

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 10, Fall 2016

Instructor:	Sheree Kirby
Office Location:	FOB 219
Telephone:	408-924-4448
Email:	sheree.kirby@sjsu.edu
Office Hours:	M 12:00-1:00 TTh 12:30-1:15 p.m
Class Days/Time:	TTh 1:30-2:45 p.m.
Classroom:	Clark 316
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
GE/SJSU Studies Category:	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 Canvas or the email address you provide to me to learn of any updates. Please contact me via the Canvas messaging system.

ENGL 2 Course Description

General Course Description

Welcome to ENGL 2, 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 improve your skills to reason effectively and think rhetorically to invent, demonstrate, and express arguments clearly, logically, and persuasively.

Section-Specific Course Description

This semester, we will begin by studying examples on a variety of topics that illustrate the concepts of critical thinking and argument in *Everything's an Argument*. However, the bulk of our writing will be inspired by texts regarding what many scientists, academics, and industry leaders claim will soon result in some of the most dramatic changes in the way we live, work, and communicate – the rapid evolution of technology. Accompanying these innovations, whether they be autonomous vehicles, the Internet of Things (IoT), or the “deep learning” of artificial intelligence, will be ethical implications and consequences (positive, negative, intended, and unintended) that will impact all of us. In this course, we will thoughtfully and critically examine many arguments about how individuals, governments, and corporations intersect with each other and our current and emerging technologies. With careful study, we will learn how to enter these vital conversations and develop compelling arguments of our own.

ENGL 2 Learning Outcomes (GELO)

Upon successful completion of the course, you 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. 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. 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 2 Course Learning Outcomes (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 2 Course Content

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

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

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

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

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

ENGL 2 Course Requirements and Assignments

Assignment Word Count and Learning Goals

Assignments	Word Count*	GELO	CLO	Points*
Essay 1 -- Diagnostic Essay (in class)	350	4	1,5,6	N/A
Essay 2 – Proposal Essay (revised, expanded diagnostic)	500	2,4	1,2,3,5,6	50
Essay 3 -- Rhetorical Analysis (in class)	500	1,3,4,	1,3,4,5,6,7,8	50
Essay 4 – Critical Analysis	1000	1,2,3,4,5	1-8	100
Rough Draft	1000	1,2,3,4,5		10
Essay 5 -- Argument Essay Final Draft	1250	1,2,3,4,5	1-8	100
Rough Draft	1000	1,2,3,4,5	1-8	10
Annotated Bibliography	1000	1,3	4,5,6	100
Multi-Modal Presentation	250	1,2,3, 4	1,2,4,6,	50
Short writing tasks (in and out of class), discussion, and other forms of participation	1250	1,2,3,4,5	1-8	100
Quizzes	250	4,5	6,8	60
LearningCurve Topics	N/A	4,5	3,6,7	40

* Approximate

Required Texts/Resources/Supplies

Textbooks

Everything's an Argument 7th edition, Lunsford, Ruskiewicz, Waters

ISBN: 978-1457698644

New York Times – purchase student subscription for three months beginning September 1 – November 30. <http://www.nytimes.com/subscriptions/edu/lp898Q4.html?campaignId=4X986>

Everyday Writer with Exercises – For Reference and Learning Curve – Complimentary on Canvas

E-texts -- Readings as assigned. You will need to print, read, and annotate several articles, essays, and other handouts this semester.

Resources

Purdue OWL MLA Format 8th Editions <https://owl.english.purdue.edu/owl/resource/747/22/>

Wireless Philosophy YouTube Videos – Good critical thinking resource. See course schedule for those assigned. https://www.youtube.com/playlist?list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX

Additional Required Supplies

1. Access to reliable printer 2. Dedicated course notebook 3. Folder or binder with pockets for printed materials 4. Paper dictionary 5. Stapler 6. Two green books

Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The grading for this course is A – F. Students must get at least a C- to pass this course.

Grades will be assigned according to the following rubric:

An “A” range 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” range 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” range 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” range 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.

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

Extra Credit

Extra credit may be offered for your first visit to the Writing Center, revisions on select assignments, or for exemplary effort, exceptional finished product, or noteworthy contribution to the class.

