

San José State University
Department of English & Comparative Literature
English 2: Critical Thinking and Writing, Section 09, Fall 2015

Course and Contact Information

Instructor:	Luke B. Goebel
Office Location:	Faculty Office Building (FOB) Room 128
Telephone:	408-924-4449
Email:	Luke.goebel@sjsu.edu (Preferred Contact Method)
Office Hours:	Mondays and Wednesdays from 1:45pm-2:45pm and gladly by appointment. (Please note: No office hours on SJSU holidays.)
Class Days/Time:	Mondays and Wednesdays 12:00pm-1:15pm
Classroom:	Music Building (MUS) 211
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) 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 MySJSU to learn of any updates.

GE Area A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 2 Course Description

General Course Description

English 2 focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

Section-Specific Course Description

To provide focus and continuity, the theme of the class is “The California Water Crisis.” Students will read and write about issues (converse/debate) around the water crisis from a variety of perspectives—personal, cultural, academic.

Students will learn to take apart logical arguments and form coherent essays about what is happening with the California water crisis and proposed solutions to this crisis. Class discussions will explore such questions as “What can be done about the water crisis, exactly?” “What does the future of water look like in California?” “Is privatization the answer?” “What can the common person do?” “What can our government do?” “What about alternative solutions?” As we explore argumentation, logic, and the key issues and factors around the California water crisis, we will learn to craft essays that are issue and audience appropriate, well-written, which employ logic and logical terms, and which look critically and ethically at this serious issue facing the people and state of California. We will also explore our own contexts and identities, looking at diverse voices on this crisis, seeing how different contexts may lead to different perspectives.

ENGL 2 Learning Outcomes

GE Area A3 Learning Outcomes (GELO)

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

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one’s ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

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

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

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

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

Oral: Students 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. As such, students in

this course will present group presentations. Each group will craft an essay around an issue and present this essay together in a multimodal presentation in which each participant presents, speaks, and engages with the classroom discourse community and its members.

Reading: We will be reading many different forms of writing from diverse writers, thinkers, and scholars and for various purposes. These writings will give us fodder for our investigations into the California water crisis and other issues, and will also provide us models for logical engagement and argumentation, persuasive writing, explorative essays, and the writing process and more. We will read criticism and critique, argumentation, persuasive writing, research essays, and instructional texts that explore rhetorical theory and other theories and practices for responding to texts. We will be reading and studying different types of texts as we practice analyzing, writing, and finding different ways to engage with and respond to texts and the world.

Research: ENGL 2 includes a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Required Texts/Readings

Textbook

Barnet, Sylvan, and Hugo Adam Bedau. *From Critical Thinking to Argument: A Portable Guide*. 2nd ed. Boston, Mass.: Bedford/St. Martins, 2008. Print. ISBN-13: 978-0312459888

<http://www.abebooks.com/9780312459888/Critical-Thinking-Argument-Portable-Guide-0312459882/plp>

http://www.amazon.com/Critical-Thinking-Argument-Portable-Guide/dp/0312459882/ref=sr_1_1?s=books&ie=UTF8&qid=1439327092&sr=1-1&keywords=ISBN+13%3A+9780312459888

Hurley, Patrick. *A Concise Introduction to Logic (Selected Readings)*. Custom Edition (Or Any Edition). NY, NY.: Thompson Wadsworth, 2006. Print. ISBN-13: 978-0495087076

<http://www.amazon.com/Concise-Introduction-Logic-Selected-Readings/dp/0495087076>

<http://www.abebooks.com/9780495087076/Concise-Introduction-Logic-Selected-Readings-0495087076/plp>

Other Required Texts

- Blue Books
- Folder for in-class handouts
- Paper and writing instrument
- Stapler for all assignments
- Computer access or a personal computer or laptop
- Access to Canvas and SJSU E-mail

- All other texts will be provided unless otherwise announced, in which case ample time will be given to acquire texts.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library
 Voice: 408-808-2096
 Email: Toby.Matoush@sjsu.edu
 Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

ENGL 1B 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>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In Class Essay	500-1000 words	2, 3, 4,	1, 2, 3, 5, 6,
Rhetorical Analysis of Text with Response (Toulmin Method)	1000 words	1-5	1, 2, 3, 5, 6, 7, 8
Visual Analysis of a Website	1000 words	1-5	1, 2, 3, 4, 5, 6, 8
Theoretical Analysis of Film/Documentary	1250 words	1-5	1, 2, 3, 4, 5, 6, 8
Group presentations: Group persuasive essay	1500 words	1-5	1, 2, 3, 4, 5, 6, 7, 8
Research Essay Assignment: California Water Crisis and the Future of California and water	1500 words	1-5	1, 2, 3, 4, 5, 6, 7, 8
In Class Writing/Essay: Assessment	1000 words	2, 3, 4,	1, 2, 3, 5, 6,

Essays/Grading

Students will complete **seven** essays—2 in-class essays and 5 out-of-class essays—for a total of roughly 8,000 words.

