

San José State University
Department of English and Comparative Literature
English 2: Critical Thinking and Writing Sections 10, 13, 24, 30–F 2019

Instructor: Dr. Linda Landau
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Office Hours: M/W 2:00-2:45pm (T/TH/F by appt.)
Class Days/Time: M/W 10:30-11:45am | 12:00-1:15pm | 3:00-4:15pm | 4:30-5:45pm
Classroom: BBC 121
Prerequisites: 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.
GE/SJSU Studies Category: 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

English 2 is a thematic course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A and drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle and Rogers), students learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Section-Specific Course Description

The theme of our course this year is “The Ethos and Ethics of the 21st Century.” The Greek word *ethos* describes the relationship between speaker and audience; for ethos to function in both community and argumentation, there must exist a basic level of trust that comes from mutual knowledge of each other’s beliefs and values. Ethics, a derivative of *ethos*, is a branch of philosophy that examines the ways we interact with each other, decide the difference between right and wrong, assert our rights, and accept our responsibilities for the greater good. As rhetoricians, we also explore the language we use to construct our arguments and tell the stories about our individual and collective experiences. A focus on ethos and ethics is intended to provide us with rich material for our cultural analysis as well as to illuminate the dynamics of rhetoric—the role of Kairos, logos, ethos, and pathos in persuading others not only to accept our point of view, but to reach common ground with us.

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

- Class Course Book, *Ethos and Ethics in the 21st Century – a Rhetoric with Readings*** (purchase at Maple Press the first week of classes)
- Readings** from our library database and 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 films.
- Student subscription to the digital version of the *New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week or less).** 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 or Evening Briefing, Op-Eds, as well as **Edit**, a student writing guide. **Use your @sjsu.edu account to set up the special education rate for the subscription, <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F> or access all the above news outlets free through the university library database.**
- 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 to help you develop the information literacy skills necessary for successful research.
 - **English 2 Library Research Guide** 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 MLA citation. 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 the critical essay you wrote before entering SJSU, the critical essay you will write for this class, a reflection essay on your progress as a writer and critical 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 five GELOs, all assignments focus on six core competencies that SJSU students are expected to develop by graduation: critical thinking, logical (inductive and deductive) qualitative reasoning, oral communication, written communication, active reading, and research.

Assignments	Revised Words	% of Grade	Points	GELO
Argumentative Essay on a controversial national and educational issue using research, deductive reasoning, Aristotelian rhetorical strategies, and Rogerian common ground strategies. The essay questions assumptions and predicts outcomes. The essay integrates and cites sources according to MLA guidelines.	1,500 total including prewrites and edited revisions	20%	8	1-5
Critical Analysis Essay, a research-informed analysis and evaluation of race theories using inductive reasoning, interviews and the library database. The essay integrates and cites sources according to MLA guidelines.	1,800 total Including prewrites and edited revisions	30%	12	1 - 5
Summary and analysis of two campus events	600	10%	4	2,4,5
GRIT Score—CT & Participation: short in-class & homework writings, meaningful contributions to team & class discussion, Library Orientation, and Multimodal Presentation: How to “escape the lockbox of self” – PPT or panel discussion	1,400	25%	10	2,3,4,5
Final – ePortfolio Self-Reflection & Appendix of Evidence	700	15%	6	1,2,3, 4
TOTAL	4,000 + 2,000	100%	40	

Essay Submission Policy

- **Submit** your final version essay **1)** on **Canvas**; and **2) in print** at the beginning of class with **a. scoring guide** 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. **Print versions submitted later than 5 minutes after class begins are counted as one day late.**
- **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 professors 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 three days of the deadline, but drop a grade unless you have a valid excuse (documented illness, religious holiday) and notify me *before* or *on* the missed date. In-class writing and quizzes are participation grades and can’t be made up.
- There is no extra credit in this class, but **additional research that enhances critical thinking and writing skills in essays and panel contributions** will most likely improve your essays and class contributions.

If you are experiencing difficulty in meeting the course requirements, please see me so we can discuss a strategy for your success.

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 using deductive and inductive logic, informational literacy and research skills, and rhetorical strategies and critical thinking in both written and oral communication.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure.

