

**San José State University**  
**Department of English and Comparative Literature**  
**English 2: Critical Thinking and Writing Sections 23, 28–Spring 2018**

<b>Instructor:</b>	Dr. Linda Landau
<b>Office Location:</b>	Faculty Office Building (FOB) 115
<b>Telephone:</b>	(408) 924-4117 (prefer email)
<b>Email:</b>	<a href="mailto:linda.landau@sjsu.edu">linda.landau@sjsu.edu</a>
<b>Office Hours:</b>	M/W 2:00-2:45pm, and other times by appt.
<b>Class Days/Time:</b>	M/W 3:00-4:15pm (23)   4:30-5:45 (28)
<b>Classroom:</b>	BBC 128
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better. This course is not open to students who have successfully completed ENGL 1B.
<b>GE/SJSU Studies Category:</b>	Qualitative Reasoning (A3)

### **MYSJSU Messaging**

Course materials such as the syllabus, course book, additional readings, assignment instructions, and due dates can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of 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**

The theme of this course is Ethics, Citizenship, and the Rhetoric of Change: Taking Control of the Narrative. Together we will explore the dynamics of change in the past year and the stories being told about it. Whereas in the past most citizens were familiar with one mainstream story and a few fringe versions, today the internet provides everyone with the means to share their interpretations of the events unfolding rapidly before us. Our goal this semester is to identify and evaluate these often conflicting accounts of the national condition, analyze their rhetoric, and explore the power of language, images, and stories to influence beliefs and values and the way we perceive ourselves, others, and our place in society. As we focus on our developing worldviews, we will argue for the stories that make sense and take control of the narratives that can shape our collective futures. To accomplish this goal we will form investigative teams to explore a particular issue from several angles and to analyze the voices participating in the public conversation. Each team of investigators will be the class experts on this issue, teaching us through panel discussions and PowerPoint demonstrations as well as in a scholarly newsletter of your articles and blogs on Canvas, where the class is invited to comment on your discussion thread. As part of our investigation, we will read the *New York Times* and *at least two NYT* newsletters along with other newspapers, journals, websites, and library sources.

## ENGL 2 Learning Outcomes

### GE Area A3 Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to

**GELO 1:** locate and evaluate sources through library research, and integrate research through appropriate citation and quotation.

**GELO 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.

**GELO 3:** effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.

**GELO 4:** identify and critically evaluate the assumptions in and the context of an argument.

**GELO 5:** effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### Required Texts

- Readings** from the *New York Times*, *Washington Post*, *The Boston Globe*, *The Atlantic*, PEW Research, Economic Policy Institute, National Constitution Center, Vox and other online newspapers, journals, think and fact tanks, websites, YouTube videos, and Netflix films such as *Mudbound* and *13<sup>th</sup>*. Copies or links will be posted on Canvas or in the monthly syllabus schedule.
- Student subscription to the digital version of the *New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week).** The digital edition will allow you to keep a personal archive of stories you are following for your writing assignments in this course as well as request newsletters that collect articles relevant to your topic of investigation and deposit them in your in-box, such as Climate Fwd, #MeToo Moment, California Today, Upshot, Morning Briefing, Op-Eds, as well as Edit. Use the following link to access the educational subscription page. Use your **@sjsu.edu** account to set up the special education rate for the subscription. Alternatively, access the *NYT* for free through the university library. <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>
- Class Course Book – Rhetoric-Reader** (purchase at Maple Press, 330 S. 10<sup>th</sup> Street)
- Macmillan Higher Education on CANVAS: *Writers Help 2.0*** is our campus writing handbook (by Andrea Lunsford) free to SJSU students when accessed on Canvas. It includes ***Learning Curve***, a collection of adaptive, graded grammar, reading, critical thinking, and citation exercises.
- English 2 includes a **library orientation** to introduce you to the SJSU library and basic research strategies that you will need to complete upper-division coursework. Three online tools have been designed by our librarians specifically to help you develop the information literacy skills necessary for successful research. Elisabeth Thomas, library instruction coordinator for English 2, [elisabeth.thomas@sjsu.edu](mailto:elisabeth.thomas@sjsu.edu)
  - English 2 Library Research Guide** [libguides.sjsu.edu/english1b](http://libguides.sjsu.edu/english1b) – This is a concise guide that will help you find answers to your research questions. Required.
  - Library Research and Writing Skills: Tutorials** – Available in Canvas Commons, this is a collection of modules and quizzes. Topics include “Finding Articles and Books,” “How to Spot Fake News,” and “Why Cite.”

