

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section 2/6/11 Fall 2022
Global Engagement: Human Rights and Perceptions

Course and Contact Information

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|---------------------------|---|
| Instructor: | Dr. Avantika Rohatgi |
| Office Location: | Online |
| Email: | Avantika.Rohatgi@sjsu.edu |
| Zoom Office Hours: | TW 3:00 – 4:00 PM, and by appointment |
| Class Days/Time: | Section 2: MW 4:30 – 5:45 PM Section 6: MW 12:00 noon – 1:15 PM Section 11: MW 1:30 – 2:45 PM |
| Classroom: | <ul style="list-style-type: none">• Mondays (In-person):<ul style="list-style-type: none">○ Section 2: Clark 318○ Sections 6, 11: Clark 316• Wednesdays—all sections: Online (Zoom) ENGL 1A or ENGL 1AS with a C- or better. |
| Prerequisites: | ENGL 1A or ENGL 1AS with a C- or better. |
| GE/SJSU Studies Category: | GE C2 Humanities—Letters |

Course Description

General Course Description

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students 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.

Satisfies C2: Letters

Prerequisite(s): ENGL 1A or ENGL 1AS with a C- or better. Grading: Graded

Note(s): ENGL 1B **not open to students who have successfully completed ENGL 2.**

Section-Specific Course Description

This Hybrid 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 practice close reading, critical thinking, and argumentative writing by examining texts that address controversial global issues. The course theme of Global Citizenship will serve as the framework for developing students' analytic thinking, reading, and writing skills, and provide the basis for class discussions and assignments. Students will explore questions relating to cultural exceptionalism, women's rights, technology and ethics, and other relevant concerns in the world today that will offer them opportunities to write arguments based on real issues with awareness and engagement. In addition to short daily responses, students will be required to write one long and two short argumentative and analytical papers related to the course theme of global issues. Students will address 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.

Course Format

ENGL 1B is a hybrid course that holds in-person classes on Mondays and synchronous class sessions on Wednesdays on Zoom. To receive credit in this class, you will need to attend weekly class sessions at San José State University in person as well as attend zoom class sessions every week.

TECHNOLOGY REQUIREMENTS / EQUIPMENT / MATERIAL

For this course, you will need access to a computer (with a webcam and microphone), the ability to review course materials on Canvas (e.g., syllabus, handouts, notes, assignment instructions, etc.) and ability to participate in synchronous class sessions via Zoom.

Stable Internet connection is crucial.

You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> and through Canvas messaging to learn of any updates, assignments, or comments from the instructor / peers. **The best and fastest way to reach me is via my SJSU email. Please do not contact me via Canvas or voicemail.**

ZOOM CLASS SESSIONS ETIQUETTE

Live sessions via Zoom are required each week. You should make every attempt to attend these sessions in real time. The sessions will not be recorded. Here are the requirements and expectations for our live meetings:

1. Click on the Zoom link at least 10 mins prior to the start of our live session.
2. Mute your mic upon entry into the room.
3. Video allows for us to see each other, make connections, and form a community of learners. You should turn on your camera in order to actively engage in our classroom community and get full participation points. **In breakout rooms, video is necessary to monitor participation and foster communication.**
4. During open discussion, please feel free to raise your hand and speak out when you have a question or comment.
5. Cell Phones- We love them - but we must ignore them for one hour and fifteen minutes! Turn off cell phones or put them on silent mode during the Zoom live sessions.
6. For more information on how to conduct yourself and manage the tech during our live sessions, check out https://www.sjsu.edu/ecampus/docs/ZoomHandoutCanvas_Spring2020.pdf .
7. *For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources*

ENGL 1B Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns, satisfied by reading scholarly articles, memoirs and biography
2. respond to such works by writing both research-based critical analyses and personal responses, satisfied by class discussions, response journals, writing several short essays and a long research paper
3. write clearly and effectively, satisfied by online learning tools and drafting, revising and peer editing papers

Course Learning Outcomes (CLO)

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

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of, and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

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, ENGL 1B is also a reading course. 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. All the readings serve as 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.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group, using multiple modes of presentation such as audio and visual.

