

San José State University
Department of English and Comparative Literature
English 2: Critical Thinking and Writing Sections 8, 21, 25–Sp 2019

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Office Hours: M/W 2:00-2:45pm, and other days and times by appt.
Class Days/Time: M/W 10:30-11:45am | 3:00-4:15pm | 4:30-5:45pm
Classroom: BBC 130 BBC 130 BBC 122
Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better.
This course is not open to students who have successfully completed ENGL 1B.
GE/SJSU Studies Category: Qualitative Reasoning (A3)

MYSJSU Messaging

Course materials such as the syllabus, course book, additional readings, assignment instructions, and due dates can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of updates.

ENGL 2 Course Description

General Course Description

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

Section-Specific Course Description

The theme of this course is Identity and Equality in the 21st century. These two terms not only play a central role in the public conversation, but also shape this conversation. Because they are so prevalent and so volatile, they provide us with rich material for cultural analysis along with the exploration of the dynamics of rhetoric—the role of logos, ethos, and pathos in persuading others to accept our point of view. Anchoring our investigation in the *New York Times*, *The Atlantic* and other major news sources, we will read articles on the connection between identity and equality in the 21st century and write essays about the many ways these two concepts influence our worldview as well as the public debate.

ENGL 2 Learning Outcomes

GE Area A3 Learning Outcomes (GELO)

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

GELO 1: locate and evaluate sources through library research, and integrate research through appropriate citation and quotation.

GELO 2: present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.

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

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

GELO 5: effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Required Texts

- Class Course Book, *Identity & Equality in the 21st Century – a Rhetoric with Readings*** (purchase at Maple Press the first week of classes)
- Readings** from our library database and the *New York Times*, *Washington Post*, *The Boston Globe*, *The Atlantic*, PEW Research, Economic Policy Institute, National Constitution Center, *Vox* and other online newspapers, journals, think and fact tanks, websites, YouTube videos, and films.
- Student subscription to the digital version of the *New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week or less).** The digital edition will allow you to keep a personal archive of stories you are following for your writing assignments in this course as well as request newsletters that collect articles relevant to your topic of investigation and deposit them in your in-box, such as Climate Fwd, #MeToo Moment, California Today, Upshot, Morning or Evening Briefing, Op-Eds, as well as **Edit**, a student writing guide. **Use your @sjsu.edu account to set up the special education rate for the subscription, <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F> or access all the above news outlets free through the university library database.**
- English 2 includes a **library orientation** to introduce you to the SJSU library and basic research strategies that you will need to complete upper-division coursework. Three online tools have been designed by our librarians to help you develop the information literacy skills necessary for successful research.
 - **English 2 Library Research Guide** libguides.sjsu.edu/english1b – This is a concise guide that will help you find answers to your research questions. Required.
 - **Library Research and Writing Skills: Tutorials** – Available in Canvas Commons, this is a collection of modules and quizzes. Topics include “Finding Articles and Books,” “How to Spot Fake News,” and “Why Cite.”
 - **Assignment Calculator Tutorial** <http://libguides.sjsu.edu/calculator> – This tutorial helps you manage your time and organize the steps of a research assignment. After entering a beginning and due date into the calculator, you receive an email providing a timeline for completing your assignment, and the Calculator provides details for each step of the process.

Course Content

Diversity: SJSU studies include an emphasis on diversity. In this class, you will engage in integrated reading, writing, and oral assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class. Classroom discussion will always be inclusive and respectful of other viewpoints.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex social issues. Assignments emphasize the skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These writing assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6,000 words, at least 4,000 of which must be in revised final draft form. For each assignment you will be given a specific prompt detailing all the requirements, including due dates, scope, and criteria for evaluating your essay. All writing will be assessed for its level of critical thinking, integrated research, synthesized ideas, and logical structure as well as for its clarity, conciseness, coherence, organization, and proper MLA citation. Writing workshops will precede all major essays, and a peer reviewed version of your essay with substantial comments will be submitted with your final revision.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will enable you to identify logical structures and distinguish valid evidence from logical fallacies; distinguish denotation from connotation, abstract from concrete, and literal from inferential meaning; recognize and evaluate assumptions underlying an argument; distinguish the role of audience, context, and purpose in shaping argumentation strategies; and evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing. Readings in our course book (rhetoric-reader), and selected articles, book chapters, and videos will be integrated into weekly writing assignments and class discussion. These analytical, critical, and argumentative texts offer explanation and exercises for practicing critical thinking, as well as serve as writing models. You will also read daily articles in the *New York Times* and other newspapers for information for your three major essays. The assigned reading and exercises must be completed *before* the class they are due.