- **Assignment Calculator Tutorial** <http://libguides.sjsu.edu/calculator>) – This tutorial helps you manage your time and organize the steps of a research assignment. After entering a beginning and due date into the calculator, you receive an email providing a timeline for completing your assignment, and the Calculator provides details for each step of the process.

## Course Content

**Diversity:** SJSU studies include an emphasis on diversity. In this class, you will engage in integrated reading, writing, and oral assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class. Classroom discussion will always be inclusive and respectful of other viewpoints.

**Writing:** You will write a series of essays informed by research and articulating fully developed arguments about complex social issues. Assignments emphasize the skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These writing assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6,000 words, at least 4,000 of which must be in revised final draft form. For each assignment you will be given a specific prompt detailing all the requirements, including due dates, scope, and criteria for evaluating your essay. All writing will be assessed for its level of critical thinking, integrated research, synthesized ideas, and logical structure as well as for its clarity, conciseness, coherence, organization, and proper APA citation (see *Writers Help* for APA guidelines). Writing workshops will precede all major essays, and a peer reviewed version of your essay with substantial comments will be submitted with your final revision.

**Logic:** You will learn methods of argument analysis, both rhetorical and logical, that will enable you to identify logical structures and distinguish valid evidence from logical fallacies; distinguish denotation from connotation, abstract from concrete, and literal from inferential meaning; recognize and evaluate assumptions underlying an argument; distinguish the role of audience, context, and purpose in shaping argumentation strategies; and evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

**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. Readings in our course book (rhetoric-reader), and selected articles, book chapters, and videos will be integrated into weekly writing assignments and class discussion. These analytical, critical, and argumentative texts offer explanation and exercises for practicing critical thinking, as well as serve as writing models. You will also read daily articles in the *New York Times* and other newspapers for information for your three major essays. The assigned reading and exercises must be completed *before* the class they are due.

**Multimodal assignments:** You will be required to participate in panel discussions, respond orally to an article, book or video, actively engage in team collaborative work, and participate in an oral report using PowerPoint or Prezi. These assignments will be graded and evaluated according to logic, content, delivery, and the effective use of visual tools.

**Final:** The final will be an e-portfolio that includes two essays, a reflection essay on your progress as a writer and logical thinker this semester and an appendix of evidence.

## Course Requirements and Assignments

**Credit hours:** As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

In addition to addressing the 5 GELO outcomes, all assignments focus on 6 core competencies: critical thinking, logical reasoning, oral communication, written communication, reading, and research.

