

**San José State University**  
**Department of English & Comparative Literature**  
**English 2: Critical Thinking and Writing, Section 6, Spring 2017**

|                                  |   |
|----------------------------------|---|
| <b>Instructor:</b>               | Professor Williams  |
| <b>Office Location:</b>          | Faculty Offices Building 116  |
| <b>Telephone:</b>                | 408-924-4579 USE EMAIL  |
| <b>Email:</b>                    | mary.williams@sjsu.edu  |
| <b>Office Hours:</b>             | TR 12:00-13:00  |
| <b>Class Days/Time:</b>          | TR 10:30-11:45  |
| <b>Classroom:</b>                | Boccardo Business Center (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 A3 / Critical Thinking and Writing   |

**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 frequently checking with the messaging system through MySJSU to learn of any updates.

**ENGL 2 Course Description**

General Course Description

ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description

Our course will explore monsters and the monstrous in myriad forms. We will explore the monsters we create, how we define monster, how monsters function, and why they are seemingly necessary. In defining monster, we will discover more about our own humanity, what it means to be human or monster, and how the boundaries of these categories often blur. As a result of this focus, we will also develop a tolerance and appreciation for ambiguity, a natural and sometimes unsettling part of life.

**ENGL 2 Learning Outcomes (GELO)**

Upon successful completion of the course, 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. 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. 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 2 Course Learning Outcomes (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 2 Course Content**

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, writing, and oral assignments to construct your 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: You 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 you 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.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

### **Required Texts/Readings**

#### **Textbooks**

*Everything's an Argument*, Sixth Edition, Andrea A. Lunsford and John J. Ruskiewicz, Bedford/St. Martin's, 2013. ISBN: 978-1-4576-0606-9.

*Monsters: A Bedford Spotlight Reader*, Andrew J. Hoffman, Bedford/St. Martin's, 2016. ISBN: 978-1-4576-9030-3.

*The Everyday Writer*, Lunsford, electronic version available for free via your Canvas account.

**\*\*\* If you have trouble acquiring the required materials, let me know immediately! \*\*\***

## **Other Required Readings and Materials**

You will view several videos on fallacies and cognitive biases available on YouTube. You will discuss content and may take follow up quizzes. See the calendar for what videos to view and when.

## **ENGL 2 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>.

## **Written Assignments**

**Formal Writing Assignments:** Students will write four formal essays: see the table below for types of essays, word count requirements, and how each essay aligns with the GE A3 and ENGL 2 course learning outcomes. One essay will be written in class, and three essays will be written out of class. The out-of-class essays will go through at least one revision before receiving a grade.

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.

Out-of-class essays must be turned in on time and meet all requirements to receive credit, including the following items:

- Out-of-class essays will be turned in on paper (hard copy) and uploaded to Canvas and routed through turnitin.com via Canvas.
- Late hard-copy essays will lose 10 points (10%), until the next class meeting. After the next class meeting, essay grade will automatically be F.
- Uploading essays late will result in up to a 10 point deduction (10%) in the essay grade, until the next class meeting. After the next class meeting, essay grade will automatically be F.
- All first drafts of essays for peer-review or instructor review must be uploaded to Canvas on time (24 hours prior to the in-class workshop or by the due date for a first draft [see specific assignments for details]). Uploading essays for peer review or instructor review late will result in up to a 10 point (10%) deduction in the essay grade. **\*\*Please note: uploading the essay to the incorrect place in Canvas will result in the same point deductions for uploading the essay late.\*\***
- All peer-edited essays and first drafts must be turned in with the final draft. Failure to turn them in will result in a 10 point (10%) deduction in the essay grade.
- All pages of each essay must be stapled. Failure to staple pages of each essay will result in a 5 point (5%) deduction in the essay grade.
- All out-of-class essays will follow MLA guidelines for formatting and citations, which are included in *Everything's an Argument*, *The Everyday Writer* (available through Canvas), and at OWL online. (Find OWL's MLA resource here: <https://owl.english.purdue.edu/owl/resource/747/01/>). Failure to follow MLA guidelines will result in point deductions on the essay grade.
- Read and closely follow all instructions for out-of-class essay assignments, which will be distributed via Canvas and discussed in class.