In-class Essay	5 points
Rhetorical Analysis of Text with Response (Toulmin Method)	10 points
Visual Analysis of a Website	15 points
Theoretical Analysis of Film/Documentary	5 points
Group presentations: Group persuasive essay	10 points
Research Essay Assignment: California Water Crisis	20 points
In Class Writing/Essay: Assessment	5 points
Homework	15 points

*** NOTE: See next page of syllabus under: Classroom Protocol/Attendance**

Grading Policy

- 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, logic, and rhetoric 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 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.

Course Grades:

In addition to standard letter grades (A-F), a number of other grading marks can be assigned for the course.

- “W” (Withdrawal): If a “W” symbol appears next to a student’s name on your grade roster, he or she was permitted to drop the course after the fourteenth day of instruction with the approval of the Director of Academic Services. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.
- “WU” (Withdrawal Unauthorized): The symbol “WU” indicates that an enrolled student did not officially withdraw from or drop the course and failed to complete course requirements. This grade is assigned by the instructor and is appropriate for students who have disappeared from or never attended class. For purposes of calculating the grade point average, this symbol is equivalent to an “F”. *A “WU” should not be used in place of a failing grade.*
- “I” (Incomplete): Students who fall behind toward the end of the semester often ask for incompletes. An “I” is typically reserved for students who for legitimate reasons (health, personal emergencies) are unable to meet all the course requirements. A grade of an incomplete is appropriate for students who have attended a major portion of the semester and who have completed the majority of required assignments. Please consider the student’s situation carefully before assigning an incomplete. If you give a student an “I,” you will need to work with him/her the following semester to complete the course. *An “I” is not to be assigned to students who complete all course assignments and have an “F” average.* These students should receive a failing grade for the course. When you post an “I” on the grade roster, you will be prompted to provide reasons justifying the mark.

To clear an incomplete, the student must complete all required work within one year. If the incomplete is not cleared within one year, the “I” is computed as an “F” in the student's grade point average. Clearance of Incomplete forms are available in the department office. The form must be signed by the instructor.

Classroom Protocol

Attendance

Regular attendance and participation is mandatory. You cannot do well in this course if you are not present and ready to participate in exercises, workshop, peer review, and discussions. Exchange information with a classmate so you can find out what you have missed if you ever miss a class. Also, as you can see on this syllabus participation counts as 15% of your final grade. This percent is determined by handing in of peer review sheets, by your attendance (a major factor for this 15%*), and by your participation in class.

*I give everyone three absences, unexcused, before absences start having a major impact on the 15% of your grade that is participation. I strongly recommend not missing more than three classes without excused absences. TALK TO ME if you need to miss more than three classes, please, and let's discuss.

Written Assignments

- **All essays must follow standard MLA style as well as guidelines**
- **12pt Times New Roman Font, double-spaced, 1-inch Top and Bottom margins and standard margins.**
- **Each essay must meet the minimum length as specified by assignment and must fulfill all aspects of the assignment. Works Cited page does not count for page length.**
- **Papers must be submitted IN HARD COPY FORM ONLY. E-mailed essays will not be accepted.**
- **Papers must be submitted on time in hard copy or the paper is an F unless otherwise determined for extenuating circumstances. However, even if there are extenuating circumstances and the paper is accepted it will drop one full letter grade for each class it is late.**
- **Papers must be stapled with numbered pages according to MLA style.**

Electronics

- There will be times we may use devices and during those times I will let you know it is okay to use devices.
- There will be other times when I will require all devices be put away. Please don't let devices become an issue, or I will have to say something to you about this and this will lower your participation grade.

Plagiarism

At SJSU, plagiarism is defined as “the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.” Plagiarism is a serious academic offense and can result in failure of the assignment, course, and disciplinary action including in some instances dismissal from SJSU.

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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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 2: Critical Thinking and Writing, Section 09, Fall 2015

This schedule is subject to change with reasonable notice. If the schedule is changed, we will discuss this in class and all participants will be notified of significant changes in terms of due dates, etc., through in-class announcements as well as often through e-mail updates. HOWEVER: It is each student's responsibility to stay updated on changes by being in class and by always contacting another student for changes and homework if absent from class. There may also be additional readings assigned.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	N/A	
1	N/A	
2	8/24	First day of Class. Syllabus and Introductions.
2	8/26	In Class reading/discussion/activities from <i>A Concise Introduction to Logic</i> sections: 1.1-1.4 *Homework: Read the handout on California water (and agriculture)
3	8/31	BRING BLUE BOOKS: In Class Essay: Approximately 500-1000 words Note: (LAST DAY TO DROP COURSES WITHOUT AN ENTRY ON STUDENT'S PERMANENT RECORD.)
3	9/2	In Class reading of <i>From Critical Thinking to Argument</i> Part One *Homework: Read Essay: "Freedom and Want: The Western Paradox" from <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i> *Construct a "clustering" diagram/brainstorm for arguing for or against the furthering of technology/urbanization of the West in California, especially around the California Water Crisis. Cluster 7-15 circles and order them to the best of your ability. Hand these in next class.
4	9/7	Labor Day: NO CLASS
4	9/9	HAND IN CLUSTERING ACTIVITY In Class reading of <i>From Critical Thinking to Argument</i> Part Two and Part Three *Homework: Finish Reading what we don't cover in class, from Parts Two and Three of <i>From Critical Thinking to Argument</i> . Note: (LAST DAY TO ADD COURSES AND REGISTER LATE.)

