

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: Argument and Analysis, Section 37, Spring 2016**

*We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths.* -Walt Disney

**Course and Contact Information**

<b>Instructor:</b>	Jill Logan
<b>Office Location:</b>	Faculty Office Building (FOB) 118
<b>Telephone:</b>	(408) 924-4024
<b>Email:</b>	jill.logan@sjsu.edu
<b>Office Hours:</b>	M 1:30-2:30 and F 1:00-2:00 or by appointment
<b>Class Days/Time:</b>	F 9:30-12:15
<b>Classroom:</b>	Boccardo Business Building (BBC) 128
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE C2 Humanities – Letters

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

**ENGL 1B Course Description**

General Course Description

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

## Section-Specific Course Description

We will be examining and exploring the world of Disney and Disney in our world. We will read and explore a variety of texts to analyze the Disney phenomenon and how it intersects with enduring human concerns related to cultural and socioeconomic issues on a global scale.

## **ENGL 1B Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to

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

## **ENGL 1B Course Content**

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your 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: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

### Reading:

We will read a variety of texts related to the Disney theme, written for academic, general, and specific audiences. We will discuss strategies for reading that help us to understand the logical structure of argumentative writing.

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

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

Multimodal: For this class students will do two presentations. One will be a short classroom introduction presentation and the other will be a longer presentation at the end of the semester that will focus on their research project. Presentations will be evaluated on the logic of the argument and on the presentation's delivery.

Final Experience: Students will present their research to their instructor and classmates in an 8-10 minute presentation that includes some form of graphic text – a PowerPoint file, handout, etc.

## Required Texts/Readings

### Textbooks

- Andrea A. Lunsford and John J. Ruskiewicz. *Everything's an Argument*. Sixth edition. Bedford St. Martin's. ISBN 9781457606069
- Carl Hiaasen. *Team Rodent: How Disney Devours the World*. Random House. ISBN 9780345422804
- *The Little Seagull Handbook with exercises* (2<sup>nd</sup> ed.) Norton, W.W. & Company, ISBN 978-0393935813

All textbooks available at San Jose University Spartan Bookstore

### Other Readings

The following readings (as listed in the Syllabus) may all be downloaded from **Files** on Canvas:

- Murphy's "The Whole Wide World Was Scrubbed Clean: The Androcentric Animation of Denatured Disney"
- Smoodin's "Introduction: How to Read Walt Disney"
- Zipes' "Breaking the Disney Spell"
- Flood's "Grimm brothers' fairytales have blood and horror restored"
- Miller and Rode's "The Movie You See, The Movie You Don't"
- Fernandez's "Pachuco Mickey"
- Sells' "Where Do the Mermaids Stand?: Voice and Body in *The Little Mermaid*"
- Madison's "Pretty Woman through the Triple Lens of Black Feminist Spectatorship"
- *The Economist* "The Force Is Strong in This Firm"
- "Introduction: Walt's in the Movies"

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to 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>.

## ENGL 1B Section-Specific Requirements and Assignments

### Readings

Readings for this class will come from our textbook, as well as from other readings that have been posted to Canvas. You are responsible for printing off any readings from Canvas that are scheduled for that week. I expect you to come to class having read the assignments for that day.

### *Annotated Notes*

You will bring your text to class with the notes you've made in the margins. I expect you to show a thoughtful engagement with the text through underlining, highlighting, notes in the margins, and whatever type of notetaking works best for you. Partial annotation will yield a partial score.

### *Reading Responses*

For most reading assignments, you will be required to post a Reading Response on Canvas **by 7:00 p.m. the night before** the reading will be discussed. I will post a prompt and you will write a **100-200 word response** to it (unless otherwise stated in the prompt). You will post these under **Discussions** on our Canvas site. (Please enter them in the text box rather than as attachments.) We will use these responses in various ways as springboards for our discussions in class and for your writing assignments. **Late Reading Responses will not be accepted for credit.**

### *In-class Writing Activities*

These activities will vary from class to class, and I will give individual instruction on them during class time. Some you will turn in to me; some you may not. **Missed In-class Writing Activities cannot be made up.**

### *Formal Essays*

You will be required to complete three formal essay assignments: a Rhetorical Analysis, a Synthesis Essay, and an Argumentative Essay. I will provide written instructions and a grading rubric for each of them. I expect you to work on multiple drafts before the final draft is due, and I am happy to provide feedback before the final deadline, providing you meet with me during office hours or by appointment. (I will not review drafts through e-mail.) Your **Rough Drafts** will be due in advance of the **Final Drafts**. Rough Drafts must meet word count requirements to be accepted for credit.

