

San José State University
H&A/Linguistics & Language Development
Ling 21, Language & Thinking, Section 01, Fall 2018

Course and Contact Information

Instructor:	Kaye Sanders
Office Location:	Clark Hall 404A
Telephone:	(408) 924-4705
Email:	kaye.sanders@sjsu.edu
Office Hours:	Monday & Tuesday 12:00-13:00 or by appointment
Class Days/Time:	MW 9:00-10:15
Classroom:	Clark Hall (CL) 242 —subject to change
Prerequisites:	Oral Communication (Area A1) & Written Communication I (Area A2), both passed with grades of C- or better
GE/SJSU Studies Category:	Area A3

Course Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> to learn of any updates.

Course Description

This course explores systems of language and logic in oral and written discourse, with a focus on the role of shared cultural assumptions, language style and the media of presentation in shaping the form and content of argumentation. –3 Units. We will study well-established techniques of critical thinking and logic, and apply them to written documents such as newspaper articles, magazine articles, essays, websites, and the SJSU website, with a focus on current events. Successful students will become skilled at analyzing the arguments contained in these documents and will become proficient at producing sound arguments of their own in short and lengthy essays. Students should be willing to get familiar with current world events during the semester.

University's Credit Hour Requirement:

“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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

GE Area A3 (Critical Thinking and Writing) Learning Outcomes

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

- GELO 1: Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
- GELO 2: Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
- GELO 3: Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
- GELO 4: Identify and critically evaluate the assumptions in and the context of an argument.
- GELO 5: Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Course Learning Outcomes (CLO)

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

- CLO1: Apply deductive and inductive logic.
- CLO2: Identify fallacies of relevance and evidence.
- CLO3: Evaluate arguments for validity and soundness, strength and cogency.
- CLO4: Analyze and discuss the use (and abuse) of logic in public discourse.
- CLO5: Analyze and discuss the interaction of culture, language and thought.
- CLO6: Write coherent, well-reasoned and well-supported essays

Required Texts/Readings

Textbook

Bassham, Gregory, et al., eds. *Critical Thinking: A Student's Introduction*, 4th ed. Boston: McGraw-Hill: **Special edition** ISBN 9781308433561 (This is a custom textbook available only at the SJSU Bookstore. Its cover shows birds in a sky with grass below.)

Other Readings

Sanders' Linguistics 21 Course Reader available from Maple Press, 330 S. 10th St. (408-297-1000)
** Maple Press only accepts cash or check.

Library Liaison

SJSU library liaisons can save you time on any research project because they have the expertise to do a precise search and retrieval on topics relevant to the requirements of a specific course assignment. The library liaison assigned to the Department of Linguistics and Language Development is Toby Matoush; you may reach her for assistance at toby.matoush@sjsu.edu or 408/808-2096.

Course Requirements and Assignments

Students enrolled in a General Education Area A3 course are required to write at least 6000 words during the course of the semester and to give an oral presentation. In order to meet this requirement, you will submit a first and final draft of an analytical essay (750 words each) and a first and final draft of a research-based argumentative essay (1000+ words), four problem sets (250 words each), two short-answer tests (500 words each), and a short-answer final exam (500 words). Additionally, you will give a short oral presentation (5-10 minutes) at the end of the semester that will be evaluated by your classmates and by your instructor.

ASSIGNMENT	LEARNING OUTCOME	WORD COUNT
Problem Sets 1-4	GELOs 4, 5; CLOs 2,3	1000 (250 words each)
Test 1	GELOs 4, 5; CLOs 1, 2, 4	500
Test 2	GELOs 4, 5, CLO 3, 5	500
Essay 1 (First Draft)	GELOs 1-5, CLOs 1-6	750
Essay 1 (Final Draft)	GELOs 1-5, CLOs 1-6	750
Essay 2 (First Draft)	GELOs 1-5, CLOs 1-6	1000
Essay 2 (Final Draft)	GELOs 1-5, CLOs 1-6	1000
Final Exam	GELOs 4-5, CLOs 1-6	500
	Total Word Count	6000

