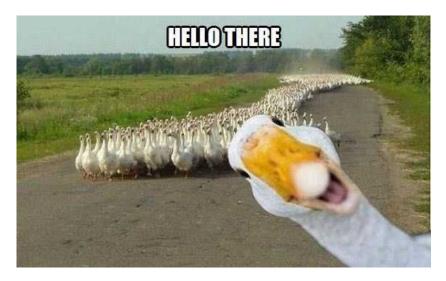**College of Humanities and the Arts · English & Comparative Literature**

Critical Thinking and Writing Section 05
ENGL 2

Spring 2025   In Person   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/31/2025

Hi! I'm Professor Au-Co (O-ka) Tran. And I will be guiding you through our Engl 2 course this semester.

Section	Days/Time	Location
19	T/TH 12:00PM - 1:15PM	BBC 128
05	T/TH 1:30PM - 2:45PM	BBC 128

I've combined all my ENGL 2 sections on Canvas so the course name for all of you will say Section 05 (same goes for the syllabus). So if you're enrolled in Section 19, you will see the materials labeled as Section 01, don't worry about that. You're in the right section and I know which section you belong to.

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a fully in-person course.

🕐 Course Information

Our theme this semester is the rhetoric of personal branding and the commodifying of the self. From our Instagram feeds to our Spotify playlists to the clothes we choose to wear, we're all making a statement about how we want the world to see us. This semester, we'll examine the rhetorical devices and strategies celebrities, influencers, and corporations, as well as every single one of us, use to cultivate an identity in an ever growing world.

🖥 Course Description and Requisites

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Area A2 with a grade of "C-" or better.

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

Letter Graded

✳ Classroom Protocols

ENGL 2

This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.
Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

Course Content

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

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

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

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

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

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Time Commitment

Success in ENGL 2 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.

Final Examination or Evaluation
In ENGL 2, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Program Policies

First-Year Writing policies are listed at the following website: https://www.sjsu.edu/english/frosh/program-policies.php (https://www.sjsu.edu/english/frosh/program-policies.php).

A note about life, etc etc.

If there's anything that 2020 has taught us, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments. But it is *your* responsibility to reach out to me so we can work out a plan together. I can't know you need help/accommodations unless you tell me.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

Submissions and Late Policies

Submissions: With a few exceptions that I will inform you beforehand, I will only accept submissions on Canvas.

Late Policy: Please keep in mind that the pacing of this class leaves very little room for late submissions. That said, I do have specific time periods for each assignment category for which I will accept late work. These will be reflected in each Canvas assignment. ("Deadline": the assignment is due and you can get full credit if you submit the assignment before that date/time. "Available until": you can get partial credit if you turn it in by this date.) Once the assignment is closed, I will no longer accept late work.

- For warm ups:* these are the only assignments for which I will not accept after the deadline has closed. You are given time in class to do the assignment and will have until midnight Thursday each week to submit the assignment (for both Tuesday and Thursday warm ups).

- For activities:* assignments will be accepted up to a week after the deadline has closed for partial credit. (1-2 points off, depending on assignment. This includes Annotated Bibliographies.)

- For rough drafts: submissions will be accepted up to two days after the deadline, but it is up to you to find a peer to review and give you feedback; on assignments I provide feedback for, feedback from me is not guaranteed.

- For Peer Reviews: late work will be accessed case by case, but these assignments are time sensitive as your peers need your feedback to start on their revisions for their final draft. As with the rough draft, I won't accept Peer Review feedback more than two days after the day of the peer review in class.

- For Presentations: You always know in advance when you are expected to have a presentation/interview. If you ask to switch within two days of your assigned presentation day, your final grade will automatically lose 25%, so the highest grade you can get for the assignment is 75%.

- For major assignments: The first two projects, I will accept up to two weeks after the initial deadline with 25% taken off, so you will not be able to get higher than a 75%. I won't accept late work for the final project as it's a group project and you will also present it on the last day.

*Warm-ups and Activities are usually scaffolding assignments, which means they are intended to build off of previous assignments and to set up future/larger assignments. So the order in which I have assigned them to you are intentional. If you miss one and do it later, that most likely renders the assignment not as helpful. So for that reason, late Warm-ups and Activities are not accepted after the assignment closes.

