

Critical Thinking and Writing Section 19

ENGL 2

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

General Course Information

Section 19: M/W 3PM - 4:15PM, Boccardo Business Center RM 124

Section 21: M/W 4:30PM - 5:45PM, Boccardo Business Center RM 124

I've combined my two sections on Canvas so the course name for all of you will say Section 19 (same goes for the syllabus). So if you're enrolled in Section 21 and you see Section 19, don't mind that. You're in the right section and I know which section you belong to.

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a fully in-person course. The Department of English does not require faculty to record classes for students who are unable to attend classes taught in person.

Contact Information

Instructor: Professor Au-Co Tran

- **Email:** au-co.tran@sjsu.edu, but message me through Canvas or Discord. Emails may get buried under other emails. Canvas/Discord is just for students. Request Discord link through Canvas.
- **Office:** Zoom (link can be found under Home on Canvas)
- **Phone:** Message me through Canvas

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. You are responsible for regularly checking with the messaging and announcement system through MySJSU and Canvas to learn of any updates. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.)

Please familiarize yourself with the system so that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Contacting me: Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Additionally, remember that I am your instructor, not your friend, so your language should be appropriate and professional.

Messages regarding missed class work and lectures with the question "Did I (will I) miss anything important?" will not be answered. It is your responsibility to ask classmates, show up to office hours, use Discord/Canvas to find out what you missed.

Discord: Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging.

Office Hours

- T/TH 12pm - 1pm & by appointment
- Zoom (link found under Home on Canvas)

Virtual meetings only

Note: the responsibility to reach out when you need help or don't understand something is on you. Therefore, you are encouraged to come to office hours if you need clarification or extra help. Even in an in-person class setting, I wouldn't be able to read your mind to know when you need help.

Course Description and Requisites

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Areas A1 and A2 each with grades of C- or better.

Note(s): ENGL 2 is not open to students who successfully completed ENGL 1B.

Letter Graded

* Classroom Protocols

Note: If there's anything that 2020 has taught us so far, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments.

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law (Title 17, U.S. Code). *I am the exclusive owner of copyright in all materials created for the purpose of this class.* For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent**. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

Submissions: The only hardcopy you will be required to submit will be for the **rough drafts** of your SPP project and R/CL project. If you do not have a hardcopy on the day of the peer reviews, that will be a zero.

Other than the rough drafts, I will only accept submissions on Canvas. No email. No sharing via Google. If I do not receive a submission from you on Canvas before the deadline, **that is a zero**. It is your responsibility to make sure your submission went through. (If you are unsure whether or not your submission went through, you can leave a comment with your submission and I will check.)

Keep in mind, it is not my responsibility to seek you out and remind you to submit on Canvas. Excuses like "I wrote my response in my notebook but I forgot to type it up and submit it on Canvas" or sending me your Google doc history will not be acceptable excuses. So, once again: if I do not have a submission from you **ON CANVAS**, that is a zero.

Late Policy: All assignments, except warm-ups, are due at 11:59 p.m. on the day of the deadline, unless stated otherwise.

- Warm ups are due at the end of class. You are always given time in class to complete the warm-ups.
- Late weekly Warm-ups and Activities will not be accepted. Late work for Peer Review will be accessed case by case.

- If you are not present for a presentation, that is a zero.
- For major assignments, you will lose 10 points from your overall grade every day it is late for two days. After that, it is a zero.
Requests for extensions will be treated case-by-case.

Presentations: You always know in advance when you are expected to have a presentation/interview. If you ask to switch within two days of your assigned presentation day, that is an automatic 50% off of your grade for that portion.

Participation: *What qualifies as participation:* showing up to our meetings; asking good questions; listening carefully and courteously to both me—your instructor—and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments.

Attendance: You are expected to show up every day we have a meeting and participate. Any assignments/activities given during those meetings cannot be made up if you miss the meeting. If you know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

University Policies

University Policies Per University [Policy S16-9](#), university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs (<http://www.sjsu.edu/gup/syllabusinfo/>.)

Please refer to the Syllabus Contract once you are done reading through this.

ENGL 2

This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.

Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, Writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

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

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

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

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Time Commitment

Success in ENGL 2 is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 2, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>).

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Learning Outcomes (CLOs)

GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

GE Area A3 Learning Outcomes

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Required Texts and Materials

- *They Say/I Say*, 5th Edition (Graff & Birkenstein)
 - ISBN-10: 0393538702
 - ISBN-13: 978-0393538700
- You are required to have an electronic device (laptop, desktop, tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Internet access: you're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere](#) website for wi-fi options on campus.
- The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Course Requirements and Assignments

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

The course writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge success as well as note problems and suggest ways to improve.

Course instruction includes in-class writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly homework to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

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Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. All these things must meet MLA Format. Improperly formatted papers will lose points.