Information on Course Assignments

- *Lectures and Discussion Based on Readings* – In order to gain a full understanding of course concepts, students should complete the assigned readings before they are discussed in class and should participate in all in-class activities, including discussions on the topic of the day, group work, and in-class writing. (See *Tentative Class Schedule* for reading assignments)
- *Problem Sets* – Problem sets should be completed and submitted by the due date/time. These problem sets demonstrate student ability to:
 - (1) Separate arguments from non-arguments (such as report, illustration, unsupported assumption, etc.) (GELO 4)
 - (2) Identify and evaluate deductive arguments from inductive arguments (GELO 5)
 - (3) Identify logical fallacies and provide an explanation for their decision (GELO 4)
- *Tests* – Two tests will be given at specified dates. They involve questions similar to the ones explored in class activities and in the problem sets. Study guides in the same format as the tests will be reviewed in class. Please note that tests must be taken on the date that they are given to the class; no make-up tests will be given except in cases of documented emergency.
- *Essays* – Students are required to submit a first and final draft of their essays. **Essay #1** demonstrates student ability to use the standards of critical thinking as they critically evaluate a situation. In this essay, the students are guided to describe the context of the situation (what was the problem) and the definition(s) involved in the dispute (what were the considerations leading to their decision); explore their decision in terms of the type of logic they used (e.g., inductive or deductive) identifying the premises that led them to the decision (conclusion) and their evaluation of their reasoning. **Essay #2** demonstrates student ability to make an argument on a controversial issue of their choice. They are

guided to present arguments on both sides of the issue, citing the sources and the context for the arguments; to identify any fallacies of relevance and/or of insufficient evidence that they may find in the arguments; to explain the fallacies involved; to present sound and/or cogent arguments for the side they favor; and to persuade their audience to change their opinion and/or behavior.

- *In-class Presentation* – Near the end of the semester students will give a short in-class presentation (5-10 minutes) outlining the argument that they are making in their final essay or presenting an example of framing changes. Students will receive feedback on their presentation from their classmates and from their instructor.
- *Final Exam*- The final exam is comprehensive and will include topics studied throughout the semester. A study guide for the final will be posted on Canvas, and students will review for the final exam in class on the last class day of the semester.
- *Participation Points* – Students earn participation points by participating in group activities during class, for example, by writing short evaluations of their classmates’ semester-end presentations, by taking in-class quizzes and completing in-class exercises.

Final Examination or Evaluation

Wednesday, Dec. 12, 07:15-09:30

The final exam is comprehensive and will include topics studied throughout the semester. A study guide for the final will be posted on Canvas, and students will review for the final exam in class on the last day of the semester.

Determination of Grades

The SJSU Guidelines for General Education require that this course is taken for a letter grade. This course must be passed with a C- or better as a CSU graduation requirement in order to fulfill the Area A3 GE requirement. **Your final grade is completely under your control**; it will be the letter grade equivalent of the points **you** earn in the class as shown on the Canvas learning management system. Final letter grades will be assigned according to the chart below:

A+ = 98-100	B+ = 88-89.9	C+ = 78-79.9	D+ = 68-69.9	F = below 60
A = 93-97.9	B = 83-87.9	C = 73-77.9	D = 63-67.9	
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

Assignments are valued as follows:

Problem Sets 1-4	20%
Tests 1 & 2	20%
Essay 1	15%
Essay 2	15%
In-class Presentation	05%
Final Exam	15%
<u>Participation</u>	<u>10%</u>
Total	100%

Assignments are due by the beginning of the class period on the date shown on the greensheet. Please be aware that assignments turned in after the beginning of the class period on their due date will be considered one day late, and for each day an assignment is late 10% of the total possible grade will be deducted. This policy will be enforced throughout the semester.

Extra credit options will be announced during the semester.

