

**English 1B, Critical Thinking and Writing (GE A3), Spring 2015**  
San José State University  
Department of English and Comparative Literature

Course and Contact Information

<b>Instructor:</b>	Linda Lappin			
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<b>Office Hours:</b>	Before noon, after 4:30 Tues/Thurs (and by appointment)			
<b>Class Days</b>	<b>Time</b>	<b>Section</b>	<b>Course ID</b>	<b>room</b>
<b>Tues/Thursday:</b>	<b>Noon-1:15</b>	30	22418	Sweeney Hall 413
	<b>Three-4:15</b>	53	20302	Boccardo Bus Center 124
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better			
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing			

**GE A3 Course Description**

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 further 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.**

**ENGL 1B Course Description**

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians, students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

**Required Texts/Readings/videos**

**TEXT:** Hughs, Lavery, Doran. Critical thinking: an introduction to the basic skills. 6<sup>th</sup> ed.  
ISBN 978-1-55111-163-6 (available online, in bookstore)

**Other Readings:** articles, newspapers

Online: <http://www.criticalthinking.org//>

**Videos:** Youtube, TedTalks

## Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

## ENGL 1B Section-Specific 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>.

Reading: Students will read at least a chapter a week from the assigned text, plus articles to be used in discussion and as sources for essays.

Essays and Revisions = 75% of your grade for this course

Essays	CLO	GELO	purpose	Word Count	points
<b>E1a</b>	5-10	3-6	The form and citation	250	25
<b>Essay 1b</b>	5-10	3-6	First version of essay 1	500	50
<b>Essay 1c</b>	5-10	3-6	A revision after conference,	1250	50
<b>Midterm</b>	1,2, 5-10	1,4-6	Essay response using terms and definitions	500	100
<b>Proposal</b>	2-8	1-4	Proposal (reviewed at conference)	500	25
<b>Bibliography 1</b>	1-10	1-5	First list of articles with brief annotation	500	50
<b>Bibliography 2</b>	1-10	1-5	Final annotated bibliography	750	75
<b>Essay 2a</b>	5-10	3-6	First draft of E2	500	25
<b>Essay 2b</b>	5-10	3-6	A revision after discussion	500	25
<b>Opinion 1</b>	1-11	1-5	OP Ed piece based on research	500	100
<b>Op Ed 2</b>	1-11	1-5	Revised or revisited per conference/discussion	250	100
<b>Final</b>	1,2, 5-10	1,4-6	Essay responding to issue using terms	750	100
			Subtotal	6000	750

task	CLO	GELO	description	Pnts
<b>Presentations</b>			<b>Oral Requirement</b>	
P1	1-8	2,4,5	Personal bias, background	25
P2	1-8	1-5	Research (E3 informative visuals & discussion)	25
<b>Quizzes</b>			<b>Assessing retention of reading</b>	
Q1	2,8	4,5	Chapter 1	15
Q2	2,8	4,5	Chapter 2	15
Q3	2,8	4,5	Chapter 3	15
Q4	2,8	4,5	Chapter 4	15
Q5	2,8	4,5	Chapter 5	10
Q6	2,8	4,5	Chapter 6	20
Q7	2,8	4,5	Chapter 7	20
Q8	2,8	4,5	Chapter 8	15
Q9	2,8	4,5	Chapter 9	20
Q10	2,8	4,5	Chapter 10	10
other	2,8	4,5	TBD	10
<b>Participation</b>	1-8	1-5	In class discussion, group work, peer reviews, etc	35
				250

TOTAL POINTS (Approx.) POSSIBLE ..... 1000

### 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 class grade will be determined according to the following criteria:

**A** = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; exemplary mastery and intellectual curiosity regarding course readings and concepts; enthusiasm and initiative, particularly during group activities. Achieves mostly A's on coursework

**B** = Good communicative skills; solid preparation for class discussion; consistently volunteers; exemplary interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities. Achieves mostly B's on most coursework.

**C** = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; exemplary competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities; some absenteeism and lack of communication. Achieves mostly C's on most coursework.

**C- / D** = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrated indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

**F** = Weak communicative 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 team; extensive absenteeism, loses track of classwork, and doesn't respond to group communications (emails, texts, etc).

