

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 09
Fall 2019

Course and Contact Information

Instructor:	Blythe Nobleman
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Office Hours:	Tuesdays, 11:00 – 1:00 pm; Th 9:00 – 10:00 am (Skype: bnobleman) and by appointment
Class Days/Time:	MW 9:00 – 10:15 am
Classroom:	SH 413
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2Written Communication I

Course Management Page and Emails

Course materials, such as syllabus, handouts, and assignment instructions, can be found on the Canvas course management system website. You are responsible for checking *both* your sjsu.edu email *and* the messaging system through Canvas to learn of any updates.

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

This course will focus on contemporary issues of social and political importance, including contemporary issues such as climate change and environmental conservation, immigration policy, prison reform, the U.S. healthcare system, and other such topics.

Sensitivity: The course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you all to have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; engage with each

other in a productive manner from an *intellectual* (thinking) perspective as a scholar (using logic and reasoning) not from an uninformed, purely emotional perspective. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate and question your own beliefs as you learn new things. An intelligent mind transforms with new, reliable information.

Throughout the semester you will work to develop your writing abilities and shape your own unique voice as a prose writer. Reading, itself, is one of the essential skills to develop effective, persuasive, and enjoyable writing. Those people who read the most are inevitably those for whom writing comes more “naturally,” and so we will work on our reading skills as a part of working on our writing. To this end, one of the primary elements and forms of composition we will focus on in this class is the analysis of model essays to help us better understand the structures, techniques, and strategies they employ to craft effective prose writing. You use what you learn from them in your own essays, taking three major assignments (in addition to many smaller ones) through multiple stages of revision. In the course of these revisions, you will review and constructively critique one another’s work, helping one another to become better writers while improving your own writing in the process.

ENGL 1A General Education Learning Outcomes (GELO)

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

1. Read actively and rhetorically;
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as *purpose, audience, context, and rhetorical appeals*;
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a *minimum* of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

In this class, you will be writing a personal, narrative essay; working on a group analysis of a multimodal, visual and then presenting it; writing your own visual analysis essay; writing an argumentative, persuasive essay on an issue of current social, cultural, and/or political importance; presenting that paper to the class; and writing a reflective essay evaluating your own progress as a reader and writer over the course of the semester. As part of the writing process, you will have many prewriting assignments and write honest, but supportive critiques of your peers’ essays. Participation is central to this course, and some of your participation points will

come in the form of peer review workshops and class presentations, in addition to weekly participation in discussions (see more on this under “Participation” below).

Major Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Personal Essay	1,000	1. Read actively and rhetorically; 2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; 3. articulate an awareness of and write according to the rhetorical features of texts, such as <i>purpose</i> , <i>audience</i> , <i>context</i> , and <i>rhetorical appeals</i> ; 4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres; 5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Multimodal/Visual Analysis Essay - Group	1,000 – 1,500	1. Read actively and rhetorically; 2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; 3. articulate an awareness of and write according to the rhetorical features of texts, such as <i>purpose</i> , <i>audience</i> , <i>context</i> , and <i>rhetorical appeals</i> ; 4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres; 5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Exploratory Essay	1,000 – 1,500	1. Read actively and rhetorically; 2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; 3. articulate an awareness of and write according to the rhetorical features of texts, such as <i>purpose</i> , <i>audience</i> , <i>context</i> , and <i>rhetorical appeals</i> ; 4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres; 5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Issues Argument Essay	1,000 – 1,500	1. Read actively and rhetorically; 2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; 3. articulate an awareness of and write according to the rhetorical features of texts, such as <i>purpose</i> , <i>audience</i> , <i>context</i> , and <i>rhetorical appeals</i> ;

		4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres; 5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Oral Presentation of Issues Argument	500 - 750	1. Read actively and rhetorically; 2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; 3. articulate an awareness of and write according to the rhetorical features of texts, such as <i>purpose</i> , <i>audience</i> , <i>context</i> , and <i>rhetorical appeals</i> ; 4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres; 5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Reflective Essay/Portfolio	750 – 1,000	1. Read actively and rhetorically; 2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance; 3. articulate an awareness of and write according to the rhetorical features of texts, such as <i>purpose</i> , <i>audience</i> , <i>context</i> , and <i>rhetorical appeals</i> ; 4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in different genres; 5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Required Texts

All required texts will be made available as PDF or Word documents or as links to online materials posted as an “Assignment” to our course Canvas site.

