

San José State University
Department of English and Comparative Literature
English 7, Critical Thinking, Section 2, Spring 2014

Instructor:	Professor Williams
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Office Hours:	T/R 13:30-14:30
Class Days/Time:	T/R 9:00-10:15
Classroom:	BBC 120
Prerequisites:	None
GE Category:	Qualitative Reasoning A3

Departmental Course Description

English 7 fulfills the General Education requirements in Qualitative Reasoning (A3). This course integrates the study of reasoning with texts that express the concerns of our diverse culture, so that the student can become aware of, and sensitive to, the role of cultural and individual assumptions in reasoning.

Students will be introduced to the basic concepts of critical thinking: definition of terms, statements of assumptions, the process of inductive and deductive reasoning, distinctions between fact and opinion, use of evidence to support premises, recognition of standards of proof, common fallacies, and misleading logical and rhetorical devices. Students should be especially aware of the role that language plays in persuasive aspects of reasoning. Students will learn these skills of critical thinking by analyzing and discussing culturally oriented readings, which will be a substantial part of the course rather than incidental or supplemental to it.

University Course Goals and Student Learning Objectives

The goal of this course is to enable students to critically analyze assumptions, evidence, and arguments in a multi-cultural context. The student learning objectives for this course as defined by general education guidelines are as follows:

SLO 1: Students should be able to distinguish between reasoning (e.g. explanation, argument) and other types of discourse (e.g. description, assertion).

SLO 2: Students should be able to identify, analyze, and evaluate different types of reasoning.

SLO 3: Students should be able to find and state crucial unstated assumptions in reasoning.

SLO 4: Students should be able to evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims.

SLO 5: Students should be able to demonstrate an understanding of what constitutes plagiarism.

SLO 6: Students should be able to evaluate information and its sources critically and incorporate selected information into their own knowledge base and value system.

SLO 7: Students should be able to locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and

efficient manner.

SLO 8: Students should be able to reflect on past successes, failures, and alternative strategies.

NOTE: All formal writing assignments and their associated readings and exercises address SLOs 3-8. All readings in *Rereading America* address SLOs 1, 3, 4, and 6. Readings in *Writing Logically, Thinking Critically* address SLOs 1-7. The first midterm exam addresses SLOs 1-2. The second midterm exam addresses SLOs 1, 3-4. The final exam addresses SLOs 1, 3, 4, 6, and 7.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

Writing Logically, Thinking Critically, Seventh Edition, Sheila Cooper and Rosemary Patton, Pearson, 2012. ISBN 10: 0-205-11912-3 or ISBN 13: 978-0-205-11912-7.

Rereading America: Cultural Contexts for Critical Thinking and Writing, Ninth Edition, Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2013. ISBN 978-1-4576-0671-7.

Large examination booklets, at least two.

Access to a computer, a printer, and an email account.

Recommended Text: A current, college-level handbook, such as *The Everyday Writer*, by Andrea Lunsford.

A college-level English dictionary, such as *Merriam-Webster* or *American Heritage*.

Classroom Protocol

Because I respect you and our work together, I will be on time and give you and the subject my full attention. I respect the diversity of people and ideas, even when there are disagreements. I take my work seriously, offering you constructive criticism and support on your work in class and on your assignments. I return graded work in a timely manner, before the next major assignment is due. I am available during office hours so that you may see me about your work or other issues with the class. In return, I expect the same respect for the class and for your work from you. The following items are some specific expectations:

You will be on time to class and stay the entire time. Arriving late or leaving early will be reflected in the participation part of your grade.

All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Electronic devices used during class may be confiscated for the class period; this includes ebooks and/or ereaders.

You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.

You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to those around you. If caught, your phone may be confiscated, and if this problem persists, you may be asked to leave.

You will bring your book(s), or printed copies of the readings, from which we have assigned readings for the day to class, or you may be asked to leave.

You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.

If you miss a class, ask a classmate what you missed, including assignments, before contacting me.

If you miss two or more consecutive classes due to illness or other serious issues, please contact me via email to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed for too long.

Course Content

Writing: Substantial writing assignments are to be integrated with critical thinking instruction. Writing will lead to the production of argumentative essays, with a minimum of 3000 words required. Students shall receive frequent evaluations from the instructor, with substantive comments that address the quality and form of writing. All writing (essays, homework assignments, in-class assignments, etc.) will be assessed for grammar, clarity, concision, and coherence.

Reading: Reading shall include useful models of arguments or position papers about issues of diversity, such as gender, class, ethnicity, and sexual orientation. Readings will also include information on the validity of deductive reasoning, the strength of inductive reasoning, and a consideration of common fallacies in both. Identification and assessment of deductive and inductive reasoning, including formal validity, and fallacies will be assessed.

Grading: A-F. See below for more details.