### *Proposal and Annotated Bibliography*

You will turn in a Proposal and an Annotated Bibliography in advance of your Argumentative Essay Rough Draft. I will give you a handout to outline what I expect from these.

### *Short Oral Presentation*

You will give 4-5 minute presentation on a Disney-related topic of your choosing (an artifact, phenomenon, article, etc.) You will make a brief argument about why the topic seems significant to you and how you see it intersecting with other relevant ideas we've read about and discussed.

### *Final Oral Presentation*

You will give an 8-10 minute oral argumentative presentation either on the last day of class or during the scheduled Finals period for this course. It will focus on the topic of your Argumentative Essay and include some type of graphic artifact – a PowerPoint presentation, handout, website demonstration, etc. Presentations will be evaluated on the logic of the argument and on the presentation's delivery.

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Annotated Notes	Varies	2
Reading Responses	2000	1/2/3
In-Class Writing Activities	1000	1/2/3
Short Oral Presentation	4-5 mins	1/2
Formal Essay #1	1000	1/2/3
Formal Essay #2	1000	1/2/3
Formal Essay #3	2000	1/2/3
Proposal	500	1/2/3
Annotated Bibliography	500	2
Final Oral Presentation	8-10 mins	1/2

## Grading Policy

The point breakdown for the class is as follows:

Assignment	Points Possible	My score
Annotated Notes	10	
Reading Responses (13 x 5 points each)	65	
In-class Writing Activities (13 x 5 points each)	65	
Short Oral Presentation	50	
Rough Drafts (3 x 50 points each)	150	
Final Essay #1: Rhetorical Analysis	100	
Final Essay #2: Synthesis Argument	100	
Final Essay #3: Argumentative	200	
Proposal	25	
Annotated Bibliography	25	
Final Oral Presentation	100	

## Grading Scale:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%

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

If you do not understand the reason you received a specific grade, please ask for clarification *at least 24 hours after receiving it, and at most one week after.*

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All 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.

### **Late Work**

Assignments are due at the beginning of class (*except Reading Responses, which are due at 7:00 p.m. on the night before they are being discussed*). Any papers not turned in at the beginning of the class period will be lowered one full letter grade, with additional deductions of one full grade for each additional day they are late. **This policy only applies to essays; I will not accept late work for Reading Responses or In-Class Writing Activities.**

### **Classroom Protocol**

Your task as a student will be to take advantage of the readings and class instruction and to embrace the processes of writing and reading. To help foster a positive classroom community, I expect that students will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the material. As college students, I expect you to acknowledge that you are participating in a level of education where effort is not enough to justify a high grade, and I expect that you will not plagiarize or otherwise steal the work of others. I also expect that you will accept the consequences – good or bad – of your actions.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your grade will reflect the quality of your work and nothing else. I believe that this course is extremely important for your intellectual and personal growth, and my teaching will reflect this belief.

## Paper Formatting

In order to help me grade fairly, all assignments (except those completed in class) must be typed, double-spaced, and in Times New Roman 12-point font with one-inch margins. Assignments of more than one page must be stapled. The following example demonstrates how a paper should be formatted.

Your Name

Instructor: Jill Logan

ENGL 1B

Date

Your Specific Title Goes Here

The text of your paper begins here. Notice that this text is left-justified. Also make sure that all margins are set at 1". You should choose the Times New Roman font in size 12. All text should be double-spaced.

On all following pages, the header should include your last name and page number, such as "Poppins 2," on the right-hand side of the page. To set this up, choose "View/Header and Footer" in most word processors. Be sure to use the "#" command to place the page number in your header, so that the computer will automatically paginate your document. (You can take the header off the first page by placing a check mark before "Different first page" under "File/Page Setup/Layout.")

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that you begin by seeking clarification or discussing concerns with your instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.

## Dropping and Adding

You are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. You 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](http://www.sjsu.edu/advising/) 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), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all

disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

### **California Faculty Association Dispute**

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education. It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education. Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody. For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

# Course Schedule

## English 1B: Argument and Analysis (Section 37) – Spring 2016

\*Schedule subject to change with fair notice at Instructor's discretion. You'll be notified in class and by email.

