

San José State University
Department of English and Comparative Literature
English 1B, Sections 33 & 41, Critical Thinking and Writing, Spring 2015

Course and Contact Information

Instructor:	Dalia Sirkin
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Office Hours:	Tuesday and Thursday 9:30-10:30 and by appointment
Class Days/Time/Room	Tu/Th: 12:00-13:15, BBC 122—Section 33 (Course # 21987) Tu/Th: 13:30-14:45, BBC 123—Section 41 (Course # 20294)
Prerequisite:	GE Areas A1 (Oral Communication) and A2 (Written communication I, English 1A) with grades of C or better (C- not accepted)
GE/SJSU Studies Category:	GE A3/Critical Thinking and Writing

GE A3 Course Goals

In Critical Thinking courses, students will understand logic and its relationship to language: courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

English 1B Course Description

In English 1B we will develop strategies to determine the true worth, merit, or value of a claim. We will pay special attention to cultural and individual assumptions behind claims, the sorts of evidence which support claims, arguments and fallacies which contain claims, and the rhetoric and language used to express claims. Our study of critical thinking will include readings representing diverse opinions and ideas, and writing styles as well as class discussions within a multicultural context. Students will be introduced to methods of argument analysis, both rhetorical and logical, that allow them to parse complex arguments and articulate their logical structure. These methods of analysis can include, for instance, stasis theory, Aristotle, Toulmin, and Rogers.

Writing Assignments: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. They will be structured to explore the relationship between language and logic in composing arguments, and to develop strategies for incorporating critical thinking skills into the writing process. In writing students must show good control of grammar, syntax, and punctuation; they will convey their ideas clearly and take into account other points of view.

Diversity: Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate.

GE A3 Learning Outcomes (GELOs)

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes.

Students will be able to:

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
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.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
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 Goals (CLOs)

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

1. learn to assess an argument's validity, its strength, its underlying support and assumptions;
2. improve their own abilities to convey their ideas clearly, logically, and persuasively, and to communicate their positions effectively, both verbally and in writing;
3. understand the difference between inferences, facts, and opinions and between denotation and connotation;
4. distinguish the role of purpose, audience, and context in shaping arguments;
5. recognize euphemistic language and common logical fallacies;
6. evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation; and
7. appreciate the value of a free exchange of ideas, with tolerance for someone with whose ideas they may disagree, and exhibit a willingness to challenge their own unanalyzed assumptions and arguments as well as those of others.

ENGL 1B Course Learning Goals (CLO)

Upon successful completion of the course, students will be able to

1. 1. discuss complex ideas clearly, logically, persuasively.

2. 2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. 3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. 4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. 5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. 6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. 7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. 8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

Required Texts and materials

Chaffee, John. *Critical Thinking, Thoughtful Writing* 6th Edition, Cengage Learning. ISBN: 9781285443034 available at Spartan bookstore

Lunsford, Andrea. *The Everyday Writer* 5th Edition, Bedford/St. Martins, Write 2.0. ISBN: 978-0061353246 available at Spartan bookstore

1 large green book for midterm exam

Library Liaison

Toby Matoush is the library liaison for English and Comparative Literature and for Languages.

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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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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.”

Participation is a key component in English 1B. To earn all or most of the 10 points, it is important that you actively engage in the classroom experience by asking questions and/or making comments. You will be able to contribute in small-group or full-class discussions. The instructor may call upon individual students to answer a question, interpret a passage, or express an opinion.

Oral presentation: In addition to participating in group discussions and debates, you will make an individual presentation; you will be evaluated for clarity of content, delivery of presentation, and logic of the argument.

In class reading responses (RR) are always at the beginning of most Tuesday classes. They involve writing brief essay responses from the assigned reading and knowing material discussed in class. Be sure to review your notes and come to class on time. If I am still handing out the test when you enter, you may take it. If I have finished handing it out, you may not take the test and will receive no credit.

SJSU Theater will stage Luis Valdez’s ZOOT SUIT on the following days: April 23, 24, 25, 28, 29, 30, May 1, 2 at 7pm in Hugh Gillis Hall. You must attend a performance, and you then will write a response in class.