A (3.5-4.0) = Exceptional communication and critical thinking skills as demonstrated on all or most of the five major assignments; intellectual curiosity and exemplary mastery of course readings and concepts as shown by excellent preparation for in-class writing and quizzes, class discussion, and team work; initiative during group activities with insightful contributions to class and team discussions; *highly developed proficiency in all 5 GELOs.*

B (2.9-3.4) = Good communication and critical thinking skills as demonstrated by responding to all points on the prompt of all five major assignments; interest and engagement in course readings and concepts, and solid preparation for in-class writing and quizzes, class discussion; consistently meaningful and voluntary contributions to group and class activities; *developing proficiency in all 5 GELOs.*

C (2.2-2.8) = Satisfactory communication and critical thinking skills; competence in course readings and concepts as shown in fair but inconsistent preparation for class discussion; positive, but noncommittal attitude towards class; sporadic contributions to class and team activities; *emerging proficiency in all 5 GELOs.*

D (1.6-2.1) = Limited communication and critical thinking skills; uneven preparation for class; demonstrated indifference to class activities and course readings as shown in rare contributions to class and group activities, inattentiveness during class discussions, and other factors such as consistent tardiness, leaving class early, texting, and other disruptive behaviors; failure to submit essays and homework on time, or at all.

F (0-1.5) = Weak communication and critical thinking skills; little to no preparation for class; no contributions to class and team discussions; no commitment to class concepts and goals; failure to submit essays and homework.

Grade	Points	Evaluation
A plus	3.9-4.0	Outstanding
A	3.6-3.8	Excellent
A minus	3.5	Excellent
B plus	3.3-3.4	Very good
B	3.0-3.2	Good / Above average
B minus	2.9	Good
C plus	2.6-2.8	Competent
C	2.4-2.5	Competent / Average
C minus	2.2-2.3	Below average
D plus	2.0-2.1	Not passing
D	1.7-1.9	Not passing
D minus	1.6	Not passing
F	0-1.5	Fail

Criteria for Grading Essays

- An **“A-B” essay (3-3.7 points)** is **complete** (fulfills all prompt and assignment requirements), **coherent** (is organized and well-developed, providing compelling evidence to prove its point and detailed examples to explain them in a voice that is clearly yours), and **concise** (using grammar, vocabulary, and mechanics that enable readers to easily follow your argument) and **with plenty of critical thinking** (is a *researched, fact-based, in-depth* exploration of the topic that explains connections and the bigger picture while framing the argument – *pathos* – in language that strengthens the *writer-audience ethos*). The essay is submitted on time, formatted according to requirements, and uses language effectively (strategic word choice, grammar, and punctuation). See below for additional requirements for the A essay.
- A **“C” essay (2.2-2.8 points)** will complete at least 80% of the prompt requirements at the B level. The 20%, for example, may refer to the following: the essay offers only one piece of evidence to support an argument when the prompt asks for at least two, may provide superficial or no explanatory examples of the evidence, may rely on too few relevant sources to support a convincing argument, may cite relevant sources but in a way that is difficult for the reader to find, or may develop the argument with so many fused sentences or missing/extra verbs that the reader cannot easily follow the argument.
- A **“D” essay (2.1-1.6 points)** will neglect to meet at least 80% of the requirements of the assignment. It may be poorly presented. It might have citations but no reference list at the end of the essay. It may be superficial, lack development, or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension. In short, the D essay has not benefited from the full writing process – prewriting and brainstorming, sketch outlining and composing, peer reviewing, revising, editing, and proofreading.
- An **“F” essay (0)** does not fulfill the assignment.

The default grade for this class is a B.

To earn a B, students **complete all major essays and homework assignments according to the 5Cs**—their writing addresses *all* requirements on the prompt **completely, concisely, and coherently**, using plenty of **creative critical thinking** and demonstrating engagement in the **whole writing cycle**. Students who earn a B **participate meaningfully and regularly** in class discussions and team work with **no more than 3 non-participation marks**. This also includes tardiness, leaving early, texting, and non-relevant computer time.

To earn an A, students fulfill all the requirements for a B *plus* their work exhibits **complex critical thinking** built on **additional reading and research**, which enables them to offer 1) **compelling logic** supported by **factual evidence** from **many cited sources**, 2) a **trustworthy, knowledgeable ethos** that engages readers and teammates in active dialogue, and 3) **strong pathos** created with **sophisticated vocabulary and strategic word-play**. A Students generally **never miss a class** and tend to **lead** class discussions.

To earn a C, writing and class contributions respond to **at least 80%** of prompt requirements for major essays and submit **at least 80%** of the homework and in-class writing, and participate in **at least 80%** of class discussions and team work (no more than **6 non-participation marks**). A C- is required to pass this class.

