Argument and Analysis

ENGL 1B

Fall 2025   Sections 04, 08, 82   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/19/2025

👤 Contact Information

Instructor:	Dr. Avantika Rohatgi
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Office Hours:	MW 12-1:00 pm , FOB 107
Class Days/Time:	Section 82: MW 4:30-5:45 PM (Online) Section 8: MW 1:30-2:45 PM Section 4: MW 10:30-11:45 AM
Classroom:	Section 82: Online: https://sjsu.zoom.us/j/84184618106?pwd=TwzaNAvLMjubR7iR6swuRzpJaKpmfn.1 (https://sjsu.zoom.us/j/84184618106?pwd=TwzaNAvLMjubR7iR6swuRzpJaKpmfn.1) Section 8: Sweeney Hall 348 Section 4: Sweeney Hall 348

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🕐 Course Information

Section-Specific Course 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 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.

💻 Course Description and Requisites

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 3B. Humanities (Formerly Area C2).

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

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

✳ Classroom Protocols

<u>Sensitivity:</u> 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, please contact a classmate to get notes, assignments, etc. 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, in order to get the required information and be well-prepared for the next class.

Tardiness: If you are late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you arrive late or leave early, let me know beforehand. Leaving suddenly appears 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 to 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. 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, visiting the Writing Center early and often helps in improving your writing skills.
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 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. If you're curious or concerned, 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 to do what needs to be done to significantly raise your overall course grade.

Section 82

ZOOM SESSION LINK

Join from PC, Mac, Linux, iOS or Android: [https://sjsu.zoom.us/j/84184618106?pwd=TwzaNAvLMjubR7iR6swuRzpJaKpmfn.1 (https://sjsu.zoom.us/j/84184618106?pwd=TwzaNAvLMjubR7iR6swuRzpJaKpmfn.1)](https://sjsu.zoom.us/j/84184618106?pwd=TwzaNAvLMjubR7iR6swuRzpJaKpmfn.1)
Password: 493681

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 5 mins prior to the start of our live session.
2. Mute your mic upon entry into the room.
3. **Camera Policy for Zoom Sessions: Students are expected to have their cameras turned on during all Zoom class sessions.** This policy supports accountability, active participation, and a collaborative learning environment. Being visibly present helps ensure you're fully engaged and allows for more dynamic interaction during discussions and group activities. If you have a legitimate reason for keeping your camera off (e.g., technical issues, privacy concerns), please notify me in advance. Repeated failure to comply without communication may impact your participation grade.
4. During open discussion, feel free to raise your hand and speak out when you have a question or comment.
5. Multitasking might work for podcasts—but not for learning. During Zoom sessions, please close unrelated tabs and silence your phone. No texting, scrolling, gaming, or side-chatting. If your attention is elsewhere, you're not really *in* class—you're just on screen.
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*

AI Policy for This Course

Generative artificial intelligence (AI) tools—including, but not limited to, ChatGPT, DALL·E, and similar platforms capable of producing original text, images, code, audio, or video—have become widely accessible. This policy applies to all such tools, including those released during the duration of our course.

Permissible Use

- The development of writing, analytical reasoning, and critical thinking is a core learning objective of this course. Therefore, all written work must be your own.
- You may only use generative AI tools on course assignments if I have explicitly authorized their use. Unauthorized use is prohibited.
- When use is permitted, you must:
  - Clearly cite the tool in accordance with the required citation style (see MLA guidelines here: https://style.mla.org/citing-generative-ai/)
  - Include a brief statement describing how the tool was used and what prompts or inputs were provided

Academic Integrity and Responsibility

- All assignments must be submitted via Turnitin, which includes functionality for detecting AI-generated content.
- Submitting AI-generated material without permission or proper documentation is a violation of the SJSU Academic Integrity Policy.
- It is your responsibility—not the tool's—to ensure the accuracy, originality, and integrity of your work.

Citation Guidelines

- **Direct Quotations**: Enclose AI-generated text in quotation marks and provide full citation.
- **Paraphrased Content**: Provide citation indicating that the ideas and structure are derived from an AI tool, even if quotation marks are not used.
- **General Use**: When applicable, include a reflective paragraph at the end of your assignment outlining how AI was used, including prompts or queries submitted.

