

San José State University
Department of Linguistics and Language Development
LING 21 *Language and Thinking*, Section 2, Fall 2018

Course and Contact Information

Instructor:	Shama Ball
Office Location:	Clark Hall 406A
Telephone:	(408) 924-4741 – not reliable!
Email:	shama.ball@sjsu.edu
Office Hours:	M/W 12:00-1:15 and Tu/Th by appointment
Class Days/Time:	M/W 10:30-11:45
Classroom:	Clark Hall 308
Recommended Prerequisites:	English 1A
GE/SJSU Studies Category:	Critical Thinking (A3) 3 Units/Graded A-F

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](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates. Be sure to go into your account settings under notifications to link your email to Canvas announcements.

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. 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.

Catalog Description

Exploring 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.

Course Learning Outcomes

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; William Irwin; Henry Nardone; & James Wallace. *Critical Thinking: A student's introduction* [Fourth Edition]. McGraw-Hill. **Special edition** by Create Custom Publishing for *LING 021 Language and Thinking*, Kevin Moore, San José State University, Linguistics. ISBN-13: 978-1-308-43356-1. Available at Spartan Bookstore on campus. Note: **There is also a free version of this text – easy to find via Google.**

Other Readings: A compiled course reader will be available at Maple Press - (408) 297-1000. It will be available by the end of the first week of class. **This reader is important to have in class daily – it includes all essay prompts, outlines, rubrics and other helpful information!**

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

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

According to SJSU policy for A3 courses such as this one, each student is required to produce 6000 words of written work during the semester. Four thousand of these words must be in revised final-draft form. You will write three essays, each with a peer reviewed draft and then a final draft (details and word count will be detailed in the prompts).

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
Assignments 1-5	GELOs 4, 5; CLOs 2,3	1000 (200 words each)
Quiz	GELOs 4, 5; CLOs 1, 2, 4	250
Midterm	GELOs 4, 5, CLO 3, 5	250
Essay 1 (First/final Draft)	GELOs 1-5, CLOs 1-6	400/500
Essay 2 (Final/final Draft)	GELOs 1-5, CLOs 1-6	700/1000
Essay 3 (First/final Draft)	GELOs 1-5, CLOs 1-6	700/1000
Final Exam	GELOs 4-5, CLOs 1-6	500
	Total Word Count	6300 (roughly)

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 (typed Assignments – not informal homework)**– 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)
- **Midterm/quiz** – Two tests will be given at specified dates. They involve questions similar to the ones explored in class activities, informal homework 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.
- **In-class Presentation** – At 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. Students will receive feedback on their presentation from their classmates and from their instructor.
- **Essays** will be longer written assignments where you will implement what you have learned in critical thinking and argumentation. All essays will have two drafts—a first mandatory peer review draft and the final draft. (Contributes to the satisfaction of CLOs 1 through 5.)

Essay # 1 will be a definition and the use of that definition to support your argument. First draft 400 words, final draft 500 words for a total of 900 words.

Essay # 2 will be on a controversial, socially relevant issue. You will do research, consider and evaluate the arguments on both sides of the issue. First draft 800 words, final draft 1000 words.

Essay # 3 will be your stance on the issue discussed in essay # 2 and your arguments to support your stance. First draft 800 words, final draft 1000 words. ** All drafts must be typed in MLA, double-spaced with approximately

one-inch margins. The final draft of each essay must be turned into Canvas and a hardcopy submitted in class including all drafts. More details on the essays will be given in class. **

- **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 day of the semester.
- **Participation** – Students earn participation points by participating in group activities during class, for example, by taking in-class quizzes and completing in-class exercises. These points come in the form of being in class – as classwork cannot be made up and homework is not accepted late.

Summary of Course Requirements and Percentages of Final Grades Requirements and Percentages

Quiz and informal homework/class/group work (participation)*	100
Assignments (Five total)	200
Midterm exam	100
Essay #1	100
Essay # 2	100
Essay # 3	200
In-class presentation	50
Cumulative final exam	150

1000 Points Possible

***Note:** While much of this class is already determined by the LLD Department, the category of Quiz and Informal Homework is largely up to me (and to you). I see language as something dynamic – constantly changing, not static at all. So, this category will also be dynamic; I will adjust it according to what I think (and you think) you need. Points possible will vary accordingly as well. That being said, this category in Canvas will be updated only occasionally under the title “Homework/Classwork Progress Report.” It is important to remember this (especially if you are one to check the grade book regularly).

Grading Policy: Like other GE courses at SJSU, the writing requirement (number of words) is mandatory – thus if you do not complete an essay, even if your grade is passing, you can fail the class. Similarly, the oral presentation is mandatory so you must complete it! Also, you must achieve a C- in order to pass and get credit for this course.

Classroom Protocol:

- Be on time!
- Ignore your phone – not me or your classmates!
- Show respect for others’ ideas! Don’t you wish people did this more often?
- Participate in small group and class discussions!
- Keep up with readings/assignments/papers and come to class prepared!