Midterm exam and in class essay: you will define terms, write short answers, and compose an essay.

Out of class writing: Drafts and revised final drafts must be typed, 12 point font, 1 inch margins, double-spaced, must follow MLA format (EW: Ch. 49-51), and be submitted *stapled* by the beginning of class on the dates they are due.

Critical Essay-- Visual Analysis: For this assignment you will put in writing the content of your oral presentation. Your essay will analyze, interpret, and evaluate the advertisement you selected.

Persuasive Argument: you will incorporate critical thinking skills in building a persuasive argument that includes analysis, interpretation, and evaluation.

Research Paper: Part I: you will write a draft to show how you plan to incorporate your research into the essay. After locating and evaluating sources through library research, you will submit a thesis and **annotated bibliography** of at least five reliable sources. Part II: Using appropriate citation and quotation, your **final draft** will be organized, logical, and coherent.

Assignments and Grading Policy

ASSIGNMENTS	WORD COUNT	POINT VALUE	DEADLINES	GE LEARNING OUTCOME
Participation	n/a	10	Each meeting	GELO 2
10 reading responses	1500	10	Most Tuesdays	GELOs 2, 3, 4
Midterm exam	500	10	February 19	
Revised midterm essay	750	10	March 5	GELOs 2, 3, 4, 5
Critical Essay—Visual Analysis	500	10	March 12	GELOs 2, 3, 4, 5
Oral presentations	n/a	10	March 5 and 12	GELOs 2, 3, 4

Persuasive Argument: Outline	250	5	April 9	
Revised Final draft	750	10	April 16	GELOs 2, 3, 4, 5
Research Paper Thesis & Annotated bibliography	500	10	April 23	
Revised Final draft	1250	15	May 7	GELOs 1, 2, 3, 4, 5
Totals	6000	100		

Grading Policy

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as an “A” essay. The chief difference is that the “B” essay will show slight weakness in one of these areas. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical or usage errors.

The “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment. It may lack development or fail to stay on topic. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

“This course must be passed with a C or better as a CSU graduation requirement.”

Classroom Protocol and Policies

- You should come to class on time having read the day’s assignment and prepared to discuss it. Bring a copy of all texts assigned for that day.

- Before you enter the classroom, you must turn off your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is not permitted at any time.
- Missed in class work and presentations cannot be made up. Should you miss class, you are responsible for contacting me **before** class time and for emailing a classmate to learn about assignments, lecture notes/classroom activities and announcements.
- All essays and homework assignments must be submitted by the beginning of class. I shall not accept written work via email.
- To ensure that you get credit for your work, complete your assignment on time. Unless you have an excused, documented absence (doctor's note, for example), you will lose 5 points for not meeting the deadline.
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. 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."
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. 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."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 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. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the 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, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf 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.

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. 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, 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. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located 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>.

English 1B, Section 33 & 41: Critical Thinking and Writing, Spring 2015

Course Schedule

The schedule is subject to change. Any changes will be announced in class in advance. Unless specified otherwise, readings are from *Critical Thinking*, *Thoughtful Writing*, and from *The Everyday Writer* (EW). **Reading assignments must be completed by the date they are listed.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th, 1/22	Introduction
Rhetoric, Situation, and Process	Tu, 1/27	Ch. 1, Powell, From <i>My American Journey</i> 15-7 Goldberg, "Writing Is Not a McDonald's Hamburger" 23-4 EW Ch.12c Summarize the main ideas
2 Reading: Making Meaning	Th, 1/29	Ch. 2, Troncoso "Why Read?" 30-1 EW, Top Twenty
	Tu, 2/3	Brooks, "The problem with meaning" NYT 1/7/15 (handout) EW Ch. 31 Sentence grammar RR #1
3	Th, 2/5	Ch. 3, Dillard, From <i>An American Childhood</i> 70-2

