SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Critical Thinking and Writing
ENGL 2

Spring 2026   Section 83   Fully Online   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 02/02/2026

👤 Contact Information

Instructor(s):	Dr. Rebecca Kling	
Email:	rebecca.kling@sjsu.edu	
	Mondays, 10:30-11:30 AM via Zoom, and by appointment Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/5518855583?pwd=dUxaeVppMmwzR3dMQ2NYREhIZXpSdz09Links to an external site. Password: 183282	
Class Days/Time:	Tuesdays and Thursdays 9:00-10:15 A.M. Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/5518855583?pwd=dUxaeVppMmwzR3dMQ2NYREhIZXpSdz09Links to an external site. Password: 183282	

🕐 Course Information

Course Policy on AI Use and Grade Reductions

The use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly, Quillbot, or other content-generating applications) in this course must adhere to the guidelines set forth below. These policies are designed to ensure academic integrity and the development of critical thinking, research, and communication skills that are essential to the field of kinesiology.

Your Responsibility

It is your responsibility to understand what constitutes acceptable use. When in doubt, ask your instructor before using any AI tools on assignments. Misuse not only impacts your academic record but can also undermine your preparation for future professional work in kinesiology, where human judgment, ethics, and communication are critical.

Acceptable AI Use (with disclosure)

- Brainstorming or organizing ideas
- Checking spelling, grammar, or formatting (minor edits only, not full rewrites)
- Developing references in APA format for the reference page
- Coding support in lab assignments (with instructor approval)
- Searching for articles, videos, or art
- Developing background knowledge on a subject
- Exploring possible topics
- Getting a basic idea about a topic before you begin to research and write

If you use AI in these ways, you must disclose it at the end of your assignment (e.g., *"AI tools were used to assist with grammar checking using Grammarly"*).

Prohibited AI Use

- Submitting AI-generated content (paragraphs, summaries, or answers) as your own work
- Using AI to write full or partial responses for assignments, posts, or exams
- Extensive or excessive paraphrasing or rewriting content with AI
- Failing to disclose AI use when required

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Grade Reduction Policy for Violations

Violations of this policy will result in **grade penalties** as follows:

Infraction	Consequence
First Violation	Deduction on the assignment, depending on severity
Second Violation	Grade of zero on the assignment and formal academic integrity warning
Third Violation	Failing grade in the course and referral to academic misconduct proceedings

AI Misuse Grading Scale

Level	AI Usage Description	Point Deduction	Instructor Notes
Level 1 – Very Low	Minor AI assistance (e.g., grammar/spell check or idea brainstorming) **without disclosure**, but content clearly reflects student's voice and understanding	−5%	Opportunity for student correction and disclosure; no formal report needed
Level 2 – Low	AI used to generate sentence rewrites or organize content **without disclosure**; student demonstrates basic understanding	−10%	Treated as a warning case; instructor may require revision with disclosure
Level 3 – Moderate	Noticeable use of AI to generate partial answers or text blocks; inconsistent with student's voice or course expectations	−25%	Counts as a **first violation**; instructor provides feedback and tracks in course record
Level 4 – High	Significant portions of assignment clearly generated by AI, replacing the student's own analysis or reflection	−50%	Formal notice issued; student receives a **zero** on AI-generated sections
Level 5 – Very High	Entire assignment written using AI tools with little or no student contribution; no disclosure provided	−100%	Treated as a **second violation** or academic misconduct; reported to academic integrity office
Level 6 – Extremely High	Repeated or egregious use across assignments, use of AI on exams or practical assessments	Course Failure (F)	Treated as a **third violation**; full academic misconduct procedures apply

Appeals and Reviews

If you believe you have been penalized in error, you may request a meeting to review the assignment and discuss the use of AI tools. Be prepared to explain your process and show drafts or notes that demonstrate your own authorship.

Why This Matters

Our goal is to foster independent, discipline-specific learning and ethical scholarship. Misuse of AI undermines your education and professional preparation.

🖥 Course Description and Requisites

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.

Satisfies 1B. Critical Thinking and Writing (Formerly Area A3).