**Short Writing Tasks:** Students will write several informal assignments, both in class and as homework, designed to provide practice in all the parts of the writing process and to provide bases from which to develop the formal writing assignments. These tasks will be assigned throughout the semester and will vary in content and length, but will add up to over 1000 words over the course of the semester. Some examples of short writing tasks are developing thesis statements;

analyzing the structure of arguments, rhetorical appeals, and logic; identifying audiences and evidence for arguments; creating outlines for essays; reader responses and summaries; and sentence and paragraph revisions.

## **Reading Assignments**

Readings are listed on the calendar section of the syllabus. Students are expected to complete the readings BEFORE coming to class on the day the readings are listed. There are three different types of readings we will focus on: writing skills and argument development, logic content, and thematic content.

- Students are expected to ALWAYS bring their books to class from which there are assigned readings for that class meeting.
- Students are expected to participate in discussions of the readings and be prepared for quizzes. Participating in class discussions is a large portion of the participation part of the course grade, so keeping up with the readings is vital to earning full credit for participation.
- Because some of the readings will be provocative and challenging, both in content and form, students are expected to respectfully consider and discuss the readings, even if students disagree with the opinions expressed.
- If you do not have required materials in class (books, printouts of readings or peers' essays), you will earn zero participation points for the day.

## **Workshops**

The out-of-class essays will have workshops wherein students will offer valuable feedback to each other on the essays in progress. Feedback will include content, organization, and expression, and will be guided by the assignments' requirements.

- Workshops are mandatory and cannot be made up.
- Workshop days are worth more in participation points than other class days and activities.
- A workshop protocol will be distributed and discussed prior to the first workshop.

## **Homework**

Homework will vary each week and will largely be made up of short writing tasks (see above description).

- Students must attend class the day homework is due in order to earn credit for homework.
- Homework will be assessed on a point basis (1-15 points per assignment) that will vary by type of assignment, and homework points will be part of the participation portion of the course grade.
- See the calendar for SWT homework assignments. Homework that is not included on the calendar will be assigned via Canvas or in class.

## **Class participation**

Class participation is crucial to the learning experience. The better students participate in all activities, the more students will learn and the more interesting the class will become for all of us. I expect to hear from all students, even shy ones, so I will prod and expect students to engage in all activities. And while SJSU does not grade on attendance, participation is a part of the course grade. I track participation through a sign-in sheet that includes my notes on your participation for each class meeting.

- Your presence in class is necessary for participation, and all class activities count as participation.
- Class participation points cannot be made up.
- Points vary by activities, typically from 5 to 10 points per day, and are cumulative over the semester. The number of points earned will be divided by the total number of points available to be turned into a grade at the end of the semester. \*\*\*The class participation portion of the grade is NOT posted in Canvas. This means the grade in Canvas may be off if your participation is weak or you've missed several classes.\*\*\*
- If you use an electronic device in class without prior permission, you will earn zero participation points for that day.

## Presentations

Students will create a multimodal presentation for one of the formal assignments. Please see the assignment and calendar for pertinent information.

## Assignment Word Count and Learning Goals

| Assignment   | Word Count | GELO | CLO              |
|--|------------|------|------------------|
| Diagnostic Essay (in class)                                    | 350-500    | 4    | 1, 5, 6          |
| Multimodal Presentation and Defense (in and out of class)      | 300-500    | 1-4  | 1, 2, 4-6, 8     |
| Critical Analysis Essay (First and Final Drafts, out of class) | 1500 x2    | 1-4  | 1-8              |
| Argument Essay (First and Final Drafts, out of class)          | 1500 x2    | 1-5  | 1, 2, 4-6, 8     |
| Reflective Letter Essay (out of class)                         | 500-600 x2 | 2-5  | 1, 2, 3, 5, 6, 8 |
| Short Writing Tasks (in and out of class)                      | 1000-1500  | 1-5  | 1-8              |

## Grading Policy

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 essays and the oral presentation are graded on a traditional A-F scale, including +/-.
- Homework and participation are graded on a point basis, usually from 1-10 points per assignment and class activity. Points are cumulative and will be turned into a letter grade at the end of the semester based on the total number of points earned divided by the total number of points available.
- There is no extra credit in this course.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- Homework and participation may not be made up.
- Students must earn a C- or higher to pass the course.