5	9/14	In Class reading <i>From Critical Thinking to Argument</i> Part 8 Handout Assignment for Rhetorical Analysis of Text with Response (Toulmin Method): 1000 words
5	9/16	In Class working with Toulmin Method and Rhetorical Analysis *Homework: WRITE and PRINT TWO COPIES of first full draft of Rhetorical Analysis of Text with Response (Toulmin Method) Essay: 1000 words
6	9/21	Bring 2 COPIES of first FULL draft of Rhetorical Analysis of Text with Response (Toulmin Method) <u>Small Groups Workshop</u> *Homework: Revise Essays: Finalize Essay Revisions: Put together portfolio to hand in on 9/21
6	9/23	HAND IN PORTFOLIO for Rhetorical Analysis of Text with Response (Toulmin Method): 1000 words Handout of Essay Assignment of Visual Analysis of a Website: 1000 words Learning about Visual Analysis. In Class reading of <i>From Critical Thinking to Argument</i> Part 4. *Homework: Write first Full draft of Visual Analysis of a Website Essay: 1000 words. BRING TWO PRINTED COPIES TO class on 9/28
7	9/28	PEER REVIEW: Visual Analysis of a Website Essay *Homework: Revise Essays: Finalize Essay Revisions: 1000 words. Put together portfolio to hand in on 9/30:
7	9/30	HAND IN PORTFOLIO for Visual Analysis of a Website Essay: 1000 words Discussion of Theoretical Analysis. In Class reading of article on water in California
8	10/5	Hand out Essay Assignment for Theoretical Analysis of Film/Documentary: 1250 words Watch Film/Doc.
8	10/7	Watch Film/Doc. Review Essay Assignment *Homework: Write first FULL draft of Theoretical Analysis of

		Film/Documentary: 1250 words. BRING TWO COPIES TO CLASS ON 10/12
9	10/12	Bring 2 COPIES of first FULL draft for PEER REVIEW of Theoretical Analysis of Film/Documentary: 1250 words *Homework: Revise Essays: Finalize Essay Revisions: 1250 words. Put together portfolio to hand in on 10/14.
9	10/14	Hand in Portfolios for Theoretical Analysis of Film/Documentary: 1250 words HANDOUT: GROUP PRESENTATIONS AND GROUP PERSUASIVE ESSAY ASSIGNMENT: 1500 words: Dividing Class Into Groups for Group Presentations & Persuasive Essay on California Water Crisis In Class work in groups for Group Presentations/Group Persuasive Essays Homework: Prepare Presentations* *(MAJOR HOMEWORK ASSIGNMENT)
10	10/19	GROUP PRESENTATIONS
10	10/21	GROUP PRESENTATIONS *Homework: Write and revise Group Persuasive Essays: 1500 words. Bring a printed final copy to class (1 copy only per group with all group members' names on top)
11	10/26	HAND IN GROUP PERSUASIVE ESSAYS: 1500 words
11	10/28	LIBRARY DAY
12	11/2	HAND OUT: RESEARCH ESSAY Assignment: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words.
12	11/4	In Class work on: RESEARCH ESSAY: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words.
13	11/9	In Class work on: RESEARCH ESSAY: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words.
13	11/11	NO CLASS: VETERANS DAY
14	11/16	In Class work on: RESEARCH ESSAY: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words. *Homework: Finish first FULL draft of RESEARCH ESSAY: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words. BRING TWO COPIES to class on 11/18

14	11/18	PEER REVIEW: RESEARCH ESSAY: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words.
15	11/23	Conferences: NO CLASS: MANDATORY MEETING WITH INSTRUCTOR: SEE CONFERENCE SHEET
15	11/25	Conferences: NO CLASS: MANDATORY MEETING WITH INSTRUCTOR: SEE CONFERENCE SHEET
16	11/30	Conferences: NO CLASS: MANDATORY MEETING WITH INSTRUCTOR: SEE CONFERENCE SHEET
16	12/2	HAND IN FINAL PORTFOLIO FOR: RESEARCH ESSAY: CALIFORNIA WATER CRISIS: THE FUTURE OF CALIFORNIA AND WATER: 1500 words.
17	12/7	BRING BLUE BOOKS: In Class Writing/Essay: Assessment
Final Exam	TBA	TBA

