

**San José State University**  
**Linguistics and Language Development**  
**Ling 21 Language and Thinking (online) Sections 81, Fall 2018**

**COURSE AND CONTACT INFORMATION**

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GE/SJSU Studies Category: Area A3

**COURSE FORMAT**

This is an online-only course conducted through Canvas (Instructure), where students participate and submit work on their own time with attention to due dates. **At least one activity or assignment is due each week.** Between 2-3 weeks' worth of content will be up at a time (i.e., the entire semester's worth of content will not be available all at once).

To access the course, go to: <https://sjsu.instructure.com>

For Canvas-related technology issues, please contact the SJSU helpdesk by phone: 408-924-2377 or email: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu)

Tips: [What makes a successful online student?](#)  
<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp>

**COURSE DESCRIPTION**

This course explores systems of language and logic in oral and written discourse, with a focus on the forms and content of argumentation. We will study techniques of critical thinking and logic, and apply them to current events. Successful students will become skilled at analyzing the arguments contained in certain documents, and become proficient at producing sound arguments of their own in writing.

**GE Learning Outcomes for A3 (Critical Thinking and Writing)**

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 range of legitimate rhetorical and logical strategies to explain positions on issues in conversation 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 assumptions** in 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 outcomes.

## COURSE LEARNING OUTCOMES (CLOs)

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

- Apply deductive and inductive logic;
- Identify different logical fallacies;
- Evaluate arguments for validity and strength;
- Analyze and discuss the use (and abuse) of logic in public discourse;
- Write coherent, well-reasoned and well-supported essays.

### Required Text

Moore, B. and Parker, R. (2017). *Critical Thinking 12<sup>th</sup> ed.* (custom version)

**Option 1: eBook:** ISBN: 9781307101720      **Price: \$42.89**

To purchase the e-version directly through McGraw-Hill, please use this link:  
<https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307101720>  
(click on “Add to cart”)

**Option 2:** Custom print version: ISBN: 9781307093636

Purchase at Spartan Bookstore: **New \$61.90      Used \$46.45**

\*All other course materials will be provided and linked on Canvas.

## COURSE REQUIREMENTS AND ASSIGNMENTS

Taking an online course requires familiarity with the technology, and an ability to self-direct and plan ahead. Weekly announcements will be posted to keep everyone on track. Please also use the schedule (at the end of this syllabus) to plan out coursework. **A class week is defined as the period of time between Monday and Friday.** All assignments are submitted through Canvas. **Upload or post your work by 11:59 pm on the due dates.**

As per University Policy S16-9 <http://www.sjsu.edu/senate/docs/S16-9.pdf> :

“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...”

Assignments	Total Points (%)	LEARNING OUTCOMES (GELOs + CLOs)	Approximate word count
<b>Canvas Profile</b>	2		100
<b>Discussion Posts</b> (response to course concepts) <ul style="list-style-type: none"><li>6 total; 4 pts. each</li></ul>	24	GELOs 2-5 CLOs a-e	1000
<b>Definition Essay</b> (persuasive) <ul style="list-style-type: none"><li>outline (4 pts.)</li><li>first draft + peer review (6 pts.)</li><li>final draft (10 pts.)</li></ul>	20	GELOs 1-5 CLOs a, c, e	1000 (includes peer review feedback)
<b>Critical Issue Paper</b> (Group Project) <ul style="list-style-type: none"><li>first draft (10 pts.)</li></ul>	26	GELOs 1-5 CLOs a-e	3000

<ul style="list-style-type: none"> <li>• final draft (15 pts.)</li> <li>• group member evaluations (1 pt.)</li> </ul>			
<b>Short Quizzes</b> <ul style="list-style-type: none"> <li>• Series of short quizzes throughout the semester on course concepts</li> </ul>	12	GELOs 2, 5 CLOs a-d	---
<b>Final Evaluation</b> (open book: analysis + written response)	16	GELOs 2-5 CLOs a-e	900
<b>Total</b>	100		≈ 6,000

### Discussion Posts (6)

Students will respond to a total of six discussion board posts throughout the semester, based on weekly readings and concepts covered. Discussion posts check students' understanding and application of course content, and provide opportunities for classmates to interact online.

### Late Assignments

Failure to submit assignments and/or *time-sensitive discussion posts* by their due dates could affect your grade. However, **you should still submit an assignment past the due date for partial credit, which will be individually determined by degree of lateness and quality of work.** Emergencies should be communicated and documented – email me as early as possible about any issue you may be experiencing.

### File Submission Format

Assignments should be submitted in Word (**.docx** or **.doc**), or **PDF** files only.

### Feedback on Assignments

In general, I will finish commenting on and grading assignments **a few days and up to 2 weeks after submission** (depending on length of the assignment). Please read and consider my feedback. Contact me for clarifications or questions you may have regarding my comments. This will help you perform better in future assignments.