Assignments and Grading Policy

There will be two essays and three exams for this class. The essays are designed to give you practice in developing your own arguments and responding to the arguments of others. You will follow MLA guidelines for formatting and for citing sources, and your writing must demonstrate both an understanding of the principles of critical thinking we are studying and a command of grammar, syntax, paragraphing, and essay form. The exams are designed to assess your understanding of the concepts taught throughout the semester.

Readings: All readings must be done prior to coming to class for the day they are assigned. Be prepared to discuss the readings in class, bringing pertinent questions or making helpful comments.

Essays: There will be two essays assigned for this class.

- You will receive essay assignments in class or via email, detailing all of the requirements, including due dates and word count requirements.
- Essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions.
- All essays must be turned in on time, at the beginning of the class on the day they are due. I do not accept emailed or faxed essays.
- Late essays will not be accepted for full credit.
- The penalty for late essays is a 10-point (10%) deduction for each calendar day late, until the next class meeting. After that, late essays will not be accepted at all.
- In addition to turning in the hard copy of the essay, essays must be uploaded to www.turnitin.com **prior** to coming to class on the day they are due. Keep the emailed receipt from turnitin.com as proof of successful uploading. Failure to upload the essay will result in a grade of F.
- Uploading the essay late will result in a 10-point (10%) deduction for up to five days late. After that, the essay will receive a grade of F.
- Peer-edited essays must be turned in with the final essay or there will be a 10-point (10%) deduction.
- Essays will be graded with a rubric that will be discussed in class prior to the due date. Essays and rubrics will be commented upon and marked to help you improve your writing and thinking. It is your responsibility to understand all comments and show improvement in subsequent assignments.

Please note: All written work (essays, reader responses, homework assignments) must demonstrate competency in the grammatical, syntactical, and mechanical conventions of Standard English in order to receive a passing grade. In this course, a grammatically, syntactically, and mechanically competent piece of writing is one that contains no more than two errors that impede clear transmission of meaning and does not repeat an error marked on a previous assignment.

Exams: There will be three exams for this class. You will receive information in class on what will be covered for each exam with ample time to study. One exam will cover deductive and inductive reasoning. The other two exams will ask you to analyze arguments and identify key concepts of critical thinking that have been studied up to that point, including defining key terms in critical thinking and the rhetoric of argument. You will stay in class for the duration of the exam.

NOTE: Exams cannot be made up unless you provide written documentation of an emergency or excuse I deem acceptable. Exams must be made up within one week; if not made up within one week, you will earn a zero for the exam.

There is a 48-hour waiting period to see me about an essay or exam grade.

Keep all of your graded work throughout the semester.

Workshops: The essays will be workshopped in class prior to the essay due date.

- The workshop protocol will be distributed and discussed in class prior to the first workshop.
- A completed rough draft will be finished prior to the workshop; outlines, incomplete, electronic, and/or handwritten essays are not acceptable.
- Workshops cannot be made up.

Homework: There will be homework assigned every week in class or via email.

- All homework must follow directions in order to receive credit.
- Homework cannot be made up.

Class Participation: Your presence in class is necessary for participation. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed on a point basis. Points are cumulative for the semester, and will be turned into a letter grade by dividing the number of points earned by the total number of points possible. Points will vary each class period, based on activities. See the scale below for attributes of different grade levels:

- A = Regular, helpful questions and comments; fully engaged; all tasks completed fully, accurately, and demonstrates competent writing;
- B = Occasional, pertinent questions and comments; good listening; all tasks completed, demonstrates competent writing, though may contain a minor error;
- C = Infrequent, tangential questions or comments; attentiveness questionable; most tasks completed, demonstrates fair writing, perhaps including a major error or a few minor errors;
- D = Rare interaction; disengaged from discussion; not prepared for class; tasks incomplete, demonstrates weak writing, including several errors;
- F = Regularly absent, physically or mentally; tasks incomplete or mismanaged, demonstrates weak writing including errors that impede meaning.

In-class activities **cannot be made up** if you miss a class, regardless of the reason.

There is no extra credit for this class.

Your final grade will be determined as follows:

Essay #1: Argument Analysis, 900-1200 words	15%
Essay #2: Argument, 1200-1500 words	20%
Exam #1: Deductive and Inductive Reasoning, Short Answers, 300-500 words	10%
Exam #2: Argument Analysis, Defining Terms, 650-850 words	20%
Exam #3 (Final): Argument Analysis, Assessment, and Creation, 800-1200 words	25%
Class Participation and Homework:	10%

Grading: A-F, based on a percent scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. 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): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Because our class focuses on critical thinking in argumentation, clear writing is crucial to your success in this course in all written assignments! Please take advantage of the excellent tutoring available at the Writing Center for all of your writing needs, such as planning, organizing, revising, editing, style, and grammar.

If I ask you to go to the Writing Center or see me for help with your writing, it's because I am concerned about your ability to write well enough to pass the course. Please take advantage of the excellent, free tutoring available at the Writing Center for all writing concerns. Please feel free to see me during office hours for any help with your writing or concerns with the class.