Extensions: Extension requests only apply to the three major assignments and are not applicable to any other assignment. To request an extension, fill out the Extension Request Form *before* the deadline. The form is posted in the General Information Module. You won't be docked points if you submit your request before the deadline. Request forms submitted after the deadline will not be accepted.

To waive the docked points penalty for late submissions for in-class activities, you must ask a peer for the prompt and do the assignment on your own before coming to office hours within two weeks of when the assignment was given. If the assignment is closed by the time you try to submit, submit it as a comment on the assignment.

Copyrighted Materials

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law ([S12-7 (https://www.sjsu.edu/senate/docs/S12-7.pdf)](https://www.sjsu.edu/senate/docs/S12-7.pdf)). I am the exclusive owner of copyright in all materials created for the purpose of this class. For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent**. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

General Class Protocol

Attendance: You are expected to show up every day we have a meeting and participate.

You don't need to inform me if you have to miss a class. You can just check the weekly bulletins (explained below) on Canvas and with your peers on Discord for materials missed. If there's anything that you still need clarification on, come to office hours or make an appointment. Please don't simply message me and ask "did I miss anything important?"

DO let me know if there are larger issues that require you to miss several classes and we'll figure out a solution together.

Food & Drink: I would prefer it if you didn't eat during class as it can be distracting to your classmates and myself. However, if you absolutely must need to eat something, please only have quiet foods with no overwhelming smells. (No chips, crunchy fruits, fish, etc.) Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

AI & Plagiarism Policies

This class aims to help you develop your voice as a writer; you will be asked to talk about your own lived experiences and transform those stories into something meaningful in writing. Similarly, you will also be asked to think critically about the world around you. So the use of AI would be unproductive to those goals and to yourselves as writers, designers, and most of all, learners.

Therefore, AI tools are not allowed in this course. Any use of such tools will be considered a violation of the course policy.

Any assignment that is found to have used generative AI tools in unauthorized ways will be treated according to [San Jose State's AI and Plagiarism Policy (https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism). (https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism)](https://libguides.sjsu.edu/plagiarism/ai-and-plagiarism) Non-compliance will result in a meeting with me to address the violation and determine corrective actions, such as resubmission.

Please also go over general University plagiarism policies in the link above to make sure you're not accidentally participating in plagiarizing.

▤ 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)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

📊 Course Learning Outcomes (CLOs)

GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

GE Area A3 Learning Outcomes

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

All readings are posted on your Syllabus on Canvas.

Required Technology

An electronic device (laptop, desktop, tablet): You will need this for almost every class as most of our coursework is on Canvas. SJSU has a [free equipment loan program (https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php)](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php) available for students.

Internet access: You're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See [Learn Anywhere website (https://www.sjsu.edu/learnanywhere/)](https://www.sjsu.edu/learnanywhere/) for wi-fi options on campus.

The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Zoom: all office hours will take place on Zoom (in-person appointments available given enough notice).

Discord (optional, but highly recommended): This is a good tool for asking general Qs when I am unavailable and bouncing ideas off of your peers if you're stuck.

Library Liaison: Peggy Cabrera

- **Email:** Peggy.Cabrera@sjsu.edu
- **Phone:** 408-808-2034

⁝☰ Course Requirements and Assignments

This course emphasizes the idea that writing is a process, not product. Assignments are meant to get you into the habit of building effective writing habits (brainstorming, outline, pre-writing, etc). As such, I encourage you to view each assignment as one part of a larger whole as they are all meant to build on top of each other.

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Weekly Bulletins: At the beginning of the week, I will post relevant information pertaining to that week's material such as reminders, articles, Google docs, notes. It is your responsibility to check those weekly announcements before asking me any questions; most likely, the answer could be found there.

Assignment Format: I encourage you to bring in your personality into the way your formate your assignments, even if it's an essay. From font, to title, to color--make it you and make it fun. Some requirements are as follows:

- Please make it legible. No cursive font in yellow on a neon green background. I'm old and I have old eyes.
- Must have MLA format (heading, page number, date)
- Must follow all of the project's requirements (max word count, citations, etc.)

