

San José State University
Department of English and Comparative Literature
English 2–Critical Thinking and Writing–Sections 19, 29
(27006, 27016) Spring 2016

Instructor:	Dr. Linda Landau
Office Location:	Faculty Office Building 115
Telephone:	(408) 924-4117 (prefer email)
Email:	linda.landau@sjsu.edu
Office Hours:	T/TH 2:00-2:45pm, and other times by appt.
Class Days/Time:	T/TH 12:00-1:15pm 3:00-4:15
Classroom:	Clark 316 Sweeney Hall 348
Prerequisites:	C or better in Oral Communication (A1), English 1A (A2)
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

ENGL 2 is an introductory writing course that focuses on the relationship between language and logic when composing arguments. Building on the skills acquired in ENGL 1A, you will learn to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description

The theme of this course is “Words Matter,” in particular the power of language, images, and stories generated by our culture to shape our beliefs and values as well as the way we perceive ourselves, others, and our place in society. Do some words matter more than others, and do their meanings and value change when their context changes? Who controls the words that shape our worldviews? Does political correctness on college campuses stifle meaningful debate and research, and does it violate our first amendment rights as some have claimed? And finally, which words are protected by the first amendment and which are not? These last questions will be the focus of this course. We will explore the many facets of the first amendment in light of recent Supreme Court decisions on public-sector unions, gay marriage, universal health care, and other issues that use the first amendment as the basis of one or both sides of the controversy. We will also set up mock trials to explore accusations of microaggression that have hit campuses across the nation, focusing on the University of Michigan, Harvard, and San Jose State University.

ENGL 2 Learning Outcomes

GE Area A3 Learning Outcomes (GELO)

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

Activities and assignments: Students will write two research-informed persuasive argumentative essays and one research-informed critical essay, each based primarily on published academic and professional articles retrieved from the library database. Essays will be evaluated on 1) quality of research and strength of support for student's argument, 2) effectiveness of integrating summary, paraphrase, and quotation into student's argument, and 3) accuracy of citation, according to MLA guidelines. Students will attend a librarian-conducted library orientation, and will review MLA citation guidelines in *Everyday Writer* and perform exercises in *Learning Curve* (on Canvas) before participating in a citation workshop for the position paper. Students will practice evaluating source reliability and quality in teams.

GELO 1 will be assessed on the quality of introduction and accuracy of citation of 3 separate sources in a **brief position paper preceding the critical analysis essay**. The position paper will demonstrate the student's ability to 1) critically evaluate a sources' authority and credibility, 2) integrate quotes, paraphrases, and summary, and 3) adequately cite sources in the body of the essay and the works cited section at the end of the position paper.

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 and other points of view.

Activities and assignments: Students will write one research-informed critical essay, two research-informed persuasive argumentative essays (one using Aristotelian rhetoric, the other Rogerian dialogue), and one essay exam, each analyzing, interpreting, and evaluating texts, each responding to other arguments, and each using deductive and inductive reasoning and legitimate rhetorical strategies to argue a logical conclusion. In the course book, students will read about the meaning and strategic uses of language as well as about ways to construct, reconstruct, write, and assess arguments.

GELO 2 will be assessed on the logical development and persuasive effectiveness of the argument of the **research-informed persuasive argumentative essay**, in particular on the structure of the argument and the use of language—denotation, connotation, metaphor, and analogy—to effectively persuade the reader of the validity and soundness of the argument.

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

Activities and assignments: Students will write one research-informed critical essay, two research-informed persuasive argumentative, each requiring the interpretation and evaluation of source information. Students will read articles to locate, interpret, and evaluate evidence, assess truth claims, the relevance and adequacy of premises, and the role of foundational principles in framing a conclusion. Students will complete exercises in the course book to practice identifying and differentiating between valid arguments and false assertions, manipulative strategies, logical fallacies, and unsupported opinions in news reports.

GELO 3 will be assessed on the quality of the information used to develop the **short position paper preceding the argumentative essay**, which will require the student to extract information from a series of articles of varying authority and credibility on the same subject, interpret the

arguments, evaluate the validity of the conclusions and the quality of the evidence, and select the evidence to be used to support their own argument in the essay.

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

Activities and assignments: Using scholarly articles and letters, students will practice identifying the rhetorical situation of an argument—its purpose, audience, context, place, time, media, which all play a crucial role in both the comprehension of another’s argument and the expression of one’s own. Students will also identify the foundational principle of an argument, whether stated as a premise in a syllogism, or assumed, as in an enthymeme and inductive reasoning. Using Rogerian Dialogue strategies, students will practice evaluating an argument’s soundness (their own as well as those of others) by identifying these assumptions and understanding the context in which they are uttered.

