

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B-44/54, Critical Thinking and Writing (GE A3), Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Avantika Rohatgi
<b>Office Location:</b>	FO Building 107
<b>Telephone:</b>	(408) 924-4488
<b>Email:</b>	<a href="mailto:Avantika.Rohatgi@sjsu.edu">Avantika.Rohatgi@sjsu.edu</a>
<b>Office Hours:</b>	MW 10:45 – 11:45 AM
<b>Class Days/Time:</b>	44: TuTh 1:30 – 2:45 PM 54: TuTh 3:00 – 4:15 PM
<b>Classroom:</b>	Clark Building 316
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	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 Section Description**

This 1B course is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will achieve these ends through examining the central question of human rights as they are defined and violated in various cultures of the world, and explore ways in which personal and social responsibility should be assumed to end these infractions. Students will explore questions relating to the universality of human rights, cultural exceptionalism, women's and internet rights and other relevant concerns in the world today that will offer them opportunities to write arguments based on real issues with awareness and engagement.

## **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

- Rohatgi, Avantika. *Global Rights and Perceptions* (Expanded First Edition – 2015). (ISBN: 978-1-63487-206-5). The required book for my course, ***Global Rights and Perceptions (Expanded First Edition)***, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store (<https://students.universityreaders.com/store/>).
- Lunsford, Andrea and Ruskiewicz, John. *Everything's an Argument*. (Sixth Edition – 2013). (ISBN: 978-1-4576-0606-9), published by Bedford St. Martin's.

## Other equipment / material requirements (optional)

- A college-level dictionary
- 2-4 large Green books for in-class essays

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

**Writing:** In English 1B, assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give students repeated practice in prewriting, organizing, writing, revising, and editing. The writing assignments will total a minimum of 6000 words and this word requirement will be met by writing a sequence of six essays. This 6000-word minimum does not include quizzes, journals, or any brief or informal assignments, but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. **Students must write all essays to pass the course.**

**Oral Presentations:** Students will complete several oral communication assignments. These assignments include individual presentations; group presentations; group discussions; debates; and similar speaking events. In addition, students will present a multimodal presentation on their research assignment. **Oral assignments cannot be made up.**

**Reading:** Reading will be assigned daily. It is a crucial component of the class, as students will read from a variety of sources, carefully chosen to stimulate critical thinking and exemplify compelling writing strategies. All assigned reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon the reading material. In order to be successful in class, it is imperative that you complete the readings on time.

**Grammar and Reading Quizzes:** There will be several unannounced quizzes, which will test your completion and comprehension of the required reading assignments and grammatical principles.

*Assignment Word Count and Learning Goals*

	Weightage	Word Count	GELO	CLO
Department Diagnostic	0%	500	2,3,4	2,5,6
In-class Essay	10%	500	2,3,4	1,2,5,6,8
Group Unit Writing Project/Presentation	15%	1000	1,2,3,5	1-8
Rhetorical Analysis	10%	1500	1,2,3,4,5	1,2,4,5,6,8
Research Paper and its Components	25%	2000	1,2,3,4,5	1,2,3,4,5,6,7,8
Multimodal Presentation of Research Paper	5%		2,3,4,5	1,2,4,6
Class Participation (peer reviews, workshops, in-class discussions, etc.)	10%		2,3,4,5	1,2,3,7,8
Daily Journals	10%	1000	2,3,4,5	2,3,5,6,7,8
Quizzes and Rhetoric Groups	10%		1,3,4	1,3,4,6,7,8
Author Reports and Discussion Generators	5%		1,3,4,5	1,2,3,4,7,8

**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.**

## Assignment Descriptions

- **Participation:** Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade.

### **Class participation is assessed as follows:**

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

- **Reports:** Each student will be required to submit one written, researched report on the authors being discussed. These will include a five-minute oral presentation on a writer of an assigned selection. You will also be expected to generate class discussion based on the selection by your author. **Missed reports cannot be made up.**
- **Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- **Reading Responses:** Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions. Do not simply summarize the article—demonstrate some interaction with the text. Reader responses will be graded on their completion and quality of content, though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will not be accepted late.**
- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers. **A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable.** You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**
- **Rhetoric Groups:** Each student will be expected to work with the members of his/ her group to team-teach one rhetorical concept to the class. A successful instruction should be engaging and thoroughly clarify the assigned rhetorical concept to the class.
- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as

proper citation formats. You will be required to write a traditional research paper and other short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course. Attendance at this session is mandatory to understand the concepts of library research.

Please remember that your research paper and its components are worth 20% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:

- Rough draft of your complete essay
- Peer review received on your essay
- Final essay
- Works cited page demonstrating your research
- Copies from three of your sources with information used as citations highlighted

**No late or electronic submissions will be accepted.**

### ***Due Dates***

**No late papers will be accepted.** No exceptions. Papers not turned in on due dates will receive a grade of F. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician. **In-class assignments including peer reviews and any formal presentations cannot be made up.**

### **Classroom Protocol**

#### ***Class Participation and Attendance***

University policy F69-24 states, “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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” Please be on time to class and stay the entire class meeting. Arriving late or leaving early will impact your participation grade.