## Course Grade Point Values

points	grade		Points	grade
1000-940	A		769-740	C
939-900	A-		739-700	C-
899-870	B+		699-670	D+
869-840	B		669-640	D
839-800	B-		639-610	D-
799-770	C+		609-0	F

## Classroom Protocols

### Essay Format:

All out of class essays must be typed, double spaced, using 1 inch margins, no title pages or binders. This should be taken care of prior to the time the essay is due. No last minute scrambling will be accepted. If you fail to follow MLA format, your paper will not be accepted.

### PLEASE NOTE:

Out - Of -class essays with no peer review will be dropped one letter grade. To avoid this, do not be absent on the days we conduct peer evaluations. A copy of your worksheet(s), reviewed drafts must be turned in the Thursday before the due date..

### Class Participation

Your presence in class is necessary for participation. Active class participation depends upon preparation done outside of the class, which includes reader responses, paragraph revisions, and all other written homework.

### Class participation is assessed as follows:

A = Regular, helpful questions and comments; fully engaged;

B = Occasional, pertinent questions and comments; good listening;

C = Infrequent, tangential questions or comments; attentiveness questionable;

D = Rare interaction; disengaged from discussion

F= not prepared for class;

## ENGL 1B Learning Outcomes and Course Content

### *GE A3 Learning Outcomes (GELO)*

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. 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).

### *ENGL 1B Course Learning Goals (CLO)*

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

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

### *ENGL 1B Course Content*

Diversity: SJSU studies include an emphasis on 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. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: 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 the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. **This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.**

Assignments include both in-class writing as well as revised out-of-class essays. Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—**evaluative comments will be substantive, addressing both the logic of the argument and the quality** and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish **induction from deduction**, abstract from concrete, literal from inferential.
- identify logical structures and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

**Oral:** Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

**Reading:** In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

**Research:** A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

## **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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](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/>.

### *Consent for Recording of Class and Public Sharing of Instructor Material*

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “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.” 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](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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### *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](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.

### *Accommodation to Students' Religious Holidays*

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at [www.sjsu.edu/english/comp/policy/index.html](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
- Accommodation to Students' Religious Holidays

### **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. ALSO: students get free software downloads.

### **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](#) 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.

## Course Schedule

NOTE: all dates are preliminary—changed as needed during the semester

week	dates	day	Due on this date (some in canvas)	In class-notes
1	22-Jan	Thurs	Contract filled out	
2	27-Jan	Tues	Worksheet turned in, chapter 1 quiz	
	29-Jan	Thurs		
3	3-Feb	Tues	Chapter 3 quiz, worksheet revision	
	5-Feb	Thurs	Essay 1b essay for peer review <b>E1b Due Friday evening in canvas</b>	
4	10-Feb	Tues	Chapter 4 quiz, presentations	
	12-Feb	Thurs	presentations	
5	17-Feb	Tues	Chapter 5 quiz, conference	
	19-Feb	Thurs	Conference	
6	24-Feb	Tues	Chapter 6 quiz, E1c peer review	
	<b>26-Feb</b>	Thurs	E1c analysis sheet <b>E1c Due in canvas Friday evening</b>	
7	3-Mar	Tues	Chapter 9 quiz, new topic	
	5-Mar	Thurs	<b>Library day</b> —bring topics list	
8	10-Mar	Tues	Chapter 10 quiz,	
	12-Mar	Thurs	Bibliography for E2	
9	17-Mar	Tues	Chapter 7 quiz, annotated Bib peer	
	<b>19-Mar</b>	<b>Thurs</b>	<b>Midterm in IS 134</b>	
	24-Mar		Spring Break	
	3/26			
10	31-Mar	Tues	Caesar Chavez day	
	<b>1-Apr</b>	Thurs	Chapter 8 quiz <b>Annotated Bib due in canvas Friday</b>	
11	7-Apr	Tues	Essay 2a for peer review	
	9-April	Thurs	Essay 2a revision peer	
12	14-Apr	Tues		
	<b>16-April</b>	Thurs	<b>Essay 2a due in canvas Friday</b>	
13	21-April	Tues	Opinion pages from newspapers	
	23-April	Thurs	Opinion proposal, possible submission list	
14	28-Apr	Tues	conferences	
	29-April	Thurs	OP ed for peer review	
15	<b>5-May</b>	Tues	<b>OP ed due in canvas Friday night</b>	
	7-May	Thurs	Presentations/discussion	
16	12-May	Tues.	Presentations/discussion	
	May 15 May 18	<b>final exam</b>	<b>In IS 134</b> Section 30—from 0945 to 1200 Section 53—from 2:45 to 5pm	