

San José State University
Department of English and Comparative Literature
English 1B: Argument and Analysis (GE A3), Spring 2015

Course and Contact Information

Instructor:	Inga Silva
Office Location:	FO Building Room 224
Telephone:	(408) 924-4415
Email:	Inga.Silva@sjsu.edu
Office Hours:	Monday / Wednesday 9:00 to 10:15, and by appointment
Class Days/Time:	Monday / Wednesday 7:30 to 8:45, 10:30 to 11:45, & 12:00 to 1:15
Classroom:	7:30 to 8:45, Section 3, SH 348 10:30 to 11:45, Section 16, CL 316 12:00 to 1:15, Section 25, CL 316
Prerequisites:	GE Area A2 (Written Communication) with a grade of C or better
GE/SJSU Studies Category:	GE C2 Humanities and Arts—Arts and 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 regularly checking with the messaging system through MySJSU to learn of any updates.

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.

Section-Specific Course Description

There are many ways to approach argument. In this course, we will not focus on argument as a pro-con debate. We will focus on it as defined in *Writing Arguments*, “a creative and productive activity that engages us in high levels of inquiry and critical thinking.” The essays that will be written for this class include contextual analysis, an argument with reasons, rhetorical analysis, and persuasive/proposal argument. In addition, a component of the class will include research and documentation.

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 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 and from different socio-economic classes.

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, 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.

Students will receive frequent evaluations of their writing from the instructor. 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 writing intensive, ENGL 1B is also a reading course. Students will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. Readings will also include useful models of writing for academic, general, and specific audiences.

Readings for this Class: In *Writing Arguments*, there are learning goals and summaries for each chapter. Read these first to help you focus on what you should learn in the chapter.

Research: ENGL 1B 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.

Required Texts/Readings

Textbook

Ramage, John, John Bean, and June Johnson. *Writing Arguments*. 9th ed. New York: Pearson, 2012.

- Print edition: ISBN #978-0-205-17163-7; available at the Spartan Bookstore
- Electronic edition is available online at Pearson (www.pearsonhighered.com)

Other Readings

Articles available on Canvas

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

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>.

Written Assignments

AB Assignments: Students will write 10 single entries about a source related to their essay topics over the course of the semester to provide practice analyzing and using sources effectively.

Short Writing Tasks: Students will be assigned short tasks to facilitate writing essays and revision process.

Formal Writing Assignments: Students will write four formal essays: a contextual analysis, a classical argument, a rhetorical analysis, and a persuasive argument. Each essay will go through at least one revision before receiving a grade. Students will complete a number of informal and formal writing assignments.

Reading: In addition to being an intensive writing course, ENG 2 is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. The assigned readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if the daily reading is not completed.

Class Participation: Class participation is important to this class. We will share ideas and sources as well as write some discussion conclusions to share with others.

Grammar & Reading Quizzes: Quizzes will be given. They may not necessarily be given on the dates of the syllabus. They will be based on readings and lectures.

Multimodal Presentation: As a culminating course activity, students will present in support of or in opposition to an issue discussed in class. Presentations must contain visual, written (power point), and audio design elements.

To help frame your reading of each text, consider the following questions:

1. What conditions helped to shape the reception of the writer's theory?
2. What philosophies of education (teaching, learning, student identity) are these writers promoting?
3. What possibilities do the works hold for understanding contemporary issues such as literacy and orality, new electronic technologies, gender issues, and multiculturalism?
4. How do the writers conceive of the writing process in general and argumentation in particular?