Research: ENGL 1B will include learning 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 Textbooks

Textbook

Rohatgi, Avantika. *Global Rights and Perceptions: Call to Awareness and Action (Third Edition 2020)* (ISBN-978-1-5165-8956-2 pbk). This required book 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/>). You will be required to consult and use your textbook every day in class.

Other readings

1. *Sold* by Patricia McCormick (Publisher: Hyperion; ISBN: 978-0786851720)
2. *Enrique's Journey* by Sonia Nazario (Publisher: Random House; ISBN: 780812971781)

Other equipment

- Good audio/ visual connectivity and Wi-Fi Connection
- Regular internet/Canvas access
- A college-level dictionary
- Maintaining reading responses and in- class writing exercises. Please make sure you have the ability to turn these in (typed) online at all times.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to 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. Please review

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>
- [University's Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

Assignment Descriptions

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.** You must complete your journals by the beginning of each class meeting and be prepared to share them with the class. By the end of the course, each student will complete an analytic/ argumentative research paper related to the course theme. **Students must write all essays to pass the course.**

Multimodal 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 final research assignment. **Presentation 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. **Missed quizzes cannot be made up.**

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. It is vital that you complete the readings on time and come to class prepared with questions and opinions. Please remember that participation is what goes *beyond* simply being present in class and doing all the assigned work on time. Students will be expected to engage in key debates and gain knowledge in concepts pertaining to the course theme.

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.”

Author Presentations: Each student will be required to give one oral researched presentation on an author of his/ her choice. You will also be expected to generate class discussion based on the selection by your author. **Missed author presentations 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 and encourage teamwork. You must be present for the group 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. **You will be required to submit your reading responses/journals at any time without notice, so be prepared. These will not be accepted late. Please have your journals complete and be ready to turn them in at all times.**

Peer Review Workshops: Most 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 and Presentation: English 1B includes an introduction to 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 support your position or thesis. 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 project:

- Final essay
- Works cited page demonstrating your research
- Rough draft of your complete essay
- Peer review received on your essay

No late submissions will be accepted. A final multimodal presentation on your paper is also required.

Portfolio: In order to complete the final assignment for ENGL 1B, you will need to **create and upload your writing e-Portfolio** to the **ENGL 1B Spring 2021 Assessment Portfolios** Canvas course site. Your e-Portfolio will include:

1. The CRITICAL ESSAY from your Reflection on College Writing (completed during the summer before you enrolled and located in Canvas)
2. One additional MAJOR ASSIGNMENT produced during your current writing course (this may be a traditional essay or a multimodal project)
3. A SELF-REFLECTION ESSAY (approximately 500-600 words) addressed to an audience of Writing Program teachers arguing that you have developed your ability to understand the program learning goals and have developed strategies for working toward them.
4. An APPENDIX OF EVIDENCE to describe the work you have done in your writing course that best evidences the claims your essay makes about your learning and your writing process as you produced the sample essays.

Due Dates

No late papers will be accepted. No exceptions. 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.**

Final Research Project Presentation/ Evaluation

A final, multimodal presentation based on your research paper will be required as part of the final assessment. This should incorporate your main argument, important pieces of evidence, and the significance of your research, using “visual, audio, gestural, spatial, or linguistic means of creating meaning” (Selfe,195).

Grading Information

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.

| <u>Grade</u> | <u>Percentage</u> |
|----------------|-------------------|
| <i>A</i> | 93.0% to 100% |
| <i>A minus</i> | 90.0% to < 93.0% |
| <i>B plus</i> | 86.0% to < 90.0% |
| <i>B</i> | 83.0% to < 86.0% |
| <i>B minus</i> | 80.0% to < 83.0% |
| <i>C plus</i> | 76.0% to < 80.0% |
| <i>C</i> | 73.0% to < 76.0% |
| <i>C minus</i> | 70.0% to < 73.0% |
| <i>D plus</i> | 66.0% to < 70.0% |
| <i>D</i> | 63.0% to < 66.0% |
| <i>D minus</i> | 60.0% to < 63.0% |
| F | < 60.0% |

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

Determination of Grades

| Assignment | Weightage | Word Count | GELO |
|---|------------------|-------------------|-------------|
| Critical Analysis | 10% | 1200 | 1, 2, 3 |
| Creative Visual Artifact | 10% | 250 | 1, 2, 3 |
| Group Writing Project/ Multimodal Presentation | 15% | 1000 | 2, 3 |
| Research Paper and its Components | 25% | 2000 | 1, 2, 3 |
| Multimodal Presentation of Research Paper | 5% | | 1,2 |
| Class Participation (workshops, in-class discussions, etc.) | 10% | | 1, 2, |
| Daily Journals | 10% | 1000 | 1, 2, 3 |
| Peer Reviews | 3% | 200 | 1, 2, 3 |
| Reading Quizzes | 5% | | 1,2 |
| Author Reports and Discussion Generators | 5% | | 1, 2 |
| Self-reflection Portfolio Essay | 2% | 500 | 1, 2, 3 |

Classroom Protocol

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.”