Formatting Resource: Owl Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/747/01/>)

Library Liaison

Peggy Cabrera, Librarian for English Department

Email: Peggy.Cabrera@sjsu.edu

Phone: 408-808-2034

Major Assignments

1. **Visual Analysis:** you will analyze the different rhetorical aspects of visual work
2. **In Conversation:** you will analyze and examine the effectiveness rhetorical strategies used in an assigned article
3. **Call-to-Action:** you will produce a presentation with the goal of calling for a specific action
 1. Final Exam: There will be no final exam in this course. This project will serve as your final.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until the end of class to complete it. Any later will not be accepted.

Activities: Activities will be done during our class sessions, most often in groups with classmates

Peer Review: For your first two projects, you will be given time to read your peers' work, as well as have them read yours. If you do not have a hardcopy by the start of the Peer Review day, that is a zero. If you do not show up to the meeting on the day of the Peer Review, that is also a zero.

Rough Drafts: To be submitted as a hardcopy (two copies), one to turn in to me on the day of the peer review and one for your peers to comment on. I *do not* read your rough drafts. That's what your peer reviews are for. If you want me to look at your rough draft. Make an appointment to discuss your draft with me at least two weeks before the final deadline. The draft you sent me should be complete. And you must include specific questions you want me to take a look at. Otherwise, if you do not need me to look at your rough draft or have general questions/confusion about the project, you can drop by my office hours at any time or make an appointment with me.

Reading Presentations: At the beginning of the semester, you will sign up for a day to present the reading of that day. You will be expected to summarize and analyze the material, as well as prepare discussion questions or an exercise for the class to apply the material discussed.

Participation:** You will be expected to contribute to the class discussion at least twice during the week. This includes answering Qs or asking Qs of your own. This will count as your participation. I will be keeping a record of this.

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

No extra credit will be offered in this class.

* Late work for Weekly Warm-ups and Activities will not be accepted.

** Participation only counts when you speak up during the class discussions. I cannot give you participation points for "paying attention," "trying hard," or speaking up during your group meetings because I cannot monitor those things for every individual in the class. Therefore, you can do all of the above listed and still get low participation points if you do not speak up during the class discussions.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

✓ Grading Information

A (92-100); A- (90-91);

B+ (88-89); B (82-87); B- (80-81);

C+ (78-79); C (70-77); C- (70-71);

D+ (68-69); D (62-67); D- (60-61);
F (<60)

- I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no. Do not do this especially when you open your request with, "I know you said on the syllabus that..." You already know the answer since you've read the syllabus.
- Attendance grade. Canvas will show your grade for attendance. Disregard that. It's not included in your overall grade.
- You have two weeks from the date the grade is posted to make an appointment with me to ask about it. (Canvas always notifies you when your grades are posted, along with any comments. That's why you should have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have one week to ask me.

Keep in mind, you need a C- or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Breakdown

I grade on a weighted system for the following sections. See below for detailed breakdown.

UNIT	PROJECT NAME	GELO	WORD COUNT	%
1	VISUAL RHETORICAL ANALYSIS	1, 2, 3, 4, 5	1200	15%
2	IN CONVERSATION	1, 2, 3, 4, 5	1300	15%
3	CALL-TO-ACTION	1, 2, 3, 4, 5	1000	20%
1-2	PEER REVIEWS & ROUGH DRAFTS	1, 2, 3	///	5%
1-3	DAILY WARM-UPS	1, 2, 3, 4, 5	1000	15%
1-3	READING PRESENTATION	1, 2, 3, 4, 5	500	5%
1-3	CONFERENCES	2, 3, 4	///	5%
1-3	ACTIVITIES/PARTICIPATION	1, 2, 3, 4	1500	15%
1-3	SELF-EVALUATIONS & PORTFOLIO	3, 4, 5	2000	5%
Total		///	8500	100%

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: The schedule is subject to change with fair notice in class or via notice on Canvas.

All assignments are due on Canvas by 11:59 on the due date. **NO SUBMISSIONS = ZERO**

If the link for the reading doesn't work, right click > copy link address > paste it in a new browser.