Assignment Word Count, Learning Goals, Grade Percentage, and Point Value of Assignments

Assignment	Word Count	GELO	CLO	Percentage	Point value
In-Essay #1 Diagnostic		2,4,5	1, 2, 5, 6	0	5
Essay #2 Contextual Analysis	1200	1, 2, 3, 4, & 5	1, 5, 6, 7, & 8	10	150
Essay #3 Argument with Reasons	1200	1, 2, 4, 5	1-8	20	200
Essay #4 Rhetorical Analysis	400	2-3	1-6	10	100
Essay #5 Persuasive/Proposal	1200	2-3	2-6	20	200
Short Writing Assignments & Revision	2000	2-3	1-8	10	100
Reading & Grammar Quizzes		3-5	1, 4, 6, & 8	10	10/quiz 100 total
Annotated Bibliography		1, 3, & 4,	1, 3, 4, 6	10	10/source 100 total
Oral Presentation				10	45 total
Total	6000				1000

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

Classroom Protocol

Attendance: University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.”

Cell Phones: If your cell phone rings in class or if I see you texting, you will be asked to surrender your phone for the remainder of class. If you do not wish to surrender your phone, you will be asked to leave class.

Leaving the Classroom & Classroom Behavior: Once class has started, you are not permitted to leave without permission. Anyone leaving class will be asked not to return. It is disruptive to class discussions when students are walking in and out of class. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities. We all come from different backgrounds, and we will respect each other in this class.

Essay Format: All essays must be typed and double-spaced (1 inch margins, Times New Roman or similar, 12 pt font). **Handwritten essays are not acceptable.** Place essays in a folder with drafts. Do not use a cover page. Follow MLA style for all essays. **I will not accept revised essays without the draft or a folder.**

Word Count & Essays: Put the word count below the last page of writing. All essays and writing must have a word count. Any essay that does not meet **the word count requirement is an automatic F.** You must complete every essay to pass this course.

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>. All course materials will be posted on Canvas: syllabus, readings, journal assignments, handouts, etc. Class announcements will be made through Canvas as well. Be

sure to check your account daily. Your completed weekly homework, journal, and other informal writing assignments will be submitted through Canvas.

Email Submissions: Hardcopies of all formal essays are required. I do not print out essays for students. If you cannot make it to class, I will accept an email submission as evidence of the assignment's completion; however, you are still responsible for turning in a hardcopy at the next class meeting you attend. I respond to all email submissions. If you do not get a reply from me within 12hrs, you must assume I did not receive it. **Lost email submissions are not valid excuses for late or missing assignments.** You will still be held responsible.

Lateness: Late essays (revisions and drafts) will not be accepted without penalty unless you have arranged with me **before the due date** to turn the paper in late (one full grade reduction per class). This includes illnesses. Drafts are required of each major essay assignment. I will not grade an essay unless I have first seen a draft. In addition, I do not accept late homework assignments. If you miss a class, it is your responsibility to contact me or a classmate to find out the assignment. **Computer excuses are not acceptable in this class.** Except in extreme cases of illness or emergencies, there will be NO make-up quizzes or exams unless you have arranged other accommodations with me before the exam date.

Extra Credit: There are no opportunities for extra credit in the course.

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/. 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 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

- 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.

ENGL 1B Weekly Schedule

(Subject to change with fair notice)

KEY	<i>EW = Everyday Writer, WA = Writing Arguments, SWT = Short Writing Tasks,</i> <i>AB = Annotated Bibliography Assignment, GELO = General Education Learning Objectives, & CLO = Course Learning Objectives</i>
-----	---