Assignments	Revised Word Count	% of Grade	Points	GELO
<p><b>Blog 1 Problem Paper, arguing a problem exists and analyzing its implications</b></p> <p>Research-informed analysis using Stasis Theory and Aristotelian rhetorical appeals. Prewriting exercises include a sketch and a peer reviewed draft, revised and edited.</p>	750 + prewrites (500)	10%	4	1,2,3
<p><b>Blog 2 Critical Essay/Rhetorical Analysis of a controversy, arguing why the problem still exists by analyzing the rhetoric of opposing arguments</b></p> <p>Researched-informed argument using Rogerian Dialogue and drawing on the analysis of the controversy's social context, and the assumptions, values and beliefs that influence both sides.</p> <p>Prewriting exercises include a sketch, a <b>panel discussion</b>, and a peer reviewed draft, revised and edited.</p>	1,250 + prewrites (1,000)	20%	8	1 - 5
<p><b>Blog 3 Proposal Essay, arguing a solution to the problem and a call to action.</b></p> <p>Research-informed argumentative essay analyzing a present controversy, in particular the cultural (present and past) values and beliefs projected by both sides, the claims represented as fact, and the assumptions underlying them.</p> <p>Prewriting exercises include a <b>PowerPoint demonstration</b> and a peer reviewed draft, revised and edited.</p>	1,500 + prewrites (1,000)	30%	12	1 - 5
<p><b>Final – ePortfolio Self-Reflection &amp; Appendix of Evidence</b></p>	600	10%	4	1,2,3, 4
<p><b>In-class Participation through Rhetorical Analyses of assigned articles, oral and written, individual and team</b></p> <p>Rhetorical analyses and participation will be graded on levels of preparation and critical thinking.</p>	1,000	10%	4	2,3,4
<p><b>On-line Participation through Macmillan Higher Ed on Canvas – <i>Writers Help &amp; Learning Curve</i> – and Library Orientation</b></p> <p>Handbook readings and Interactive, adaptive exercises in critical thinking, logic, integrating and citing sources, and grammar.</p>	NA	20%	8	1-5
<b>TOTAL</b>	<b>4,100</b>	<b>100%</b>	<b>40</b>	

## Criteria for Grading Essays:

- An “A” range 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” range 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” range 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” range 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.

### An “A” Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking. Creates appropriate college level, academic tone.
2. Is an act of communication that invites dialogue with an intended audience.
3. Has a title, introduction that creates a mental image, clear thesis appropriately placed, topic sentences, developed body paragraphs, transitions, and a conclusion that together convey the essay’s message in an organized, concise, and lucid manner.
4. Uses relevant examples that advance the argument. Makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.
5. Analyzes concepts fluently and synthesizes ideas creatively.
6. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper, and follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented reference page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors. Has correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
10. Meets the requirements of length and scope without wordiness, and when applicable, is submitted on time with appropriate pre-writing materials (outline, first drafts).

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays with citations but without a reference list at the end will be returned unread with a grade of No Credit. Failure to submit assignments usually results in a D or F in the course.

## Essay Submission Policy

- Your final version essay is submitted **1) on Canvas**; and **2) in print** at the beginning of class with **a. rubric** on top; **b. final draft** with reference list at end of essay (not a separate page); **c. Printed outline**; **d. peer reviewed draft** with reviewers' names and comments.
- **Format** your papers as 1.5 or doubled spaced pages in **MLA** style. This practice will conserve paper when printing. (Don't try this in your other classes without clearing it with your professor first because standard format is double-spaced.) Make sure that **your name, class - section number, my name, and date are printed in the top left corner of the first page**. All subsequent pages should have **your last name and page number in top right corner**.
- **Late Papers and Missed In-class Essays:** Late papers are accepted within one week of the deadline, but lose .1 point of 4 points with each day they are late. If you miss an in-class exam and you have a valid excuse (documented illness, religious holiday), you will be allowed to make up the exam during my office hours on condition you notify me *before* the missed exam date and hour. There is no extra credit in this class.

## Grading Policy

**Grading: A-F.** This course must be passed with a C- or better as a CSU graduation requirement. A passing grade in the course signifies that you have satisfactorily demonstrated qualitative reasoning, informational literacy, and critical thinking in both written and oral communication. Your class grade will be determined according to the following criteria:

**Your final class grade will be determined according to the following criteria:**

**A (4.0-3.4)** = Exceptional communication skills; excellent preparation for class discussion; exemplary mastery of course readings and concepts; intellectual curiosity; enthusiasm and initiative during group activities with insightful contributions to class and team discussions.

**B (3.3-2.7)** = Good communication skills; solid preparation for class discussion; interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities, consistently volunteering in class and on team.