Multimodal assignments: You will be required to participate in panel discussions, respond orally to an article, book or video, actively engage in team collaborative work, and participate in an oral report using PowerPoint or Prezi. These assignments will be graded and evaluated according to logic, content, delivery, and the effective use of visual tools.

Final: The final will be an e-portfolio that includes the critical essay you wrote before entering SJSU, the critical essay you will write for this class, a reflection essay on your progress as a writer and critical thinker this semester and an appendix of evidence.

Course Requirements and Assignments

Credit hours: As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

In addition to addressing the five GELOs, all assignments focus on six core competencies that SJSU students are expected to develop by graduation: critical thinking, logical (inductive and deductive) qualitative reasoning, oral communication, written communication, active reading, and research.

Assignments	Revised Words	% of Grade	Points	GELO
Analysis Essay of Student Identity	600-700	10%	4	1-5
Critical Analysis Essay of an issue involving an injustice on the national level. This researched-informed analysis uses inductive reasoning and integrates and cites sources according to MLA guidelines. Prewriting: a sketch outline, sketch, panel, drafts peer and professor reviewed, revisions, and final essay edited and proofread.	1,200 total Including prewrites	20%	8	1 - 5
Persuasive Argument Essay proposes a solution to the injustice analyzed in the critical analysis. It uses deductive reasoning to combine Rogerian Argument with Aristotelian Rhetorical Strategies. It integrates and cites sources according to MLA guidelines.	2,400 total including prewrites	20%	8	1-5
Multimodal Presentation: How to “escape the lockbox of self” – PPT or panel discussion	400	10%	4	2,4,5
Participation: meaningful contributions to team panel presentations, class discussion, short in-class writings, homework, Library Orientation	1,600	20%	8	2,3,4,5
Final – ePortfolio Self-Reflection & Appendix of Evidence	600	20%	8	1,2,3, 4
TOTAL	4,200 + 2,000	100%	40	

Essay Submission Policy

- **Submit** your final version essay **1)** on **Canvas**; and **2)** **in print** at the beginning of class with **a. scoring guide** on top; **b. final draft** with reference list at end of essay (not a separate page); **c. Printed outline**; **d. peer reviewed draft** with reviewers’ names and comments. **Print versions submitted later than 5 minutes after class begins are counted as one day late.**
- **Format** your papers as 1.5 or doubled spaced pages in **MLA** style. This practice will conserve paper when printing. (Don’t try this in your other classes without clearing it with your professors first because standard format is double-spaced.) Make sure that **your name, class - section number, my name, and date are printed in the top left corner of the first page.** All subsequent pages should have **your last name and page number in top right corner.**
- **Late Papers and Missed In-class Essays:** Late papers are accepted within three days of the deadline, but drop a grade unless you have a valid excuse (documented illness, religious holiday) and notify me *before* or *on* the missed date. In-class writing and quizzes are participation grades and can’t be made up.
- There is no extra credit in this class, but **additional research that enhances critical thinking and writing skills in essays and panel contributions** will be noted.

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

Criteria for Grading Essays

- **An “A” essay (3.7 points)**
 1. Is complete, concise, and well-developed, demonstrating a clear understanding of all elements of the assignment with sophisticated ideas that are the result of critical thinking. It creates appropriate college level, academic tone.
 2. Establishes strong ethos that invites dialogue with the intended audience.
 3. Has a title that reflects its thesis and an introduction that helps the reader understand the issue and its significance. Its opening creates a mental image for the reader and its thesis is stated clearly, concisely, and early.
 4. Uses relevant examples to explain elements of the argument. Makes reasonable and insightful connections to 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 reference 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. Is submitted on time, formatted according to requirements, with all required pre-writing materials (outline, first drafts).
- **A “B” essay (3 points)** is **complete** (fulfills all prompt and assignment requirements), **coherent** (is organized and well-developed, providing compelling evidence to prove its point and detailed examples to explain them in a voice that is clearly yours), and **concise** (using grammar, vocabulary, and mechanics that enable readers to easily follow your argument) and **with plenty of critical thinking** (is a *researched, fact-based, in-depth* exploration of the topic that explains connections and the bigger picture while framing the argument – *pathos* – in language that strengthens the *writer-audience ethos*).
- **A “C” essay (2.5 points)** will complete at least 80% of the prompt requirements at the B level. The -20%, for example, may refer to the following: the essay offers only one piece of evidence to support an argument when the prompt asks for at least two, may provide superficial or no explanatory examples of the evidence, may rely on too few relevant sources to support a convincing argument, may cite relevant sources but in a way that is difficult for the reader to find, or may develop the argument with so many fused sentences or missing/extra verbs that the reader cannot easily follow the argument.
- **A “D” essay (2 points)** will neglect to meet at least 80% of the requirements of the assignment. It may be poorly presented. It might have citations but no reference list at the end of the essay. It may be superficial, lack development, or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension. In short, the D essay has not benefited from the full writing process – prewriting and brainstorming, sketch outlining and composing, peer reviewing, revising, editing, and proofreading.
- **An “F” essay (0)** does not fulfill the assignment.