Prerequisite(s): Completion of GE Area 1A with a grade of C- or better.
Grading: Letter Graded

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

✳ Classroom Protocols

ENGL 2

This course is open to all students needing to fulfill GE Area 1B: Critical Thinking and Writing (Formerly Area A3). 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.

<u>Oral:</u> 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)](https://www.sjsu.edu/english/frosh/program-policies.php).

CLASSROOM PROTOCOL

Students are expected to attend all class meetings. If a student misses or expects to miss a class, the student is responsible for notifying the instructor by email. Students are responsible for everything covered in class, whether present or not, and are expected to give class participation the same level of respect and responsibility you would bring to any professional space: that means treating everyone in a courteous manner, arriving to class punctually, and coming prepared to work with the assigned materials and activities of the day. **In Zoom classes, cameras must be on unless there is a technical issue that you notify me about beforehand.** Moreover, all members of the class community are expected to conduct themselves with civility, openness, and decency. Our classroom can and should be a place where we can ask questions, debate, discuss, and entertain a variety of viewpoints, but we must also do so in a respectful and thoughtful way.

Finally, as a matter of policy, you are required to appear live on camera with your face visible once the class begins. Should this be problematic, contact your professor via email or in a private Chat message at your first meeting.

Student Technology Resources

Computer labs for student use are available at the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Academic Integrity

All work submitted in this course must be your own, produced specifically for this course, and for the assignment in question. If you draw on the ideas or language of others in written work or presentations, you must, by University policy, acknowledge that fact. If you have questions about the appropriate acknowledgment of sources, please review the library tutorial on how to avoid plagiarism at https://libguides.sjsu.edu/plagiarism, or contact me.

Other Policy Information

Per University Policy S16-9 (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 web page

(https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and

academic issues on an individual, couple, or group basis. For more
information, visit Counseling Services website (http://www.sjsu.edu/counseling).

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to
develop their potential as independent learners while they learn to successfully navigate through their
university experience. You are encouraged to take advantage of their services which include course-
content based tutoring, enhanced study and time management skills, more effective critical thinking
strategies, decision making and problem-solving abilities, and campus resource referrals. Peer
Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and
San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in
Campus Village Housing Building B. Visit Peer Connections website (http://peerconnections.sjsu.edu)
for more information.

Library Liaison

Our library liaison is Silke Higgins. She can assist you with research or library-related questions you
may have: silke.higgins@sjsu.edu.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126 and 2nd floor, MLK Library. All
Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all
students at all levels within all disciplines to become better writers. In addition to one-
on-one tutoring services, the Writing Center also offers workshops every semester on a variety of
writing topics. To make an appointment or to refer to the numerous online resources offered
through the Writing Center, visit the Writing Center website (http://www.sjsu.edu/writingcenter).

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 1B: Critical Thinking and Writing

Area 1B courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, 1B 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 1A (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area 1B. Completion of Area 1B with a grade of C- or better is a CSU graduation requirement.

GE Area 1B Learning Outcomes

Upon successful completion of an Area 1B 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 requirement

This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

*Yunkaporta, Tyson. *Sand Talk: How Indigenous Thinking Can Save the World.* Harper One, 2020, 978-0062975645

(All other readings available on Canvas)

☰ Course Requirements and Assignments

Course Requirements & Grades (%):

Detailed instructions with specific criteria will be provided for all assignments:

PARTICIPATION & PREPAREDNESS (15%) –Energetic discussions are vital to our learning community, so come prepared and participate eagerly to earn a good grade. Presentation activities count towards this grade.

IN-CLASS ACTIVITIES (12.5%) – We'll write during almost every class session, answering a number of prompts throughout the semester and occasionally completing the task as homework.

STYLE JOURNAL (10%)– Throughout the semester, students will implement the practice of reading as writers.

DISCUSSION POSTS (12.5%)– Students write weekly responses to readings via Packback tool on Canvas.

MEMOIR ESSAY (15%)– Convey a meaningful personal story or experience (≈ 800 words).

