

San José State University
Department of English and Comparative Literature
English 7, Critical Thinking (GE A3), Section 03, Fall 2014

Instructor: Peter O'Sullivan
Office Location: FOB 107
Telephone: (408) 924-4419
Email: peter.o'sullivan@sjsu.edu
Office Hours: MW 9-10 AM
Class Days/Time: MW 3:00-4:15PM
Classroom: CL 306
GE Category: Written Communication A3

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.

Course Goals and Student Learning Objectives

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).

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

Lumsford, Andrea, John Ruszkieqicw, and Keith Walters, eds. *Everything's an Argument*, 6th Ed. (EA) ISBN: 9781457606069

Rereading America 9th Ed., edited by Gary Colombo, Robert Cullen, and Bonnie Lisle
ISBN:978-1-4576-0671-7

Other Readings

Other readings will be found on Canvas: <http://sjsu.instructure.com>

Other equipment / material requirements

It is highly recommended that you have access to a laptop or tablet device that you can bring to class. While not a traditionally hybrid class, I do view these items as tools for modern writing.

Classroom Protocol

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, then I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to 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

This is a reading intensive class. You will be required to read not only from Andrea Lunsford's *Everything's an Argument* but also from an assortment of current event articles and opinion pieces that will be uploaded to canvas on a regular basis.

Writing

There will be at least three essays of minimum 1000 words each over the course of the semester. These will be a rhetorical analysis, an evaluation of two contrasting argumentative essays, and a research based argumentative paper using the skills accumulated throughout the course.

Tests

There will be two midterm examinations and a final examination.

Quizzes

There will be regular quizzes on canvas, on at least a weekly basis, about both reading and lecture material. These quizzes are open book and open note, but are also given ten minute time limit.

Presentations

Near the end of the semester there will be a series of small group debates held in front of the class. These will be researched affairs graded on presentation as well as strength of argument.

Participation

Participation is a vital part of this class. As such, there will be a series of group discussions and reader responses on canvas.

University policy F69-24, "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."

Assignments and Grading Policy

Grading: A-F.

All grades will be broken down on a percentage basis, using the following model.

| | | |
|--------------|------------|-------------|
| A+ = 100-97% | A = 96-93% | A- = 92-90% |
|--------------|------------|-------------|

| | | |
|--------------------------|------------|-------------|
| B+ = 89-87% | B = 86-83% | B- = 82-80% |
| C+ = 79-77% | C = 76-73% | C- = 72-70% |
| D+ = 69-67% | D = 66-63% | D- = 62-60% |
| F = 59-0% Unsatisfactory | | |

Grade Distribution

| | |
|-----------------------|-------------|
| Out of Class Essays: | 30% |
| Midterm #1: | 15% |
| Midterm #2: | 15% |
| Final Exam: | 15% |
| Quizzes: | 10% |
| Presentations: | 10% |
| <u>Participation:</u> | <u>5%</u> |
| TOTAL: | 100% |

Extra Credit

There is no extra credit given in this course.

Late Policy

You may turn in assignments late, but grades are reduced on a sliding scale. After one week, your grade is reduced by 25%. After two weeks, your grade is reduced by 50%. After three weeks, your grade is reduced by 75%. Finally, after four weeks, you may turn in the assignment to meet word count requirement, but will receive a score of zero on the assignment.

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.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