**C (2.6-2.3)** = Satisfactory communication skills; fair preparation for class discussion; competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities, only occasionally volunteering in class and on team.

**D (2.2-1.2)** = Limited communication skills, uneven preparation for class, demonstrated indifference or irritation when prompted and seldom volunteering; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework.

**F (1.1-0)** = Weak communication skills; little to no preparation for class; little evidence of reading assignments; doesn't respond when prompted and never volunteers; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to team.

Excellent		Very Good → Good		Competent → Barely Passing		Not Competent		Unsatisfactory	
4.0 - 3.9	A+	3.3 - 3.2	B+	2.6 - 2.5	C+	1.9 – 1.6	D+	0	F
3.8 - 3.6	A	3.1 - 2.9	B	2.4 - 2.2	C	1.5 – 1.2	D		
3.5 - 3.4	A-	2.8 - 2.7	B-	2.1 - 2.0	C-	1.1 - 1.0	D-		

## University Policy and Classroom Protocol

**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/index.html>

- **Office hours:** University professors expect students to be proactive in seeking out assistance and taking charge of your own learning outcomes. Please use our office hours to ask questions, discuss assignments and your progress, and learn tips for success.
- **Email** is useful to schedule appointments. I will use Canvas email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. However, if you have a *specific* question about an assignment that cannot be answered by rereading the prompt and guidelines, or consulting with teammates, you should send me an email and I will try to answer within 24 hours.
- **Canvas:** Assignments are posted on Canvas and all major essays are uploaded to the appropriate assignment box on Canvas. Current assignment prompts, workshop guidelines, scoring guides, and readings are posted on our homepage on Canvas or in the appropriate assignment box. Writers Help and Learning Curve exercises are accessed on Canvas through MacMillan Higher Education on left side menu.
- **Participation and Collaboration:** Sharing ideas, asking questions, and providing valuable feedback contribute to your and your team's success. In-class activities cannot be made up. If you cannot attend a team meeting, it is your responsibility to notify your team and make arrangements to exchange papers with a team member.
- **Electronic equipment:** Smart phones, laptops, tablets may be used during class for dictionary use and course related research ONLY. Using electronic equipment for texting and other personal needs distracts others and prevents you from participating. Such behavior violates university norms of conduct.
- **Tardiness:** If you are not *in* class, you are not participating, and thus cannot learn. Arriving late disturbs the class and results in your missing important discussion and activities. Late students lose participation points.
- **Recording class sessions** might be possible, but you must advise me in writing so that I may seek permission from *all* members of the class for such a recording. I will need to know in writing what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me. See [University Policy S12-7](#).
- **Food and drinks.** ONLY drinks properly covered and dry food are allowed in the classroom. Warm food is NEVER allowed in the classroom.

Students are responsible for reading about and understanding Course guidelines at <http://www.sjsu.edu/english/comp/policy/index.html>, academic policies at [Catalog Policies](#), and latest changes and news at the [Advising Hub](#).

## 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 [Writing Center website: http://www.sjsu.edu/writingcenter](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.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs are 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, 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. 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. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is available 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 Counseling Services

The SJSU Counseling Services are **located in the Student Wellness Center, 3rd floor, Room 300B**. Professional psychologists, social workers, and counselors are available to provide individual help, support groups, and workshop on mental health issues, campus climate, and psychological and academic issues. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## SJSU Student Health Center

The SJSU Student Health Center, located in the Wellness Center, offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and more. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347. For more information, visit <http://www.sjsu.edu/studenthealth>.