**Use of cell phones is strictly prohibited during class.** All electronic devices should be turned off and stowed before entering class. Listen actively during class discussions and abstain from talking or texting. If you are seen engaging in the use of **any** electrical device, you will lose participation points for that day and you may be asked to leave the class. Laptops may be used only during assigned class activities. Please refrain from walking in and out or eating during class. Covered drinks are acceptable.

As common courtesy to all, please complete your restroom visits before class. Exiting class during the meeting is disrespectful and disruptive.

**All readings must be completed by the beginning of each class period. Please bring your books to every class meeting.** Our class is focused on controversial readings and may challenge your beliefs about your culture and society. Please be open-minded and respectful of others’ opinions. Disagreement with the authors’ or peers’ opinions may be expressed respectfully. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Please come prepared with questions and ideas on the reading assignments for each class. Remember that this is a discussion-oriented, student driven class where the onus of learning is largely dependent on you.

Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Absences/tardiness and consequent inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered.

## **Instructor's Intellectual Property Policies**

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 readings, exam questions, lecture notes, or homework solutions without instructor consent.

## **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.

**ENGL 1B Daily Schedule**  
(Subject to change with fair notice)

**Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	R Jan 22	Introduction, Discussion of Syllabus, Course Overview
2	T Jan 27	<b>Essay #1 (In-class Diagnostic) (500 words)</b> <b>Bring Green book(s), ink pens, and your dictionary.</b>
	R Jan 29	Introduction to Human Rights. <i>Are Human Rights Universal?</i> (Franck, GR&P)
3	T Feb 3	Essay #2 Assignment : Structuring an Argument Rhetoric Group #1- What is An Argument? (Everything's An Argument)
	R Feb 5	<i>Women Sportscasters</i> (Grubb, Billiot), <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne, GR&P)
4	T Feb 10	<b>Rough Draft of Essay # 2 Due.</b> (1500 words) <b>Peer Review Workshop on Rhetorical Analysis</b>
	R Feb 12	<b>Due: Essay #2: Rhetorical Analysis (1500 words)</b> <i>America: Home of the Brave</i> (Hammond), <i>Stop Saying "Same-Sex" Marriage</i> (Frye, GR&P)
5	T Feb 17	<i>Human Trafficking and Slavery</i> (Masci), <i>Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy</i> (Ewart, GR&P)
	R Feb 19	Rhetoric Group# 2- Kinds of Argument ( Everything's an Argument) Group Project Assigned Work on Group Project
6	T Feb 24	Library Session– MLK Library, Room TBA
	R Feb 26	Rhetoric Group #3 – Rhetorical Appeals: Logos, Ethos, Pathos (Everything's an Argument) Work on Group Project
7	T Mar 3	<b>Rough Draft of Essay#3 due.</b> <b>Peer Review Workshop on Group Essay.</b>
	R Mar 5	<b>Due: Essay #3, Group Project and Presentation</b> (1500 words)
8	T Mar 10	Group Project and Presentation contd.
	R Mar 12	<i>Acid Attacks</i> (Sprelich), <i>Mutilation by any Other Name</i> (Ameigh,GR&P)
9	T Mar 17	Research Paper - Objectives and Expectations; Fallacies Rhetoric Group#4 – Logical Fallacies (Everything's an Argument)
	R Mar 19	<b>Essay #4: In-class: Argument</b> (500 words) <b>Bring Green book(s), pens, and your dictionary</b>
10	Mar 24-26	Spring Break – No classes
11	T Mar 31	Caesar Chavez Day – No classes
	R Apr 2	<i>Blood Diamonds Are Back</i> (Campbell) What Will States Really Do for Us (Armaline, GR&P)

Week	Date	Topics, Readings, Assignments, Deadlines
12	T Apr 7	<i>Don't Fear the Pirates</i> (Hunt), <i>Google Privacy Practices Worse Than ISP Snooping, AT&amp;T Charges</i> (Singel, GR&P)
	R Apr 9	<b>Due: Tentative Thesis Statement</b> Thesis Evaluation and Research Strategies
13	T Apr 14	<b>Due: Tentative Thesis Statement</b> Thesis Evaluation and Research Strategies
	R Apr 16	<i>The Meaning of the F-word</i> (Winterson, et al.), <i>The Marriage Business</i> (Khan, GR&P)
14	T Apr 21	<i>When did Immigrants Become the Enemy?</i> (Lam) <i>Its Time for the Global Village to Stand Up for Our Children</i> (Day, GR&P)
	R Apr 23	<i>Is Google Making Us Stupid?</i> (Carr), <i>The Critics Need a Reboot</i> (Wolman, GR&P)
15	T Apr 28	<i>Curbing Female Foeticide</i> (Bose), <i>A Brief History of Infanticide</i> (Milner, GR&P)
	R Apr 30	<b>Due: Draft of Essay #5: Research Paper (2000 words)</b> Peer Review Workshop
16	T May 5	<i>That Used to Be Us</i> (Friedman, Mandelbaum, GR&P) Rhetoric Group#5- Presenting Arguments (Everything's an Argument)
	R May 7	<b>Due: Essay #5: Final Research Paper (2000 words)</b> <b>Class Presentations of Final Research Paper</b>
17	T May 12	Class presentations continued.
Finals Week	54: Monday, May 18, 2:45 – 5:00 PM	Culminating Activity : Class presentations continued. Evaluative assessment. <b>Attendance mandatory.</b>
	44: Thursday, May 21, 12:15 – 2:30 PM	