

**San José State University**  
**Department of English and Comparative Literature**

**English 1B: Critical Thinking and Writing (GE A3)**  
**Section 19 - Spring 2015**

*"The important thing is not to stop questioning. Curiosity has its own reason for existing."*  
--Albert Einstein

**Course and Contact Information**

<b>Instructor:</b>	Jill Logan
<b>Office Location:</b>	FO Building 105
<b>Telephone:</b>	(408) 924-4024
<b>Email:</b>	jill.logan@sjsu.edu
<b>Office Hours:</b>	MoWe 1:30-2:30 or by appointment
<b>Class Days/Time:</b>	MoWe 10:30-11:45
<b>Classroom:</b>	Boccardo Business Center 122
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**GE A3 Course Description**

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive

processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

### **ENGL 1B Course Description**

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

### **ENGL 1B Section Description**

Our class will delve into the modern arguments about our relationship to our food. We'll explore a variety of texts, including essays, editorials, letters, advertisements, videos, and a documentary. Our aim is to critically explore and engage with the conversation and to write thoughtful, cogent, and well-reasoned essays to insert ourselves in the dialogue.

### **ENGL 1B Learning Outcomes and Course Content**

*GE A3 Learning Outcomes (GELO)*

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. 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).

### *ENGL 1B Course Learning Goals (CLO)*

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

1. discuss complex ideas clearly, logically, persuasively.
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

### *ENGL 1B Course Content*

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: Students 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 students 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. Assignments include both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3 – understanding the relationship between language and logic – 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 student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

### **Required Texts**

Andrea A. Lunsford and John J. Ruskiewicz. *Everything's an Argument*. Sixth edition. Bedford St. Martin's. ISBN 9781457606069  
*Available at San Jose University Spartan Bookstore*

### **Other Readings (available on Canvas)**

- Moss' "U.S. Research Lab Lets Livestock Suffer in Quest for Profit"
- Steiner's "Animal, Vegetable, Miserable"
- Lappe's "The Climate Crisis at the End of Our Fork"
- Fowles' "Advertising's Fifteen Basic Appeals"
- Pollen's "Why Bother"
- Berry's "Getting Along with Nature"
- Howard's Organic Industry Structure Charts
- "Ten Things You Can Do to Fight World Hunger"
- Wallace's "Consider the Lobster"
- Assembly Bill 49

### **Library Liaison**

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: HYPERLINK "mailto:toby.matoush@sjsu.edu" [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

### **ENGL 1B Section-Specific Requirements and Assignments**

#### *In-class Essays*

You will complete two timed in-class essays: one diagnostic and one argumentative. **If you are absent for an in-class essay, you have one week to schedule an appointment with me to make it up.**

#### *Reading Responses*

For most reading assignments, you will be required to post a Reading Response on Canvas by 7:00 a.m. the day that reading will be discussed. I will post a prompt and you will write a **100-200 word response** to it (unless otherwise stated in the prompt). You will post these under **Discussions** on our Canvas site. (Please enter them in the text box rather than as attachments.) We will use these responses in various ways as springboards for our discussions in class and for your writing assignments.

#### *Annotated Notes*

You will bring a printed copy of a reading assignment to class with the notes you've made in the margins. I expect you to show a thoughtful engagement with the text through underlining, highlighting, notes in the margins, and whatever type of notetaking works best for you. Partial annotation will yield a partial score.

#### *In-class Writing Activities*

These activities will vary from class to class, and I will give individual

instruction on them during class time. Some you will turn in to me; some you may not. **Missed In-class Writing Activities cannot be made up.**

### *Formal Essays*

You will be required to complete three formal essay assignments: a Rhetorical Analysis, a Synthesis Essay, and an Argumentative Essay. I will provide written instructions for each of them. I expect you to work on multiple drafts before the final draft is due, and I am happy to provide feedback before the final deadline, providing you meet with me during office hours or by appointment. (I will not review drafts through e-mail.) Your **Rough Drafts** will be due in advance of the **Final Drafts**. Rough Drafts must meet word count requirements to be accepted for credit.

### *Annotated Bibliography*

You will turn in an Annotated Bibliography in advance of your Argumentative Essay Rough Draft. I will give you a handout to outline what I expect from these.

### *Workshop Critiques*

You will write critiques for two of your peers' Argumentative essays, which you will discuss in a formal workshop and then turn in to me. These will show your own critical reading of your peers' arguments, with close attention being paid to the logical structure of each.

### *Oral Presentation*

You will give an oral argumentative *group* presentation during the scheduled Finals period for this course. It will require a multimodal presentation that includes a handout.

### *Readings*

Readings for this class will come from our textbook, as well as from other readings that have been posted to Canvas. You are responsible for printing off any readings from Canvas that are scheduled for that week. I expect you to come to class having read the assignments for that day.

