

San José State University
Department of English and Comparative Literature
English 7-Critical Thinking-Section 4, Spring 2014

Instructor:	Dr. Linda Landau
Office Location:	Faculty Office Building 115
Telephone:	(408) 924-4423 (prefer email)
Email:	linda.landau@sjsu.edu
Office Hours:	T 6:00-7:00/TH 12:30-1:20, and by appt.
Class Days/Time:	TTH 1:30-2:45
Classroom:	BBC 125
Prerequisites:	Successful passage of English 1A, or approved equivalent
GE/SJSU Studies Category:	Qualitative Reasoning (A3)

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and links may be sent to you by email and may also be found on Canvas. Use your **SJSUOne** ID and password to log onto your canvas account at <https://sjsu.instructure.com>. You are responsible for ensuring that your email account on record at SJSU is current and for regularly checking your email and Canvas accounts for updates to class assignments. The best way to keep up to date is to come to class.

Course Description

English 7 fulfills the General Education requirements in Qualitative Reasoning (A3). Critical thinking is the systematic determination to accept, reject, or suspend judgment about a particular claim or theory. To this end, the course introduces students to the basic concepts of critical thinking: definition of terms, statements of assumptions, the processes 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. This course focuses on both conventional and innovative types of reasoning from classical argument and modern logic to research methods using inference to the best explanation. We will pay particular attention to the way cultural and individual assumptions affect our reasoning processes and the role language plays in persuading us to accept or reject claims. Students will learn these critical thinking skills by analyzing and discussing texts that explicitly or implicitly express the concerns of our diverse culture, and will integrate these and other culturally oriented readings into their essays.

General Education Learning Outcomes

Course Goals and Student Learning Objectives and Outcomes (SLO)

The goal of this course is to enable students to recognize the elements of rational analysis, to critically analyze assumptions, evidence, and arguments in a multi-cultural context, and to apply these skills in everyday as well as academic and professional settings. Students should be able to recognize and use formal and informal methods for determining the validity of deductive reasoning and the strength of inductive reasoning as well as to analyze, evaluate, and construct

their own arguments or position papers. Because reasoning skills are cumulative and comprehensive, student learning outcomes will be demonstrated across a range of critical thinking activities, including reading, class and group discussions, library research, and formal and informal essay writing. Upon successful completion of this course, students will be able to do the following:

SLO 1: Distinguish between reasoning (e.g. explanation, argument) and other types of discourse (e.g. description, assertion). This course distinguishes between statements that are part of an argument (premises and conclusions; claims, reasons, and warrants), those that are support for the argument (including definitions, explanations, descriptions, assumptions, examples, and evidence), and those that are unrelated to the argument. This SLO will be assessed on three essays, as well as on the first exam.

SLO 2: Identify, analyze, and evaluate different types of reasoning. All reasoning can be expressed inductively and/or deductively, the first emphasized in the first half of the course, the latter in the second half. However, there are also personal, situational, professional, cultural, and other variations on those two main types, which typically are distinguished by the hierarchy of evidence offered in support of the premises of an argument, ranging from anecdotal and proverbial to historical and physical. This SLO will be assessed on both the exams and the essays.

SLO 3: Students should be able to find and state crucial unstated assumptions in reasoning. Arguments, whether written or verbal, usually articulate only two of the three claims of a syllogism, and many imply an underlying assumption running counter to the claim. Evaluating the support offered for an argument's premises involves identifying the assumptions on which its claim is based. Thus, identifying the missing or unstated claim is one of the major reasons for the systematic study of the principles of argument. These processes are discussed in detail throughout the course, and will be assessed on the first essay, all three exams, and written responses.

SLO 4: Students should be able to evaluate factual claims or statements used in reasoning, and evaluate the sources of evidence for such claims. Extensive reading and exercises in *Critical Thinking* provide explanation and practice in discerning the differences between valid arguments, false assertions, and manipulative strategies. In course units on assumptions and fallacies, we will practice identifying logical fallacies and unsupported opinions in propaganda, advertising, and news reports, and will compare these forms to valid reasoning and informed opinion in selected passages. This SLO will be assessed in all three exams, written responses, three essays, especially the first and third, which will analyze and evaluate several news reports from various sources on the same topic.

SLO 5: Students should be able to demonstrate an understanding of what constitutes plagiarism. All written work for this course will be submitted online, through Canvas, and automatically sent to Turnitin.com. Class discussions of plagiarism will take place before the first paper is due and after it is returned, so that students understand the process and can correctly interpret the statistical feedback results from Turnitin.com. This SLO will be assessed on both drafts of all essays, using the Turnitin.com result when applicable.