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 26 th Monday	Introduction to Argument Reminder: Bring a large green book and pen to next class
1	Jan. 28 th Wednesday	Diagnostic Exam Essay #1 Read <i>EW</i> : "The Top Twenty: A Guide to Troubleshooting Your Writing." (GELO 6)
2	Feb. 2 nd Monday	Read <i>WA</i> : Chapter 1 "Argument: An Introduction" pp. 1-22 (GELO 2 & 4) & (CLO 1, 2, 3) Assignment of Annotated Bibliography Articles (GELO 1 & 3) (CLO 1, 3, 4, 6, 7, & 8)
2	Feb. 4 th Wednesday	Read <i>WA</i> : "Solving for XX," by Deborah Blum, pp. 536-8 & The Science of Difference Sex ED," by Steven Pinker, pp. 538-540 (GELO 4 & 5) (CLO 1-3) Quiz #1 AB #1 Due
3	Feb. 9 th Monday	Read <i>WA</i> : Chapter 2 "Argument as Inquiry," pp. 24-56 (GELO 1, 2 & 4) & (CLO 3 & 7) Essay #2 Contextual Analysis Essay Assigned (GELO 2, 3, 4, 5) (CLO 1, 4, 5, 6, & 8) Read <i>WA</i> : "Daring to Discuss Women in Science," by John Tierney, pp. 545-7 & "Daring to Discuss Women in Science": A Response to John Tierney, pp. 547-549 (GELO 4 & 5) (CLO 1-3) Quiz #2 Due & SWT: 250 word & 1 Sentence Summary due
3	Feb. 11 th Wednesday	Read <i>WA</i> : Chapter 3 "The Core of an Argument: A Claim with Reasons," pp. 57-70 Read <i>WA</i> : "Stereotype Threat & Women's Performance in Engineering," by Amy E. Bell, et al, pp. 550-61 (GELO 4 & 5) (CLO 1-3) AB #2
4	Feb. 16 th	Read <i>WA</i> : Chapter 4 "The Logical Structure of an Argument," pp. 72-88 Essay #2 Due

Week	Date	Topics, Readings, Assignments, Deadlines
	Monday	Essay #3 Argument with Reasons Assigned & SWT(Thesis & Plan) (GELO 1-5) (CLO 1-8)
4	Wednesday Feb 18 th	Read <i>WA</i> : “The Value of Higher Education,” by Rebecca Mead, pp. 509-11 & “How Much Is That Bachelor’s Degree Really Worth?” The Million Dollar Misunderstanding,” by Mark Schneider, pp. 511-19 (GELO 4 & 5) (CLO 1-3) AB #3 Due Thesis statements Quiz #3
5	Feb. 23 rd Monday	Read <i>WA</i> : Chapter 5 “Using Evidence Effectively,” pp. 89-108 Essay Plan (Short writing assignment: paragraph outline & tentative thesis due 2 pages/500words) AB #4 Due
5	Feb. 25 th Wednesday	Read <i>WA</i> : “It’s a Bachelor of Arts Double Major,” by Jesse Springer, p. 520 & “What Do You Do with a B.A. in History?” by Ken Saxon, pp. 520-27 (GELO 4 & 5) (CLO 1-3) Essay development AB #5 Due
6	March 2 nd Monday	Read <i>WA</i> : “Finding & Evaluating Sources,” pp. 348-66 & “Incorporating Sources into Your Own Argument,” pp. 367-382
6	March 4 th Wednesday	Library Class Read <i>WA</i> : “How to Get a Real Education at College,” by Scott Adams, pp. 527-9 & “Coxsackie-Athens Valedictorian Speech 2010: Here I Stand,” by Erica Goldson, pp. 530-2. (GELO 4 & 5) (CLO 1-3)
7	Monday March 9 th	Read <i>WA</i> : Chapter 6 “Moving Your Audience: <i>Ethos</i> , <i>Pathos</i> , & <i>Kairos</i> ,” pp. 109-123 Quiz #4 AB#6 Due
7	March 11 th Wednesday	Read <i>WA</i> : Chapter 7 “Responding to Alternative Views,” pp. 124-52 SWT Rough Draft Due Essay 2 (I will not accept any handwritten drafts) (CLO 1, 2, & 6)
8	March 16 th Monday	Read <i>WA</i> : Chapter 8 “Analyzing Arguments Rhetorically,” pp. 155-171 MLA in detail
8	March 18 th Wednesday	Read <i>WA</i> : “Informal Fallacies,” pp. 404-11 Quiz #5 Essay #2 Revision Assignment Assigned
9	Mar 24-26	Spring Break
10	March 30 th Monday	Read <i>WA</i> : “An Introduction to the Types of Claims,” pp. 211-220 & Read <i>WA</i> : “Definition and Resemblance Arguments,” pp. 222-52 Essay #3 Due & Essay #4 Rhetorical Analysis Assigned (GELO 1-5) (CLO 1, 3, 5-8)
10	April 1 st Wednesday	Read <i>WA</i> : “Out Gas Guzzlers, Their Lives,” by Nicholas Kristof, pp. 564-565 & “Pain at the Pump? We Need More,” pp. 565-6 (GELO 4 & 5) (CLO 1-3) AB #7 Due Quiz #6