Grading Policy

Grading: A-F. This course must be passed with a C- or better as a CSU graduation requirement. A passing grade in the course signifies that you have satisfactorily demonstrated qualitative reasoning using deductive and inductive logic, informational literacy and research skills, and rhetorical strategies and critical thinking in both written and oral communication.

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

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

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

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

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

Excellent		Very Good – Good		Competent		Not Passing		Failing	
4.0-3.9	A+	3.4-3.3	B+	2.8-2.6	C+	2.1-1.9	D+	1.5-0	F
3.8-3.6	A	3.2-3.0	B	2.5-2.4	C	1.8-1.7	D		
3.5	A-	2.9	B-	2.3-2.2	C-	1.6	D-		

The default grade for this class is a B.

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

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

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

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

University Policy and Classroom Protocol

Student Collaboration and Participation: Sharing ideas, asking questions, and providing valuable feedback to team and classmates are the basic contributors to a successful learning environment. Think of yourself and your classmates as your most valuable resources.

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

Professor – Student Collaboration

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

SJSU – Student Collaboration

- The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>
- **SJSU Health Center:** For appointments, call (408) 924-6122, or <http://www.sjsu.edu/studenthealth>. For after-hours **Advice Nurse** Line, call (866) 935-6347.
- **SJSU Counseling Services**, <http://www.sjsu.edu/counseling> located in the Student Wellness Center, 3rd floor, 300B, offers a variety of workshops, support groups, and professional help.
- **Accessible Education Center** <http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/>.
- **Writing Center** is located in Clark Hall, Suite 126, and the MLK library. To make an appointment, visit [Writing Center website: http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). **Peer Connections** is available in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.
- **Computer labs** are available in the Academic Success Center, Clark Hall 1st floor; Student Union, 2nd floor; and Martin Luther King Library. Adapters and audio-visual equipment for checkout, IRC 112.

ENGL 2 Spring 2019 Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and writing assignments are listed on the day they are due.</i> CB=Course Book
1	M 1/28 W 1/30	Introductions, Syllabus, Grades, Class Theme—Essay topics, Course Book, Ethos Card, <i>New York Times</i> Empathy (pathos) video https://ed.ted.com/featured/BXaLcbG4#watch Rhetoric of Climate Change, Vox https://www.facebook.com/Vox/videos/758171171037154/ “Long Reach of Reason” TedTalk www.youtube.com/watch?v=uk7gKixqVNU (optional) Gillette ad Fox vs. CNN https://www.cnn.com/2019/01/14/business/gillette-masculinity-ad/index.html CNN https://www.youtube.com/watch?v=HIN5rICJB4M Fox News <i>On the Basis of Sex</i> , a biography of Ruth Bader Ginsburg – in theaters
2	M 2/4 W 2/6	CRITICAL THINKING: INTERPRETATION & COMMUNICATION IN CONTEXT CB 3-12 Does the category “college student” have a special identity? ANALYTICAL ESSAY PROMPT “You’re wrong, I’m Right!” Nicholas Kristoff CB 8-9 Alan Dershowitz & President Papazian Letters CB 13-15 Panel Discussion: Analyzing Student Identity
3	M 2/11 W 2/13	RHETORIC: ETHOS, PATHOS, KAIROS CB 16-21 READING THE RHETORICAL SITUATION (RARC) – Claim, FP, Purpose, Audience, Context, Genre “Speak for Yourself,” Kwame Anthony Appiah CB 22-23 “Why We Struggle to Say ‘I Love You,’” Viet Thanh Nguyen CB 24-25 IDENTITY AND EQUALITY—DEFINING KEY TERMS <i>The Declaration of Independence, 1st & 14th Amendments Civil Liberties & Civil Rights CB 26-33</i> Panel Discussion: Consequences & Implications of cultural foundational principles
4	M 2/18 W 2/20	ANALYSIS ESSAY ON STUDENT IDENTITY due READING THE RHETORICAL SITUATION: ETHOS, PATHOS, KAIROS, EVIDENCE “Why Colin Kaepernick and I Decided to Take a Knee,” Eric Reid CB 34-35 “The Very American Killing of Nia Wilson,” Doreen St. Felix CB 36-37 “The Psychology of Anti-Semitism,” Amy Cuddy CB 38-39 “University of Michigan Backtracks,” Stav Ziv CB 40-42 THE ROGERIAN DIALOGUE & COMMON GROUND CB 44-46 “Poison Tree” CB 43 and Rogerian Article Overview “Why is America so Angry” (CB 61-73) ROGERIAN CRITICAL ANALYSIS ESSAY PROMPT: Analyzing a national injustice (its nature, causes, impacts, controversy blocking its resolution, and both sides of the argument)
5	M 2/25 W 2/27	INDUCTIVE REASONING—THE SCIENTIFIC METHOD CB 47-49 “Why is America so Angry” part 1, section 1, Charles Duhigg CB 61-63 hypothesis, gathering & analyzing data, outcomes, inferred conclusions → thesis → FP “Why is America so Angry” part 1 CB 61-64 Inferring meaning from data, contextual clues → Thesis statement/paragraph Critical Analysis WS: Hypothesis, sketch outline (prompt), works cited MLA style
6	M 3/4 W 3/6	TRUTH CLAIM/THESIS + CASE STUDY: Testing inference to best explanation; one side of the argument “Why is America so Angry” part 2 64-67 LIBRARY ORIENTATION libguides.sjsu.edu/english1b

