

**San José State University**  
**Department of English & Comparative Literature**  
**English 1B: Argument & Analysis, Section 42, Spring 2016**

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<b>Office Hours:</b>	MW: 1:30-2:30PM and by appointment
<b>Class Days/Time:</b>	MW: 4:30 – 5:45PM
<b>Classroom:</b>	BBC 121
<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 C2 Humanities—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. I communicate with students solely through Canvas and send weekly updates on Sundays.**

**ENGL 1B Course Description**

General Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

Course Description

*To provide focus and continuity, the theme of the class is “Online Lives and Social Arguments.” Students will read and write about technology, social media, and the spread of viral news from various perspectives—personal, cultural, academic. Class discussions will explore such questions as “What arguments (and paradoxes) do American media sources present?” “What does it mean to think ‘publicly’ instead of just ‘privately’?” “What types of arguments do we construct when we both express and manipulate identity on social media platforms?” “How interconnected are commercial interests and government control in terms of our digital lives?” “What determines the success of the viral spread of movements and are all of these digital changes good for us?” and “What is the future of digital tools and how they augment our thinking?” As Clive Thompson says in our Smarter Than Your Think text, is our society becoming one with “infinite memory”?*

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

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context.
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

## **GE C2 Course Description**

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes 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. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

## **GE C2 Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2, 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. 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.

Reading: In addition to being writing intensive, ENGL 1B is also a reading course. Readings from *Everything's an Argument* will include content on developing and analyzing arguments, the writing process, and research and documentation. These readings are intended to help students develop and refine strategies for analyzing creating effective arguments.

Readings from *Data*, and *Smarter*, and other supplemental texts available via Canvas or online will focus on technology, behavior, digital information and social media. These readings will help students situate the

historical and cultural contexts of our course theme and develop a sophisticated understanding and appreciation of digital identity to synthesize students' thinking into arguments.

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. You will get to both *create* arguments and *interpret* the value of other arguments.

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. Your culminating project is a research paper focused on a specific social media / millennial news platform, including analysis of its functionality, an evaluation of its features, and case studies of the ways in which it creates and manipulates behavior and identity.

Multimodal:

Oral + supplementary material assignments include individual presentations, group presentations, and class discussions / debates. 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. You will have two major oral /multimodal assignments this semester.

1. **Hot Seat Teaching**

You will prepare a Hot Seat Presentation on an assigned reading or viewing using Prezi as a visual. You will sign up on Canvas for your preferred text and will receive feedback from me. You will be teaching the rest of us about what you've gathered from the reading / viewing in terms of its meaning, rhetorical strategies and techniques, etc. However this is NOT a summarization presentation. We all read it too; we know what it says. You need to show deeper analysis of the themes, strategies, and arguments being presented.

**Note:** Prezi is the preferred presentation medium, but you may use Powerpoint or Google Slides.

2. **Research Paper Presentation**

You will complete a 5-7 minute oral presentation, with supplementary material (both a look at your chosen platform and an accompanying Prezi / PPT / Google Slides, blog) to provide overview, analysis and critique of your chosen social platform. The argument should be well organized, have excellent support, anticipate objections, provide potential counterarguments, and demonstrate preparedness and confidence.

**Required Texts/Readings**

Books:

**Smarter Than You Think: How Technology is Changing Our Minds for the Better**

Clive Thompson, ISBN: 978-0143125822 || We will call this "Smarter" in class and in the course schedule.

**Dataclysm: Love, Sex, Race, and Identity--What Our Online Lives Tell Us about Our Offline Selves**

Christian Rudder, ISBN: 978-0385347396 || We will call this "Data" in class and in the course schedule.

**Everything's An Argument: With Readings**

Andrea Lunsford, ISBN: 9781457698644 || We will call this "EA" in class and in the course schedule.

### Other Readings & Materials:

- Other articles /links to viewings will be posted on Canvas under the Modules tab and are marked in the course schedule as “eText.” Some come from Dr. Wheeler’s rhetoric site. We will also read news sources from “Millennial” news sites like The Atlantic, Mic, Vox, Vice, and BuzzFeed, Slate, Wired, etc.
- Greenbooks and black/blue pens for in-class essays and assignment
- Lined paper for quick-writes and notes

### Canvas:

All course materials such as the syllabus, essay prompts, handouts, notes, assignment instructions, etc. can be found on our class Canvas page. You are responsible for regularly checking with the messaging system through Canvas—including all announcements—in order to get up to date information about our course. All communication will be done through Canvas. Do NOT e-mail me unless Canvas is down.