### *Quizzes*

*Should the need arise, I reserve the right to give quizzes about the texts we discuss on a particular day. Grades from these quizzes would be factored into your Reading Responses grade.*

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 [HYPERLINK "http://www.sjsu.edu/senate/docs/S12-3.pdf"](http://www.sjsu.edu/senate/docs/S12-3.pdf)

[University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

*Assignment Word Count and Learning Goals*

	Word Count	GELO	CLO
In-Class Essay	350	2, 3	1, 5, 6
Reading Responses	2000	2, 3, 4, 5	1, 2, 3, 4, 7, 8
In-Class Writing Activities	1000	1-5	1-8
Formal Essay #1: Rhetorical Analysis	1000	2-5	1, 3, 5, 8
Formal Essay #2: Synthesis	1000	1-5	1-8
Formal Essay #3: Argumentative Essay	2000	1-5	1-8
Annotated Bibliography	500	1, 3, 4	3, 4, 7, 8
Writing Workshop Critiques	500	4, 5	1, 2, 5, 6, 7, 8
Oral Presentation	10-15 mins	2, 3, 5	1, 2, 4-6, 8

*The point breakdown for the class is as follows:*

Assignment	Points Possible	Your score
Annotated Notes	10	
In-class Essay (Argumentative)	50	
Rough Drafts (3 x 50 pts each)	150	
Final Essay #1: Rhetorical Analysis	100	
Final Essay #2: Synthesis Essay	100	
Final Essay #3: Argumentative	200	
Reading Responses (15 x 10 pts each)	150	
In-class Writing Activities (20 x 10 pts each)	200	
Annotated Bibliography	25	
Workshop Critiques (2 x 25 pts each)	50	
Oral Presentation	100	
<b>Total Points</b>	<b>1135</b>	

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which will be broken down by content (this includes maturity and sophistication of thought), organization, and expression. All assignments and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

#### Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

**This course must be passed with a C or better as a CSU graduation requirement.**

#### **Classroom Protocol and Expectations**

Your task as a student will be to take advantage of the readings and class instruction and to embrace the processes of writing and reading. To help foster a positive classroom community, I expect that students will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the material. As college students, I expect you to acknowledge that **you are participating in a level of education where effort is not enough to justify a high grade**, and I expect that you will not plagiarize or otherwise steal

the work of others. I also expect that you will accept the consequences – good or bad – of your actions.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your grade will reflect the quality of your work and nothing else. I believe that this course is extremely important for your intellectual and personal growth, and my teaching will reflect this belief.

### **Participation and Attendance**

This class is largely composed of discussions and in-class activities, and therefore, attendance and punctuality are extremely important. You should bring a hard copy of your reading material to class every day; failure to properly prepare for class, *or texting in class*, will require me to ask you to leave. I reserve the right to give quizzes.

If you should miss class, it is *your* responsibility to cover the material from the missed session, acquire handouts distributed in class, and acquaint yourself with any announcements made about assignments.

### **Late Work**

Assignments are due at the beginning of class (*except Reading Responses, which are due at 7:00 a.m. on the day they are being discussed*). Any papers not turned in at the beginning of the class period will be lowered one full letter grade, with additional deductions of one full grade for each additional day they are late. **This policy only applies to essays; I will not accept late work for Reading Responses or In-Class Writing Activities.**

### **University Policies**

#### *Dropping and Adding*

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [HYPERLINK "http://info.sjsu.edu/static/catalog/policies.html"](http://info.sjsu.edu/static/catalog/policies.html) Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [HYPERLINK "http://www.sjsu.edu/provost/services/academic\\_calendars/"](http://www.sjsu.edu/provost/services/academic_calendars/) Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The

HYPERLINK "<http://www.sjsu.edu/aars/policies/latedrops/policy/>" Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the HYPERLINK "<http://www.sjsu.edu/advising/>" Advising Hub at <http://www.sjsu.edu/advising/>.

#### *Consent for Recording of Class and Public Sharing of Instructor Material*

HYPERLINK "<http://www.sjsu.edu/senate/docs/S12-7.pdf>" University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

"Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material." In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

#### *Academic Integrity*

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The HYPERLINK "<http://www.sjsu.edu/senate/docs/S07-2.pdf>" University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The HYPERLINK "<http://www.sjsu.edu/studentconduct/>" Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### *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. HYPERLINK

"[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)" Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the HYPERLINK "<http://www.sjsu.edu/aec>" Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### *Accommodation to Students' Religious Holidays*

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See HYPERLINK

"<http://www.sjsu.edu/senate/docs/S14-7.pdf>" University Policy S14-7 at HYPERLINK "<http://www.sjsu.edu/senate/docs/S14-7.pdf>" <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at HYPERLINK "<http://www.sjsu.edu/english/comp/policy/index.html>" [www.sjsu.edu/english/comp/policy/index.html](http://www.sjsu.edu/english/comp/policy/index.html)

Course guidelines

Academic policies (academic integrity, plagiarism, ADA and AEC policies)

Estimation of Per-Unit Student Workload

Recording policies

Adding and dropping classes

Accommodation to Students' Religious Holidays

### **Student Technology Resources**

Computer labs for student use are available in the HYPERLINK

"<http://www.sjsu.edu/at/asc/>" Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also 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 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 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 [HYPERLINK "http://www.sjsu.edu/writingcenter"](http://www.sjsu.edu/writingcenter) [Writing Center website](http://www.sjsu.edu/writingcenter) 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.