Technology and Other Requirements

If you have a laptop or tablet computer, **bring it to every class** for in-class writing and accessing reading materials. If you do not have a computer to bring, you are then responsible for printing all reading materials and bringing them to class as assigned. **NO PHONES may be used in class at any time for any reason** without my express permission—period (see note on participation below). Repeated violations of classroom rules will result in a deduction of participation points.

Almost if not all of your course readings will be Adobe PDF files, so I recommend downloading the free **Adobe Reader** from Adobe.com.

All of your own writing assignments need to be in “.docx” format. You can download a free version of **Microsoft Office** (which includes **MS Word**) from the “Software Download” tab of your one.sjsu.edu page.

Grading Policy
Final Grade Breakdown

Assignment	# of Drafts	Weight Percentage %
Personal Essay	1	10
Visual Analysis Essay	2	10
Exploratory Essay	2	10
Issues Argument Essay	2-3	20
Oral Presentation of Issues Argument	2	15
Reflective Essay/Portfolio	1	15
Participation (peer reviews, in-class writings, attendance, etc.)	N/A	20
TOTAL		100

IMPORTANT NOTES:

Students must receive a C- or higher to pass this course. No extra credit will be given in this class.

Missed in-class or late work will only be accepted at the discretion of the instructor. If accepted, a penalty of up to 10 percentage points per day late may be assessed.

Final drafts of essays will not be accepted unless all paper-related assignments (rough drafts, reviews of peer essays, etc.) have been completed.

Determination of Grades

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. Here is the break-down by letter grade:

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 to make persuasive arguments that are effectively supported by logic and/or evidence.

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 major weaknesses in one or more of the fundamental areas of essay-writing listed above in the “A” grade range.

A **“D”-range essay** will complete the requirements of the assignment, but it will show major weaknesses in most of the fundamental areas of essay-writing listed above in the “A” grade range.

An **“F”-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 extensive grammatical, mechanical, and/or usage errors that interfere with reader comprehension, or simply does not fulfill the requirements of that specific assignment. Any incomplete essay or rough draft turned in as a “final draft” will receive an “F,” as multiple revisions, full development, and proofreading are all part of completing any final essay assignment.

Class participation is assessed as follows:

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

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

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

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Classroom Protocol

PARTICIPATION is required from *all students*—you will not be able to sit in the back of the classroom and sleep or zone-out. If you’re a shy or introverted student, take this course as a challenge and opportunity to build your confidence and public speaking skills, which will be necessary to success in your career or further academic pursuits. We all say something “wrong” or worry that others may think we are “stupid” sometimes—so what? It’s not the end of the world. We frequently ‘think out loud’ while our ideas are still developing to more fully form and

shape our thoughts. This process is, in fact, how we learn, and we are all learning and developing as readers and writers together. We will work collaboratively, helping one another to improve our skills. We will not judge but support one another, even as we debate controversial issues, evaluate one another's performances, and critique one another's arguments—all for our mutual betterment.

This class is not a lecture but a seminar, and I will be facilitating *your* discussions of readings, student essays and presentations, etc. Your physical and mental presence is therefore expected at *each and every* class meeting. This is *not* the kind of class you can miss and just get the lecture notes from a friend to catch up. *Every class will require your active participation.* **A writing course is a community of learners undergoing a process whereby they develop their reading and writing skills over time, through hard work and dedication.** Writing courses are by their nature time- and energy-intensive courses. Staying on track with homework assignments and being present (both physically and mentally) and actively contributing to class discussions and completing in-class writing or other assignments is *absolutely essential* to your success in this course.