We will be using Canvas for electronic submissions of all major essays including drafts. Hard copy submissions are not required. TurnItIn.com is already pre-plugged into the Canvas submission system, so you *do not* have to submit to TurnItIn first.

## **ENGL 1B COURSE REQUIREMENTS AND ASSIGNMENTS**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **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 are graded on a traditional A-F scale.

Essays will be graded by the following criteria:

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 significant 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.

**You can earn up to 1,000 points in this course. Please refer to the grade calculations below:**

930-1000 points = A (93%-100%)	800-829 points = B- (80%-82.9%)	670-699 points = D+ (67%-69.9%)
900-929 points = A- (90%-92.9%)	770-799 points = C+ (77%-79.9%)	630-669 points = D (63%-66.9%)
870-899 points = B+ (87%-89.9%)	730-769 points = C (73%-76.9%)	600-629 points = D- (60%-62.9%)
830-869 points = B (83%-86.9%)	700-729 points = C- (70%-72.9%)	0-599 points = F (0%-59.9%)

\*You must receive at least 730 points (a C or above) to pass this course.

**Essays (525 points = 52.5%)**

You will complete a total of five major essays for this class: one in-class essay, and four out-of-class essays, for a total of 6000 required words, 4000 in revised form. The final three out-of class essays will go through at least one revision. This means that you will be turning in extensive drafts of the latter three out-of-class essays.

**Please see \*A note on drafts\* under the Classroom Protocol heading.**

Essay	Description	GELOs & CLOs	Minimum Word Count*	Point Value
<b>(Essay 1) Personal Diagnostic</b>	This out-of-class diagnostic will require you to analyze your identity and space on social media.	1,3 ; 3,6	650 (2.5 pages)	Not graded
<b>(Essay 2) Rhetorical Analysis</b>	Students will evaluate and critique the content and rhetoric of one of Clive Thompson’s main points in <i>Smarter Than You Think</i> .	1-3; 1-6	800 (3+ pages)	100 points
<b>(Essay 3) IN CLASS— Visual Rhetoric</b>	Students will analyze an infographic, and identify the creator’s use of pathos, ethos, and logos and effective design elements.	1-3; 1-4, 6	500	100 points
<b>(Essay 4) Persuasive Argument: “A Case For…”</b>	Students will take a position and write a persuasive essay on a topic pertaining to technology; they will make “A Case For…”	1-3; 1-6	1200 (5 pages)	100 points
<b>(Essay 5) Research Paper</b>	Your culminating project is a research paper focused on a specific social media / millennial news platform, including analysis of its functionality, an evaluation of its features, and case studies of the ways in which it creates and manipulates behavior and identity. Students will provide overview, extrapolate evidence, and interpret meaning on the grand scale.	1-3; 1-6	2000 (8 pages)	150
	Proposal	--	300	15
	Annotated Bibliography	--		20
	1 <sup>st</sup> Draft	--	1000	20
	Elevator Pitch <i>On our FINAL day, you will give a 3 minute Elevator Pitch about your research.</i>	--		20
	Total			

## Oral Assignments (155 points = 15.5%)

ITEM	DESCRIPTION	GELO / CLO	POINT VALUE
<b>Mandatory Conference</b>	5-minute conference with me! Sign-ups on Google Sheets. Must complete before Spring Break	1	15 points
<b>Hot Seat Presentation</b>	You and a partner will prepare a Hot Seat Presentation on an assigned reading or viewing using Prezi as a visual.	1-3; 1-4, 6	50 points (Each individual in the group)
<b>Hashtag Presentation</b>	With your partner, you will complete a 5-7 minute oral presentation, with multimedia elements, providing an overview, analysis and critique of your chosen hashtag.	1; 1-4, 6	50 points (Each individual in the group)
<b>Writing Groups (4)</b>	You will be assigned to Writing Groups early in the semester. You will be required to bring copies of your drafts for each of your group members on Writing Group days. Non-attendance will result in a 0. Not having copies of your draft will lose 5 points.	1-3; 1-6	4 writing group days x 10 points = 40 points total.