## Grading System to Determine Course Grade

| Assignment   | Word Count | Percent of Course Grade (out of 100% total) |
|--|------------|---|
| Diagnostic Essay (in class)                                    | 350-500    | 0   |
| Multimodal Presentation and Defense (in and out of class)      | ~ 300      | 15  |
| Critical Analysis Essay, First and Final Drafts (out of class) | 1500 x2    | 25  |
| Argument Essay, First and Final Drafts (out of class)          | 1500 x2    | 30  |
| Reflective Letter Essay (out of class)                         | 500-600    | 10  |
| Homework (Short Writing Tasks) and Participation               | ~ 1000     | 20  |

Grading A-F Scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

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.

### **My Professional Policies**

Because I respect you and our work together, I will maintain the following policies:

- Though I enjoy my work and like to have fun, I also take it seriously, maintaining high academic standards and expectations, and offering you support and constructive criticism on your work in class and on your assignments.
- I will be on time and give you and the subject my full attention.
- I respect the diversity of people and ideas, even when there are disagreements.
- I return graded work in a timely manner, before the next major assignment is due.
- I am available during office hours so that you may see me about your work or other issues with the class.
- I expect the same respect for the class and for your work from you.

### **Classroom Protocol**

In order to promote an atmosphere of inclusion that is supportive of all students and the learning process, these are my policies and expectations of students:

- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will be on time to class and stay the entire time. Arriving late or leaving early will result in decreased participation points.
- All electronic devices will be turned off and stowed before class begins, unless you have an exception from the AEC. Using electronic devices during class without prior permission will result in zero participation points for the day.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to me and those around you. This behavior will earn you zero points for the day, and you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- You will bring your book(s) or printed excerpts from which we have assigned readings for the day to class. Not having required materials for class will result in zero participation points for the day. This includes your peers' printed essays on workshop days. (If you have difficulty in obtaining the required materials, let me know immediately.)
- If you miss a class, ask a classmate what you missed, including assignments, before contacting me. You can easily email your peers via Canvas.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed too long, and there may be something you can do to ameliorate the situation.

## **University Policies**

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

<http://www.sjsu.edu/gup/syllabusinfo/>

Students can also access University Policies at the English Department Webpage here:

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## English 2 / Critical Thinking and Writing, Fall 2016, Course Schedule

The schedule is subject to change with fair notice that will be communicated in class or on Canvas.

All grammar, punctuation, and usage lessons will be added to the calendar via Canvas based on the needs of the class.  
**Legend: R=Readings, D=Discussion, A=Activity, V=Video to view online, Bolded items=Assignment Due Dates, Underlined items=Assignments you receive that day, EA=Everything's an Argument, M=Monsters, SWT=Short Writing Tasks.**

### Course Schedule

| Week | Date        | Topics, Readings, Assignments, Deadlines   |
|------|-------------|--|
| 1    | January 26  | <p>Introductions, Thinking about Critical Thinking, Thinking about Monsters and the Monstrous</p> <p>V: Introduction to Critical Thinking at Wireless Philosophy on YouTube:<br/> <a href="https://www.youtube.com/watch?v=Cum3k-WgIfw&amp;index=1&amp;list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX">https://www.youtube.com/watch?v=Cum3k-WgIfw&amp;index=1&amp;list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX</a></p> <p>R: Class Syllabus</p> <p>D: All questions you have about the syllabus or the class, course structure/organization of work</p> |
| 2    | January 31  | <p><u>Assignment: Diagnostic Essay</u>, 500 words</p> <p>R: <i>M</i>, Introduction</p> <p>D: Defining monster and brainstorming topics for your argument</p> <p>A: Writing effective emails, and assignment expectations</p> <p>HW: Upload a photo of yourself to Canvas, if you do not have one on your account. Make sure your face is clearly visible.</p>  |
| 2    | February 2  | <p><b>Diagnostic Essay, in-class essay:</b> Bring large examination booklet(s), pens, and any required items to write a fully developed essay in class.</p>  |
| 3    | February 7  | <p><u>Assignment: Critical Analysis Essay</u>, First and Final Drafts, 1500 x2 words</p> <p>R: <i>EA</i>, Chapter 6: Rhetorical Analysis, and Student Samples of Critical Analysis Essay: Read the essays before class, and print and bring to class to discuss. What are the strengths and weaknesses of the essays?</p> <p>D: Academic work expectations and standards, and critical analyses</p>  |
| 3    | February 9  | <p>R: <i>EA</i>, Chapter 2: Pathos, and <i>M</i>, "Why We Crave Horror Movies," King</p> <p>D: Analyzing pathos, making analysis explicit, and MLA citations</p> <p>SWT #1: analyze King's use of pathos in a short paragraph, and post to Canvas</p>  |
| 4    | February 14 | <p>R: <i>EA</i>, Chapter 3: Ethos, and <i>M</i>, "Why Vampires Never Die," del Toro and Hogan</p> <p>SWT #2: Assess del Toro's and Hogan's ethos and use of pathos, cite the source, and post to Canvas.</p> <p>D: Ethos, making analysis explicit</p>   |
| 4    | February 16 | <p>R: <i>EA</i>, Chapter 4: Logos, and <i>M</i>, "Monsters and the Moral Imagination," Asma</p> <p>D: Logos and thesis statements</p>  |
| 5    | February 21 | <p>R: <i>M</i>, "My Zombie, Myself: Why Modern Life Feels Rather Undead," Klosterman</p> <p>D: Logos</p> <p>SWT #3: Analyze Klosterman's ethos and use of logos, cite the source, and post to Canvas.</p>  |