English 1B, Fall 2014, Course Schedule

EA= Everything's an Argument; RA = Rereading America

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------------------|--|
| 1 | Monday, 8/25/14 | Introduction: Syllabus and the Three Stooges |
| | Wednesday, 8/27/14 | EA: 3-29 |
| 2 | Monday, 9/1/14 | Labor Day: No Class |
| | Wednesday, 9/3/14 | Intro to Audience Appeals Focus on Emotional Appeals |
| 3 | Monday, 9/8/14 | Emotional Arguments: EA 30-41 {GELO 3} Myth of the Melting Pot: RA 494 - 496 {GELO 4,5} |
| | Wednesday, 9/10/14 | "Chyna and Me": RA 517 - 523 {GELO 4,5} Visual Portfolio: RA 554 - 562 {GELO 4,5} |
| 4 | Monday, 9/15/14 | Credibility: EA 42-54 {GELO 3} "Loot or Find": RA 524 - 538 {GELO 4,5} "Barack Obama": RA 540 - 552 {GELO 4,5} |
| | Wednesday, 9/17/14 | "Models": RA 565 - 575 {GELO 4,5} "Deconstructing": RA 593 - 603 {GELO 4,5} "State of Virginia": 497 - 502 {GELO 4,5} |
| 5 | Monday, 9/22/14 | Logic and Reason: EA 55-73 "Causes of Prejudice": RA 504 - 516 {GELO 4,5} Assign Essay #1: Rhetorical Analysis {GELO 2,3,4,5}; EA 91-120 recommended |
| | Wednesday, 9/24/14 | Fallacies: EA 74 - 89 Opinion Columns from Canvas |
| 6 | Monday, 9/29/14 | Introduction to Logical Structures. Canvas Readings |
| | Wednesday, 10/1/14 | Midterm #1 Due by Midnight Canvas Readings |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|------------------------|---|
| 7 | Monday, 10/6/14 | Canvas Readings |
| | Wednesday, 10/8/14 | Essay #1 Due Assign Essay #2: Comparative Analysis {GELO 1,2,3,4,5} Definitions: EA 187 - 213 |
| 8 | Monday, 10/13/14 | True Women and Real Men: RA 375-379 {GELO 4,5} |
| | Wednesday, 10/15/14 | "How Americans Understand...": RA 380-383{GELO 4,5} |
| 9 | Monday, 10/20/14 | Visual Portfolio: RA 411 - 417 {GELO 4,5} "Becoming Members...": RA 387-395 {GELO 4,5} |
| | Wednesday, 10/22/14 | "Two Ways...": RA 420 - 443 {GELO 4,5} |
| 10 | Monday, 10/27/14 | "The Guy Code": RA 461 - 470 {GELO 4,5} |
| | Wednesday, 10/29/14 | "The End of Men": RA 471 - 489 {GELO 4,5} |
| 11 | Monday, 11/3/14 | "From Fly Girls...": RA 455 - 460 {GELO 4,5} Essay #2 Due |
| | Wednesday, 11/5/14 | Midterm #2 due by midnight Assign Essay #3: Research {GELO 1,2,3,4,5} Finding Evidence: EA 395-409 |
| 12 | Monday, 11/10/14 | Myth of American Family: RA 18 - 21 {GELO 4,5} |
| | Wednesday, 11/12/14 | "Looking for Work": RA 22 - 26 {GELO 4,5} |
| 13 | Monday, 11/17/14 | "What We Really Miss...": RA 27 - 43 {GELO 4,5} |
| | Wednesday, 11/19/14 | "The Color of Family Ties...": RA 47 - 55 {GELO 4,5} Visual Portfolio: RA 57-64 {GELO 4,5} Evaluating Sources: EA 410-417 |
| 14 | Monday, 11/24/14 | "Proposition 8": RA 67 - 68 {GELO 4,5} "Prop 8 Hurt My Family...": RA 69 - 74 {GELO 4,5} |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|-----------------------------------|--|
| | Wednesday, 11/26/14 | "The Conservative Case...": RA 75 - 83 {GELO 4,5} Using Sources: EA 418-435 |
| 15 | Monday, 12/1/14 | "The Accordion Family": RA 83 - 92 {GELO 4,5} |
| | Wednesday, 12/3/14 | "Quality Time": RA 93 - 99 {GELO 4,5} |
| 16 | Monday, 12/8/14 | Catch up day |
| | Wednesday, 12/10/14 | Essay #3 Due |
| Final Exam | Thursday, 12/18/2014 2:15PM | Final Exam |

Important dates for Fall 2014

| | | |
|---------------|----------------|---|
| Thursday | August 21 | Academic Year Begins – Fall Semester Begins |
| Thurs– Friday | August 21-22 | Orientation, Advisement, Faculty Meetings and Conferences (P) |
| Monday | August 25 | First Day of Instruction – Classes Begin |
| Monday | September 1 | Labor Day - Campus Closed (L) |
| Friday | September 5 | Last Day to Drop Courses Without an Entry on Permanent Record (D) |
| Friday | September 12 | Last Day to Add Courses & Register Late (A) |
| Monday | September 22 | Enrollment Census Date (CD) |
| Tuesday | November 11 | Veteran's Day - Campus Closed (V) |
| Wednesday | November 26 | Classes that start at 5:00 PM or later will not meet. |
| Thursday | November 27 | Thanksgiving Holiday - Campus Closed (T) |
| Friday | November 28 | Rescheduled Holiday - Campus Closed (RH) |
| Wednesday | December 10 | Last Day of Instruction - Last Day of Classes |
| Thursday | December 11 | Study/Conference Day (no classes or exams) (SC) |
| Friday | December 12 | Final Examinations (exams) |
| Mon-Thursday | December 15-18 | Final Examinations (exams) |
| Friday | December 19 | Final Examinations Make-Up Day (MU) |
| Monday | December 22 | Grade Evaluation Day (E) |
| Tuesday | December 23 | Grades Due From Faculty - End of Fall Semester (G) |