Classroom Protocol

- Please come to class on time and prepared.
- Cell phones should be in silent mode.
- Respect your classmates, even if their opinions and/or preferences are not aligned to your own.
- Attending class does not simply require your presence, but your active participation and engagement with the material.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

LING 21 Fall 2018 Course Schedule

TENTATIVE SCHEDULE -- slight changes may be made with advance notice via announcement/email
CR = Course Reader

Course Schedule

Week	Monday	Wednesday
Week 1 8/20-22	<i>Pre-Instruction Activities</i> <i>No classes</i>	Course introduction HW: get books, read CR p. 1-5 & p. 7-25 S. Vanniarajan “ <i>What is Language?</i> ” & Intro to Critical Thinking
Week 2 8/27-29	Intro to Language & Critical Thinking HW: read CR p. 27-36	Language Pragmatics: The Language of Argument HW: read Textbook Ch. 2, p. 1-11
Week 3 9/3-5	<i>Labor Day holiday – no classes</i>	Statements & Non-Statements, Premises & Conclusions HW: read Textbook Ch. 2, p. 12-19
Week 4 9/10-12	Arguments and Non-Arguments HW: read Textbook Ch. 3, p. 25-39; complete Problem Set #1	DUE: Problem Set #1 Types of Deductive Arguments HW: read Textbook Ch. 3, p. 39-44
Week 5 9/17-19	Types of Inductive Arguments HW: read Textbook Ch. 3, p. 45-57; read CR Yule p.69-74	Validity/ Soundness & Strength/Cogency; Presupposition HW: read Textbook Ch. 3 (Review); complete Problem Set #2
Week 6 9/24-26	DUE: Problem Set #2 Analyzing Deductive and Inductive Arguments Essay #1 Prompt HW: Study Guide for Test #1 – on Canvas (bring to class)	Review for Test #1 HW: study for Test One
Week 7 10/1-3	Test #1 HW: read Textbook Ch. 4, p. 58-68	Language Precision HW: read Textbook Ch. 4, p. 79-89
Week 8 10/8-10	Emotive Language HW: read Textbook Ch. 5, p. 91-111; complete Problem Set #3	DUE: Problem Set #3 Logical Fallacies I – Fallacies of Relevance HW: read Textbook Ch. 5; write first draft of Essay #1

Week	Monday	Wednesday
Week 9 10/15-17	DUE: Essay #1 First Draft Logical Fallacies I – Fallacies of Relevance HW: read Textbook Ch. 5	Logical Fallacies I – Fallacies of Relevance HW: read Textbook Ch. 6, p. 112-135
Week 10 10/22-24	Logical Fallacies II – Fallacies of Insufficient Evidence HW: read Textbook Ch. 6	Logical Fallacies II – Fallacies of Insufficient Evidence HW: read Textbook Ch. 13, p. 136-160; Complete Problem Set #4
Week 11 10/29-31	DUE: Problem Set #4 Analyzing an Argumentative Essay Discussion on Essay #1 HW: read CR, p. 77-87, p.89-98; Complete Essay #1	DUE: Essay #1 Final Draft Framing HW: Study Guide for Test #2 – on Canvas (bring to class)
Week 12 11/5-7	Review for Test #2 (bring to class) HW: study for Test #2	Test #2 HW: read Textbook Ch.13, p. 136-160
Week 13 11/12-14	<i>Veterans Day – no classes</i>	Evaluating Arguments, Discussion on Essay #2 HW: Meet in MLK 213 for next class
Week 14 11/19-21	Library Session on Research, In-text Citations and Reference Page – meet in MLK 213 HW: read Textbook Ch. 11, p. 179-223; draft Essay 2 Part One	<i>Thanksgiving Break – non-instructional day/no classes</i>
Week 15 11/26-28	Evaluating Sources of Evidence Peer Review of Essay 2 Part One HW: read Textbook pp. 160-178 (Review)	DUE: Essay #2 Part One Constructing Arguments Group Discussion on Presentation
Week 16 12/3-5	Presentations	Presentations HW: Study Guide for Final Exam – on Canvas (bring to class); complete Essay #2 Part Two
12/10-12	DUE: Essay #2 Part Two Review for Final Exam	Final Exam 07:15-09:30

FINAL EXAM: Dec. 12, 07:15-09:30