Critical Thinking and Writing Section 08

ENGL 2

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 09/11/2024

This syllabus is for English 2 Sections 8, 11, and 15.

👤 Contact Information

Instructor:	Sarah Prasad
Email:	sarah.prasad@sjsu.edu
Office:	Faculty Offices Building (FOB) 212
Office Hours:	Mondays and Wednesday 9-10am in FOB 212, Tuesdays 11:30-12:30pm via Zoom Or: by appointment via Zoom or Canvas Chat Zoom: *https://sjsu.zoom.us/j/3641950606?pwd=VVo3QjRJRDN2L2xHUzRyTHV2YnFiUT09* Password: *PRASAD*
Class Day/Time:	Section 8: MW 10:30-11:45 am Section 11: MW 12 noon-1:15 pm Section 15: MW 1:30-2:45pm
Classroom:	BBC 221

🖥 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

Success in this Course: *I want you to be successful in this course.* Throughout the course, you will have readings, discussion prompts, preparation assignments, drafts, and final papers to complete and submit. **To be successful, follow the weekly schedule and watch for reminders from Canvas.** I recommend **logging in at least three times per week** to complete your work.

Access to Computers and the Internet: It is your responsibility to get to a computer to complete your work on time. Go to school, your local library, or a friend's house if your computer crashes or your Internet goes down. Additionally, the library loans devices if you need one: https://library.sjsu.edu/student-computing-services (https://library.sjsu.edu/student-computing-services). If you have concerns about completing any of the assignments in this course, please contact me well in advance of the due date.

Participation and Active Learning: This class is set up to meet in-person twice a week. You are expected to attend. Many parts of the course are on Canvas but nothing can replace the in-class activities and lessons, some of which may have points attached to them. Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot be present for a particular class, check Canvas and/or the daily schedule for what you missed. Perhaps contact a dependable classmate to get updated on what you missed. Also, I can meet with you on Zoom for an hour session, which would be about the time it would take to re-teach everything. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, you will not receive credit for that homework assignment (the rough draft is a HW assignment while the final draft is an essay). A "good faith" draft is 50% of the total word count for the assignment and shows careful thought and planning even though it may be unfinished.

Late Work: Late work will not be accepted. Please email me with any questions about this policy. In some extenuating circumstances, I can accept major assignments late but small homework assignments will not be accepted late.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

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).

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 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

Book

Argument Toolbox

Author: KJ Peters
Publisher: Broadview
Edition: 20
ISBN: 9781554815166
Availability: https://sjsu.bncollege.com/course-material/course-finder

The Displaced: Refugee Writers on Refugee Lives

Author: Viet Thanh Nguyen , David Bezmozgis , et al.
Publisher: ABRAMS Press
ISBN: 978-1419735110
Availability: Free via https://www.sjsu.edu/reading/book-request.php

Prasad Reader

Digital reader of grammar and other lessons.

✔ Grading Information

Breakdown

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

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D	69-65	F	64-0		

Essays	35%
Quizzes	10%
Midterm	5%
Homework	10%
Annotated Bibliographies	20%
Work with The Displaced	10%
Assessment Reflection Portfolio	10%

Assignment	Peer Review due date	Final due date	Word Count	Percentage of Grade	GELOs
Annotated Bibliographies, for RBE	Various	Various	350 each, 1050 total	15%	1-4
(Research-based Exploration) RBE, Section 2	9/30	n/a	500	included in RBE below	1-4
Midterm	n/a	10/14	300	5%	2-4
(Research-based Exploration) RBE	10/7	10/10	1200	15%	1-4
SJSU Recast Analysis	10/23	10/25	700	15%	2-4
Analysis of Recast RBE	11/20	11/22	500	10%	2-4
Work with The Displaced	Various	Various	500	10%	2-4
Final	n/a	Section 8: Dec 12 Section 11: Dec 16 Section 15: Dec 13	500	10%	1-3
Quizzes	n/a	n/a	n/a	10%	1-4
HW	n/a	Various	1000	10%	1-4

Criteria

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

An "A" range 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" range 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" range 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" range 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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

AI Policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. (Otherwise, you should refrain from using such tools.) When using generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. Here is the link for the MLA guide for citing AI: https://style.mla.org/citing-generative-ai/

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

This course will require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, you will be in violation of SJSU academic integrity policy. Please act with integrity, for the sake of both your personal character and your academic record.

Beware of the limits of AI (ChatGPT and others)

- If you provide the minimum effort prompts, you will get low quality results. You will need to refine prompts to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or a fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of SJSU academic integrity policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or the circumstances.

AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism.

- If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own.
- If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own.
- Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.
- Failure to do so is in violation of the SJSU academic integrity policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.