English 7, Spring 2014, Course Schedule

The instructor reserves the right to modify readings, assignments, and deadlines as necessary. All changes will be communicated in class or via email with ample notice. Additional readings and all homework will be assigned in class or via email during the course of the semester.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Introduction and <u>syllabus quiz</u> ; HW: Read Tuesday's assigned readings before coming to class on Tuesday. Be prepared to discuss readings and student Argument Analysis sample(s). Be prepared to explain Essay Assignment #1 and bring any questions you have about the assignment to class on Tuesday.
2	January 28	<u>Essay #1 Assignment: Analyzing an Argument, 900-1200 words; Analyzing Arguments Handout; Student Analysis Samples; Writing Logically, Thinking Critically (WLTC):1-19, thinking and writing; Rereading America (RA): 1-15, Introduction</u>
	January 30	<i>WLTC</i> : 150-56, induction, deduction
3	February 4	<i>WLTC</i> : 175-87, induction
	February 6	<i>WLTC</i> : 168-73, hypothetical syllogisms
4	February 11	Lecture, disjunctive syllogisms
	February 13	<i>WLTC</i> : 157-68, class logic
5	February 18	Review Logic; Prepare for Exam
	February 20	Exam #1 , Logic and Definitions, 300-500 words
6	February 25	<i>WLTC</i> : 20-28, 31-34, 37, inferences, facts, judgments; <i>RA</i> : "Learning Power: The Myth of Education and Empowerment," 103-10 and "From <i>Report of the Massachusetts Board of Education, 1848</i> ," 110-21
	February 27	<i>WLTC</i> : 51-57, premises, conclusions; <i>RA</i> : "Against School," 141-51
7	March 4	<i>WLTC</i> : 58-74, ambiguity, assumptions, summaries; <i>RA</i> : "From <i>Social Class and the Hidden Curriculum of Work</i> ," 169-86; <u>Workshop Protocol Handout</u>
	March 6	<i>WLTC</i> : 82-85, 89-91, concession, refutation, sample analysis; <i>RA</i> : "Idiot Nation," 128-47
8	March 11	<u>Workshop Essay #1</u> ; <i>WLTC</i> : 206-08, including sources, avoiding plagiarism
	March 13	Essay #1 DUE ; <u>Essay #2 Assignment: Argument, 1200-1500 words</u> ; <i>WLTC</i> : 75-82, stasis, rhetorical strategy; LECTURE: Stasis Theory
9	March 18	<i>WLTC</i> : 97-106, 113-115, 117-119, definitions, abstractions, extended definitions; <i>RA</i> : "College At Risk," 219-28

Week	Date	Topics, Readings, Assignments, Deadlines
	March 20	<i>WLTC</i> : 106-112, language/meaning; <i>RA</i> : "True Women and Real Men: Myths of Gender," 375-80 and "How the Americans Understand the Equality of the Sexes," 380-84
10	March 25 March 27	Spring Break--no classes all week!
11	April 1 April 3	<i>WLTC</i> : 191-95, language/style; <i>RA</i> : "Weeping for the Lost Matriarchy," 396-410 Exam #2 : Argument Analysis, 650-850 words. Bring large examination booklets, pens, and a non-electronic dictionary.
12	April 8 April 10	<i>WLTC</i> : 42-50, visual images; <i>RA</i> : "'Two Ways a Woman Can Get Hurt': Advertising and Violence," 420-45 <i>WLTC</i> : 122-31, fallacies; <u>Fallacies Handout</u> ; <i>RA</i> : "From Fly-Girls to Bitches and Hos," 455-61
13	April 15 April 17	<i>WLTC</i> : 132-42, fallacies; <i>RA</i> : "'Bros Before Hos': The Guy Code," 461-71 <i>WLTC</i> : 142-43, 147-49 analyzing fallacies; <i>RA</i> : "The End of Men," 471-90
14	April 22 April 24	<u>Workshop Essay #2</u> ; <i>WLTC</i> : 86-88, 196-201, coherence, language, grammar, revision Essay #2 DUE ; <i>RA</i> : "Land of Liberty: American Myths of Freedom," 617-24 and The Declaration of Independence, The Preamble to the Constitution of the United States, and The Bill of Rights, 624-31
15	April 29 May 1	<i>RA</i> : "Freedom is Intended as a Challenge," 631-38 and "The Decline of American Press Freedom," 638-47 <i>RA</i> : "Whether from Reason or Prejudice: Taking Money for Bodily Services," 669-84
16	May 6 May 8	<i>RA</i> : "Slavery in the Land of the Free," 721-37 and "The New Jim Crow," 738-50 <i>RA</i> : "George Orwell...Meet Mark Zuckerberg," 707-21
17	May 13	Review/Prepare for final
Final Exam	Monday, May 19	Final Exam (Exam #3): 7:15-9:30 AM , Analyze and assess arguments, create your own argument, short answer problems, 800-1200 words. Bring large examination booklets, pens, and a non-electronic dictionary.