Absences: If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You should exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Tardiness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is rude to the instructor and your classmates.

Collaboration: Since one of the objectives of the course is to give students an opportunity to gain experience in articulating arguments, all students are asked to help maintain a classroom environment that is both mindful of individual sensitivities and receptive to principled disagreement. The premise from which we start in this class is that there is no single one "right" interpretation of each text that will then be imparted upon you. We will expect your questions, considerations, concerns, and even confusion with the material to be our starting point for discussion. Class discussion is a collaborative process that relies on offering one's thoughts aloud as well as engaging with the comments of others. Lively class discussions are a crucial component to refining your own interpretations alongside with working on becoming a better writer.

You are therefore expected to arrive on time, fully-prepared, and ready to participate actively in each class meeting. To receive credit for contributions to discussions, **you must offer new insights or pose questions that lead to productive conversation, not just repeat or agree with what someone else has said.** This also means that you must come to class with all required assignments completed and reading and writing homework materials in hand (as a print-

out or on your computer). **Missed and late assignments will not be accepted, and make-up work or extra credit will not be given (or only at my discretion, and may incur a grade penalty, as outlined in “Grading Policies” above).**

Collectively Determined Discussion Guidelines

We will start out by simply having conversations as one normally would in a seminar, speaking when we have a contribution to make (and according to the rules below), but if that proves too chaotic, we will revert to the old school method of raising hands.

- Be RESPECTFUL (almost every other guideline is a subcategory of this all-important one!)
- No yelling, talking over, interrupting, or—obviously—no personal insults.
- Try to understand and be considerate of others’ perspectives, opinions, and feelings
- Come prepared so you can actively and substantively contribute to discussion (and not waste your classmates’ time). Read and write your assigned analyses/responses and bring those to class along with the reading so you have all of your materials, notes, and ideas at hand.
- Speaking of wasting others’ time, don’t just repeat what someone else already said. You can certainly extend it, offer a different perspective on it, etc., but don’t just repackage it in different words and hope we don’t notice.
- Let others speak. We don’t want class to devolve into a situation where the same five people carry the conversation all the time. The popcorn method was a good suggestion for doing this, too (although “hot potato” and “tag” seem like more accurate analogies). It’s where one student starts out with a contribution and then randomly passes the discussion baton on to another person.
- To that end, BE COGNIZANT of yourself and of others. Always be “taking the temperature” of the room and give others space to speak.
- And to *that* end: Don’t Be Afraid of Silence. Sometimes a minute or two of silence gives more tentative people time to step up.
- Offer CONSTRUCTIVE critique. While our goal is to discuss, debate, and rigorously evaluate one another’s reading and writing to help one another improve throughout the semester, we want to do this in as *supportive, encouraging, and positive* a manner as we can.
- Conversely, be open to criticism. It’s the only way to learn, and becoming defensive can just shut out what others have to have offer you. We’re not going to judge one another, but help everyone improve as much as we can.
- Stay on topic. Tangents are usually counterproductive.
- ACTIVELY LISTEN AND PARTICIPATE in discussions, don’t zone out, drift off or get up and leave in the middle of class (use the bathroom beforehand).
- Be CONFIDENT in your presentations of your analyses, interpretations, evaluations and critiques. It’s fine to admit when you know you’re going out on a limb, taking a stab in the dark, but if you feel you have a strong case to make for the strength or weakness of an argument or its evidence, for example, don’t be afraid to say—and stand by—it. Even if you don’t always feel that way, try to hold yourself with confidence—fake it ‘til you make it! (Arrogance is something altogether different, and we want to avoid it.) The first

step in gaining confidence in your ideas is to always ground them in the language, logic, and evidence of the text itself, in what's actually on the page.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program's policies can be found: http://www.sjsu.edu/english/frosh/program_policies/index.html.

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University [Academic Integrity Policy](#) F15-7

<http://info.sjsu.edu/static/schedules/integrity.html> 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. Visit the [Student Conduct and Ethical Development](#) website <http://www.sjsu.edu/studentconduct/> for more information.