Questions/concerns about grades

If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.
- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your 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

English 2 Daily Schedule -- for most updated version, see [English 2 Daily Schedule (https://docs.google.com/document/d/1qP3QkB7aVuzgDwvb-a6vYunYUTXp-V9-2LbbmolhpeM/edit)](https://docs.google.com/document/d/1qP3QkB7aVuzgDwvb-a6vYunYUTXp-V9-2LbbmolhpeM/edit)		
AT = Argument Toolbox PR = Prasad Reader		
Week	Mon	Weds

1		8/21
		Getting to know you
		Brainstorm about you (physical self, family, religion, ethnicity, geography, jobs, sports, pets, experiences, etc).
		Preview "First, Middle, Last"
		Mining the Reading. Practicing with a Think Aloud.
		Preview the Benchmark prompt
		Review MLA in AT pg. 181-199 especially pg. 190.
		Pairs draft the Works Cited together
		Exit ticket: Student Questionnaire
		HW Benchmark
2	8/26	8/28
	Remembering your classmates	Starting on the RBE – Mining the Prompt Part 1
	Comparing the Mining of "First, Middle, Last"	Plus the concept of Exploration – AT pg. 36
	Getting to know Your Community	Researching in an Academic Space – Using the Databases using Gemini keywords. AT pg. 43-47
	AI as part of the University Community (the policy)	Proposal AT pg. 137. "Practical Proposal." Problem is: students need a good, narrow topic. Or that MsP needs to be convinced that this topic is best.
	Using Gemini for some ideas about your community and keywords. Also AT pg 28-36	
	Show RBE Examples in gDocs	Annotated Bibs – Format. Also AT pg. 99
	Considering research online – Lateral Reading (NPR quote about misinformation). Also AT pg, 51-54	Review the Part 2 prompt: Ann Bibs plus Pull Quotes
	Exit: Why?	Exit: Why?
	HW Post topic ideas on Discussion	HW Proposal with Keywords and discussion of sources/articles found in the database.

| 3 | 9/2

Holiday | 9/4

Train for Peer Review–groups assemble the expectations, requirements, best practices.

Peer Review on Rough Draft Ann Bib #1 w/Pull Quotes

Inductive and Deductive Reasoning Video – AT pg. 12

In class "Quiz"

Considering "First, Middle, Last" style of reasoning

Exit: Why?

HW Final Draft Ann Bib #1 |
|---|---|---|
| 4 | 9/9

Freewrite: How do you tell a story?

Watch: Ngozi Adichi TED

Into "A Refugee Again pg. 165 in The Displaced

Quote, Paraphrase, Summarize – what they are and when to use them. AT pg. 51-54.

MLA format for in-text citation (including citing a source with multiple articles), AT pg 182-186, also PR pg. 20, 22-23

Choosing one to try with Pull Quote from Ann Bib #1

Plus Quote Sandwich PR pg 13

Exit: Reading "A Refugee Again"

HW Finish "A Refugee Again"

HW Ann Bib #2 | 9/11

Freewrite with book: one line from "A Refugee again" that spoke to you

Genres of Writing – what are they and why do they matter? AT Ch. 5 pg 95 - 145 (5 groups: State the Facts, Definition, Causal, Analysis/Evaluation, Proposal – plus Narrative)

MLA Works Cited Page – reviewing examples - AT pg 199, pg 144

Drafting your Works Cited Page in class

Peer Review on the Works Cited Page

Exit: Why?

HW Ann Bib #3 on 9/13 |

5	9/16	9/18
	Freewrite: what do you remember about the source in Ann Bib #1?	Freewrite: With so much material to work with now, how will we organize the ideas that are working together?
	Mining the Reading: Source # 1 on the Google Sheet	Groups discuss.
	Continue with Source #2 and Source #3	Getting started on the Organization. Which ideas are working together? Which should be grouped together?
	Exit: Why?	
	HW: Source #2 and Source #3	
	Due: Works Cited Page (Final Draft)	
6	9/23	9/25
	Freewrite: Considering all you've learned in the Exploration process	Freewrite: looking at the outline on the DB from the HW – thesis statement and supporting points. What points could be made as counterpoints?
	What do you think will be your main point?	Point and Counterpoint – working in pairs review the freewrite and suggest other counterpoints.
	Thesis Statements	Classical format – it's basic structure
	Draft a Thesis Statement – on Discussion Board (DB)	Another structure: Video and Another Video
	Peer Review on Thesis Statement on DB	Rogerian Structure and its parts (including Rogerian in AI)
	Using Grammarly for feedback on the Thesis Statement	Try it with a class chosen topic
	PIE paragraphing – using Claude with a focus on the E. What would it look like without the E?	In pairs, structure/outline the thesis, points, and couterpoints from the RBE.
	Exit: Why?	Using Claude/ChatGPT to explore more counterpoints.
	HW Outline 5 main points to support the Thesis Statement with sources tied to the main points.	Reviewing the Handout Rogerian Structure
		Exit: Why?
		HW Develop Section 2