Classroom Protocol

Please arrive prepared and on time for every session with your notebook, text, and homework. Come ready for class activities and discussion, your assignments read, and hard copies stapled and ready to turn in. Sessions may begin with quizzes, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to **ask questions** about anything that is not clear to you. If I don't have an answer, I will find one and get back to you.
- Students are encouraged to **share insights and opinions** during class discussions. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes by hand in this class**. Evidence suggests that students retain more for longer periods of time if they write things down. Much of what you will learn will come from lectures, class discussions, and in-class exercises.
- **Computer use** will be limited to specific exercises in class, and **cell phones** are to be turned off (or switched onto airplane mode) and put away.
- **Sleeping is not allowed** in class. Please get enough sleep so you are able to participate fully.
- **Recording, filming, or photographing** any parts of lectures or course material requires my permission. See rules on technology use:
<http://www.sjsu.edu/english/comp/policy/index.html>.

Late Work

Grades on final drafts of essays will be reduced by 10% per calendar day that they are turned in late. No credit will be given for rough drafts that are not turned in before peer review sessions. However, students are still encouraged to come to class for peer review sessions (participation points will still be awarded). Quizzes can only be made up in cases of documented illness and injury. Short assignments, e-text summaries, and LearningCurve assignments must be turned in prior to class the day they are due; however, each student will receive one pass for one late e-text summary and one late LearningCurve assignment (due by next class). In-class assignments cannot be made up. If you will be absent, you may ask a classmate to turn in your assignment either during class, or under my office door (FOB 219).

Attendance and Participation

A large portion of student learning occurs in class from lectures, discussions, and exercises that doesn't necessarily come from the book. Although students are not graded on attendance per se, absent students will not be as prepared for discussions, quizzes, and assignments, which they are graded on. Also, we are a community in which each individual's opinions and efforts are valued and respected. Classrooms are places to make connections – with ideas and people.

According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Estimation of Student Workload: 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.

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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

General Expectations, Rights and Responsibilities of the Student

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. Students are responsible for reading the following information at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, accommodations to religious holidays, and ADA and AEC policies)
- Adding and dropping classes
- Recording lectures
- Estimation of Per-Unit Student Workload
- Student Technology Resources

Resources

Library Liaison

Your reference librarian for English 2 is Toby Matoush. Her contact information is 408-808-2033 and toby.matoush@sjsu.edu. If Ms. Matoush is not available when you need assistance, use the Ask A Librarian feature (located at <http://library.sjsu.edu/ask-librarian-0>) to chat with an on-call reference librarian even when the library is *closed*. For immediate assistance with any research related question, call 1-408-808- 2100 during business hours.

Accessible Education Center

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

Student Counseling and Psychological Services Center

Located in the third floor of the Wellness Center. Across from the event Center. Room 300B. Find more information at: <http://www.sjsu.edu/counseling/>

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 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 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 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 [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.

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. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, 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. A computer lab and study spaces are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located 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.

Names, Email Addresses, and Phone Numbers of Classmates

- 1.
- 2.
- 3.
- 4.

English 2 Fall 2016 Course Schedule

This schedule is subject to change with fair notice that will be communicated in class or on Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8.25.16	<p>What is rhetoric? What is critical thinking? What can you take from this class? Introduction exercise, syllabus review, semester topics.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Purchase or rent <i>Everything's an Argument</i> 7th edition ▪ Print and read syllabus. Sign "Letter of Agreement." If you have questions, please email me. ▪ Purchase student subscription to NYT. http://www.nytimes.com/subscriptions/edu/lp898Q4.html?campaignId=4X986. ▪ Print, read, and annotate "How to Mark a Book." http://www.tnellen.com/cybereng/adler.html ▪ E-text – Find, print, read, and annotate a technology-related article on a topic that you want to focus on for the semester in your research and writing. Write a citation in MLA format 8th Ed. on the back of the page. Bring this article to class for diagnostic essay. ▪ Bring a large green book, pens, and a non-electronic dictionary.
2	8.30.16	<p>In class diagnostic essay. LearningCurve, cognitive biases. Introduction to critical thinking. https://www.youtube.com/playlist?list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA - -Read and annotate Chapter 1 "Everything is an Argument" ▪ Video – Deductive Argument: https://www.youtube.com/watch?v=3jvQrpVQaYM&index=2&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX ▪ Video – Abductive Argument and inference: https://www.youtube.com/watch?v=vflZuk-Hz4&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX&index=4
2	9.01.16	<p>Assign Annotated Bibliography (1000 words). Readings, cognitive bias, LearningCurve introduction. Cognitive Bias Chart link: http://www.businessinsider.com/cognitive-biases-that-affect-decisions-2015-8</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA – Chapter 2 – "Arguments Based on Emotion: Pathos" ▪ E-text -- Read and annotate the "Declaration of Independence." Look up words you don't understand, and write down definitions. http://www.archives.gov/exhibits/charters/print_friendly.html?page=declaration_transcript_content.html&title=NARA%20%7C%20The%20Declaration%20of%20Independence%3A%20A%20Transcription ▪ LC – "Critical Reading"