Essays and participation that consistently fall below 80% will result in a non-passing grade of **D or F**. If you are experiencing difficulty in meeting course requirements, please see me to discuss strategies for success.

University Policy and Classroom Protocol

- **Student Collaboration and Participation:** Sharing ideas, asking questions, and providing valuable feedback to team and classmates are the basic contributors to a successful learning environment. Think of yourself and your classmates as your most valuable resources.
- **Diversity of Opinion is encouraged:** We will engage in reading, writing, and class discussion on complex issues. Classroom discussion will always be respectful of opposing viewpoints. Listen before responding.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class. If you cannot attend a team meeting or peer review session, notify your team and make arrangements to exchange papers, notes, or essays with a team member.
- **Missed classes:** If you must miss class, please check Canvas for the updated schedule and announcements, and contact a team or classmate to find out what you have missed, so you can keep up.
- **Electronic equipment** is used during class for course related research and essay writing ONLY. Using electronic equipment for texting and other personal entertainment distracts others, prevents you from participating, and violates university norms of conduct. Texting in class = non-participation.
- **Tardiness:** If you are not *in* class, you are not participating. Arriving late and taking breaks disturbs the class and results in your missing important discussion and activities. If you need an extra 5 minutes to arrive to class or leave early, please notify me in writing at the beginning of the semester, so we can accommodate you. Otherwise, these disruptions will lose you points.
- **Food and drinks:** ONLY drinks properly covered and dry food such as energy bars and cold sandwiches are allowed in the classroom. Warm food is NEVER allowed in the classroom.
- **Cannabis and tobacco** may NOT be brought to campus. SJSU is a tobacco-free campus, and as a federally-funded entity, cannabis is not legal. Non-compliance will involve the Office of Student Conduct.
- **Recording class sessions:** Since our class is participation-based, *written permission* to record the class is required from *all* class members as per [University Policy S12-7](#).

Professor – Student Collaboration

- **Office hours are part of the college experience:** University professors expect students to visit us during office hours to get acquainted, share ideas, ask questions, discuss assignments, and learn tips for success.
- **Email** is useful to schedule appointments, share your concerns about your progress, and ask questions about an assignment that can't be answered by rereading the prompt or consulting with teammates.
- **Canvas:** Our syllabus and assignments are posted on Canvas and all your major essays are uploaded to the appropriate assignment box on Canvas. I send announcements through Canvas.

SJSU – Student Collaboration

- The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>
- **SJSU Health Center:** For appointments, call (408) 924-6122, or <http://www.sjsu.edu/studenthealth>. For after-hours **Advice Nurse** Line, call (866) 935-6347.
- **SJSU Counseling Services**, <http://www.sjsu.edu/counseling> located in the Student Wellness Center, 3rd floor, 300B, offers a variety of workshops, support groups, and professional help.
- **Accessible Education Center** <http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/>.
- **Writing Center** is located in Clark Hall, Suite 126, and the MLK library. To make an appointment, visit [Writing Center website](#): <http://www.sjsu.edu/writingcenter>. **Peer Connections** is available in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th 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](#) at <http://peerconnections.sjsu.edu> for more information. **Computer labs** are available in the Academic Success Center, Clark Hall 1st floor and 2nd floors; Student Union, 2nd floor.