Formatting Resource: Owl Purdue Online Writing Lab (https://owl.english.purdue.edu/owl/resource/747/01/)

Major Assignments

Personal Brand Narrative: This project will have two parts. Part 1: you will submit an example of something you think represents your personal brand, whether it's a Pinterest board, an IG post, a Tiktok, a picture of your outfits, a Spotify playlist. Then you will be assigned a classmate's Part 1 assignment and write a narrative for them based on what they've submitted.

Ad Rhetorical Analysis: You will pick and examine an advertisement that didn't present itself as an ad (a GRWM using various products, a workshop to use a specific software, product placement on television, etc). You will look at the rhetorical strategies being used to subtly convince the viewer of a specific takeaway.

Call-To-Action: Our final project will ask you to use the rhetorical strategies and devices we've discussed over the semester to create your own call-to-action ad/presentation to convince the viewer of a certain takeaway. This project will be a culmination of all your earlier projects.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until midnight on Thursday to complete and submit warm-ups for both days.

Activities: Activities will be done in class, most often in groups.

Rough draft outline: Instead of a completed rough draft in essay form, you will be asked to submit a detailed rough draft of your essay. This will help your peers and myself understand the overview of your paper and how your thoughts are organized. Remember: rough drafts are meant to be rough. I encourage you to include ideas you're not sure about or questions you're specifically concerned about so we know what to focus our feedback on. The outline draft should be as close to complete as you can get it; otherwise, your peers and I will not have much to provide feedback for your revision. Note: this must be submitted as an outline. Anything else will result in docked points.

Peer Review: For your all projects, you will be given time to read your peers' rough drafts, as well as have them read yours. This is an essential step in the writing process: to step away from your work and get fresh eyes on it

Participation: My lectures are discussion-based, meaning I aim to be more of a moderator rather than someone talking at you for an hour and 15 minutes. I do not want to be the only one talking; you do not want me to be the only one talking. So please show up, ask good questions, listen with care and compassion. (Bonus: you get a little prize from me for speaking up!)

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

✔ Grading Information

GRADING SCALE:

A (93-100); A- (90-92);
B+ (88-89); B (83-87); B- (80-82);
C+ (78-79); C (73-77); C- (70-72);
D+ (68-69); D (63-67); D- (60-62);
F (<60)

- **I use conventional rounding methods when determining percentages.** 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- **I do not round up whole percentages.** For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no.
- **You have two weeks from the date the grade is posted to make an appointment with me to ask about it.** (Canvas always notifies you when your grades are posted, along with any comments. That's why you should have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have **one week** to ask me.

Keep in mind, you need a C- or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Breakdown

I grade on a weighted system for the following sections. See below for detailed assignment breakdown.

For specifics on learning outcomes and goals, look under Course Learning Outcome section above.

UNIT	PROJECT NAME	GELO	WORD COUNT	%

1	PERSONAL BRAND NARRATIVE The 30% includes the following completed during this unit: • Warm Ups • Activities • Rough Drafts & Peer reviews • Self-Eval	1-4	Personal Brand Analysis: 1000 words Scaffolding assignments: 2000 words	30%
2	ADVERTISEMENT RHETORICAL ANALYSIS The 30% includes the following completed during this unit: • Warm Ups • Activities • Rough Drafts & Peer reviews • Conferences • Self-Eval	1-4	Ad Rhetorical Analysis: 1000 words Scaffolding assignments: 2000 words	30%
3	CALL-TO-ACTION The 30% includes the following completed during this unit: • Warm Ups • Activities • Self & Group Evals	1-4	Call-to-Action: 1000 words Scaffolding assignments: 1000 words	30%
	READING PRESENTATION	1-4	500 words	5%
	PORTFOLIO ASSESSMENT	1-4	500 words	5%

Total		///	4000 words of revised final draft 9000 words total	100%

Criteria

General criteria for essays: I assess most of the written assignments by examining three categories: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment. This is just a general assessment of what I'm looking for in each letter grade.