| Week | Date        | Topics, Readings, Assignments, Deadlines   |
|------|-------------|--|
| 5    | February 23 | <b>Workshop: Critical Analysis Essay</b><br>R: Review Student Samples  |
| 6    | February 28 | <b>DUE: Critical Analysis Essay, First Draft</b><br>A: Grammar, punctuation, and editing, making analysis explicit   |
| 6    | March 2     | Library Research Day—Meet in the library, room to be announced<br>R: <i>EA</i> , Chapters 17-18: Research  |
| 7    | March 7     | <u>Assignment: Argument Essay</u> , First and Final Drafts, 1500 x2 words<br>R: Student Sample(s)<br>D: Academic Argument Expectations and Standards<br>SWT #4: Write a brief proposal of the topic and argument you'd like to make this semester that has to do with monsters or monstrosity. Explain why you want to focus on this topic. This should be one to two paragraphs long. Post to Canvas.   |
| 7    | March 9     | R: <i>EA</i> , Chapter 5: Fallacies<br>V: Fallacies, view these five videos on fallacies here at these links:<br>Ad Hominem, <a href="https://www.youtube.com/watch?v=wnbK76m691I&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&amp;index=4">https://www.youtube.com/watch?v=wnbK76m691I&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&amp;index=4</a><br>and <a href="https://www.youtube.com/watch?v=qBkj-AYYg7w&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&amp;index=5">https://www.youtube.com/watch?v=qBkj-AYYg7w&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&amp;index=5</a><br>False Cause, <a href="https://www.youtube.com/watch?v=5A7hSaoRv0g&amp;index=8&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg">https://www.youtube.com/watch?v=5A7hSaoRv0g&amp;index=8&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg</a><br>Begging the Question, <a href="https://www.youtube.com/watch?v=IODR5mJMwOU&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&amp;index=10">https://www.youtube.com/watch?v=IODR5mJMwOU&amp;list=PLtKNX4SfKpzWShEUtNiV1QhKG2cP9vbXg&amp;index=10</a><br>D: Fallacies   |
| 8    | March 14    | V: View the following videos on cognitive biases on Youtube:<br>Cognitive Biases 101: <a href="https://www.youtube.com/watch?v=AK0GYBTNx5Q">https://www.youtube.com/watch?v=AK0GYBTNx5Q</a><br>Aliens: <a href="https://www.youtube.com/watch?v=TCBALVumrUQ&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY&amp;index=1">https://www.youtube.com/watch?v=TCBALVumrUQ&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY&amp;index=1</a><br>Pricing Bias: <a href="https://www.youtube.com/watch?v=roRIPM3i0ZM&amp;index=3&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY">https://www.youtube.com/watch?v=roRIPM3i0ZM&amp;index=3&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY</a><br>Peak End Effect: <a href="https://www.youtube.com/watch?v=RhyJGwNpEcw&amp;index=6&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY">https://www.youtube.com/watch?v=RhyJGwNpEcw&amp;index=6&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY</a><br>The G.I. Joe Fallacy: <a href="https://www.youtube.com/watch?v=sO9xwAyeWX0&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY&amp;index=7">https://www.youtube.com/watch?v=sO9xwAyeWX0&amp;list=PLtKNX4SfKpzVgBHC2buGxvQNaspGxdMQY&amp;index=7</a><br>SWT #6: Write a response in short paragraph to one of the videos you viewed. What did you learn about biases or fallacies and what question(s) do you still have? Post to Canvas.<br>D: Biases |
| 8    | March 16    | <b>DUE: Critical Rhetorical Analysis Essay, Final Draft</b><br>A: Editing and Reflection   |
| 9    | March 21    | R: <i>EA</i> , Chapter 7: Structuring Arguments, and <i>M</i> , "Monstrous Beginnings," Poole<br>D: Logic, Audience, Opposition, Assumptions, Concession   |
| 9    | March 23    | R: <i>M</i> , "Why Modern Monsters Have Become Alien to Us," McCormick   |