SLO 6: Evaluate information and its sources critically and incorporate selected information into their own knowledge base and value system. Students will discuss methods for establishing the reliability of sources before writing the research paper. Students will integrate their research and information from reading and class discussion into their own essays as support or counterargument. This SLO will be assessed on the use of sources in both essays and their evaluation of sources on one exam.

SLO 7: Locate, retrieve, organize, analyze, synthesize, and communicate information of relevance to the subject matter of the course in an effective and efficient manner. Students

will write two argumentative-analytical essays requiring library literacy, evaluation of published academic and professional articles, and analysis of the validity of their arguments. When writing their research essays, they will follow effective research and citation methodologies as well as accurate and strategic summary, paraphrase, and quoting practices to strengthen their arguments and avoid plagiarism. This SLO will be assessed on the level of the integration of sources into the third essay.

SLO 8: Reflect on past successes, failures, and alternative strategies. Each essay will be written in stages with a final draft submitted for peer review and then revised (not simply edited for grammatical changes). The revision will include a one paragraph reflection on the critical thinking and writing processes that shaped the essay and guided the changes. This SLO will be assessed on the improvement in logical thinking of the revisions and on the logical principles discussed in the reflection.

Course Content

Readings in our textbook, *Critical Thinking: An Introduction to the Basic Skills* 6th edition by William Hughes, Jonathan Lavery, and Katheryn Doran (CT), and in selected essays, news videos and advertising, will be integrated into weekly informal writing assignments as well as workshops, panel discussions, and class discussion on best critical thinking methods. These activities will lead to the production of one page written responses and 2 argumentative-analytical essays totaling at least 3,000 words (GE requirement), which will be evaluated with substantial instructor feedback for their logical structure, level of critical thinking, and quality of writing. Students will write 3 exams, including the final, identifying premises, conclusions, and assumptions in various texts, filling in missing premises, locating common fallacies, and evaluating sources.

Required Texts

- Hughes, Willaim, Jonathan Lavery, and Katheryn Doran. ***Critical Thinking: An Introduction to Basic Skills***. 6th Edition. Broadview Press: 2010.
ISBN: 978-1-55111-163-6
- A college level dictionary—print or online. Bring to class every session.
- Recommended: Lunsford, Andrea. ***Everyday Writer (with 2009 MLA & 2010 APA Updates, exercises, and LearningCurve)***. 5th Edition. Bedford/St. Martins, 2013. ISBN-13: 978-1-4576-6712-1
- Additional readings for class will be posted on Canvas, distributed by email, and/or handed out in class.

Course Requirements and Assignments

Credit hours: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of three hours per unit per week, including preparing for class, participating in course activities, and completing assignments (i.e. a minimum of **9 hours per week** for English 7). 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>.

Reading Assignments: There will be weekly readings in our primary textbook, *Critical Thinking* by Hughes, Lavery, and Doran (CT). These readings offer explanations, exercises for practicing critical thinking, and prompts for critical thinking, class discussion, and your writing. For this reason, the assigned reading must be completed *before* the class it is due, and CT must be brought to every session unless otherwise specified.

Participation: While reading and writing are significant components of the learning process, sharing ideas, asking questions, and providing valuable peer review feedback are equally important activities for developing critical thinking. In-class activities cannot be made up. If you cannot attend a workshop, it is your responsibility to notify your peer group and make arrangements to exchange papers with a team member.

Writing Assignments: You will be given a specific prompt for each assignment detailing all the requirements, including due dates and word requirements, and a rubric listing criteria for evaluating your essay. All writing will be assessed for grammar, clarity, conciseness, and coherence in addition to its level of qualitative reasoning, integrated research, and synthesized ideas. There will be at least one workshop for peer review and feedback before submitting major essays. Refer to the *Everyday Writer* handbook for MLA guidelines.

Assignments (subject to change)	% of Grade	SLO	Due Date
Written Critical Responses to reading and discussion (1 page max)	10%	1-4,6	weekly
Argumentative Analysis 1 (1,200 words total) Essay analyzing claims represented as fact and the assumptions underlying them. Arguing their validity using classical argumentation methods (premise and conclusion). Reflection on the critical thinking-writing process that went into writing and revising.	20%	1-8	Outline 3/6 Draft 3/13 Essay 3/20
Argumentative Analysis 2 (1,200 words total) Research Essay using the Toulmin argument structure (claim, reason, warrant). Reflection on the critical thinking-writing process that went into writing and revising.	20%	1-8	Outline 4/24 Draft 5/1 Essay 5/6
3 Exams, including final requiring short essay answers (500 words)	40%	1-4,6	2/27 4/15 Final 5/19
Participation Evidence of critical thinking and practical intelligence: homework preparation, team and class discussion, quizzes, book attendance	10%	1-4,6	

Essay Format and Submission Policy

Essays: typed, double-spaced, in 12 point font, with 1 inch margins on all sides, and printed on one side of the paper only.