## Oter Assignments (320 points = 32%)

Assignment	Description	GELO(s)	Word Count*	Point Value
<b>Reader Responses (10)</b>	You will complete a total of 10 out of 15 potential Reader Responses for various readings throughout the semester. All readings eligible for a RR will be clearly marked. There are multiple readings some days, so you must touch on each briefly in the RR. RRs are due at the beginning of class and they must be typed. <u>No emails; no exceptions.</u> You must attend class to turn in a RR; a classmate cannot turn it in for you.	1-3 ; 1-4, 6	250	10 RRs x 10 points = 100 points
<b>Canvas Discussions (2)</b>	There will be two major Canvas discussions on two videos / secondary readings throughout the semester. You will be required to post thoughts of your own and respond to the thoughts of your classmates.	1-3; 1-4, 6	500	25 x 2 = 50 points
<b>Quick-writes (5)</b>	Throughout the semester, you will write a total of 5 "quick-writes" in class on various topics related to our course theme. You will turn these in after you write them in class. No make-ups.	1-3; 1-4, 6	150	15 x 5 = 75 points
<b>Critical Analysis of a Hashtag</b>	Along with a partner, students will critically analyze a hashtag over various platforms: Instagram / Twitter / Facebook / Tumblr, etc.	1; 1-6	500	75 points
<b>Course-long Class Participation</b>	Engagement with material and thoughtful contribution in class discussions.	1	--	20 points

### Extra Credit:

There will be extra credit points available for attending MOSAIC Cross Cultural Center events. You will be required to write a brief-write up about your experiences. Dates TBA. **(20 points possible).**

# CLASSROOM PROTOCOL

## **Absences, Tardiness, and Participation**

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus. If you miss a quiz, you cannot make it up. If you miss a quick-write, you cannot make it up. If you're late to class or if you leave class early, you may not receive credit for your participation that day. You will complete daily work in class that goes toward your participation score.

Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

## **Essays**

### Format:

All drafts and final essays (except the in-class essays) will be submitted online through Canvas and automatically run through TurnItIn. You do not need to print a physical copy unless it is a draft for Writing Groups.

-Essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc.

-You must title all papers. "Essay 1" will not do. Be creative.

-All essays must include a word count at the end of the submission.

-All formatting must meet MLA Format. Use the OWL guide to help you.

<http://owl.english.purdue.edu/owl/resource/747/01/>

### **\*A note on drafts \*:**

Drafts are mandatory. Failure to submit a draft will result in a 1/3<sup>rd</sup> letter grade drop. (A B+ paper would become a B, etc.)

An outline or bullet point list of thoughts is NOT a draft. Each draft needs to have at least half the final draft word count, so please treat these drafts like you would a final copy.

Revisions of essays may be accepted for a new grade on a case-by-case basis if, and only if, a student meets with me on the day the paper is returned and turns in a new paper in a timely manner, i.e., you may not randomly decide to revise an essay four weeks later. Revisions must include a cover page that addresses 1) where the student feels they struggled in the original paper. 2) what changes have been made to the new paper.

### In-Class Essays:

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

## **Late Work & Extensions**

I do not accept late work for any unexcused reason. Late essays will be dropped one full letter grade for each day late (a "B" paper due Monday and turned in on Wednesday will receive a "D"). If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact the instructor at your earliest opportunity by email. Giving less priority to your education than other time commitments does not constitute an emergency. Extensions on papers may be given on a case-by-case basis. However, this is ONLY if

you contact me in writing 48 hours in advance of the due date. You may not ask for an extension the day before a paper is due.

### **Email and Contact Communication**

Please contact me through the messaging service on Canvas—not my email unless you have no other option. I will try to respond to your messages within 24 hours. Please be courteous with your timing (I may not see your desperate message at 2 AM the day an assignment is due). I am your instructor, not your FaceBook friend, so please remember to use appropriate language when messaging me.

### **Classroom Courtesy**

Everyone deserves to be heard in this course. I am personally committed to having students' take charge of their own learning. At times we may discuss or watch some touchy or controversial material. I would ask that you would be courteous to your classmates and respectful of their thoughts and opinions even if they differ from your own. Please feel free to ask questions and speak your mind, as long as you remain respectful. This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another—not to take cheap shots at others' work.

### **Technology**

I expect you to show up to class awake, aware, and present. Coffee and snacks are allowed! However, cell phone, laptop, iPod, and iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students. When you come to class, put all of these items away and do not take them out until class is finished.

### **Office Hours**

Please come see me during office hours on M/W from 1:30-2:30PM. I care about your well being as an individual as well as a student. My office has an open-door policy. If I'm not available for office hours at the same time you are, send me a message and we'll set something up. I am more than willing to help you at any stage of your writing process from brainstorming to revising. I guarantee that my help will increase your chances of a higher score on your papers—take advantage of my office hours!

# UNIVERSITY POLICIES

## General Expectations, Rights and Responsibilities of the Student

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

## 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](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/>. 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](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.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 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>.