EA = *Everything's an Argument*

Week	Date	Topics, Readings, Assignments, Deadlines
1	F 1/29	Introductions <b>In-class Diagnostic Essay</b>
2	Th 2/4	<b>Due: Reading Response #1 (to Canvas by 7:00 p.m.)</b>
	F 2/5	<b>Due: Annotated Notes</b> Discuss: <i>Team Rodent</i> (1-37) Discuss: EA Chapter 1: Everything is an Argument In-Class Writing Activity #1
3	Th 2/11	<b>Due: Reading Response #2 (to Canvas by 7:00 p.m.)</b>
	F 2/12	Discuss: <i>Team Rodent</i> (38-83) Discuss: EA Chapter 6: Rhetorical Analysis In-Class Writing Activity #2
4	Th 2/18	<b>Due: Reading Response #3 (to Canvas by 7:00 p.m.)</b>
	F 2/19	<b>Due: Rhetorical Analysis Rough Draft</b> Discuss: Murphy's "The Whole Wide World Was Scrubbed Clean: The Androcentric Animation of Denatured Disney" In-Class Writing Activity #3
5	Th 2/25	<b>Due: Reading Response #4 (to Canvas by 7:00 p.m.)</b>
	F 2/26	Smoodin's "Introduction: How to Read Walt Disney" Discuss: EA Chapter 7: Structuring Arguments In-Class Writing Activity #4
6	Th 3/3	<b>Due: Reading Response #5 (to Canvas by 7:00 p.m.)</b>

Week	Date	Topics, Readings, Assignments, Deadlines
	F 3/4	<p><b>Due: Rhetorical Analysis Final Draft</b></p> <p>Discuss: Zipes' "Breaking the Disney Spell"</p> <p>Discuss: Flood's "Grimm brothers' fairytales have blood and horror restored"</p> <p>Discuss: EA Chapter 19: Using Sources</p> <p>In-Class Writing Activity #5</p>
7	Th 3/10	<p><b>Due: Reading Response #6 (to Canvas by 7:00 p.m.)</b></p>
	F 3/11	<p>Discuss: Miller and Rode's "The Movie You See, The Movie You Don't"</p> <p>Discuss: Fernandez's "Pachuco Mickey"</p> <p>Discuss: EA Chapter 16: Academic Arguments</p> <p>In-Class Writing Activity #6</p> <p><b>LIBRARY SESSION (meet in the classroom)</b></p>
8	Th 3/17	<p><b>Due: Reading Response #7 (to Canvas by 7:00 p.m.)</b></p>
	F 3/18	<p><b>Due: Synthesis Essay Rough Draft</b></p> <p>Discuss: Sells' "Where Do the Mermaids Stand?: Voice and Body in <i>The Little Mermaid</i>"</p> <p>Discuss: Madison's "Pretty Woman through the Triple Lens of Black Feminist Spectatorship"</p> <p>In-Class Writing Activity #7</p>
9	Th 3/24	<p><b>Due: Reading Response #8 (to Canvas by 7:00 p.m.)</b></p>
	F 3/25	<p>Discuss: <i>The Economist</i> "The Force Is Strong in This Firm"</p> <p>In-Class Writing Activity #8</p>
<b>SPRING BREAK</b>		
10	Th 4/7	<p><b>Due: Reading Response #9 (to Canvas by 7:00 p.m.)</b></p>
	F 4/8	<p><b>Due: Synthesis Essay Final Draft</b></p> <p>In-Class Writing Activity #9</p>
11	Th 4/14	<p><b>Due: Reading Response #10 (to Canvas by 7:00 p.m.)</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
	F 4/15	<b>Due: Proposal</b> Discuss: EA Chapter 18: Evaluating Sources Discuss: EA Chapter 8-12: Arguments of Fact, Definition, Evaluations, Causal Arguments, and Proposals In-Class Writing Activity #10
12	Th 4/21	<b>Due: Reading Response #11 (to Canvas by 7:00 p.m.)</b>
	F 4/22	<b>Due: Annotated Bibliography</b> Discuss: "Introduction: Walt's in the Movies" Discuss: EA Chapter 20: Plagiarism and Academic Integrity In-Class Writing Activity #11
13	Th 4/28	<b>Due: Reading Response #12 (to Canvas by 7:00 p.m.)</b>
	F 4/29	Discuss: EA Chapter 14: Visual and Multimedia Arguments In-Class Writing Activity #12
14	Th 5/5	<b>Due: Reading Response #13 (to Canvas by 7:00 p.m.)</b>
	F 5/6	<b>Due: Argumentative Essay Rough Draft</b> Discuss: EA Chapter 15: Presenting Arguments In-Class Writing Activity #13
15	F 5/13	<b>Oral Presentations</b>
Final Exam	F 5/20 7:15-9:30	<b>Oral Presentations</b> <b>Due: Argumentative Essay Final Draft</b>