## ENGL 2 Spring 2018 Course Schedule

*This schedule may change according to class needs.  
You will be notified of changes in class and on Canvas.*

Week	Date	<b>Topics, Readings, Assignments, Deadlines</b> <i>Reading and writing assignments are listed on the day they are due.</i> <b>CB=Course Book; WrH=Writers Help; LC=Learning Curve; WS=Workshop</b>
1	W 1/24	Introductions, Syllabus, <b>CB 2-5</b> : Class Theme & Goals, Writers Help and Learning Curve, Goal Survey Subscription to <i>New York Times</i> + Newsletters <i>CA Today</i> , <i>Upshot</i> , <i>Climate Fwd</i> or <i>#MeToo Moment</i> <b>HW</b> : Annotate & answer Qs: "Mystery of a Slightly Used Dog," <b>CB</b> 6-8; Browse <i>NYT</i> for issues; <b>WrH</b> : "Writing to Make Something Happen" <b>LC</b> : Critical Reading
2	M 1/29 W 1/31	<b>Interpretation: Reading Rhetorically – Annotating a Text</b> <b>Goal Survey due</b> <b>CB 6-9 WS</b> : Rhetorical Analysis of "Mystery of a Slightly Used Dog" + Metaphor and Analogy <b>Kairos, Ethos, Pathos, Logos</b> : an article from <i>Fwd Climate</i> , <i>#MeToo Moment</i> , or other <i>NYT newsletter</i> <b>CB 10-12</b> : Rhetorical Analysis Reading Chart (RARC) on Canvas) + Analogy <b>HW</b> : Fill in RARC with 6 RAs of all articles in <b>CB "READINGS FROM NEW YORK TIMES"</b> View Empathy video: <a href="http://ww2.kqed.org/mindshift/2017/02/08/empathy-is-tough-to-teach-but-is-one-of-the-most-important-life-lessons/?utm_medium=Email&amp;utm_source=ExactTarget&amp;utm_campaign=20171223MarComTopStories&amp;mc_key=00Q1Y00001oVy2OUAS">http://ww2.kqed.org/mindshift/2017/02/08/empathy-is-tough-to-teach-but-is-one-of-the-most-important-life-lessons/?utm_medium=Email&amp;utm_source=ExactTarget&amp;utm_campaign=20171223MarComTopStories&amp;mc_key=00Q1Y00001oVy2OUAS</a> <b>WrH</b> : <b>CT&amp;Arg: Analyzing Arguments</b> <b>LC</b> : <b>Topic, Purpose, Audience; Persuasive Appeals</b>
3	M 2/5 W 2/7	<b>The Ethos and Ethics of Argumentation: Listening, then Taking Control of the Narrative</b> Rhetoric of Climate Change, Vox <a href="https://www.facebook.com/Vox/videos/758171171037154/">https://www.facebook.com/Vox/videos/758171171037154/</a> <b>WS</b> : Choose a problem topic and an investigative team. Share RARC with teams. Teams share with class <b>BLOG 1 Prompt, Arguing a problem and its implications: Stasis Questions, Aristotelian Appeals</b> <b>CB 13-16 WS</b> : Writing a Definition; Set up team discussion boards to post thesis statements <b>Research</b> for evidence. Take <b>notes</b> and record in online folder. Find a <b>thesis</b> . Define <b>key terms</b> . <b>LC</b> : <b>Topic Sentence &amp; Supporting Details; Grammar1</b> / MLK Library <a href="http://libguides.sjsu.edu/english1b">libguides.sjsu.edu/english1b</a>
4	M 2/12 W 2/14	<b>Note-Taking, Integrating Sources, and Citing Sources</b> <b>CB 47-50 WS</b> : Integrating sources effectively (teams share answers; share research) <b>CB 17 WS</b> : Writing a Thesis Statement and a Sketch Outline <b>WrH</b> : <b>Research</b> / <b>LC</b> : <b>Quotation Marks &amp; Italics, Grammar2</b>
5	M 2/19 W 2/21	<b>Blog 1 sketch due for peer review</b> <b>CB 18 Revision WS</b> : Paragraphs as distinct logical units; <b>CB 26-28 Inductive Reasoning</b> <b>CB 19 Blog 1 draft due</b> for peer review. <b>Editing WS</b> : Transitions and Signal words, <b>LC</b> : <b>Topics &amp; Main Ideas; Grammar3</b>
6	M 2/26 W 2/28	<b>BLOG 1 due</b> <b>BLOG 2 Prompt, Analyzing a Controversy</b> <b>CB: 20-22 Rogerian Dialogue</b> <b>HW</b> : Read at least 6 articles of at least 2 opposing views. Annotate for RARC and circle key words <b>WrH</b> : <b>CT&amp;Arg: Constructing Arguments</b> / <b>LC</b> : <b>Arguable Claims; Grammar4</b>
7	M 3/5 W 3/7	<b>WS: Determining Ideological Bias, Reliable Sources: ACA articles</b> <b>CB: 51-54 WS 1</b> : Determining Bias; <b>WS 2</b> : Writing a sketch outline using 6 articles. Choose panel 1. <b>HW</b> : Continue research if necessary, write sketch. Map argument. Post on Canvas for feedback. <b>WrH</b> : <b>Documentation MLA</b> / <b>LC</b> : <b>Evaluating, Integrating, Acknowledging Sources (MLA)</b>