Cautions and Limitations

- Generative AI tools often rely on limited or outdated datasets and may produce inaccurate or misleading content.
- These tools are trained on pre-existing material, including copyrighted sources, and their outputs may unintentionally constitute plagiarism.
- Do not rely on AI-generated facts or data without independently verifying them through credible sources.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

📊 Course Learning Outcomes (CLOs)

GE Area 3B: Humanities

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

3B (Humanities) courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

GE Area 3B Learning Outcomes

Upon successful completion of a 3B course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and

4. research and write effective analyses of works of the human intellect and imagination.

Writing requirement

3B classes require a minimum of 6000 words in a language and style appropriate to the discipline.

📘 Course Materials

Global Rights and Perceptions: Call to Awareness and Action (Third Edition 2020)

- **Author:** Rohatgi, Avantika
- **Publisher:** Cognella Academic Publishing
- **Edition:** Third Edition 2020
- **ISBN:** 978-1-5165-8956-2 pbk

This textbook 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/). Most of our daily readings are from this textbook (Cited as GR&P), and you will be expected to access and consult 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
- Access to Packback
- A college-level dictionary

Technology

Packback Deep Dives

- Packback Deep Dives (An Assistive AI premier technology) can be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with an AI Research Assistant that will provide you source credibility feedback, automatic citation generation into MLA format etc., and a Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

How to Register on Packback:

Note: Access Packback through Canvas only in order to ensure your grades sync properly.

1. Click the Packback assignment link within Canvas to access the community.
2. Follow the instructions on your screen to finish your registration.
3. In order for your Packback discussion grades to be visible on Canvas, make sure to click each Packback assignment link as you post your Packback submissions.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

☰ Course Requirements and Assignments

Requirements:

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**. 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. **In- Class 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 and post the required questions and responses on Packback.

Reading Quizzes: There will be 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."

<u>Assignments:</u>

<u>Author Presentations</u>: Each student will be required to give one oral researched presentation on an author of his/ her choice from the assigned readings in the textbook. You will also be expected to generate class discussion based on the selection by your author. Since we will be studying different readings each day, **missed author presentations cannot be made up.**

<u>Group Research Project and Presentation</u>: 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.**

<u>Packback Questions:</u> Readings will be used consistently with the course goal of enhancing ability in written communication and critical thinking. The majority of the readings consist of analytical, critical, and argumentative essays. Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. Your participation on Packback will count toward 10% of your overall course grade.

There will be a midnight deadline for submissions. In order to receive full credit, you should submit the following: For each Discussion Module's set of assigned readings, you will need to create 1 question and respond to 1 question from your peers. **Watch the video here to understand more about how and what to post on Packback Questions** https://www.youtube.com/watch?v=OV7QmikrD68. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions.

<u>Peer Review Workshops</u>: 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.**

<u>Research Paper and Presentation</u>: 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 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

<u>Self -Assessment Portfolio</u>: For 1B, you will need to **create and upload your writing e-Portfolio** to the **ENGL 1B Fall 2023 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. 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**. .

Grade	Percentage
A	93.0% to 100%
A minus	90.0% to < 93.0%
B plus	86.0% to < 90.0%
B	83.0% to < 86.0%
B minus	80.0% to < 83.0%
C plus	76.0% to < 80.0%
C	73.0% to < 76.0%
C minus	70.0% to < 73.0%
D plus	66.0% to < 70.0%
D	63.0% to < 66.0%
D minus	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%	5 minutes	1,2
Class Participation (workshops, in-class discussions, etc.)	10%		1, 2,
Packback Questions	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

Criteria

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.

ENGL 1B aims to enhance students' critical thinking and writing skills on significant issues. The use of artificial intelligence tools, other than Packback and Grammarly, is strictly prohibited. All graded assignments will be submitted to Turnitin, which detects potential AI use. Assignments flagged with an AI score exceeding 20% will be deemed a violation of SJSU's academic integrity policy and will result in a minimum penalty of a zero on the assignment.

🏛 University Policies

Per [University Policy S16-9 (PDF) (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 the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 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 regular in actively participating in the Packback Discussion.**

Global Engagement: Human Rights and Perceptions

Week	Date	Topics, Readings, Assignments, Deadlines
1	W Aug 20	Introduction, Discussion of Syllabus, Course Overview
	M Aug 25	What is an Argument? Author Sign Ups.