| Week | Date                        | Topics, Readings, Assignments, Deadlines   |
|------|-----------------------------|--|
|      |                             | D: anticipating and welcoming differing views, Rogerian and Invitational arguments<br>SWT #7: Write your working thesis and what you believe the most reasonable opposing view is. This should be at least two sentences. Post to Canvas.  |
| 10   | March 28-30<br>Spring Break | Keep researching and developing your arguments over spring break!<br>Check Canvas for feedback on your working thesis and opposing views!  |
| 10   | April 4                     | <b>Workshop: Argument Essay</b><br>R: Review Student Sample(s)   |
| 11   | April 6                     | <b>DUE: Argument Essay, First Draft</b><br>R: <i>EA</i> , Chapter 13, Style in Arguments<br>A: Developing your style, narrowing your thesis  |
| 11   | April 11                    | R: <i>EA</i> , Chapter 9: Arguments of Definition, and <i>M</i> , "Here Be Monsters," Genoways<br>A: Analyzing logic and bias in definitional arguments  |
| 12   | April 13                    | R: <i>EA</i> , Chapters 19-20: Using and Documenting Sources<br>A: Bring at least two of the sources you plan to use in your argument, with complete citations to work with in class<br>D: Effective evidence and citations, balancing rhetorical appeals<br>SWT #8: How do you establish your ethos, and how do you plan to use pathos in your argument? Explain. This should be 1-2 paragraphs long. Post to Canvas. |
| 12   | April 18                    | R: <i>EA</i> , Chapter 10: Evaluations, and <i>M</i> , "(Un)Safe Sex: Romancing the Vampire," Backstein<br>D: Criteria for effective evaluations, and the importance of audience   |
| 13   | April 20                    | R: <i>EA</i> , Chapter 1: Argument<br>D: Stasis and Kairos<br>SWT #9: In terms of stasis, explain what kind of argument you plan to make and why you chose this kind. This should be at least a paragraph long. Post to Canvas.  |
| 13   | April 25                    | <b>DUE: Argument Essay, Final Draft</b><br><u>Assignments: Reflection Letter Essay and Multi-Modal Presentation</u> , First Draft and Defense, 500-600 x2 words<br>R: Syllabus GELOs<br>A: Self-reflection, progress and challenges, English 2 GELOs<br>SWT: Self-reflection, in class   |
| 14   | April 27                    | D: Criteria, GELOs for English 2, self-assessment, recognizing progress and challenges<br>A: Using evidence to support claims; <b>bring your Critical Rhetorical Analysis and Argument essays to class to work with.</b> You may also bring any SWTs to class to work with in selecting evidence.  |
| 14   | May 2                       | <b>Workshop: Reflection Letter Essay</b>   |
| 15   | May 4                       | <b>DUE: Reflection Letter Essay, First Draft</b><br>A: Grammar, punctuation, and editing   |
| 15   | May 9                       | R: <i>EA</i> , Chapter 14: Visual Arguments<br>A: Sign-up for presentations  |

| Week       | Date                       | Topics, Readings, Assignments, Deadlines                                      |
|------------|----------------------------|---|
|            |                            | D: Effective visual arguments and evaluating presentations                    |
| 16         | May 11                     | R: <i>EA</i> , Chapter 15: Presenting Arguments<br>D: Effective presentations |
| 16         | May 16                     | Presentations!  |
| Final Exam | Monday, May 22, 9:45-12:00 | Presentations!  |