3	9.06.16	<p>What are Aristotelian logic, syllogisms, inductive and deductive reasoning, rhetorical situation and rhetorical appeals? John Adams clip. “Declaration of Independence” exercise. Hand out “The Classical Argument.”</p> <p>https://www.youtube.com/watch?v=C7o5kWrBJJE http://www.austincc.edu/buck/eng/1301/pubtexts/Argument.htm</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ E-text – Print, read, and annotate “Letter from Birmingham Jail” https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
3	9.08.16	<p>Discuss, enthymemes, assumptions, Intro to Toulmin logic. Implicit Premises clip: https://www.youtube.com/watch?v=2kSqB7y0NjU&index=7&list=PLtKNX4SfKpzU2ChXr_FNgQKvVZbf3CwhX</p> <p>MLK clips, Introduction -- “Letter from Birmingham Jail” https://www.youtube.com/watch?v=s5Y-64JT8E https://www.youtube.com/watch?v=knFojb020bY</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA -- Chapter 3 – “Arguments Based on Character: Ethos” ▪ LC – “Argument: Topic, Purpose, Audience” ▪ E-text – Find another article related to your topic. Write a citation in MLA format and two brief paragraphs in which you describe and analyze a suppressed premise and assess the author’s ethos. Submit to Canvas.
	9.13.16	<p>Class exercise “Letter from Birmingham Jail.” Rogerian Argument.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA Chapter 4 – “Arguments based on Logic: Logos” ▪ LC – “Argument: Persuasive Appeals” ▪ Find, print, read, and annotate an opinion piece related to your topic (from NYT or another credible source). Write a citation in MLA format. Describe the author’s use of rhetorical appeals – ethos, pathos, and logos. Many, but not all opinion pieces use all three. Submit to Canvas.
4	9.15.16	<p>Assign Proposal Essay. Discuss arguable claims, potential topics, and narrowing topics.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ LC – “Argument: Arguable Claims” ▪ EAA – Chapter 5 – “Fallacies of Argument” ▪ Video -- Watch several short clips on logical fallacies. See Canvas for links.
5	9.20.16	<p>Introduce logical fallacies. Further narrow topics.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ LC – “Argument: Reasoning and Logical Fallacies” ▪ Write several brief paragraphs describing your chosen topic and why you chose it. Also, what is your primary research question? What do you think has been said on the topic already? By whom? What do you need to learn about your topic to be able to answer these questions? Include several questions. Be specific about your research plan. Submit to Canvas by tomorrow at 9:00 p.m. Bring a hard copy to the library.
5	9.22.16	Library Visit

