’s “The Value of Science” (IAT 201-207; Essay) 1 page response to any one reading. Read Chapter 5: “Analysis” (SAW 170-200)</li> <li>▪ Chapter 13 d, e (EW)</li> </ul>
Thursday, March 5	<ul style="list-style-type: none"> <li>▪ Class: Discuss Readings; Comparison and Contrast; Analysis</li> <li>▪ Homework: On Tuesday, March 10, <b>bring to class draft of out-of-class Essay 3 (Comparative Analysis)</b> for workshop; 2 copies</li> <li>▪ Chapter 14: Constructing Arguments (EW 161-184)</li> </ul>
Tuesday, March 10	<ul style="list-style-type: none"> <li>▪ Class: <b>Workshop Essay 3.</b> Final draft of Essay 3 (Comparative Analysis) due on Tuesday, March 19</li> <li>▪ Homework: Read <i>The Sunflower</i> part 1; Handout: Stephen L. Carter’s “Insufficiency of Honesty”</li> </ul>
Thursday, March 12	<ul style="list-style-type: none"> <li>▪ Class: Discussion on <i>The Sunflower</i> part 1; In-class writing</li> <li>▪ Homework: Read <i>The Sunflower</i> part 2; Prepare for in-class large group discussion with a brief presentation (1 page)</li> </ul>
Tuesday, March 17	<ul style="list-style-type: none"> <li>▪ Class: Large group Discussion on <i>The Sunflower</i> along with brief student presentations; <b>Essay 3 (Out-of-Class due (Comparative Analysis)</b></li> <li>▪ Homework: <b>Bring Yellow Books, notes, and a pen for in-class essay Thursday</b> Work on Research Paper Outline and Annotated bibliography due Thursday, March 21  Chapter 15 (EW 187-202)</li> </ul>
Thursday, March 19	<ul style="list-style-type: none"> <li>▪ Class: <b>Research Paper Outline and Annotated Bibliography DUE; Essay 4, in-class; 600 words)</b></li> <li>▪ Homework: Read Chapter Four: “Economic life” (IAT 230-231); various Authors “Album: Money Matters” (IAT 288-295); Ehrenreich’s “A Selling in Minnesota (IAT 316-319; Essay); 1 page response to any two readings</li> <li>▪ Exercises 37.1 and 38.1 (EW 390 and 394)</li> </ul>
Tuesday, March 24&26	<ul style="list-style-type: none"> <li>▪ <b>Spring Break</b></li> <li>▪ No class</li> </ul>

Tuesday, March 31	<ul style="list-style-type: none"> <li>▪ <b>Holiday. Caesar Chavez day</b></li> </ul>
Thursday, April 2	<ul style="list-style-type: none"> <li>▪ Class: Discussion; in – class writing practice</li> <li>▪ Homework: Read Chapter Five: “Democratic Society” (IAT 328-329); Zachariah’s “The Democratic Age” (IAT 330-338)</li> <li>▪ Exercises 39.1, 39.2 (EW 401-402)</li> </ul>
Tuesday, April 7	<ul style="list-style-type: none"> <li>▪ Class: Discuss readings</li> <li>▪ Homework: Read Chapter Six: “Equality: Race and Gender” (IAT 444-445); King Jr.’s “Letter from Birmingham Jail” (IAT 511-527; Essay); Read Chapter Seven: “Art” (IAT 558-560); Sontag’s “A Century of Cinema” (IAT 604-611; Essay); Handout: “Ethos, Pathos, and Logos: Modes of Persuasion;” Ad Analysis Assigned; Ad Analysis presentations on April 14 and 16</li> </ul>
Thursday, April 9	<ul style="list-style-type: none"> <li>▪ Class: Discuss readings. Film viewing.</li> <li>▪ Homework: Handout: “Guidelines for writing film response papers” Film response due Thursday, April 23 Ad Analysis presentations on April 11 and 16</li> </ul>
Tuesday, April 14	<ul style="list-style-type: none"> <li>▪ Class: Ad Analysis presentations</li> </ul>
Thursday, April 16	<ul style="list-style-type: none"> <li>▪ Class: Ad Analysis presentations continued</li> <li>▪ Homework: Take home sample essay for final exam preparation</li> </ul>
Tuesday, April 21	<ul style="list-style-type: none"> <li>▪ Class: Final exam discussion and preparation</li> <li>▪ Homework: Bring a yellow book, dictionary, and pens for <b>in-class essay 5 on Thursday</b></li> </ul>
Thursday, April 23	<ul style="list-style-type: none"> <li>▪ Class: Film response due; <b>Essay 5 (in-class; 600 words)</b></li> <li>▪ Homework: Bring Rough draft of Research paper at appointed time for in-class conference.</li> <li>▪ Read Chapter 50 and 51 (EW 463-500)</li> </ul>
Tuesday, April 28	<ul style="list-style-type: none"> <li>▪ Class: <b>In-class conferences on Research Paper</b></li> <li>▪ Homework: Bring Rough draft of Research Paper at appointed time for in-class conference</li> </ul>
Thursday, April 30	<ul style="list-style-type: none"> <li>▪ Class: <b>In-class conferences on Research Paper</b></li> <li>▪ Homework: <b>Bring 2 copies of a complete Rough draft of essay 6 (Research Paper) for Workshop on Tuesday, May 5</b></li> <li>▪</li> </ul>
Tuesday, May 5	<ul style="list-style-type: none"> <li>▪ Class: <b>Essay 6 Workshop (Out-of-class Research Paper)</b></li> <li>▪ <b>Essay 6 (Research Paper) due on Thursday, May 7. Be</b></li> </ul>

	Prepared to deliver a brief 3-5 minute Research Paper presentation on one of the assigned dates – May 7 or may 12
Thursday, May 7	<ul style="list-style-type: none"> <li>▪ <b>Class: Essay 6 (Out-of-class Research paper) DUE; Brief in-class Research presentation (Abstract)</b></li> </ul>
Tuesday, May 12	<ul style="list-style-type: none"> <li>▪ <b>Class: Brief in-class Research presentation (Abstract).</b></li> </ul>
Friday, May 15 Thursday, May 21	<ul style="list-style-type: none"> <li>▪ <b>Final exam: Section 31 from 9:45 – 12:00</b></li> <li>▪ <b>Final exam: Section 12 from 7:15 – 9:30</b></li> </ul>