

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Sections 10/17/21, Spring 2016

Global Citizenship: Human Rights and Perceptions

Course and Contact Information

Instructor:	Dr. Avantika Rohatgi
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Office Hours:	MW 12-1 and by appointment
Class Days/Time:	10: MW 10:30 – 11:45 AM 17: MW 1:30 – 2:45 PM 21: MW 3:00 – 4:15 PM
Classroom:	10: Clark Building 316 17: Clark Building 306 21: Clark Building 306
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE/SJSU Studies Category:	GE C2 Humanities—Letters

MYSJSU Messaging

You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1B Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

ENGL 1B Section Description

This 1B course is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will achieve these ends through examining the central question of human rights as they are defined and violated in various cultures of the world, and explore ways in which personal and social responsibility should be assumed to end these infractions. Students will explore questions relating to the universality of human rights, cultural exceptionalism, women's and internet rights and other relevant concerns in the world today that will offer them opportunities to write arguments based on real issues with awareness and engagement.

ENGL 1B Learning Outcomes (CLO)

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context.
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

GE C2 Course Description

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

GE C2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2. Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

ENGL 1B Course Content

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

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, 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 in-class writing as well as revised out-of-class essays.

Reading: In addition to being writing intensive, ENGL1B is also a reading course. Various readings on the theme of Global Citizenship will be used as a basis for the writing process. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. Readings will also include useful models of writing for academic, general, and specific audiences.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values

(historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Research: ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

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

Required Texts/Readings

- Rohatgi, Avantika. *Global Rights and Perceptions* (Second Edition – 2016). (ISBN: 978-1-63487-356-7 (pbk) / 978-1-63487-357-4 (br)). The required book for my course, ***Global Rights and Perceptions : Call to Awareness and Action (Second Edition)***, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store. (<https://students.universityreaders.com/store/>).
- Lunsford, Andrea and Ruskiewicz, John. *Everything's an Argument*. (Sixth Edition – 2013). (ISBN: 978-1-4576-0606-9), published by Bedford St. Martin's.
- Harden, Blaine. *Escape from Camp 14*. (Reprint Edition – 2013). (ISBN: 978-0143122913), published by Penguin Books.
- McCormick, Patricia. *Sold*. (2008). (ISBN: 978-0786851720), published by Hyperion.

Other equipment / material requirements (optional)

- A college-level dictionary
- 2-4 large Green books for in-class essays

Course Requirements and Assignments

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

Writing: In English 1B, assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give students repeated practice in prewriting, organizing, writing, revising, and editing. The writing assignments will total a minimum of 6000 words and this word requirement will be met by writing a sequence of essays. This 6000-word minimum does not include quizzes, journals, or any brief or informal assignments, but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. **Students must write all essays to pass the course.**

Oral Presentations: Students will complete several oral communication assignments. These assignments include individual presentations; group presentations; group discussions; debates; and similar speaking events. In addition, students will present a multimodal presentation on their research assignment. **Oral assignments cannot be made up.**

Reading: Readings will be assigned daily. They are a crucial component of the class, as students will read from a variety of sources, carefully chosen to stimulate logical reasoning and exemplify compelling writing strategies. All assigned reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon the reading material. In order to be successful in class, it is imperative that you complete the readings on time.

Reading Quizzes: There will be several unannounced quizzes, which will test your completion and comprehension of the required reading assignments.

Assignment Word Count and Learning Goals

	Weightage	Word Count	GELO	CLO
Department Diagnostic	0%	500	1, 2, 3	1, 2, 3, 4, 5, 6
In-class Essay	10%	500	1, 2, 3	2, 3, 5, 6
Group Unit Writing Project/Presentation	15%	1000	2, 3	3, 4, 5, 6
Critical Analysis	10%	1500	1, 2, 3	1, 2, 3, 4, 5, 6
Research Paper and its Components	25%	2000	1, 2, 3	1, 2, 3, 4, 5, 6
Multimodal Presentation of Research Paper	5%		2	3
Class Participation (workshops, in-class discussions, etc.)	10%		1, 2, 3	1, 2, 3, 4, 5, 6
Daily Journals and Peer Reviews	15%	1000	1, 2, 3	1, 2, 3, 4, 5, 6
Quizzes	5%			
Author Reports and Discussion Generators	5%		1, 2	1, 2

Grading Policy

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

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

- An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

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

Assignment Descriptions

- **Participation:** Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade.