2	W Aug 27	Due: Student Profiles Introduction to Human Rights
	M Sep 01	Labor Day. Campus Closed.
3	W Sep 3	Jumpstarting Digital Literacy Workshop
	M Sep 08	Writing Focus: Critical Reading Module 1: Global Citizenship *Global Citizenship* (Green, *Global Rights & Perceptions* [GR&P]), *Are Human Rights Universal?* (Franck, GR&P)
4	W Sep 10	Writing Focus: Articulation of Argument Module 2: Gender Issues *Women Sportscasters* (Grubb, Billiot, GR&P), *What Really Keeps Women out of Tech* (Pollack, GR&P)
	M Sep 15	Writing Focus: Structuring an Argument Critical Analysis Essay: Assignment and Expectations
5	W Sep 17	Writing Focus: Constructing a Thesis Module 2 Contd . *Beauty and the Beast of Advertising* (Kilbourne, GR&P) *How the Media Makes Men Hate their Bodies Too* (Fell, GR&P)
	M Sep 22	Rough Draft of Critical Analysis Essay Due. (1500 words) Peer Review Workshop on Critical Analysis in Class

6	W Sep 24	Due: Critical Analysis Essay.
		Writing Focus: Using Evidence
		Module 4: Egregious Violations
		Human Smuggling and Human Trafficking (Osowski, GR&P),
		Is it Ever Right to Buy or Sell Human Organs (Satel, GR&P)
	M Sep 29	Writing Focus: Analyzing Arguments
		Module 4: Egregious Violations Contd.
		Acid Attacks (Spremich, GR&P)
		Group Project Assigned
		Work on Group Project
7	W Oct 01	Writing Focus: Research and Documentation
		Library Session- Room 213 for Sections 4 and 8
	M Oct 06	Work on Group Project
8	W Oct 08	Due: Complete Rough Draft of Essay #2
		Writing Focus: Collaborative Writing
		Peer Review Workshop on Group Essay
	M Oct 13	Due: Group Project and Presentation in class
9	W Oct 15	Due: Group Essay.
		Group Project and Presentation in class contd.
	M Oct 20	*SOLD* (McCormick) *Author Presentation and Class Discussion*

10	W Oct 22	Module 3: Technology and Ethics *Don't Fear the Pirates* (Hunt, GR&P), *Are We Ready for the World's First Robot Chauffeurs?* (Facultad,GR& P)
	M Oct 27	Writing Focus: Introductions and Conclusions Module 3 (continued): Technology and Ethics *Is Google Making Us Stupid?* (Carr, GR&P), *Drones 101* (Gusterson, GR&P)
11	W Oct 29	Module 7: Immigration and Xenophobia *Enrique's Journey*-(Nazario) Author Presentation and Class Discussion Creative Artifact Assigned Writing Focus: Visual Arguments
	M Nov 3	Module 7: Immigration and Xenophobia (contd) *When did Immigrants Become the Enemy?* (Lam, GR&P) Work on Artifact
12	W Nov 05	Research Paper - Objectives and Expectations
	M Nov 10	Due: Creative Artifact and Write Up on Enrique's Journey Creative Artifact Presentations in Class

13	W Nov 12	Writing Focus: Counterarguments Module 6: The Seriousness of Gaming *Violent Video Games as Alter Ego* (Arnold, GR&P) *A Brief History of Female Representation in Video Games* (Harveston, GR&P)
	M Nov 17	Writing Focus: Rebuttals/ Class Debate Module 8: Genesis or Apocalypse *The Rise of Artificial Intelligence* (Heires, GR&P), *You Will Lose Your Job to a Robot* (Drum, GR&P)
14	W Nov 19	Due: Draft of Research Paper (2000 words) Peer Review Workshop in Clas
	M Nov 24	Discuss Self -Reflection Portfolio
15	W Nov 26	Non-Instructional Day
	M Dec 01	Class presentations on Final Research Paper
16	W Dec 03	Due: Final Research Paper (2000 words) Class presentations on Final Research Paper (continued)
	M Dec 08	Class presentations on Final Research Paper (continued) Due: Self Reflection Portfolio (500 words)

		Final Exam Times for Extended Presentations (if needed)
		· Section 4: Monday, December 15, 10:45- 12:45 PM
		· Section 8: Wednesday, December 10, 1-3 PM
		· Section 82: Wednesday, December 10. 3:15-5:15 PM