Assignment Protocol:

- Informal homework can be typed or written – no late assignments accepted.
- Formal Assignments must be typed and turned in to me.
- Essays should be typed and turned in to Canvas and to me (with all drafts) by the stated deadline.
- Late papers/formal assignments will lose ½ grade/day late.
- Peer review is an in class activity and cannot be made up. The points will be deducted from your final score.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because

active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

The SJSU Guidelines for General Education require that this course is taken for a letter grade and that it is **passed with a C- or better** 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 number of 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	

Note : “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours during the semester for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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>

Dropping and Adding – Keep this in mind!

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Linguistics 21 Language and Thinking Fall Course Schedule

The schedule is subject to change with fair notice. If it should become necessary to change the schedule, notice will be given in class or on Canvas.

NOTES: CT is *Critical Thinking* (our textbook); all other readings will be in CR, the course reader. The first column gives the date. Each reading listed under homework is for the following class.

On most days, there will be homework/classwork exercises for the chapter being discussed. Homework exercises must be done on paper (written or typed) and will be checked daily for the 10% homework category. Absent for homework checks will result in no credit.

<u>Dates</u>	<u>Monday</u>	<u>Wednesday</u>
8/22		Introduction -What is Critical Thinking, HW: Get Textbook and Course Reader Read Ch. 2 Recognizing Arguments in CT
8/27-8/29	Recognizing Arguments In class writing/diagnostic HW: Exercises from textbook Ch. 2	Recognizing Arguments Choose writing group HW: Chapter 2 in CT Exercises from textbook
9/5	LABOR DAY NO CLASS	Finish Recognizing Arguments/Start Language Issues HW: Read Chapter 4 in CT Read Essay #1 guidelines <i>Assignment #1 posted on Canvas</i>
9/10-9/12	Language Issues Discuss Essay #1 guidelines HW. Exercises on Language issues	Finish Language Issues/Start Fallacies Assignment 1 due/reviewed HW. Read Ch. 5 Logical Fallacies – I in CT Complete Exercises/ Draft 1 of essay 1 due for peer review Monday.
9/17-9/19	Fallacies Essay # 1 Draft Due for Peer Review HW: Complete Logical Fallacies – I exercises	Fallacies HW. Exercises/ Read Ch. 6 Logical Fallacies - II Revise Essay 1 – due Monday
9/24-26	Fallacies Essay #1 due <i>Assignment 2 posted</i>	Group Quiz Read Essay 2 and 3 guidelines/ go through list of topics and post on Canvas HW. Read Ch. 3 in CT
10/1-3	Assignment #2 due/group presentation Reasoning HW: Complete assigned exercises/continue Ch. 3 <i>Assignment 3 posted/midterm review</i>	Library Visit - Mandatory Topic Due on Canvas HW. Study for midterm/Assignment 3 due Monday/

10/8-10/10	Review for Mid-Term Assignment 3 due HW: Review and prepare for Mid Term Skim Ch. 13 (resource for essays 2 and 3)	Mid Term HW: Draft Essay # 2 (requires 4 sources) Read Ch. 3
10/15-10/17	Reasoning HW. Complete Essay 2 draft for Wednesday Exercises/practice Continue Ch. 3	Reasoning/ Essay 2 draft due for peer review HW: Complete assigned exercises Ch. 3
10/22-10/24	Writing an Argument Essay # 3 – discuss Reasoning continued <i>Assignment # 4 posted</i> HW: Revise Essay # 2, final draft due in class and on Canvas on Wednesday Read Chapter 11	Essay # 2 Due Reasoning (Ch. 11) <i>Essay 3 Posted/Discussed</i> HW: Complete assigned exercises Finish Ch. 11
10/29-10/31	Reasoning (Ch. 11) Assignment # 4 due HW: Read Framing by Filmore & Baker/Tannen in CR Draft Essay # 3 due for peer review 11/5	Framing Presentation guidelines and sign up HW: Complete Essay # 3 for peer review and bring it to class
11/5-11/7	Peer Review Essay # 3 Presentation Sign ups HW: Prepare for Presentations	Finish Framing/language and gender Writing Workshop <i>Assignment # 5 posted (4pts).</i> HW: Revise Essay # 3 due
11/12-11/14	NO CLASS	Presentations Assignment # 5 due HW: Revise Essay # 3 due 5/16
11/19	Presentations HW: Review for finals/study guide assigned	NO CLASS
11/26-11/28	Presentations Partner Peer Review Essay #3/?	Presentations HW: Complete Essay # 3 final draft due in class and on Canvas 12/5
12/3-12/5	Essay # 3 Due in class and on Canvas Presentations HW: Complete the final review worksheet	Final Review
12/10	Last day of class/TBA	

FINAL EXAM: TUESDAY, DECEMBER 18TH 9:45-12:00