Week	Date	Topics, Readings, Assignments, Deadlines
11	April 6 th Monday	Read <i>WA</i> : “Carbon-Neutral Is Hip, but Is It Green?” by Andrew C Revkin, pp. 567-9 & “Save the Planet, Let Someone Else Drill,” by Charles Krauthammer, pp. 569-570 (GELO 4 & 5) (CLO 1-3)
11	April 8 th Wednesday	Essay #4 Rhetorical Analysis in Class Essay (Book and Notes Okay) Essay #4 Proposal/Persuasive/Research Essay Assigned (GELO 1-5) (CLO 1-8)
12	April 13 th Monday	Read <i>WA</i> : “Proposal Arguments,” pp. 311-44 Quiz # 7
12	April 15 th Wednesday	Read <i>WA</i> : “Fuel for Thought: All Biofuels Are Not Created Equal,” by David Tilman and Jason Hill, pp.570-3 & “U.S. Energy Information Administration, ‘The U.S. Energy Story in Numbers: Energy Supply and Disposition by Type of Fuel, 1960-2009,’” pp. 573-6 (GELO 4 & 5) (CLO 1-3)
13	April 20 th Monday	Read <i>WA</i> : “Casual Arguments,” pp. 254-281 AB #8 & 9 Due
13	April 22 nd Wednesday	Read <i>WA</i> : “Digital Natives & Immigrants: What Brain Research Tells Us,” by Nancy K. Herther, pp. 419-26 & “Digital Demands: The Challenges of Constant Connectivity,” An Interview with Sherry Turkle, pp. 426-9 (GELO 4 & 5) (CLO 1-3) SWT= Rough draft of essay
14	April 27 th Monday	Read <i>WA</i> : “Evaluation and Ethical Arguments,” pp. 285-309 “Designing Learning from “End to End,” by Cathy Davidson, pp. 435-8; “Youthful Indiscretions: Should Colleges Protect Social Newtwork Users from Themselves and Others?” by Dana L. Fleming, & “I Can’t Wait,” by Paul North, pp. 441-2 (GELO 4 & 5) (CLO 1-3) Quiz #8
14	April 29 th Wednesday	Read <i>WA</i> : : “Diagnosing the Digital Revolution: Why It’s So Hard to Tell if It’s Really Changing Us,” Alison Gopnick, pp. 429-432; “Social Networking, Then & Now,” p. 432; “Living & Learning with New Media: Summary of Findings from the Digital Youth Project,” by Mizuko Ito, et al, pp. 433-5 (GELO 4 & 5) (CLO 1-3) AB#10 Due
15	May 4 th Monday	Read <i>WA</i> : “Analyzing Visual Arguments,” pp. 175-209 Multimodal Assignment Assigned. Proposal/Persuasive/Research Essay Due
15	May 6 th Wednesday	Read <i>WA</i> : “Designing Learning from “End to End,” by Cathy Davidson, pp. 435-8; “Youthful Indiscretions: Should Colleges Protect Social Newtwork Users from Themselves and Others?” by Dana L. Fleming, & “I Can’t Wait,” by Paul North, pp. 441-2 (GELO 4 & 5) (CLO 1-3) Quiz #9
16	May 11 th Monday	Review, Time to work on Visual Argument (CLEO 2 & 5)
16	May 13 th Wednesday	Final Quiz Time for visual argument

Week	Date	Topics, Readings, Assignments, Deadlines
		Quiz #10
Final	Section 3 May 18 th Monday	Presentations: 0715 to 0930
Final	Section 16 May 19 th Tuesday	Presentation: 0945 to 1200
Final	Section 25 Thursday May 21 st	Presentation: 0945 to 1200