WEEK	DATE	MONDAY	DATE	WEDNESDAY	UNIT
0			1/25	<ul style="list-style-type: none"> • Introductions; Syllabus • Syllabus Contract & Quiz • Take a quick look at Project #1 Prompt 	1
1	1/30	<ul style="list-style-type: none"> • Introduce Rhetorical Analysis • Read Week 1 Bulletin 	2/1	<ul style="list-style-type: none"> • In-Class discussion • Reading: TS/IS Introduction: Entering the Conversation (Graff, Birkenstein) 	
2	2/6	<ul style="list-style-type: none"> • 2/7 Last day to drop without a W • Read Week 2 Material • Reading: "You Mean I Can Just Say It That Way?" (TS/IS Graff, Birkenstein) 	2/8	<ul style="list-style-type: none"> • In-Class discussion • DUE: ANNOTATED BIB • Reading: 4.12 "I Take Your Point" (TS/IS Graff, Birkenstein) 	
3	2/13	<ul style="list-style-type: none"> • Read Week 3 Bulletin • Reading: TS/IS 1.1 "They Say" (TS/IS Graff, Birkenstein) 	2/15	<ul style="list-style-type: none"> • Peer Review in class • DUE: TWO HARDCOPIES OF RHETORIC ANALYSIS ROUGH DRAFT • No hardcopy means you cannot participate in peer review 	
4	2/20	<ul style="list-style-type: none"> • Read Week 4 Bulletin • Last day to drop without a W • CONFERENCES DAY 1 	2/22	<ul style="list-style-type: none"> • DUE: RHETORICAL ANALYSIS FINAL DRAFT & SELF-EVALUATION • CONFERENCES DAY 2 	
5	2/27	<ul style="list-style-type: none"> • Introduce In Conversation • Read Week 5 Bulletin • Reading: 1.2 "Her Point Is" (TS/IS Graff, Birkenstein) 	3/1	<ul style="list-style-type: none"> • In-Class discussion • Reading: 1.3 "As He Himself Puts It" (TS/IS Graff, Birkenstein) 	
6	3/6	<ul style="list-style-type: none"> • Read Week 6 Bulletin • Reading: 2.4 "Yes/No/OK, But" (TS/IS Graff, Birkenstein) 	3/8	<ul style="list-style-type: none"> • In Class Discussion • Reading: 2.5 "And Yet" (TS/IS Graff, Birkenstein) 	
7	3/13	<ul style="list-style-type: none"> • Read Week 7 Bulletin • Reading: 2.6 "Skeptics May Object" (TS/IS Graff, Birkenstein) 	3/15	<ul style="list-style-type: none"> • DUE: ANNOTATED BIB • Reading: 2.7 "So What? Who Cares?" (TS/IS Graff, Birkenstein) 	

8	3/20	<ul style="list-style-type: none"> • Read Week 8 Bulletin • Reading: 3.8 "As A Result" (TS/IS Graff, Birkenstein) 	3/22	<ul style="list-style-type: none"> • Peer Review in class • DUE: TWO HARDCOPIES OF IN CONVERSATION ROUGH DRAFT • <ul style="list-style-type: none"> ◦ No hardcopy means you cannot participate in peer review 		
9	3/28 - 4/1	SPRING BREAK				
10	4/3	<ul style="list-style-type: none"> • Read Week 10 Bulletin • CONFERENCES 	4/5	<ul style="list-style-type: none"> • DUE: CONVERSATION FINAL DRAFT • SELF-EVALUATION • CONFERENCES 		
11	4/10	<ul style="list-style-type: none"> • Introduce CTA Project • Read Week 11 Bulletin • Reading: 3.11 "What I Really Want To Say Is" (TS/IS Graff, Birkenstein) 	4/12	<ul style="list-style-type: none"> • In-Class discussion • Reading: 4.14 "What's Motivating This Writer?" (TS/IS Graff, Birkenstein) 	3	
12	4/17	<ul style="list-style-type: none"> • Read Week 12 Bulletin • Reading: "The 'Other Side' is Not Dumb" (Blanda) 	4/19	<ul style="list-style-type: none"> • In-Class discussion • Reading: "Should We Be More Optimistic about Fighting Climate Change?" (Chen, Murthy) 		
13	4/24	<ul style="list-style-type: none"> • Read Week 13 Bulletin • Reading: "How Much Immigration Is Too Much? The Wrong Debate" (Frum) 	4/26	<ul style="list-style-type: none"> • In-Class discussion • Reading: "Should Everyone Go to College?" (Owen, Sawhill) 		
14	5/1	<ul style="list-style-type: none"> • Read Week 14 Bulletin • Reading: "Are We Really as Awful as We Act Online?" (Fuentes) 	5/3	<ul style="list-style-type: none"> • In-Class discussion • Reading: "It's Time for 'They'" (Manjoo) 		
15	5/8	<ul style="list-style-type: none"> • Read Week 15 Bulletin • Reading: "All Words Matter: The Manipulation Behind 'All Lives Matter'" (Coryell) 	5/10	<ul style="list-style-type: none"> • In-Class discussion • Reading: TS/IS 4.13 "Don't Make Them Scroll Up (TS/IS Graff, Birkenstein) 		
16	5/15	<ul style="list-style-type: none"> • FINAL PRESENTATIONS • DUE: CTA PRESENTATION 				
	5/18	CTA SELF-EVALUATION DUE ON CANVAS				
		We do not meet this day				