7	9/30	10/2
	Peer Review Section 2 with focus on broad and general thesis, in-text citation, and quote sandwiches	Intro and Conclusions (gDoc)
		Then groups find examples anywhere. Why did groups choose them as an example?
	Means/modes of Persuasion (they are friends not family so all 3 don't necessarily need to be used together). AT pg 73	Brainstorm what you might do in your Intro/Conclusion? Draft an intro. Groups highlight one to the class.
	Examples from movies, books, etc.	
	Examples from the Ann Bibs or drafts	Then draft what you might do to address audience in the conclusion ("you" or "we", a recommendation or connection).
	Broadening your scope: Exploring a place on campus that is new to you (gDoc Tour the Campus).	
	Exit: Why?	Exit: Why?
	HW Work on adding Section 1 and 1.5	
8	10/7	10/9
	Freewrite: Checking in – how is it going with your Campus tour?	Preparing for the Midterm
		Campus Location freewrite
	Peer Review all Sections with checklist of assignment criteria	Considering the task
	Transitions - PR pg 47, 52-53	Considering the criteria for success
	Exit: Why?	Exit: Why?
		HW Post Final Draft of RBE

9	10/14 Midterm – returning to the Campus location freewrite. Analyzing and applying English 2 language to analyze. HW Do a search on "affordances" and bring in one thought about the concept.	10/16 Freewrite – what art have you been exposed to? Tell the story, including impressions, thoughts, reactions. Vincent Van Gogh and Starry Night analysis. Then the Recast – poem by Sexton and song by Don McClean. Affordances of each. Recast and what it can do – Affordances. Connecting affordances to the different formats – and other formats. Groups form around a favorite (art, song, or poem). Compile attributes that support the choice. Another group collects counterpoints Exit: Why? HW Visit the Olympic Black Power Statue by Clark Hall and find out why it's there
10	10/21 Freewrite: what did you learn about the Olympic Black Power Statue and what do you think about it? Large class discussion to collect the info. Looking at a Recast closer to home SJSU Recast Analysis – Looking at a picture of the original event and then the recasts: Olympic Black Power Statue by Rigo 23 and the Power Box (near Washburn Hall, at the corner of S.7th St. and E. San Salvador St.) – Mining the prompt Brainstorming in groups to respond to the prompt Outlining in Classical format HW Consider if the Recast is beneficial in its copied form or if it's a distraction from the original form.	10/23 Peer Review on SJSU Recast Analysis HW Revise and post draft 10/25

11	10/28	10/30
	Freewrite: how do you like to learn about new things? Active reading and researching? Passively watching a video? Listening to a podcast? In a group or solo? Through doing?	Peer review: sharing to your group what you have for your recast thus far. Feedback from the audience.
	Brainstorm: the formats that we have available to us.	Workshop to polish and revise
	Exploring Adobe	Mining the Prompt: RBE Recast and Exhibition
	Drafting the RBE Recast	What is an Exhibition?
	HW Continue drafting your recast	What should be the criteria for the Exhibition?
		HW Complete the RBE Recast
12	11/4	11/6
	Day 1: Exhibit the Recast	Day 2: Exhibit the Recast
13	11/11	11/13
	Holiday	Day 3: Exhibit the Recast
		Mining the Prompt: Analysis of the RBE Recast
		Exit ticket: How did your RBE Recast turn out?
14	11/18	11/20
	Freewrite: What one change might you have made in the RBE Recast?	Peer Review: the Analysis of RBE Recast
	Choosing a focus – What stance will you take? Using concession in the thesis. It's probably not completely perfect nor entirely terrible.	Looking at the GELOs. What have we accomplished so far and what else do we need to do.
	Organizing your ideas. Returning to the Classical format.	Preview "This is What the Journey Does" pg 137 of The Displaced
	HW: Draft the Analysis of RBE Recast	HW Read "This is What the Journey Does" pg 137 of The Displaced
		HW Final Draft of Analysis of RBE Recast

15	11/25	11/27
	Freewrite: Have you ever seen or watched someone acting strange in public? How did you respond?	Holiday – Thanksgiving
	Small group discussion of "This is What the Journey Does" pg 137 of The Displaced	
	Presenting themes, questions, connections.	
	Brainstorm – what to do with this reading? Student choice: blog, research/discovery, video, interview, annotated bib, something else	
	Post on Discussion Board student choice	
	HW Create the student choice and post it on Discussion Board.	
16	12/2	12/4
	Present student choice for "This is What the Journey Does" pg 137 of The Displaced	Discussion of "The Parent Who Stays" pg 81 of The Displaced and the student choices
	Freewrite: what happens to families that split up in the process of immigration?	Post on Discussion Board student choice
	Preview "The Parent Who Stays" pg 81 of The Displaced	Starting to Prep for the Final (including citing a source with multiple articles)
	HW Read "The Parent Who Stays" pg 81 of The Displaced	Class brainstorm of the semester progress
	Post on Discussion Board the student choice for this reading	SOTEs
		HW Create the student choice and post it on Discussion Board.
17	12/9	
	Last Day of Classes	
	Workshop for the Final	
	Closing notes and comments	
	Sweets and treats	
	SOTEs if not already done	

Finals	Section 8: December 12	Grades due: December 20
	Section 11: December 16	
	Section 15: December 13	