- Your name, Prof. Landau, English 7-4, the date in top left corner of first page. Title is centered and not underlined. **Number the pages, beginning with page 2.**
- Your paper must conform to **MLA citation guidelines** (see your handbook).
- Your final version essay, including a works cited page at the end, is submitted:
 - **At the beginning of class** on the day it is due, with your signed rubric, prewrite diagrams, reflections, and peer reviewed draft with comments
 - **Online to Canvas**, where it will be sent to turniton.com

Essays are not considered submitted till these 2 steps have been completed. You will lose 2 points for every day this process remains incomplete.

- **Late papers:** If you know you will be unable to attend class the day a paper is due, notify me by email so we can make other arrangements. Otherwise, the essay's grade will drop 2 pts for every day it is late, which could cost you up to 10% of your total points.
- **No extra credit** assignments in this class, but you may revise one paper.

Exams: written in clear handwriting in blue or black ink on 8 ½x11 inch lined paper.

- **Missed exams:** If you miss an exam and have a valid excuse, you will be allowed to take a make-up exam during my office hours on condition you notify me *before* or *within 24 hours after* the in-class essay. Each missed essay will lower your grade one level. **Missed quizzes and homework** cannot be made up.

Grading Criteria for Out-of-Class Essays (and In-Class Essays where applicable):

An "A" Essay

1. Analyzes concepts fluently and synthesizes ideas creatively. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated reasoning that is the result of critical thinking.
2. Has a title, introduction, clear thesis, topic sentences, body paragraphs, transitions, and a conclusion that together convey the essay's message in an organized, concise, and lucid manner.
3. Uses relevant examples that advance the argument. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
4. Follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
5. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety. Is free of grammatical, mechanical, and usage errors.

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays without a works cited at the end will be returned unread with a grade of NC. Serious limitations in the above criteria areas, or failure to submit assignments or exams usually results in a D or F in the course. I strongly recommend using the Writing Center to ensure your success.

Grading Policy

Grading: A-F. This course must be passed with a C or better as a CSU graduation requirement. A passing grade in the course signifies that you satisfactorily use qualitative reasoning skills in oral and written assignments.

Your grade will be determined according to the following criteria:

A (90-100) = Student demonstrates exceptional communicative critical thinking skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B (80-89) = Student demonstrates good communicative and critical thinking skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

C (70-79) = Student demonstrates satisfactory communicative and critical thinking skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

C- (70-72)/D (60-69) = Student demonstrates limited communicative and critical thinking skills, uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior, neglects to submit all papers.

F = Weak communicative and critical thinking skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to the group.

Top 2 numbers in each category earn +, lower 2 receive -. For example, 88-89=B+, 80-81=B-

University Policies and Classroom Protocol

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

Electronic equipment: Cell phone, laptop, iPod, iPad, tablets may be used during class for online dictionary use and handbook exercises only. If it detracts from your team participation and class discussion, you will be asked to put it out of sight. Electronic equipment is never allowed during exams.

Food and drinks: Food and drinks with the exception of bottled water are not allowed in the classroom.

Diversity: Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school without the former instructor and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development at <http://www.sjsu.edu/studentconduct/>.

Consent for Recording of Class and Public Sharing of Instructor Material: You must obtain the instructor's written permission to make audio or video recordings in this class for each session

you will be recording. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent [University Policy S12-7](#).

Accessible Education Center and Campus Policy in Compliance with American Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) at <http://www.sjsu.edu/aec> to establish a record of their disability. In 2013, the Disability Resource Center changed its name to the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

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. Consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics, including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is available 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](#) at <http://peerconnections.sjsu.edu> for more information.

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) at <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. (Note: You need to have a QR Reader to scan this code.)

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. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

SJSU Student Health Center

The SJSU Student Health Center, located in Health Building 210, is committed to your total well-being. The Health Center offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and many other services. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost although there are fees associated with some specialty services and procedures. For more information, visit <http://www.sjsu.edu/studenthealth>. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347.