RESEARCH ESSAY (20%) – Expands memoir essay by grounding it in a cultural question and integrating research (≈ 1200 words).

COLLABORATIVE ESSAY (15%) – Uses indigenous model of yarning to interweave diverse perspectives regarding a theme

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🏛 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

INTRODUCTION & COURSE OVERVIEW

Week 0:

1/22: Introduction of Course & Syllabus

[Introductory SlidesLinks to an external site. (https://docs.google.com/presentation/d/1h0JrBfk_DJTkXLyQg2LFSytDm74Y5kNB/edit?slide=id.p1#slide=id.p1)](https://docs.google.com/presentation/d/1h0JrBfk_DJTkXLyQg2LFSytDm74Y5kNB/edit?slide=id.p1#slide=id.p1)

[Introduction to PackbackLinks to an external site. (https://docs.google.com/presentation/d/1TMFo_vy10ef2bVu2sggWNsVrcAsVgsG7/edit?slide=id.g2ec4c650578_0_0#slide=id.g2ec4c650578_0_0)](https://docs.google.com/presentation/d/1TMFo_vy10ef2bVu2sggWNsVrcAsVgsG7/edit?slide=id.g2ec4c650578_0_0#slide=id.g2ec4c650578_0_0)

[Packback Grade ExplanationLinks to an external site. (https://help.packback.co/hc/en-us/articles/360040127011-Why-is-my-grade-lower-than-I-Expected)](https://help.packback.co/hc/en-us/articles/360040127011-Why-is-my-grade-lower-than-I-Expected)

Student Introductions

To Do:

Review Canvas site and order book:

*Yunkaporta, Tyson. *Sand Talk: How Indigenous Thinking Can Save the World.* Harper One, 2020, 978-0062975645
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UNIT 1: PLACE & LIVED EXPERIENCE

Week 1:

  1/27 (synchronous):

Continue Student Introductions

Introduce [Discussion leader activity](#) & [Favorite Work of Writing Assignment](#)

In-class reading:[*"Mornings at Blackwater" by Mary Oliver,Links to an external site. (http://yearsrisingmaryoliver.blogspot.com/2010/11/mornings-at-blackwater.html)*](http://yearsrisingmaryoliver.blogspot.com/2010/11/mornings-at-blackwater.html)

Begin Letter to Self as Future Writer

  1/29 (synchronous): The Writing Process

[Peter Elbow, "An Approach to Writing" (https://sjsu.instructure.com/courses/1623567/files/85665024?wrap=1)Download Peter Elbow, "An Approach to Writing"](https://sjsu.instructure.com/courses/1623567/files/85665024?wrap=1)

To Do:

[Packback Introductory Post due 1/27 at 11:59 P.M. (reply due 1/29)](#)

[Submit Letter to Self as Future Writer by 2/2 at 11:59 P.M.](#)

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Week 3:

2/3 (synchronous): Why Study Writing in the Age of AI?

Read Before Class: [Chiang_Why A.I. Isn't Going to Make Art _ The New Yorker.pdf (https://sjsu.instructure.com/courses/1623567/files/85737433?wrap=1)Download Chiang_Why A.I. Isn't Going to Make Art _ The New Yorker.pdf](#)

[Read Before Class: Isaac Asimov, "The Fun They Had" (https://sjsu.instructure.com/courses/1623567/files/85722054?wrap=1)Download Read Before Class: Isaac Asimov, "The Fun They Had"](#)

Introduce [Style Journal](#)

2/5 (synchronous):

[On Place: Slides](#)Links to an external site. (https://docs.google.com/presentation/d/1QfDuIy-RCMijKPGZbvjZyLft68lcqAGV/edit?slide=id.g3792017c392_0_0#slide=id.g3792017c392_0_0)

Read before class: [Dorothy Alison, "On Place" (https://sjsu.instructure.com/courses/1623567/files/85371137?wrap=1)Download Dorothy Alison, "On Place"](#)

[Read in class: February Evening in New York by Denise Levertov](#)Links to an external site. (https://www.poetryfoundation.org/poems/42535/february-evening-in-new-york)

[In-class free write](#) due 2/5 at 11:59 PM

Introduce [Paper 1 : Writing About Place](#)

To Do:

[Free Write/Informal Assessment](#) due 2/6 at 11:59 P.M.