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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) <http://www.sjsu.edu/aec/> to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
 - [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
 - [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
 - Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) <http://www.sjsu.edu/it/services/academic-tech/index.php>

located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website 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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at <http://www.sjsu.edu/counseling> .

COURSE SCHEDULE

Week	Topics	Readings – before class	Assignments
1M: Aug 19	<i>Classes begin on Wednesday, August 21</i>	.	

Week	Topics	Readings – before class	Assignments
1W: Aug 21	Introductions; Course Policies—students discuss protocols for class discussions; course essays.	Read the two articles posted to Canvas	What are its main points? What does it tell us about the author? Was it an enjoyable read? Why or why not? What are your thoughts and feelings about these essays? Divide this into two sections: “Summary” and “Response,” and bring writing to class.
2M: Aug 26	Writing the personal narrative; group writing activity; read article in class and practice summary		In addition to your other thoughts, answer the question: How is the style, or form, of this essay composed differently than the other essays?
2W: Aug 28	Start brainstorming and freewriting ideas personal narrative essay. Group interview activity.	Review assignment on Canvas; read article on Canvas	Write a first, rough draft of your personal essay and bring it to class on Wednesday. What story do you want to tell that shares an aspect of yourself, of your own experience, or of what makes you <i>you</i> ? Is there a particular aspect of your identity you’d like to focus on? Is there a specific event or significant object, or special relationship that is particularly meaningful to you? What form do you want to write your essay in?
3M: Sep 2	Labor Day – no class		
3W: Sep 4	Peer review personal narrative essays; grammar and mechanics activities; identifying themes; Q&A		Revise and edit personal narrative essays, bring to class on Monday.
4M: Sep 9	Continue working on personal narrative essay in class; group activity with grammar and mechanics; effective paragraphs	Handout on Canvas	Refine and polish final version of personal narrative essay. Submit before midnight to Canvas on FRI SEP 13.
4W: Sep 11	Discuss visual and image analysis; examining the rhetoric of images; group activity	Read and summarize the materials on visual rhetoric and image analysis on Canvas. Read Sontag, “On Photography” on Canvas	Begin research for compelling image to use in class for analysis. Write down overall impressions, bring to class. Make notes about Sontag reading, and bring to class.
5M: Sep 16	Discussion about image analysis; visual rhetoric; group activity with images	Read Berger “Ways of Seeing” chapter on Canvas	Take a cell phone photograph of a scene that captures your attention, bring image to class (on phone is okay).
5W: Sep 18	Discuss and do group activity about Berger reading; read and discuss Barthes ad analysis	Read excerpt from Barthes, “image, Music, Text”	Write summary of major points in Barthes reading, bring to class. Find at least two images (preferably three or four) on your own (online, in magazines, etc.) that you want to analyze. These could be advertisements, political cartoons, magazine

Week	Topics	Readings – before class	Assignments
			covers, photos accompanying articles (include caption or article title and context), etc. Post one of them to Canvas for class discussion on Wednesday. What messages does it send and how do the various elements work to communicate them?
6M: Sep 23	Discuss semiotics, Barthes reading; group activity with selected images; begin outlining essay	Handout on Canvas	Complete outline of essay (use sentences) and bring to class
6W: Sep 25	Writing introductions, setting context for meaning; begin writing introductions; group review	Handout on Canvas	Expand outline into full draft of visual analysis, bring to class
7M: Sep 30	Peer review first drafts of visual analysis; edit and revise in class; Q&A		Revise and polish visual analysis for submission.
7W: Oct 2	Reflective writing about visual analysis; introduction to exploratory writing	Handout on Canvas	Submit visual analysis to Canvas before midnight on FRI OCT 4; brainstorm topics for exploratory essay; conduct preliminary research about a research question. Write a list of issues written in question form that you have a strong opinion about and/or knowledge of, as well as issues you are uncertain about and/or know less about and would like to learn more about. You are required to list at least three questions/issues that you would be interested in researching and writing about, but feel free to list up to ten.
8M: Oct 7	Discuss issues from homework; conducting an exploration; assessing sources; begin preliminary research; group activity: research questions		Summarize the various perspectives you find in the scholarly research surrounding your research question, suspending and deferring a position. Write one-paragraph informal statements about four sources, bring to class.
8W: Oct 9	Understanding dialectic thinking; keeping an open mind; reaching a consensus; group activity with research summaries		Begin shaping your research question and assign source views to various aspects perspectives.
9M: Oct 14	Begin outline in class; group writing activity; discuss effective organization	Handout on Canvas	Continue expanding outline, specially identify points to cover in the exploration, bring to class.