GELO 4 will be assessed on the **critical essay and final oral presentation**, which will require students to identify assumptions and analyze the rhetorical situation of an argument as well as identify fallacious appeals to ethos and pathos.

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).

Activities and assignments: Using texts and exercises in their course book, students will identify the various forms of valid reasoning, reconstruct and diagram arguments, evaluate evidence, assess inferences, and distinguish between the inductive arguments associated with scientific research and the deductive reasoning often found in political and moral arguments.

GELO 5 will be assessed on the logic and structure of **research-informed argumentative essay**, and the ramifications of the consequences of an issue in the essay’s concluding paragraph. Students will also take a departmental-wide exam asking them to diagram and evaluate deductive and inductive arguments.

Required Texts

- 🍏 **Class Course Book** (purchase 2nd week of classes at Maple Press, 330 S. 10th Street)
- 🍏 **Writers Help 2.0** (Andrea Lunsford’s *Everyday Writer* and *Learning Curve*) on Canvas.
- 🍏 A college level dictionary—print or online. Bring to class every session.
- 🍏 Readings posted on Canvas

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 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. 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 for which 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 grammar, clarity, conciseness, coherence, organization, and proper MLA citation (see *Writers Help* for MLA guidelines). There will be workshops before submitting major essays, and a peer reviewed version of your essay with substantial comments must be submitted with your final revision.

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.

Reading: Readings in our course book (rhetoric-reader), and selected articles, book chapters, and videos will be integrated into weekly informal 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 for academic, general, and specific audiences. The assigned reading and exercises must be completed *before* the class it is due, and the course book must be brought to every session.

Research: English 2 includes 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.

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 a mock trial or oral report using Power Point or Prezi. These assignments require a written outline or essay and the skills you have learned in your oral communication course. They will be graded and evaluated according to logic, content, delivery, and the effective use of visual tools.

Final: The final will be a multimodal presentation on the class final date.

Participation and Collaboration: Sharing ideas, asking questions, and providing valuable peer review feedback are important activities for developing critical thinking. In-class activities cannot be made up. If you cannot attend a workshop, it is your responsibility to notify your peer group and make arrangements to exchange papers with a team member.

Late Papers and Missed In-class Essays: Late essays drop .1/4 point for every day they are late, so a paper that is late one week could lower your grade one level. If you miss an in-class essay and have a valid excuse (e.g. documented illness, religious holiday*), you will be allowed to take a make-up essay during my office hours on condition you notify me *before or within 24 hours after* the in-class essay date. (*San José State University provides **accommodation on** 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 the semester [University Policy S14-7.](#))

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.

All assignments address the 5 core competencies required of SJSU students: written and oral communication, qualitative reasoning, information literacy, and critical thinking. Since most English 2 GELOs overlap, multiple GELOs are assessed when evaluating each assignment. A bolded GELO number followed by * signifies that this assignment may be used for a GELO assessment report. Bolded word count numbers indicate previously evaluated revised work.

Assignments	Revised Word Count	% of Grade	GELO
<p>2 Persuasive Arguments defining a concept</p> <p>One research-informed Aristotelian argument and one research-informed Rogerian argument focused on summarizing both sides of a controversy by examining conceptual differences of a key term; analyzing premises, fallacies, and underlying assumptions of both sides; and arguing for the most logical definition.</p> <p>Peer reviewed, evaluated, and revised.</p> <p>Self-reflection on the writing, critical thinking process.</p> <p>Panel Discussion using written outline</p>	1,500	20%	1,2*-5*
<p>Critical Thinking Question → Position Paper</p>	500	10%	1*- 3*
<p>Critical Analysis of a current situation involving first amendment rights – Arguing Why</p> <p>Research-informed argumentative essay analyzing a present controversy, in particular the cultural (present and past) values and beliefs projected by both sides and the claims represented as fact as well as the assumptions underlying them.</p> <p>Peer reviewed, evaluated, and revised.</p> <p>Annotated Bibliography (8 entries – 1,000 words)</p>	1,250	30%	1-4*- 5
<p>Final – Multimodal Presentation</p>	750	10%	1-5
<p>In-class Essay: Argumentative Analysis of an Article</p> <p>Essay analyzing and evaluating claims, premises, assumptions, and structure – inductive and deductive reasoning.</p>	750	10%	2-3*-4*
<p>Participation</p> <p>Evidence of critical thinking in homework, short essays, team and class discussions, reading and logic quizzes, library orientation.</p>		20%	1-5
TOTAL	4,000	100%	

Criteria for Out-of-Class and In-Class Essays:

An "A" Essay

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

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays with citations but without a works cited at the end will be returned unread with a grade of NC. Failure to submit assignments usually results in a D or F in the course.