		<p>Homework</p> <ul style="list-style-type: none"> ▪ Complete final draft of proposal essay. Submit to Canvas. Bring hard copy to class, stapled in this order: Final draft, original article, original diagnostic essay. ▪ LC- “Quotation marks and italics” and “Parallelism” ▪ E-Text – Find an article on your topic containing a logical fallacy. Submit the link and a paragraph summarizing enough of the article to convey the context in which the fallacy arises. Explain which fallacy it is, and why it fits the fallacy’s criteria. Cite your source. Prepare to share.
6	9.27.16	<p>Due -- Proposal Essay Fallacy fest (sharing our fallacies) and fallacy bingo.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA Chapter 6 – “Rhetorical Analysis” ▪ E-text -- Print, read, and annotate rhetorical analysis examples
6	9.29.16	<p>What is a rhetorical analysis? Structuring a rhetorical analysis. Tone, connotation and denotation, handout, and discussion.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA – Chapter 14 – Visual Analysis ▪ LC – “Commas” and “Comma splices and fused sentences” ▪ E-Text – Find a visual related to your topic. Write a citation in MLA format. Write a paragraph describing the visual and how it relates to your topic. Does the visual support your argument, refute it, or make an argument of its own? How so? Submit to Canvas Discussions. Copy your response in to comment box. Include a citation.
7	10.4.16	<p>Quiz. Discuss Visual Analysis.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Review rhetorical analysis readings and examples. ▪ Please bring a large green book for in-class rhetorical analysis essay.
7	10.6.16	<p>In-class rhetorical analysis essay</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA – Chapter 10 – “Evaluations” ▪ LC – “Verbs, Adjectives, Adverbs” and “Fragments” ▪ E-text – Print, read, and annotate assigned articles Write a response to the prompt in canvas, and be prepared to discuss in class.
8	10.11.16	<p>Assign Critical Essay. Discuss readings and critical analysis (a.k.a “critique” or “evaluation”) essay.</p> <p>Structuring a critical essay clip. https://www.youtube.com/watch?v=skEn61J6c8s</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ EAA – Read and annotate chapter 20 – “Plagiarism” ▪ E-text – Find, print, and annotate a peer-reviewed source related to your topic. Write a citation in MLA format. Evaluate the article and the author’s credibility.

8	10.13.16	<p>Discuss synthesis and the need to clarify who is speaking when and where sources stop and opinion begins. Signal phrases. Class exercise.</p> <p>Homework</p> <ul style="list-style-type: none"> Outline and complete rough draft of Critical Essay. Submit to Canvas. Bring four hard copies to class.
9	10.18.16	<p>Peer review Critical Essay draft.</p> <p>Homework</p> <ul style="list-style-type: none"> EAA – Read and annotate chapter 22 LC – Subject-verb agreement
9	10.20.16	<p>Strengths and opportunities for improvement – critical essay</p> <p>Homework</p> <ul style="list-style-type: none"> Complete annotated bibliography annotations to this point. Follow guidelines for annotating sources. Use MLA 2016 guidelines for citing. See Purdue OWL: https://owl.english.purdue.edu/owl/resource/747/22/
10	10.25.16	<p>Due -- Critical Essay Final Draft</p> <p>Assign Argument Essay. Class exercise – rhetorical situation</p> <p>Homework</p> <ul style="list-style-type: none"> EAA – Read and annotate chapter 7, “Structuring Arguments” EAA – Choose and read the chapter that describes the type of argument you are developing: Chapter 8,9,10, 11, or 12. Be prepared to answer questions about your type of argument.
10	10.27.16	<p>Quiz. Discuss how argument structure, content, and style depends on the rhetorical situation.</p> <p>Homework</p> <ul style="list-style-type: none"> EAA – Chapter 13 – “Style in Arguments” E-text – Find an article expressing an opposing view on your topic. Respond by summarizing the author’s view, describing how it conflicts with yours, and noting any ways that the author’s style contributes to or distracts from his or her message. Are there any concessions you can make to this author’s argument?
11	11.01.16	<p>Class discussion on arguments and presentations. More on rhetorical situation, Classical and Rogerian arguments, and Toulmin method.</p> <p>Homework</p> <ul style="list-style-type: none"> EAA – Chapter 15 “Presenting Arguments” EAA -- Chapter 16– “Multimedia Arguments” LC -- TBA
11	11.03.16	<p>Discuss readings. Clips https://www.youtube.com/watch?v=Ks-Mh1QhMc https://www.youtube.com/watch?v=MjcO2ExtHso Toulmin exercise on Argument Essay.</p> <p>Homework</p> <ul style="list-style-type: none"> Write a detailed outline of your argument essay. Submit to Canvas. Include Toulmin elements. Bring three hard copies to class. Write an outline for multimedia presentation. Include a descriptions of