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and writing assignments are listed on the day they are due.</i> <i>CB=Course Book; WrH=Writers Help; LC=Learning Curve; WS=Workshop</i>
8	M 3/12 W 3/14	<b>CB 23-24 WS: Blog 2 Sketch due</b> for Rogerian Dialogue. <b>First panel discussion.</b> <b>Panel Discussions</b> on the stories we tell about racism, sexism, the environment... <b>LC: Grammar 5</b>
9	M 3/19 W 3/21	<b>Blog 2 draft due</b> for peer review <b>Revision &amp; Editing WS:</b> Transition and Signal Words <b>BLOG 2 due</b> <b>BLOG 3 Prompt, Writing a Proposal Essay</b> <b>CB: 13, 29</b> Classical Aristotelian Argument, Stasis Q4 <b>LC: Grammar 6</b>
	M 3/26 W 3/28	<b>SPRING RECESS – CAMPUS CLOSED</b>
10	M 4/2 W 4/4	<b>CB: 30-34 Deductive Arguments. Syllogisms &amp; Enthymemes. Sample arguments.</b> <b>WS:</b> Logos – Mapping an argument; Premises and Cultural Assumptions <b>LC: Reasoning and Logical Fallacies</b>
11	M 4/9 W 4/11	<b>CB: 35-39 WS: Ethos and Pathos:</b> Introduction & Conclusion for a Call to Action; Common Fallacies <b>Blog 3 PPTs and debate</b>
12	M 4/16 W 4/18	<b>BLOG 3 PPTs and debate</b> <b>BLOG 3 PPTs and debate</b>
13	M 4/23 W 4/25	<b>Blog 3 due</b> for peer review and workshop <b>BLOG 3 due</b> <b>CB: 40-46 Common Fallacies</b>
14	M 4/30 W 5/2	<b>ePortfolio Reflection and Appendix of Evidence Prompt</b> <b>Metacognition:</b> Course Review and Writing a Reflective Essay and appendix of evidence
15	M 5/7 W 5/9	Peer Review of eportfolio reflective essay <b>WS:</b> Editing the eportfolio
16	M 5/14	<b>In-Class ePortfolio Reflective Essay and Appendix of Evidence</b>

### Important SJSU Dates Spring 2018

M	February 5	Last Day to drop courses without entry on permanent record
M	February 12	Last Day to Add Courses & Register Late
T	February 20	Enrollment Census Date
M-F	March 26-30	Spring Recess, Cesar Chavez Day Friday - Campus Closed
M	May 14	Last Day of Instruction – Last Day of Classes
W-F	May 16-18	Final Examinations
M-T	May 21-23	Final Examinations
W	May 24	Final Examinations Make-Up Day

### Spring 2018 Literary Readings at SJSU

See <http://www.litart.org> for details about readings, and check SJSU Calendar for possible time or location changes.