Essay Submission Policy

Your final version essay is submitted

1. **In hardcopy at the beginning of class**, with the following items in this order:
 - a. Rubric on top, checked-off and signed, *if applicable*
 - b. Final version with works cited list at end of essay (not a separate page)
 - c. Printed topic outline
 - d. Peer reviewed draft (with reviewers' names and comments)
 - e. Focused reflection on the writing/thinking process
2. **Online to Canvas**, where it will be sent to turniton.com.

Essays are NOT considered submitted till these 2 steps have been completed.

You will lose .1/4 point for every day this process remains incomplete.

Essay Format Policy

In-class essays are written in clear handwriting in **blue or black ink** on 8 ½ x11 inch lined paper.

Out-of-class essays must be **typed, double-spaced, in 12 point font**, with **1 inch margins** on all sides, printed on one side of the paper only.

The first page of your essay should be formatted according to MLA guidelines as follows:

Your name	Last name 1
Prof. Landau	
English 2-19 or 2-29 (select yours)	Number your pages, beginning with page 2. To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear. Select DESIGN, check Different First Page.
Date	
Above info is single spaced & on first page only	
Title	
Begin paragraphs with an indent using either TAB or automatic indent (right click <i>Paragraph</i> , select <i>Indent</i> in <i>Special</i> window). Do not skip a line between paragraphs, so if your default is set to <i>6 pt After</i> , go to PAGE LAYOUT, and under <i>Spacing</i> , select <i>0 pt After</i> for entire document.	
When you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines, including a Works Cited beginning on the last page (see your handbook). For Works Cited, select Hanging indent in the <i>Special</i> window under <i>Paragraph</i> .	

Grading Policy

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

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

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

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

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

C-/D (2.2-1.2) = Limited communication skills, uneven preparation for class, demonstrated indifference or irritation when prompted and seldom volunteering; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

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

University Policy and Classroom Protocol

Electronic equipment: Smart phones, laptops, tablets may be used during class for online dictionary use and *Everyday Writer* only. Using electronic equipment for texting and other personal entertainment is rude to everyone in the classroom and constitutes non-participation. You will be asked the first time to put it away, and the second time to leave the classroom.

Tardiness: If you are not *in* class, you can't participate, and thus can't learn. Arriving late disturbs the class and results in your missing important discussion and activities. Students who are late will lose participation points.

Food and drinks, with the exception of bottled water, are NOT allowed in the classroom.

Consent for Recording of Class and Public Sharing of Instructor Material

- As per university policy [University Policy S12-7](#), you do NOT have my permission to audio or video record any of our class sessions.
- "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." This includes the course book and PDFs.

Academic integrity

- Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) 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: [Student Conduct and Ethical Development website](#).
- To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school *without* the former instructor's and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

Accessible Education Center and Campus Policy in Compliance with 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. Students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. [Presidential Directive 97-03](#)

General Expectations, Rights, and Responsibilities of the Student: "As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](#). More detailed information on a variety of related topics is available in the [SJSU catalog](#), and information on English department policy is available at <http://www.sjsu.edu/english/comp/policy/index.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step." **Please see me about all concerns you might have regarding this class, drop me a note, or send an email.**

Online Information

Students are responsible for reading about and understanding

- Course guidelines at <http://www.sjsu.edu/english/comp/policy/index.html>, academic policies at [Catalog Policies](#), and latest changes and news at the [Advising Hub](#).
- Policies and procedures about add/drop, grade forgiveness, etc. at the current semester's [Catalog Policies](#) and [Late Drop Policy](#)

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit [Writing Center website: http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs are available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics, including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is available in three locations: SSC, Room 600 (10th Street Garage on the corner of 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide individual, couple, and group consultations on issues of student mental health, campus climate, and psychological and academic issues. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

SJSU Student Health Center

The SJSU Student Health Center, located in Health Building 210, offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and more. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347. For more information, visit <http://www.sjsu.edu/studenthealth>.

English 2 – Spring 2016 Course Schedule

This schedule is tentative and will change according to class needs. An updated version with Course Book (CB) page numbers will be posted on Canvas within two weeks after the first class meeting. You will be notified in class and by email of the complete version.