[Packback Discussion Post: Critical Reflection on AI and Writing due 2/5 (replies by 2/7 at 11:59 PM)](#)

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Week 4:

2/10 (synchronous):

NO CLASS [Close-Reading Assignment](#) on close-reading due 2/10 at 11:59 PM on Canvas (respond to "Juxtaposition" by Levi Romero)

2/12 (synchronous):

Joan Didion, "On Keeping a Notebook;" Levi Romero, "Juxtaposition"

 Writing tutorial: [Writing Small to Go Big (https://sjsu.instructure.com/courses/1623567/files/85371140?wrap=1) Download Writing Small to Go BigWriting Small to Go Big (https://sjsu.instructure.com/courses/1623567/files/85892534?wrap=1)Download Writing Small to Go Big](https://sjsu.instructure.com/courses/1623567/files/85371140?wrap=1)

To Do:

Packback Discussion Post (post due 2/10, replies by 2/12)

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Week 5:

2/17 (synchronous):

[Sandra Cisneros, "House on Mango Street" (https://sjsu.instructure.com/courses/1623567/files/85371139?wrap=1) Download Sandra Cisneros, "House on Mango Street"](https://sjsu.instructure.com/courses/1623567/files/85371139?wrap=1)Chapter 1; [Amy Butcher, "American Girl" (https://sjsu.instructure.com/courses/1623567/files/85892534?wrap=1)Download Amy Butcher, "American Girl"](https://sjsu.instructure.com/courses/1623567/files/85892534?wrap=1)

Paper One in-class pre-writing

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2/19 (synchronous):

Reading: ["Dead Stars" by Ada Limon; Links to an external site. (https://poets.org/poem/dead-stars)"Glacier Bay, July" by Jamie Walters (https://sjsu.instructure.com/courses/1623567/files/85892534?wrap=1)Download "Glacier Bay, July" by Jamie Walters](https://poets.org/poem/dead-stars)

To Do:

[Packback Discussion Post- question due 2/17 (reply to another post due by 2/19)](#)

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Week 6:

2/24 (synchronous):

SJSU Writing Center Workshop: Sentence Variety and Rhythm

Workshop for Essay 1 [(submit here)](#)

Recommended reading: ["Describe/Evaluate/Suggest Framework"](#)

"Shitty First Drafts" by Anne Lamott (https://sjsu.instructure.com/courses/1623567/files/85371141?wrap=1)Download "Shitty First Drafts" by Anne Lamott

2/26 (asynchronous): Asynchronous Peer Review

To Do:

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UNIT 2: Week 7

INDIGENOUS WAYS OF KNOWING

Week Six:

3/3 (synchronous): Tyson Yunkaporta, *Sand Talk* (1-52)

In-class free write

Sand Talk and Style (https://sjsu.instructure.com/courses/1623567/files/85371130?wrap=1)Download Sand Talk and Style

3/5 (asynchronous): no Zoom session

Read Tyson Yunkaporta, *Sand Talk* (53-106); Timothy Morton, *Dark Ecology*Links to an external site. (https://underworldsffzg.files.wordpress.com/2018/10/timothy-morton.pdf), (1-60)

Assignments due:

Paper 1 Final Draft Due due 3/5

 Packback Week 6: Discussion Post (post due 3/3, reply due 3/5)

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Week 8:

3/10 (synchronous): Tyson Yunkaporta, *Sand Talk* (203-248); Recommended Reading: "This is How You Write a Collaborative Essay"Links to an external site. (https://lithub.com/this-is-how-you-write-a-collaborative-essay/)

3/12 (synchronous): Nicole Walker, "[Abundance or Scarcity: A Tribute to Not Knowing Which is Which"Links to an external site. (https://pitheadchapel.com/abundance-or-scarcity-a-tribute-to-not-knowing-which-is-which/)](https://pitheadchapel.com/abundance-or-scarcity-a-tribute-to-not-knowing-which-is-which/)