Class participation is assessed as follows:

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

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.”

- **Reports:** Each student will be required to submit one written, researched report on the authors being discussed. These will include an oral presentation on a writer of an assigned selection. You will also be expected to generate class discussion based on the selection by your author. **Missed reports cannot be made up.**
- **Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- **Reading Responses:** Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions. Do not simply summarize the article—demonstrate some interaction with the text. Reader responses will be graded on their completion and quality of content, though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will be collected at any time and will not be accepted late.**
- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers, before revising your essay for the final draft. **A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable.** You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**
- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as proper citation formats. You will be required to write a traditional research paper and other short essays in

which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course. **Attendance at this session is mandatory to understand the concepts of library research.**

Please remember that your research paper and its components are worth 25% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:

- Final essay
- Works cited page demonstrating your research
- Rough draft of your complete essay
- Peer review received on your essay
- Copies from three of your sources with information used as citations highlighted

No late or electronic submissions will be accepted.

Extra Credit Opportunities: Several events related to our class discussions will take place on campus. Attending these events will give you a wonderful opportunity to discover how people inside and outside academia deal with the topics we discuss in class. Aside from encouraging you to attend these events, I want to give you the chance to take advantage of the learning experience they represent and turn it into extra credit for the course. You can attend up to two events and submit the corresponding essay for each, thus gaining 2% for each essay. The maximum number of events for which you can get credit is two. (For example, if your final GPA is 3.45 and you attend both events and write a complete essay for each, your new final GPA will be 3.61 [$3.45 + (2 \times 0.08)$], where $0.08 = 2\%$ of 4.0.)

Due Dates

No late papers will be accepted. No exceptions. Papers not turned in on due dates will receive a grade of F. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician.

In-class assignments including peer reviews and any formal presentations cannot be made up.

Classroom Protocol

Class Participation and Attendance

University policy F69-24 states, “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.”

Please be on time to class and stay the entire class meeting. Arriving late or leaving early will impact your participation grade.

Use of cell phones is strictly prohibited during class. All electronic devices should be turned off and stowed away before entering class. Listen actively during class discussions and abstain from talking or texting. If you are seen engaging in the use of **any** electronic device, you will lose participation points for that day and you may be asked to leave the class. Laptops may be used only during assigned class activities.

Please refrain from walking in and out or eating during class. Covered drinks are acceptable.

As common courtesy to all, please complete your restroom visits before class. Exiting class during the meeting is disrespectful and disruptive.

All readings must be completed by the beginning of each class period. Please bring your books to every class meeting. Our class is focused on controversial readings and may challenge your beliefs about your culture and society. Please be open-minded and respectful of others' opinions. Disagreement with the authors' or peers' opinions may be expressed respectfully. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Please come prepared with questions and ideas on the reading assignments for each class. Remember that this is a discussion-oriented, student driven class where the onus of learning is largely dependent on you.

Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Absences/tardiness and consequent inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered.

University Policies

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- 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 readings, exam questions, lecture notes, or homework solutions without instructor consent. Permission must be obtained for recording material at each class meeting both from the instructor and other students, whose active participation might be on the recording.

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/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [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.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU 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 space 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.

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) at <http://www.sjsu.edu/writingcenter>.