Week	Date	Topics, Readings, Assignments, Deadlines <i>Reading and writing assignments are listed on the day they are due.</i> <i>CB=Course Book</i>
7	M 3/11 W 3/13	EVALUATING SOURCES FOR RELIABILITY & IDEOLOGICAL BIAS CB 50 "Why is America so Angry" part 3 67-69 Rhetoric of anger on social and news media National Constitution Center https://constitutioncenter.org/ , Economic Policy Institute www.EPI.org , Pew Research http://www.pewresearch.org/ , and http://www.pewresearch.org/quiz/news-statements-quiz/ , Natural Resources Defense Council www.NRDC.org Bloomberg www.bloomberg.com CRITICAL ANALYSIS ON INJUSTICE due for Peer Review and Workshop Critical Analysis Workshop: Integrating & Citing Sources CB 51
8	M 3/18 W 3/20	CRITICAL ANALYSIS ON INJUSTICE due for Peer Review and Workshop CONCLUSION AS DIRE PREDICTION AND PROPOSED SOLUTION / CRITICAL ANALYSIS ON INJUSTICE due "Why is America So Angry" parts 4 & 5 69-73
9	M 3/25 W 3/27	ROGERIAN PERSUASIVE ESSAY—PROPOSING A SOLUTION TO INJUSTICE PROMPT DEDUCTIVE REASONING: LOGOS CB 52-55
	4/1 - 4-5	SPRING BREAK – CAMPUS CLOSED
10	M 4/8 W 4/10	Persuasive Essay Workshop: Writing the Conclusion – from dire prediction to solution, sharing articles Persuasive Essay Workshop: Putting it altogether with Pathos / FALLACIES CB 56-60
11	M 4/15 W 4/17	Rogierian Essay Final Draft due for Peer Review and Workshop / EARTH DAY ACTIVITIES EDITING AND REVISING: Rogierian Essay Final Draft due for Peer Review and Workshop
12	M 4/22 W 4/24	COMPLETE ROGERIAN ESSAY due ANALOGY CB 74 CONNOTATION, METAPHOR, ANALOGY: "Mystery of a Slightly Used Dog" (RARC) CB 75-77 Escaping the "Lockbox of Self"—Panel Discussions
13	M 4/29 W 5/1	MULTIMODAL PRESENTATIONS/PANEL DISCUSSIONS HOW TO "ESCAPE THE LOCKBOX OF SELF" using information from Student Identity readings.
14	M 5/6 W 5/8	EPORTFOLIO REFLECTION AND APPENDIX OF EVIDENCE PROMPT: Reflecting on our progress WS: Sketch due of eportfolio reflective essay and appendix of evidence; Persky Case
15	M 5/13	WS: Peer Review and editing the eportfolio
FINALS	W 5/15 M 5/20 F 5/17	ENGL 2-8 9:45-12:00 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence ENGL 2-21 12:15-14:30 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence ENGL 2-25 2:45-5:00 In-Class Workshop: ePortfolio Reflective Essay and Appendix of Evidence

Center of the Literary Arts: <http://www.litart.org> for details about readings on campus

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