## Course Schedule\*

### English 1B: Composition 2 – Spring 2015

\*Schedule subject to change with fair notice at Instructor's discretion.

CV = Available on Canvas

EA = Available in *Everything's an Argument*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mo 1/26	Introductions
	We 1/28	In-Class Essay (Diagnostic)
2	Mo 2/2	<b>Due: Reading Response #1</b> Chapter 1: Everything Is an Argument (EA) Discuss: Moss' "U.S. Research Lab Lets Livestock Suffer in Quest for Profit" (CV)
	We 2/4	<b>Due: Annotated Notes</b> Discuss: Steiner's "Animal, Vegetable, Miserable" (CV) Chapter 2: Arguments Based on Emotion: Pathos (EA) Chapter 3: Arguments Based on Character: Ethos (EA) In-Class Writing Activity #1
3	Mo 2/9	<b>Due: Reading Response #2</b> Discuss: Chapter 4: Arguments Based on Fact: Logos (EA) Discuss: Chapter 6: Rhetorical Analysis (EA) Discuss: Lappe's "The Climate Crisis at the End of Our Fork" (CV) In-Class Writing Activity #2
	We 2/11	<b>Due: Reading Response #3</b> Discuss: Chapter 5: Fallacies (EA) In-Class Writing Activity #3
4	Mo 2/16	<b>Due: Reading Response #4</b> Discuss: Fowles' "Advertising's Fifteen Basic Appeals" (CV)
	We 2/18	<b>Due: Rhetorical Analysis Rough Draft</b> Chapter 4 section on "Using Reason and Common Sense" (pages 67-69) (EA) In-Class Writing Activity #4

5	Mo 2/23	Watch: <i>Food, Inc.</i>
	We 2/25	<b>Due: Rhetorical Analysis Final Draft</b> Watch and Discuss: <i>Food, Inc.</i> In-Class Writing Activity #5
6	Mo 3/2	<b>Due: Reading Response #5</b> Discuss: Chapter 7: Structuring Arguments (EA) Discuss: Pollen's "Why Bother?" (CV) Discuss: Berry's "Getting Along with Nature" (CV) In-Class Writing Activity #6
	We 3/4	<b>Due: Reading Response #6</b> Discuss: Chapter 14: Visual and Multimedia Arguments (EA) Discuss: Howard's Organic Industry Structure Charts (CV) In-Class Writing Activity #7
7	Mo 3/9	<b>Due: Reading Response #7</b> Discuss: Chapter 7: Structuring Arguments (EA) Discuss: Ten Things You Can Do to Fight World Hunger (CV) In-Class Writing Activity #8
	We 3/11	<b>Due: Synthesis Essay Rough Draft</b> In-Class Writing Activity #9
8	Mo 3/16	<b>Due: Reading Response #8</b> Discuss: Chapters 17: Finding Evidence (EA) Discuss: Chapter 18: Evaluating Sources (EA) In-Class Writing Activity #10
	We 3/18	<b>Due: Synthesis Essay Final Draft</b> In-Class Writing Activity #11
9	Mar 23-27	<b>Spring Break</b>
10	Mo 3/30	Discuss: Chapter 16: Academic Arguments (EA) In-Class Writing Activity #12
	We 4/1	LIBRARY RESEARCH WORKSHOP

11	Mo 4/6	Due: Reading Response #9 Discuss: Chapter 8: Arguments of Fact (EA) In-Class Writing Activity #13
	We 4/8	Due: Reading Response #10 In-Class Writing Activity #14
12	Mo 4/13	Due: Reading Response #11 Discuss: Chapter 9: Arguments of Definition (EA) In-Class Writing Activity #15
	We 4/15	<b>In-Class Essay (Argument of Fact or Definition)</b>
13	Mo 4/20	Due: Reading Response #12 Discuss: Chapter 10: Evaluations (EA) Discuss: Wallace's "Consider the Lobster" (CV) In-Class Writing Activity #16
	We 4/22	Due: Annotated Bibliography Chapter 11: Causal Arguments (EA) In-Class Writing Activity #17
14	Mo 4/27	Due: Reading Response #13 Discuss: Chapter 12: Proposals (EA) Discuss: Assembly Bill 49 (CV) In-Class Writing Activity #18
	We 4/29	Due: Argumentative Essay <i>Rough Draft</i> In-Class Writing Activity #19
15	Mo 5/4	Due: Reading Response #14 Discuss: Chapter 13: Style in Arguments (EA) In-Class Writing Activity #20
	We 5/6	Due: Workshop Critiques Writing Workshop
16	Mo 5/11	Due: Reading Response #15 Discuss: Chapter 15: Presenting Arguments (EA) In-Class Writing Activity #21
	We 5/13	Due: Argumentative Essay <i>Final Draft</i> Work on Presentations
17	Tu 5/19	<b>FINALS WEEK: Oral Presentations 9:45-12:00</b>