Week	Topics	Readings – before class	Assignments
9W: Oct 16	Composing introductions; thesis for exploration; work on paper in class	Handout on Canvas	Draft exploratory paper and bring to class on Monday.
10M: Oct 21	Peer review exploratory paper: Q&A; edit and revise in class; group activity		Craft conclusion to exploratory essay as you finish the draft to include your position for the Issues Argument paper; bring revised and polished conclusion to class with entire revised draft
10W: Oct 23	Peer review, edit and revise exploratory paper; group activity with conclusions		Polish and finalize exploratory paper; submit to Canvas before midnight on FRI OCT 25 ; being shaping exploratory conclusion into thesis for Issues Argument paper, bring to class
11M: Oct 28	Developing a thesis for Issues Argument; logical fallacies; begin research from reliable sources	Handout on Canvas	Identify four sources of facts, statistics, history, logical arguments, and at least one visual element. Bring to class.
11W: Oct 30	Work with sources and visual in class to develop solid sentence outline; group activity and discussion about logical arguments		Refine argument and thesis; write informal annotations of sources for Issues Argument paper (one paragraph each), identifying their strengths, weaknesses and value to proving the thesis. Bring to class.
12M: Nov 4	In small groups, read one another's claims, supporting evidence, and explanation of how that evidence makes your point; identify logical fallacies, if any; class discussion.		Build outline with topic sentences for each paragraph in the Issues Argument paper. Bring expanded topic sentence/paragraph outline to class.
12W: Nov 6	Groups to discuss each person's homework assignment to help them strengthen the wording/ideas of their thesis (main argument), topic sentences (specific claims that serve as components to build the main argument), the evidence/reasoning they use to support them, and their explanations (warrants) connecting those grounds with their claims. What would make for the most effective order in which to present these claims and grounds?	Handout on Canvas	Develop outline into first full draft of Issues Argument paper. Bring to class on Wednesday 11/13 for peer review.
13M: Nov 11	Veteran's Day – no class		
13W: Nov 13	Peer review first draft of Issues Argument; discuss writing issues from review; Q&A; begin	Handout on Canvas	Edit and revise drafts, submit to Canvas before midnight on FRI NOV 15

Week	Topics	Readings – before class	Assignments
	revising and editing; discuss revision strategies		
14M: Nov 18	Reflective writing about Issues Argument; discuss strengths and weaknesses of oral presentations; slide design and Prezi	Read Tufte, “Power Point is Evil” https://www.wired.com/2003/09/ppt2/	Begin developing slides with visuals and key points from Issues Argument, bring to class
14W: Nov 20	Discuss Tufte and work on slides during class; group activity: evaluate strengths and weaknesses of presentations	Handout on Canvas: portfolios	Refine presentations and prepare portfolio elements
15M: Nov 25	Begin preparing final portfolio; review presentations in small groups		Finalize and practice presentations
15W: Nov 27	Non-instructional day – no class (Thanksgiving Break)		
16M: Dec 2	Class presentations		Continue to prepare portfolios
16W: Dec 6	Class presentations; discussion of portfolios	Portfolio checklist	Begin reflection essay for final portfolio
17M: Dec 9	Last day of class: in-class work on reflection for final portfolios; Q&A		Portfolios due by W DEC 12