## English 1B: Argument and Analysis, Section 42, Spring 2016 Course Schedule

*This schedule is subject to change with fair notice. Always consult Canvas for up-to-date info.*

*All readings / work in the Assignments Due column are due by THAT class period (not after).*

**EZ** = *Everything's An Argument* ; **DATA**= Dataclism ; **SMARTER**=*Smarter Than You Think*;

**eText** = Link on Canvas under the Modules tab

Week	Date	In Class Activities / Schedule	Assignments Due
1	M 2/1	Introductions / Go over syllabus Assign <b>Essay 1 Diagnostic</b>	None
1	W 2/3	Vocabulary: Argument, Premises, Reconstructing and Evaluating Arguments  Daniel Cohen TED: "For Argument's Sake"	Read: <b>eText</b> "Feldman Argument" pg. 1-9; <b>EA</b> Chapter 1: "Everything Is An Argument" pg. 3-26 <b>Essay 1 Diagnostic Due</b> on Canvas by 11:59 PM
2	M 2/8	Quick-write #1: <b>eText</b> "Rhetoric and Discourse" Aristotelian Logic Lecture	Read: <b>eText</b> "Feldman Argument" pg. 9-21 <b>eText</b> "The Classical Argument." <b>eText</b> : "Aristotelian Argument."
2	W 2/10	Pathos <i>Human and Machines: Technology and Us</i> Hot Seat Presentation #1	Read: <b>eText</b> "Pathos" ; <b>EA</b> Chapter 2: "Pathos" pg. 28-39; <b>SMARTER</b> "The Rise of the Centaurs" pg. 1-18 <u>Reader Response 1 Due</u>
3	M 2/15	Ethos <i>Artificial Memory and LifeLogs</i> Hot Seat Presentation #2	Read: <b>eText</b> "Ethos" ; <b>EA</b> Chapter 3: "Ethos" pg. 40-49; <b>SMARTER</b> "We, The Memorious" pg. 19-44 <u>Reader Response 2 Due</u>
3	W 2/17	Logos <i>"As Data Keeps Coming, The Windows Get Bigger"</i> <b>Assign Essay 2—Rhetorical Analysis</b>	Read: <b>eText</b> "Logos" ; <b>EA</b> Chapter 4: "Logos" pg. 51-70; <b>DATA</b> "Introduction" pg. 15-31; <i>Canvas Discussion #1 due by Saturday, 2/20 at 11:59 PM</i>
4	M 2/22	Canvas Discussion Recap Rhetorical Analysis, <b>EA</b> : 112-117 <i>Audience and Blogs</i>  Hot Seat Presentation #3	Read: <b>EA</b> Chapter 6: "Rhetorical Analysis" pg. 87-105; <b>SMARTER</b> "Public Thinking pt. 1" pg. 45-top of page 66 <u>Reader Response 3 Due</u>

<b>Week</b>	<b>Date</b>	<b>In Class Activities / Schedule</b>	<b>Assignments Due</b>
4	W 2/24	<i>Rhetorical Analysis cont.</i> <i>Public Discourse and Writing</i>  Hot Seat Presentation #4	Read: <b>EA</b> Chapter 10: “Evaluations” pg. 210-230; <b>SMARTER</b> “Public Thinking pt. 2” pg. 66-82 <u>Reader Response 4 Due</u>
5	M 2/29	<u>Writing Groups #1</u>	<b>Essay 2</b> Draft due in class and a submission @ 11:59PM on Canvas.
5	W 3/2	<i>Visual Rhetoric</i>  Hot Seat Presentation #5	Read: <b>EA</b> Chapter 14: “Visual Rhetoric” pg. 330-343; <b>SMARTER</b> “New Literacies pt. 1” pg. 83-half page of 98 <u>Reader Response 5 Due</u>
6	M 3/7	<i>Visual Rhetoric cont.</i>  Hot Seat Presentation #6	Read: <b>EA</b> Chapter 16: “Multimedia Arguments” pg. 361-375; <b>SMARTER</b> “New Literacies pt. 2” pg. 98-113 <u>Reader Response 6 Due</u> <b>Essay 2 Final</b> due @ 11:59PM on Canvas.
6	W 3/9	<i>Be Yourself and Be Brave</i> <u>Quick-write #2</u> Hot Seat Presentation #7	Read: <b>DATA</b> Ch. 1: “Wooderson’s Law” & Ch. 2 “Death By a Thousand Mehs” <u>Reader Response 7 Due</u>
7	M 3/14	<b>Essay 3 In-Class Visual Rhetoric</b>	None
7	W 3/16	<i>Revision and Rejection</i> Hot Seat Presentation #8 (3-person team) <b>Assign Essay 4 Persuasive: “A Case For”</b>	Read: <b>DATA</b> Ch. 3: “Writing On the Wall” & Ch. 4 “You Gotta Be The Glue” & Ch. 5 “There’s No Success Like Failure” <u>Reader Response 8 Due</u>
8	M 3/21	Constructing an Academic Argument Practice with Annotated Sources <u>Quick-write #3:</u>	Read: <b>EA</b> Chapter 12: “Proposals” pg. 272-293 & Chapter 17: “Academic Arguments” pg. 379-392
8	W 3/23	<i>Persuasive Style</i> <u>Writing Groups #2</u>	Read: <b>EA</b> Chapter 13: “Style in Arguments” pg. 307-329  Come prepared with Persuasive topic
9	3/28-30	SPRING BREAK – No Class	<b>Essay 4 Persuasive Draft</b> due by Saturday 4/2 @ 11:59PM on Canvas.