ENGL 2 Fall 2019 Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and writing assignments are listed on the day they are due.</i>
1	W 8/21	Introductions, Syllabus, Grades, Class Theme, Essay topics, Course Book, <i>New York Times</i> GRIT
2	M 8/26 W 8/28	RHETORIC & THE ART OF COMMUNICATION: ETHOS, PATHOS, KAIROS, EVIDENCE CB 1-8 HW DUE CB 3 Empathy (pathos) video https://ed.ted.com/featured/BXaLcbG4#watch Rhetoric of Climate Change (ethos & pathos), Vox : https://www.vox.com/videos/2017/5/24/15680542/scientists-climate-change-facts ETHOS AS CHARACTER CB 8-13 HW DUE CB 8 Panel discussion on student ethos and ethical encounters.
3	M 9/2 W 9/4	LABOR DAY – CAMPUS CLOSED READING THE RHETORICAL SITUATION TALKING TO THE TEXT (RARC) CB 5 “You’re wrong, I’m Right!” Nicholas Kristoff CB 14-16
4	M 9/9 W 9/11	ETHOS AS ETHICAL ENGAGEMENT: “Universities should be Unsafe for PC,” Alan Dershowitz CB 17-18 ARGUING FOR OR AGAINST PC (ESSAY 1) PROMPT CB 19-21
5	M 9/16 W 9/18	DEDUCTIVE REASONING & COMMON GROUND Persky Case CB 22-26 LIBRARY ORIENTATION in MLK libguides.sjsu.edu/english1b
6	M 9/23 W 9/25	LEGITIMATE APPEALS TO LOGOS, ETHOS, PATHOS & FALLACIES CB 27-32 QUOTING, PARAPHRASING, INTEGRATING & CITING SOURCES CB 33
7	M 9/30 W 10/2	PEER REVIEW OF PC ARGUMENT: SUBMIT REVIEW ON CANVAS ARGUMENTATIVE ESSAY 1 DUE / EVALUATING SOURCES FOR RELIABILITY & IDEOLOGICAL BIAS CB 34 WS: National Constitution Center https://constitutioncenter.org/ , Economic Policy Institute www.EPI.org , Pew Research http://www.pewresearch.org/ , and http://www.pewresearch.org/quiz/news-statements-quiz/ , Natural Resources Defense Council www.NRDC.org Bloomberg www.bloomberg.com
8	M 10/7 W 10/9	NATIONAL ETHOS: 14th Amendment, Liberties & Rights, Let America Be America Again” CB 35-40 INDEPENDENT STUDY
9	M 10/14 W 10/16	CRITICAL ANALYSIS (ESSAY 2) PROMPT: TESTING A THEORY CB 48-49 “El Paso Screed” (Replacement Theory) & “Critical Race Theory” CB 41-45
10	M 10/21 W 10/23	Intro Chapter 2, Journal Article on Canvas , “The Psychology of Anti-Semitism,” Amy Cuddy CB 46-47 SCM and BIAS MAP CHART DUE INTERVIEW QUESTIONS DUE GENRE QUESTION
11	M 10/28 W 10/30	INDUCTIVE REASONING CB 50-53 “How Watermelons Became a Racist Trope” CB 54-57 <i>Reconstruction</i> PBS/KQED
12	M 11/4 W 11/6	USING INFOGRAPHICS: “Jews and Islamophobia” on Canvas PEER REVIEW
13	M 11/11 W 11/13	VETERAN’S DAY – CAMPUS CLOSED TESTING A THEORY: ESSAY 2 DUE “Speak for Yourself” & “Why We Struggle” CB 58-61

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and writing assignments are listed on the day they are due.</i>
14	M 11/18 W 11/20	"Mystery of a Slightly Used Dog" (RARC) CB 62-64 HOW TO "ESCAPE THE LOCKBOX OF SELF" GUEST SPEAKER
15	M 11/25 W 11/27	HOW TO "ESCAPE THE LOCKBOX OF SELF" PANEL DISCUSSIONS THANKSGIVING – NO CLASSES
16	M 12/2 W 12/4	EPORTFOLIO REFLECTION AND APPENDIX OF EVIDENCE PROMPT: Reflecting on our progress WS: Sketch due of eportfolio reflective essay and appendix of evidence
17	M 12/9	WS: Peer Review and editing the eportfolio
FINALS	TH 12/12 M 12/16 T 12/17 M 12/16	ENGL 2-10 9:45-12:00 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence ENGL 2-13 9:45-12:00 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence ENGL 2-30 12:15-2:30 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence ENGL 2-24 2:45-5:00 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence

Campus Events

SJSU Reading Program Events: This year's theme—Immigration

http://www.sjsu.edu/reading/events_discussions/index.html

Center of the Literary Arts (CLA): Literary Readings on Campus

Jonathan Franzen	Sep. 20, 7pm	Hammer Theatre Center
Rita Bullwinkel	Oct. 10, 7pm	MLK Library, Room 225/229
Carmen Maria Machado	Oct. 24, 7pm	MACLA
Tyehimba Jess & Harmony Holiday	Nov. 7, 7pm	Forager
Marilyn Chin, Shawn Wong, & Lawson Fusao Inada	Nov. 21, 6:30pm	MLK Library, Room 225/229
Tommy Orange	Feb. 6, 7pm	Hammer Theatre Center
Jamel Brinkley	Mar. 3, 7pm	MLK Library, Room 225/229
Naomi Shihab Nye	Mar. 26, 7pm	Montgomery Theatre

SJSU H&A events at the Hammer Theatre: <http://hammertheatre.com/sjsu-hammer/>