		what text and visuals you want to include in your presentation. Submit to Canvas. Bring three hard copies to class.
12	11.08.16	Quiz. Group outline workshop. Homework <ul style="list-style-type: none"> Find additional sources to support your argument essays. Add annotations to your annotated bibliography.
12	11.10.16	Discuss Annotated Bibliography. MLA format 8 th edition. https://owl.english.purdue.edu/owl/resource/747/22/ Discuss essay draft, structure, peer review sheet. Homework <ul style="list-style-type: none"> Complete your annotated bibliography. Submit to Canvas. Bring a hard copy to class.
13	11.15.16	Due—Annotated Bibliography. In-class assessment essay. Homework <ul style="list-style-type: none"> Begin rough draft of your argument essay. Include in-text citations.
13	11.17.16	Quiz. In-class assessment essay. Homework <ul style="list-style-type: none"> Complete a rough draft of your essay with citations. Submit to Canvas. Bring three copies to class.
14	11.22.16	Due: rough draft of argument essay. Peer Review. Homework <ul style="list-style-type: none"> Begin preparing your multimedia presentation for the class. Write draft of script.
14	11.24.16	Thanksgiving! No Class. Homework <ul style="list-style-type: none"> Complete multimedia presentation including script. Submit to Canvas Discussions.
15	11.29.16	Due: Multimedia Presentations. Discuss strengths and opportunities for improvement on assessment drafts. Assessment revisions. Homework <ul style="list-style-type: none"> Work on final draft of research essay. Revise assessment. Submit to Canvas. Bring a hard copy for class.
15	12.01.16	Due -- Revised Assessment. Begin Presentations. Homework <ul style="list-style-type: none"> Continue work on final draft of research essay. Use free tutoring services to help with your draft. See me during expanded office hours with specific questions.

16	12.06.18	Presentations Homework <ul style="list-style-type: none"> ▪ Complete final draft of research essay. Submit to Canvas. Staple hard copy in this order top to bottom: final draft including bibliography, peer review sheet, peer-reviewed rough draft. ▪ Use free tutoring services to help with your draft. ▪ See me during expanded office hours with specific questions.
16	12.08.16	Due – Final Draft of Persuasive Essay. Presentations.
Final Exam	12.16.16 12:15-2:30	Presentations. Happy Summer!

FALL 2016 ACADEMIC CALENDAR

Monday	Aug. 22	Academic Year/Fall Semester Begins
Monday-Tuesday	Aug. 22-23	Pre-instruction: Orientation, Meetings
Wednesday	Aug. 24	First Day of Instruction – Classes Begin
Monday	Sept. 5	Labor Day - Campus Closed
Tuesday	Sept. 6	Last Day to Drop Courses
Tuesday	Sept. 13	Last Day to Add & Register Late
Wednesday	Sept. 21	Enrollment Census Date
Friday	Nov.11	Veteran’s Day (Observed) Campus Closed
Wednesday	Nov. 23	Non-Instructional Day - Campus Open
Thursday	Nov. 24	Thanksgiving Holiday - Campus Closed
Friday	Nov. 25	Rescheduled Holiday - Campus Closed
Monday	Dec. 12	Last Day of Classes
Tuesday	Dec. 13	Study/Conference Day (no classes/exams)
Wednesday - Friday	Dec. 14-16	Final Examinations
Monday - Tuesday	Dec. 19-20	Final Examinations
Wednesday	Dec. 21	Final Examinations Make-Up Day
Thursday	Dec. 22	Grade Evaluation Day
Friday	Dec. 23	Grades Due - End of Semester
Monday	Dec. 26	Christmas Holiday – Campus Closed

**Letter of Understanding
Fall 2016, English 2, Section 10**

I, _____, have read the syllabus thoroughly and understand the objectives of this course and what is required of me to achieve them. I know that my success in this course depends on my choice to participate in class activities, to complete assignments both in and out of class on time, and to commit myself to improving the effectiveness of my written and oral communication. I will abide by all of the class rules for use of technology.

I, Sheree Kirby, will make myself available during class, office hours, and by appointment to help facilitate your growth as a writer. I encourage you to feel comfortable asking questions and expressing concerns. I will do my best to provide you with useful feedback on the effectiveness of your responses to written and oral assignments.

Student Signature _____

Instructor Signature Sheree Kirby

Date _____

English 2, Section 10