Week	Date	In Class Activities / Schedule	Assignments Due
10	M 4/4	<i>Library Day (tentative)</i>	None; Show up on the second floor of the library at 4:30 PM for our Library Orientation.
10	W 4/6	GELO Department Practice with Annotated Sources  Hot Seat Presentation #9  Assign <b>Hashtag Analysis</b>	Read: <b>SMARTER</b> “The Puzzle-Hungry World” pg. 147-173 <u>Reader Response 9 Due</u> <b>Essay 4 Persuasive Final</b> due by Saturday 4/9 @ 11:59PM on Canvas.
11	M 4/11	<i>What Pulls Us Apart</i> <u>Quick-write #4</u> Hot Seat Presentation #10	Read: <b>DATA</b> Ch. 6: “The Confounding Factor” & Ch. 7 “The Beauty Myth...”  <u>Reader Response 10 Due</u>
11	W 4/13	Hot Seat Presentation #11  Partner-work time if needed.	Read: <b>DATA</b> Ch. 8: “Its What’s Inside That Counts” & Ch. 9 “Days of Rage” <u>Reader Response 11 Due</u>
12	M 4/18	--Hashtag Presentations-- Assign <b>Essay 5 Research Paper</b>	<b>Hashtag Analysis Due in-class</b>
12	W 4/20	--Hashtag Presentations--	None
13	M 4/25	<u>Writing Groups #3</u>  Reading Discussion	Read: <b>SMARTER</b> “Ambient Awareness” pg. 147-173 <b>Essay 5 Topic</b> Due @ 11:59PM on Canvas.
13	W 4/27	<i>Sources</i> Reading Discussion	Read: <b>SMARTER</b> “The Connected Society Pt.1” pg. 245-259 top half; <b>EA</b> Chapter 19 “Evaluating Sources” pg. 427-435
14	M 5/2	<i>Sources cont.</i> Reading Discussion	Read: <b>SMARTER</b> “The Connected Society Pt.2” pg. 259-279 ; <b>EA</b> Chapter 20 “Using Sources” pg. 436-453  <b>Essay 5 Annotated Sources</b> Due @ 11:59PM on Canvas.

<b>Week</b>	<b>Date</b>	<b>In Class Activities / Schedule</b>	<b>Assignments Due</b>
14	W 5/4	<i>Spatial Analysis</i> Reading Discussion	Read: <b>DATA</b> Ch. 12 “Know Your Place”  <u>Reader Response 12 Due</u> <i>Canvas Discussion #2 due by Saturday, 5/7 at 11:59 PM</i>
15	M 5/9	<i>Race and Sexuality Online</i> Hot Seat Presentation #12	Read: <b>DATA</b> Ch. 10 “Tall For An Asian” & Ch. 11 “Ever Fallen In Love?”  <u>Reader Response 14 Due</u>
15	W 5/11	<u>Writing Groups #4</u>	<b>Essay 5 Draft</b> due in class and a submission @ 11:59PM on Canvas.
16	M 5/16	<u>Quick-write #5</u> Reading Discussion	Read: <b>DATA</b> Ch. 13 “Our Brand Could Be Your Life”  <u>Reader Response 15 Due</u>
Final Exam	F 5/20	<b>MANDATORY ATTENDANCE FINAL</b> Friday, May 20 <sup>th</sup> at 2:45PM – 5:00 PM in BBC 121	<b>FINAL: 3-5 Minute Elevator Pitches</b>  <b>Essay 5 Final</b> due @ 11:59PM on Canvas on Friday, May 20 <sup>th</sup>