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and Writing assignments are listed on the day they are due.</i>
1	TH 1/28	Introductions, syllabus, survey
2	T 2/2 TH 2/4	Language, Meaning, Assumptions, World View – Survey and writing sample TED video Interpretation, Commonplaces, and Theoretical Frameworks – videos
3	T 2/9 TH 2/11	Rhetorical Situations/Analyzing Words & Images – Ruby Bridges (flyer), Steinbeck CB Goals and Methods: Writing in English 2 –Process, TEA
4	T 2/15 TH 2/17	CB Types of Statements, Types of Arguments –Ethos, Pathos, Logic President’s Letter CB Foundational Principles in Inductive and Deductive Reasoning (Examples) Gay Marriage – First Amendment rights on both sides of the controversy, Procreation Argumentative Essay prompt
5	T 2/23 W 2/24 TH 2/25	CB Deductive Reasoning: from Commonplace to Conclusion - Syllogisms, Enthymemes, Ruby Bridges receives Steinbeck Award - Student Union* CB Classical Argument – Aristotle: Foundational Principles, premises, Conclusion Conditionals – diagramming – Declaration of Independence
6	T 3/1 TH 3/3	CB Types of Definitions – Civil Liberties, Normal defined Argumentative Essay Draft due for Workshop – Thesis, Transitions and Signal Words
7	T 3/8 TH 3/10	Argumentative Essay 1 due CB Assessing Arguments and Arguing Back “ Homophobia and Misogyny ” CB Unacceptable and Irrelevant Premises
8	T 3/15 TH 3/17	CB Rhetorical Strategies and Rogerian Dialogue - Workshop CB Research, Integrating the Ideas of Others, Citing Sources, Using Visuals: Workshop
9	T 3/22 TH 3/24	Library Orientation MLK 125 Argumentative Essay 2 or Essay 1 Revision due Supreme Court on Public-Sector Unions
	T 3/29 TH 3/31	SPRING RECESS – CAMPUS CLOSED
10	T 4/5 TH 4/7	Cultural Analysis Prompt Political Correctness and Microaggression – UM Case Position Paper prompt Inductive Reasoning: Hypothesis→Evidence→Analysis→ Inference→Thesis
11	T 4/12 TH 4/14	Inductive Arguments – Harvard Case In-class Essay and Short Answer Exam on Inductive and Deductive Reasoning
12	T 4/19 TH 4/21	Position Paper due Rhetorical Strategies and Bias – Indicators CB Evaluating Sources for Bias – Universal Health Care
13	T 4/26	Bibliography, including annotated entries, and outline due for Rogerian Dialogue

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and Writing assignments are listed on the day they are due.</i>
	TH 4/28	Cultural Analysis Essay 3 due in class for Peer Review – Introductions, Conclusions
14	T 5/3 TH 5/5	Panel Discussions Cultural Analysis Essay 3 due on Canvas
15	T 5/10 TH 5/12	Review and Preparation for Mock Trials Review and Preparation for Mock Trials
Final Exam	F 5/20	9:45-12:00 – Section 19
	M 5/23	2:45-5:00 – Section 29

Important SJSU Dates Spring 2016

Monday	January 18	Dr. Martin Luther King, Jr. Day - Campus Closed
Wednesday	January 27	Spring Semester Begins: Orientation, Faculty Meetings
Thursday	January 28	First Day of Instruction – Classes Begin
Tuesday	February 9	Last Day to drop courses without entry on permanent record
Tuesday	February 16	Last Day to Add Courses & Register Late
Wednesday	February 24	Enrollment Census Date
M-F	March 28-April 1	Spring Recess
Thursday	March 31	Cesar Chavez Day - Campus Closed
Monday	May 16	Last Day of Instruction – Last Day of Classes
Tuesday	May 17	Study/Conference Day (no classes or exams)
Wed-Friday	May 18-20	Final Examinations
Mon-Tuesday	May 23-24	Final Examinations
Wednesday	May 25	Final Examinations Make-Up Day
Friday	May 27	Grades due from Faculty
Saturday	May 28	Commencement
Monday	May 30	Memorial Day - Campus Closed
Tuesday	May 26	Grade Evaluation Day
Wednesday	May 27	Grades Due From Faculty - End of Spring Semester
Wednesday	May 27	End of Academic Year

Spring 2016 Literary Readings at SJSU

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

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Your professors' working conditions are crucial to the quality of your education. It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education. For more information, please visit the California Faculty Association website at <http://www.calfac.org/>