Assignments due:

[Packback Week 8 (post due 3/10 and reply due 3/12)](#)

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Week 9:

3/17 (synchronous): Film Viewing: Smoke Signals

Recommended Reading:[https://theconversationfactory.com/podcast/sand-talk-how-indigenous-thinking-can-save-the-world-tyson-yunkaportaLinks to an external site. (https://theconversationfactory.com/podcast/sand-talk-how-indigenous-thinking-can-save-the-world-tyson-yunkaporta)](https://theconversationfactory.com/podcast/sand-talk-how-indigenous-thinking-can-save-the-world-tyson-yunkaporta)

3/19 (synchronous):

Writing Tutorial & Yarning

Browne & Keeley "Chapter 1," *Asking the Right Questions*

Recommended Reading: *[They Say I Say](https://accessinghigherground.org/wp/wp-content/uploads/2015/04/01-They-Say_I-Say-3e-pub.pdf)*[Links to an external site. (https://accessinghigherground.org/wp/wp-content/uploads/2015/04/01-They-Say_I-Say-3e-pub.pdf)](https://accessinghigherground.org/wp/wp-content/uploads/2015/04/01-They-Say_I-Say-3e-pub.pdf) intro

In-class activity: Group Yarn

[Group Yarn Preparation Worksheet due 3](#)/18

*[Yarning Transcript or Recording due 3/2](#)*0

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Week 10:

3/24 (synchronous):

Group Yarn Presentations

3/26 (synchronous):

Group Yarn Presentations (con...)

Assignments Due:

Collaborative Yarning Assignment due 3/27/26 at 11:59 P.M.

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Week 11:

SPRING BREAK (3/31-4/3)

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Week 12:

4/7(synchronous): SJSU Writing Center Workshop: Crafting Compelling Introductions

[Introduction Examples Handout.docx (https://sjsu.instructure.com/courses/1623567/files/85371146?wrap=1)Download Introduction Examples Handout.docx](https://sjsu.instructure.com/courses/1623567/files/85371146?wrap=1)

[Outline to Intro Activity (1).docx (https://sjsu.instructure.com/courses/1623567/files/85371145?wrap=1)Download Outline to Intro Activity (1).docx](https://sjsu.instructure.com/courses/1623567/files/85371145?wrap=1)

Asynchronous Assignments due 11/8 at 11:59 PM:

4/9 (synchronous):

Melissa Febos, "The Mirror Test;" [SJSU Writing Center, "Selecting and Integrating Source Material"Links to an external site. (https://www.youtube.com/watch?v=xa7OGYHF06E)](https://www.youtube.com/watch?v=xa7OGYHF06E)

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Week 13:

4/14 (synchronous):

Brenda Miller & Suzanne Paola, *Tell It Slant* (Chapter on "Research and the Personal Essay")

4/16 synchronous):

🎧[MLA Format & Citation Guidelines.docx (https://sjsu.instructure.com/courses/1556277/files/71169361?wrap=1)](https://sjsu.instructure.com/courses/1556277/files/71169361?wrap=1)

Assignments due:

Packback Week 13

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Week 14:

4/21 (synchronous):) TBA

4/23 (synchronous): TBA

Assignments due:

[Packback Week 13](#)

[Final Draft: Weaving a Yarn (due date extended to 11/17)](#)

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Week 15:

4/28 (synchronous):

Recommended Reading: ["Making an Argument" (107-121), Links to an external site. (https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo)The Craft of ResearchLinks to an external site. (https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo)](https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo) (e-book available for free through SJSU library)

4/30 (synchronous): TBA

Assignments due:

[Style Journal](#)due 4/30 at 11:59 P.M.

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Week 16:

5/5: [Student readings (2-3 minute excerpt of writing from this semester)](#)

5/7: Student readings (2-3 minute excerpt of writing from this semester)

Optional Conferences

Assignments due:

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5/12: FInal Paper and Self-Evaluation Letter due

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