### Final Evaluation

Our class will not meet in person for the final. The final evaluation assignment (analysis + written response) will be due online during finals period, between **12/12—12/14**. Approximate time to complete will be around 2 hours.

### Grading Information

Students will be evaluated on course participation and assignment submissions. Detailed assignment guidelines and rubrics will be provided. The total points earned will reflect the total percentage (100 points = 100%). **This course must be passed with a C- or better as a CSU graduation requirement in order to fulfill the Area A3 GE requirement.** Final letter grades will be assigned according to the chart below:

<b>A</b>	100% to 94%	<b>A-</b>	< 94% to 90%
<b>B+</b>	< 90% to 87%	<b>B</b>	< 87% to 84%
<b>B-</b>	< 84% to 80%	<b>C+</b>	< 80% to 77%

<b>C</b>	< 77% to 74%	<b>C-</b>	< 74% to 70%
<b>D+</b>	< 70% to 67%	<b>D</b>	< 67% to 64%
<b>D-</b>	< 64% to 61%	<b>F</b>	< 61% to 0%

## 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 STUDENT RESOURCES

### SJSU Writing Center

Visit the [Writing Center homepage](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/> for links to resources, tutoring information, and to make an appointment with a Writing Specialist. Appointments are in high demand and need to be made in advance.

### SJSU Peer Connections

Peer Connections offers free mentoring and tutoring services to undergraduate students. Peer Tutors offer small group, individual, and drop-in tutoring for a number of undergraduate courses. They can also assist you with study strategies and skills. For more information, check out the [SJSU Peer Connections Tutoring page](http://peerconnections.sjsu.edu/tutoring/index.html): <http://peerconnections.sjsu.edu/tutoring/index.html>

## COURSE SCHEDULE

The tentative schedule below is presented in a week-by-week format. **Exact assignment guidelines + due dates will be posted on Canvas.** Please post or submit assignments **by 11:59 pm** on their due dates.

**CT** = Critical Thinking text      **DP** = Discussion Post

<i>Weeks</i>	<i>Topics/CT Chapters</i>	<i>Assignments</i>
Week 1 8/21 Tues.	<i>Welcome to Ling 21 Online</i>	<b>Start of FA18</b> – review the syllabus in detail and purchase the CT text; log into Canvas and get oriented. <ul style="list-style-type: none"> <li>• <b>Canvas Profile</b> due</li> <li>• <b>Syllabus Quiz</b> due</li> </ul>
Week 2 8/27	CT Ch. 1 “Don’t Believe Everything You Think” *Argument + Cognitive Biases	<b>DP #1</b> due <b>Ch. 1 Quiz</b> due
Week 3 9/3	CT Ch. 2 “Two Kinds of Reasoning” *Argument structures *Deductive vs. Inductive	<b>DP #2</b> due <b>Ch. 2 Quiz</b> due
Week 4 9/10	CT Ch. 2 *IBE (Inference to the Best Explanation) *Ethos, Pathos, Logos	<b>DP #3</b> due
Week 5 9/17	CT Ch. 3 “Clear Thinking...” *Language use – vagueness, ambiguity...	<b>Definition Essay outline</b> due

<i>Weeks</i>	<i>Topics/CT Chapters</i>	<i>Assignments</i>
Week 6 9/24	CT Ch. 3 *Clear writing	<b>InfoPower Quiz due</b>
Week 7 10/1	CT Ch. 4 “Credibility” *Evaluating sources	<b>Definition Essay first draft uploaded + peer review due</b>
Week 8 10/8	CT Ch. 5 “Rhetoric” *Rhetorical devices	<b>Definition Essay final draft due</b>
Week 9 10/15	CT Ch. 6 “Relevance Fallacies”	<b>Ch. 6 Quiz due</b>
Week 10 10/22	(Preview the Critical Issue Paper [CIP] + get acquainted with group members)	<b>DP #4 due</b>
Week 11 10/29	CT Ch. 7 “Induction Fallacies” *Begin working on CIP	<b>DP #5 due</b>
Week 12 11/5	CT Ch. 7 “Induction Fallacies”	<b>DP #6 due</b>
Week 13 11/12	CIP (minimum two credible sources per viewpoint – no overlaps from group members)	<b>CIP first draft due</b>
Week 14 11/19	<i>Happy Thanksgiving</i>	Continue to work on the CIP final draft
Week 15 11/26	Review course concepts for final exam *CT Chapters 1-7	Revise CIP based on instructor feedback
Week 16 12/3	*Final Exam prep	<b>CIP final draft + group member evaluations due</b>
Week 17 12/10	*Last day of instruction for FA18 is 12/10  <b>*Final evaluation assignment (analysis + written response) will be due between 12/12-12/14 online</b>	