Sensitivity: This course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you all to have the same perspective on these issues, nor do I expect you to come to the same conclusions that I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas, rather *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate your own beliefs as you learn new things. An intelligent mind transforms with new, reliable information.

Absences: If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don’t respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You should exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Tardiness: If you are/connect late to class, you will not receive participation credit for that day. If you leave/exit class early without informing me beforehand, you will also forfeit your participation points. If you connect late or leave early, it is imperative that you let me know beforehand. Do not simply leave; this is rude to the instructor and to your classmates.

Collaboration: Since one of the objectives of the course is to give students an opportunity to gain experience in articulating arguments, all students are asked to help maintain a classroom environment that is both mindful of individual sensitivities and receptive to principled disagreement. The premise from which we start in this class is that there is no single one “right” interpretation of each text that will be imparted upon you. I will expect your questions, considerations, concerns, and even confusion with the material to be our starting point for discussion. Class discussion is a collaborative process that relies on offering one’s thoughts aloud as well as engaging with the comments of others. Lively class discussions are a crucial component to refining your own interpretations alongside with working on becoming a better writer.

Electronic devices: I expect you to have a good, reliable wi-fi connection that is tested before class so that you can share videos and documents. Keeping your audio and video off impacts your engagement and collaboration in class and makes it difficult for me to assess your participation. Please do not use a cell phone during class which can present texting temptation.

How to be successful in this course:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

1. **Completion of all work** is required in order to pass the course.
2. **Put effort into your work and do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including prewriting, revision and close proofreading. If you have difficulty with writing, visit the writing center early and often.
3. **Budget your time.** If you fall behind, the effect on your grade can be dire. Look at the schedule, plan your time so you stay current on the work and know what is expected each week.
4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your final paper as well.
5. **ASK FOR HELP.** If you are struggling with an assignment, you need to let me know as early as possible, so we can work together to help you succeed. You are welcome to attend my Zoom office hours throughout the semester. If you cannot make it during those times, I will be happy to schedule individual office meetings with you. **I am here to help, I want to help, but I can't help you if you don't ask.** In spite of our best efforts, it can be difficult to estimate your course grade throughout the semester. Please make an appointment to meet me outside of class, and I will review your work with you and give you a better sense of where you are, grade-wise. It will be entirely your responsibility to set up a meeting if you're curious or concerned, and it's important that you do not wait until the last week or so to start concerning yourself with your grade. At that point, it will likely be too late for you to do what needs to be done to significantly raise your overall course grade.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

ENGL 1B / Argument and Analysis, Fall 2022, Sections 2/6/11
Global Engagement: Human Rights and Perceptions

Course Schedule

The schedule is subject to change with fair notice. **Reading assignments must be completed by the day they are listed.** All assigned readings are from *Global Rights and Perceptions* (GR&P) unless indicated otherwise. **Please have your textbook available every day and be prepared to turn in your journals on Canvas any day.**