English Department Events

VISITING WRITER	DATE	TIME	PLACE
Cristina Garcia Reading	Feb. 5	7 p.m.	SJSU Theatre
Conversation with Andrew Sean Greer	Feb. 6	1 p.m.	MLK 225/229
D. A. Powell Reading	Feb. 19	7 p.m.	MLK 225/229
Cathleen Miller Lecture (University Scholar Series) <i>Champion of Choice: The Life and Legacy of Women's Advocate Nafis Sadik</i>	Mar. 19	12-1 p.m.	MLK 225/229
Rabih Alameddine Reading	April 8	7 p.m.	MLK 225/229
Joy Harjo Reading	April 23	7 p.m.	MLK 225/229

Details of readings and discussions are available at <http://www.litart.org>.

Check SJSU Calendar for last minute time or location changes.

Critical Thinking – Spring 2014 Course Schedule

This schedule, including assignments and due dates, may change according to need.

You will be notified in class and by email of any changes.

Assignments are listed on the day they are due. CT = Critical Thinking

Week	Date	Topics, Readings, Assignments, Deadlines
1	TH 1/23	Introduction, registration, syllabus, questionnaire
2	T/TH 1/28 1/30	CT Ch 1.1-1.7 Reasoning and Critical Thinking p.19-32 Inference, Induction, Deduction
3	T 2/4 TH 2/6	CT Ch 2.3, 2.6-2.13 Meaning and Definition Defining Otherness, normal, stigma: “Gifted” by Carlos Andrés Gómez’s
4	T 2/11 TH 2/13	CT Ch 3.1-3.7 Clarifying Meaning / “Who is that?” by Aleksandar Hemon CT Ch 3.8-3.10 Necessary and Sufficient Conditions / Gender Assumptions
5	T 2/18 TH 2/20	CT Ch 4.1-4.5 Reconstructing Arguments CT Ch 4.6-4.9 The Structure of Arguments Essay 1 prompt
6	T 2/25 TH 2/27	CT Ch 5.1-5.3; CT Ch 16.1-16.3 Strategies for Assessing Arguments Exam 1 (Chapters 1-5, Meaning and Argumentation)
7	T 3/4 TH 3/6	CT Ch (6.1) 6.2-6.5 Assessing Truth Claims / CT Ch 13.1-13.5 Arguing Back Essay 1 Thesis and Working Outline due for workshop
8	T 3/11 TH 3/13	CT Ch 6.6-6.8 Assessing Acceptability of Premises, 4 Premise Fallacies Essay 1 Draft due
9	T 3/18 TH 3/20	CT Ch 7.1-7.6 Assessing Relevance and Irrelevant Appeals Essay 1 due Essay 2 prompt
	T 3/25 TH 3/27	SPRING RECESS – NO CLASSES
10	T 4/1 TH 4/3	CT Ch 8.1-8.7 Criterion of Adequacy and Causal Fallacies CT Ch 9.1-9.7 Deductive Reasoning
11	T 4/8 TH 4/10	CT Ch 10.1-10.4 Inductive Reasoning and Inference to the Best Explanation CT Ch 10.5-10.7 Analogical Reasoning
12	T 4/15 TH 4/17	Exam 2 (Chapters 5-10, Assessing Arguments) CT Ch 12.1-12.11 Moral Reasoning
13	T 4/22 TH 4/24	CT Ch 14.1-14.12 Irrational Techniques of Persuasion Essay 2 Thesis and Working Outline due for workshop
14	T 4/29 TH 5/1	CT Ch 15.1-15.4 Critiquing the Media Essay 2 Draft due
15	T 5/6 TH 5/8	Essay 2 due Review

Week	Date	Topics, Readings, Assignments, Deadlines
16	T 5/13	Review
Final Exam	M 5/19 12:15-2:30	<i>Final Exam, (Chapters 1-10, with emphasis on 12-15, Applications)</i>

Important SJSU dates Fall 2013

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day - Campus Closed
Tuesday	September 3	Last Day to Drop without Entry on Permanent Record
Tuesday	September 10	Last Day to Add Courses & Register Late
Wednesday	September 18	Enrollment Census Date
Monday	November 11	Veteran's Day - Campus Closed
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
Thursday	November 28	Thanksgiving Holiday - Campus Closed
Friday	November 29	Rescheduled Holiday - Campus Closed
Monday	December 9	Last Day of Instruction - Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams)
Wednesday-Friday	December 11-13	Final Examinations (exams)
Monday-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18.	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day