Week	Date	Topics, Readings, Assignments, Deadlines
		EW Ch. 32
Writing: Using Independent Thought & Informed Beliefs	Tu, 2/10	Baldwin, “Sonny’s Blues” (online) EW Ch. 33 RR #2
4	Th, 2/12	Khazan, “The Bro Whisperer” <i>The Atlantic</i> , 1/15 (handout) EW Ch. 34
Thinking: Becoming More Creative and Visually Aware	Tu, 2/17	Ch. 4, Breen, “The 6 Myths of Creativity” 116-9 Ew Ch. 35 RR #3
5	Th, 2/19	Student Writing, Jessie Lange’s Writing Process: Freewriting MIDTERM—BRING LARGE GREEN BOOK
Drafting: Making and Analyzing Decisions	Tu, 2/24	Ch. 5, Douglass, From <i>Narrative of the life of Frederick Douglass, an American Slave</i> 140-3 EW Ch. 36 Oral Presentations assigned
6	Th, 2/26	Shermer, “The Doping Dilemma” 144-51 EW Ch. 37
Revising: Using Language Thoughtfully	Tu, 3/3	Ch. 6, Malcolm X & Alex Haley, From <i>The Autobiography of Malcolm X</i> 170-2 and EW Ch. 38 RR #4
7	Th, 3/5	Murray, “The Maker’s Eye: Revising Your Own Manuscripts” 176-80 ORAL PRESENTATIONS--Group I REVISED MIDTERM ESSAY DUE
	Tu, 3/10	Pipes, “Beslan Atrocity: They’re Terrorists—Not Activists” 191-3 EW Ch. 39 Punctuation and Mechanics RR #5
8 Writing to Describe and Narrate: Exploring Perceptions	Th, 3/12	Ch. 7, Gawande, “The Learning Curve” 222-8 ORAL PRESENTATIONS--Group II and CRITICAL ESSAY DUE
	Tu, 3/17	Carver, “Cathedral” (online) RR #6
9 Writing to Classify and Define: Exploring Concepts	Th, 3/19	Ch. 8, Student Writing, Nawang Doma Sherpa 275-7
	March 23	March 27—spring break
10	Tu, 3/31	Cesar Chavez Day—Campus closed

Week	Date	Topics, Readings, Assignments, Deadlines
	Th, 4/2	Berman, “What Makes a Family? Children, Say Many Americans” 259-60 Kotkin, “The Rise of Post-Familialism: Humanity’s Future?” 260-2
11 Writing to Compare and Evaluate: Exploring Perspectives and Relationships	Tu, 4/7	Ch. 9, Anthony, “Connecticut School Shooting ‘An Attack on America’” 293 Response to Newton, Connecticut Massacre 296-7 RR # 7
	Th, 4/9	A Focused Study of the Assassination of Malcolm X 305-8 Franklin, “Remarks Concerning the Savages of North America” 311-5 PERSUASIVE ARGUMENT OUTLINE DUE—Peer edit workshop
12 Writing to Speculate: Exploring Cause and Effect	Tu, 4/14	Ch. 10, <i>Scientific American</i> , Do Seed Companies Control GM Crop Research? 360-1, GMOs: Fooling--Er, “Feeding”—the World for 20 Years 357-9 RR #8
Writing to Analyze: Believing and Knowing	Th, 4/16	Ch. 11, B.C, “Homeless in Prescott Arizona” 382-4 Lawlor, Newport News Mom Escapes Homelessness” 386-8 REVISED PERSUASIVE ARGUMENT DUE
13	Tu, 4/21	Buchanan, Global Warming: Hoax of the Century 403-5 Gore, “From Pole to Shining Pole” (handout) Hamilton, “Why Media Tell Climate Story Poorly” 405-7 RR #9
Writing to Propose Solutions	Th, 4/23	Ch. 12, Carr, “Is Google Making Us Stupid?” 458-64 THESIS AND ANNOTATED BIBLIOGRAPHY DUE—Peer edit workshop
14 Writing to Persuade	Tu, 4/28	Ch. 13, Two Friends Argue: Should Marijuana Be Legalized 491-2 The Declaration of Independence 517-9 RR #10 Toulmin’s Method 481
	Th, 4/30	Stanton, Declaration of Sentiments and Resolution 519-22 Ch. 14, Sample Annotated Research Paper (MLA) 574
15 Writing About Investigations	Tu, 5/5	Shulman, “Love is a Fallacy” (online)
	Th, 5/7	Last day of instruction—RESEARCH PAPER FINAL DRAFT DUE