For 5 secret e x t r a c r e d i t points applied to a major assignment of your choosing: Send in a meme, Tiktok, post, something silly/ridiculous that relates to anything related to our class. It can be connected to literally any topic we have mentioned within the four walls of our classroom. This means anything tangential, anything I or any of your peers have mentioned in passing, a meme I've shared, something related to a specific project, anything at all.

Along with the meme/post, write a couple of sentences explaining how it relates and/or what made you think of our class. I will only accept submissions starting Week 3 of the semester and will close submissions on the last day of instruction (May 8).

Most importantly, the first rule of this secret assignment is that we do not discuss this secret assignment out loud in class.

Now back to our regular programming of Grading Criteria for Essays.

- 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.

🏛 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

Note: The schedule is subject to change with fair notice in class or via notice on Canvas.

If the links to the readings don't work when you click on them, open the link in a new tab and it should show up.

WEEK	DATE	TUESDAY	DATE	THURSDAY

1			1/23	Introductions Syllabus Syllabus Cont & Quiz
2	1/28	Introduce **Personal Brand Narrtive** Read Week 2 Bulletin To be read in class for the warm up: [How to Be Yourself](#)	1/30	In-Class discussion
3	2/4	Read Week 3 Material **DUE: PBN PART 1 DUE** Reading: [The Money is in all the Wrong Places (McKinney) (https://drive.google.com/file/d/1cnx07RgjRvS2HbUw_qWXJ5GL7EXEoxHE/view?usp=sharing)](#)	2/6	In-Class discussion Reading: [The "Enshitificatio Tiktok (Docto](#)
4	2/11	Read Week 4 Bulletin Reading: [The Devil Wears (Millennial) Pink: How Sociological Factors Affect Color Choices in Fashion (Ganeshan)](#)	2/13	In-Class discussion **DUE: PBN PAI ANNOTATED** Reading: [The Politics of Fe How it Manipulates L Tribalism (Javanbakht)](#)
5	2/18	Read Week 5 Bulletin **Due 2/17 (MONDAY): Completed PBN Part 2 Outline** **PEER REVIEW** Last day to drop without a W Reading: ["Shitty First Drafts" (Lamott)](#)	2/20	OPTIONAL CONFERENCI

6	2/25	Introduce **Advertisement Rhetorical Analysis** Read Week 6 Bulletin **DUE: PBN PART 2 FINAL DRAFT** Reading: [Misinformation and Biases Infect Social Media (Ciampaglia & Menczer)](#)	2/27	In-Class discussion **DUE SELF-EVALUATION** Reading: [Education in t (Dis)INformat Age (Shaffer)](#)	
7	3/4	Read Week 7 Bulletin Reading: [I Studied Buttons for 7 Years & Learned these 5 Lessons about How and Why People Push Them (Plotnick)](#)	3/6	In Class Discussion **DUE: ANNOTATED** Reading: [Mus President be Moral Leader (Blake)](#)	
8	3/11	Read Week 8 Bulletin Reading: [Trends Are Dead (Nguyen)](#)	3/13	In Class Discussion Reading: [Why Isn't Going to Make Art (Chi](#)	
9	3/18	Read Week 9 Bulletin **DUE 3/19 (Wednesday): ARA Outline**	3/20	**PEER REVIEW**	
10	3/25	REQUIRED CONFERENCES DAY 1	3/27	REQUIRED CONFERENC DAY 2	
11	SPRING BREAK				

12	4/8	Introduce **Call to Action Project** Read Week 12 Bulletin **DUE: ARA FINAL DRAFT**	4/10	In-Class discussion **SELF-EVALUATION**
13	4/15	Read Week 13 Bulletin	4/17	In-Class discussion
14	4/22	Read Week 14 Bulletin	4/24	In-Class discussion
15	4/29	Read Week 15 Bulletin **DUE: ANNOTATED BIB**	5/1	In-Class discussion
16	5/6	Read Week 16 Bulletin	5/8	**CTA PRESENTATI**
FINAL DUE DATES (We do not meet these dates)	5/15: **EVALUATIONS: SELF AND GROUP**			