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 consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1B, Argument and Analysis, Sections 10/17/21, Spring 2016, Global Citizenship: Human Rights and Perceptions

Course Schedule

The schedule is subject to change with fair notice given in class. Reading assignments must be completed by the day they are listed. All assigned readings are from *Global Rights and Perceptions* unless indicated otherwise. Please bring your textbook to class every day.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M Feb 01	Introduction, Discussion of Syllabus, Course Overview
1	W Feb 03	Essay #1 (In-class Diagnostic) (500 words) Bring Green book(s), ink pens, and your dictionary.
2	M Feb 08	Introduction to Human Rights. <i>Are Human Rights Universal?</i> (Franck, GR&P)
2	W Feb 10	<i>Women Sportscasters</i> (Grubb, Billiot, GR&P), <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne, GR&P)
3	M Feb 15	Essay #2 Assignment : Structuring an Argument <i>Blood Diamonds Are Back</i> (Campbell, GR&P)
3	W Feb 17	<i>The Meaning of the F-word</i> (Winterson, Murray et al., GR&P), <i>The Marriage Business</i> (Khan, GR&P)
4	M Feb 22	Rough Draft of Essay # 2 Due. (1500 words) Peer Review Workshop on Critical Analysis
4	W Feb 24	<i>Human Trafficking and Slavery</i> (Masci, GR&P), <i>Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy</i> (Ewart, GR&P)
5	M Feb 29	Due: Essay #2: Critical Analysis (1500 words) Group Project Assigned. Work on Group Project
5	W Mar 02	Library Session– MLK Library, Room TBA
6	M Mar 07	Rough Draft of Essay#3 due Peer Review Workshop on Group Essay
6	W Mar 09	Work on Group Project
7	M Mar 14	Due: Essay #3, Group Project and Presentation (1500 words)
7	W Mar 16	Group Project and Presentation contd.
8	M Mar 21	<i>Escape from Camp 14</i> (Harden)
8	W Mar 23	<i>Escape from Camp 14</i> (continued)
9	M Mar 28	Spring Break – No class
9	W Mar 30	Spring Break – No class
10	M Apr 04	<i>Is Google Making Us Stupid?</i> (Carr, GR&P), <i>Don't Fear the Pirates</i> (Hunt, GR&P)
10	W Apr 06	<i>Curbing Female Foeticide</i> (Bose, GR&P), <i>A Brief History of Infanticide</i> (Milner, GR&P)

Week	Date	Topics, Readings, Assignments, Deadlines
11	M Apr 11	<i>When did Immigrants Become the Enemy?</i> (Lam, GR&P) <i>Its Time for the Global Village to Stand Up for Our Children</i> (Day, GR&P)
11	W Apr 13	Essay #4: In-Class Essay (500 words) Bring Green book(s), pens, and your print dictionary
12	M Apr 18	Research Paper - Objectives and Expectations; <i>Acid Attacks</i> (Sprelich GR&P), <i>Female Genital Mutilation</i> (Lachino, GR&P)
12	W Apr 20	<i>Are We Ready for the World's First Robot Chauffeurs?</i> (Facultad, GR&P) <i>Cyberbullying: Who's to Blame and What Can Be Done</i> (Weiss, GR&P)
13	M Apr 25	<i>Sold</i> (McCormick)
13	W Apr 27	<i>Sold</i> (contd), <i>The Case For Empathy</i> (Goddard, GR&P)
14	M May 02	Due: Tentative Thesis Statement. Thesis Evaluation and Research Strategies
14	W May 04	Due: Tentative Thesis Statement. Thesis Evaluation and Research Strategies
15	M May 09	Due: Draft of Essay #5: Research Paper (2000 words) Peer Review Workshop
15	W May 11	Due: Essay #5: Final Research Paper (2000 words) Class Presentations of Final Research Paper
16	M May 16	Class presentations continued
Finals Week	10: Tuesday, May 24, 9:45 AM – 12 noon 17: Wednesday, May 18, 12:15 – 2:30 PM 21: Friday, May 20, 12:15 – 2:30 PM	Culminating Activity: Class presentations continued. Evaluative assessment. Attendance mandatory.