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|---|
| 1 | M Aug 22 | Introduction, Discussion of Syllabus, Course Overview |
| | W Aug 24 | What is an argument? Author Sign Ups Introduction to Human Rights |
| 2 | M Aug 29 | Module 1: Global Citizenship <i>Global Citizenship</i> (Green, <i>Global Rights & Perceptions</i> [GR&P]), <i>Are Human Rights Universal?</i> (Franck, GR&P) Writing Focus: Critical Reading |
| | W Aug 31 | Module 2: Gender Issues <i>Women Sportscasters</i> (Grubb, Billiot, GR&P), <i>What Really Keeps Women out of Tech</i> (Pollack, GR&P) Writing Focus: Articulation of Argument |
| 3 | M Sep. 5 | Labor Day – No classes |
| | W Sep. 7 | Critical Analysis Essay: Assignment and Expectations Writing Focus: Structuring an Argument |
| 4 | M Sep. 12 | Module 2: <i>Beauty and the Beast of Advertising</i> (Kilbourne, GR&P) <i>How the Media Makes Men Hate their Bodies Too</i> (Fell, GR&P) Writing Focus: Constructing a Thesis |
| | W Sep. 14 | Rough Draft of Critical Analysis Essay Due. (1500 words) Peer Review Workshop on Critical Analysis |
| 5 | M Sep 19 | Due: Critical Analysis Essay (1500 words) Module 4: Egregious Violations <i>Human Smuggling and Human Trafficking</i> (Osowski, GR&P), <i>Is it Ever Right to Buy or Sell Human Organs</i> (Satel, GR&P) Writing Focus: Using Evidence |
| | W Sep. 21 | <i>Rights vs. Rites</i> (Goldberg, GR&P) <i>Acid Attacks</i> (Spremich, GR&P) Writing Focus: Counter arguments and Rebuttals Group Project Assigned |
| 6 | M Sep 26 | Work on Group Project |
| | W Sep 28 | Library Session- TBA Writing Focus: Research and Documentation |

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| 7 | M Oct 5 | Rough Draft of Essay#3 due Peer Review Workshop on Group Essay Writing Focus: Collaborative Writing |
| | W Oct 7 | Due: Group Project Presentation |
| 8 | M Oct 10 | Due: Group Essay. Group Project and Presentation contd. |
| | W Oct 12 | <i>SOLD</i> (McCormick) <i>Author Presentation and Class Discussion</i> |
| 9 | M Oct 17 | <i>SOLD</i> contd. Writing Focus: Logical Fallacies |
| | W Oct 19 | Module 3: Technology and Ethics <i>Is Google Making Us Stupid?</i> (Carr, GR&P), <i>Drones 101</i> (Gusterson, GR&P) Writing Focus: Introductions and Conclusions |
| 10 | M Oct 24 | Module 3: Contd: <i>Don't Fear the Pirates</i> (Hunt, GR&P), <i>Are We Ready for the World's First Robot Chauffeurs?</i> (Facultad, GR& P) Writing Focus: Research Paper - Objectives and Expectations |
| | W Oct 26 | Module 5: The Power of Social Media <i>Social Media's Criminal Element</i> (Sanchez-Garido, GR&P) <i>The Dangers of Transparent Friends</i> (Chun, GR&P) Module 7: Immigration and Xenophobia <i>When did Immigrants Become the Enemy?</i> (Lam, GR&P) Writing Focus: Generating Credibility |
| 11 | M Oct 31 | Module 7: Immigration and Xenophobia (contd) <i>Enrique's Journey</i> -(Nazario) Author Presentation and Class Discussion |
| | W Nov.2 | Module 6: The Seriousness of Gaming <i>Violent Video Games as Alter Ego</i> (Arnold, GR&P) <i>A Brief History of Female Representation in Video Games</i> (Harveston, GR&P) Writing Focus: Addressing Assumptions |
| 12 | M Nov 7 | Due: Creative Artifact and Write Up on Enrique's Journey Writing Focus: Visual Arguments |
| | W Nov 9 | Module 8: Genesis or Apocalypse <i>The Rise of Artificial Intelligence</i> (Heires, GR&P), <i>You Will Lose Your Job to a Robot</i> (Drum, GR&P) Writing Focus: Counterarguments/ Class Debate |
| 13 | M Nov 14 | Due: Draft of Research Paper (2000 words) Peer Review Workshop |
| | W Nov 16 | Conferences |
| 14 | M Nov. 21 | TBA. Work on Research Paper- Self Reflection Portfolio |
| | W Nov. 23 | Thanksgiving Holiday |
| 15 | M Nov. 28 | Class presentations on Final Research Paper |
| | W Nov. 30 | Due: Final Research Paper (2000 words) Class presentations on Final Research Paper (continued) |
| 16 | M Dec. 5 | Due: Self Reflection Portfolio (500 words) Class presentations on Final Research Paper (continued) |
| Finals Week | | Final Class presentations continued Culminating Activity: Evaluative Assessment |

