

San José State University
Department of English and Comparative Literature
English 7, Critical Thinking, Section 4, Spring 2015

Course and Contact Information

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| Instructor: | Allison St. Dennis |
| Office Location: | Faculty Offices, Room 223 |
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| Email: | allison.stdennis@sjsu.edu |
| Office Hours: | Tuesdays, 1:30-2:30 pm |
| Class Days/Time: | Tu/Th, 12:00 pm-1:15 pm |
| Classroom: | Sweeney Hall, Room 348 |
| Prerequisites: | English 1A |
| GE/SJSU Studies Category: | Qualitative Reasoning (A3) |

Course Description and 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.

Student Learning Objectives (SLOs)

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

Required Texts and Materials

Textbook and Other Readings

- Print text of Cooper and Patton, *Writing Logically, Thinking Critically*, 8th ed., Pearson/Longman, ISBN: 978-0321926524
- Additional articles to be downloaded, printed, and read from Canvas

Other materials

- *3 large green books (one for each midterm and one for the final exam).*

Optional Reference Materials

- Lunsford, Andrea. *The Everyday Writer*. Bedford/St. Martins. ISBN: 9780312664848, Write 2.0
- College-level dictionary

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>.

- **Papers** (SLO 1, 2, 3, 4, 5)

3 out-of-class papers @ 100-150 points each. Paper assignments will require students to write informative, well-reasoned, and substantiated arguments. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. For out-of-class essays there are mandatory peer-review workshops, worth points, explained below. Both rough and final drafts of your out-of-class writing assignments must be typed, using MLA documentation style. All out-of-class papers must be submitted to Turnitin.com via Canvas in order to be graded and receive credit.

- **Exams** (SLO 2, 3, 4, 5)

3 total @ 125-150 points each (the final exam is included in the three exams). Exams will consist of problem solving, identification of terms, and both short- and essay-length written responses to prompts.

- **Peer Review Workshops and Essay Revision** (SLO 4, 5): *3 @ 15 points each.* For all three out-of-class papers, you will write a complete rough draft, type it, and bring it to class to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's essays and offer suggestions for improvement.

- **Pop Reading Quizzes** (SLO 2, 3, 4, 5): *10 points each.* Pop quizzes will be given at the start of class at the instructor's discretion. The number of pop quizzes given will depend on student effort; that is, if it is apparent that students are reading and participating in class discussion, there will be no need for pop quizzes. If, however, students are failing to meet the reading requirements, then pop quizzes will be given to incentivize student participation. Your active participation is vital to the classroom learning, and neglecting to complete reading assignments will hamper your ability to fully participate.

- **Writing Homework and In-class Activities** (SLO 1, 2, 3, 4, 5): Worth 10 points each, and approximately 150 points total (depending on how many in-class activities we do). Listed in the schedule are homework exercises from our text. This homework will be collected in class and will not be accepted late. Other class activities (some scheduled, some not) will be completed and collected in class, so your attendance is essential to maintaining your good standing.

- **Final Exam** (SLO 2, 3, 4, 5): 150 points. Details to follow.

Final exam is on Friday, May 15, 9:45 am-12:00 pm in our regular classroom.

Grading Policy

Grading: A-F, based on a percent scale: 93-100=A, 87-89=B+, 83-86=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.

| <u>Assignments</u> | <u>Points</u> |
|--|---------------|
| Paper 1 | 100 |
| Paper 2 | 125 |
| Paper 3 | 150 |
| Exam 1 | 125 |
| Exam 2 | 125 |
| Final exam | 150 |
| Quizzes, writing homework, in-class activities | 180 |
| Peer review workshops | <u>45</u> |
| 1000 points possible | |

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.

Attendance and Late Work Policy

Attendance and participation are extremely important to this course. Many of the projects and assignments occur in class, and you cannot participate without coming to class, and **you will lose points**. Final drafts of out-of-class Papers 1 and 2 have a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the essay will not be accepted. Remember, both essays must be turned in on time, meaning between the due date and the grace period. There is no exception to this policy, regardless of validity or severity. Out-of-class Paper 3 has no grace period and cannot be turned in late. In-class Exams 1 and 2 can be made up during office hours up to one week after the initial date, **if prior arrangement of at least two class meetings is made**. Homework cannot be turned in late. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you can turn work in early. **I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.**

About Email Correspondence

- No homework or papers will be accepted via email. I encourage you to email me to ask questions or to inform me of problems or absences, but otherwise, homework and papers will be accepted only in class.
- Use your SJSU student email account for all correspondence for this course. I will be emailing you through this account, so be sure to check it.
- Criteria for emailing me: Put your name and the name of our course in the Subject of your email. In your email, please use a salutation, such as “Hi,” “Hello,” or “Dear,” and then address me by name, either “Allison” or by using a title in conjunction with my last name, such as “Ms. St. Dennis” or “Professor St. Dennis.” Also, you must write in your best prose: Write in complete sentences with capitalization, punctuation, Standard Written English, and no “text-messaging” abbreviations. If you do not, I will return your email requesting that you revise your work. **Start practicing professionalism now in your correspondence.**

Classroom Protocol and Plagiarism

Protocol: Students are expected to conduct themselves in a manner appropriate to the college class, respectful of the instructor and other students. Any disruptive behavior will result in disciplinary action and the student will be asked to leave the classroom and the matter may be referred to the Dean of Student Services. Disruptive behavior includes talking while the instructor is lecturing, inappropriate language, and activities unrelated to the course and discussion at hand. All electronic devices should be turned off, including cell phones, tablets, laptops, and iPods.

Plagiarism: To plagiarize is to use the language and thoughts of another author and represent them as one’s own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university’s Office of Student Conduct’s Academic Integrity Policy (Please see the [Academic Integrity Policy](#) under the University Policies heading below. Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the MLA format—which can be found in *The Everyday Writer*—for citing outside sources.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/. 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.

Tue., Feb. 3Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)

Tue., Feb. 10Last Day to Add Courses & Register Late (A)

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

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/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Library Liaison

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

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

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. (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](#) at <http://www.sjsu.edu/counseling>.

English 7 / Critical Thinking, Spring 2015, Course Schedule

Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and via Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbook will be given to you in class. If you are not in class to receive the handout, you are responsible for finding the reading assignment in Canvas, printing it out, reading it, and bringing it to class.
4. Bring your textbook to class every day, even if there is no assignment listed in the schedule. .
5. I will use Canvas to post announcements, assignments, and supplementary reading materials and samples. You will also need to upload a draft of all outside papers **to Turnitin on Canvas**.
6. You are not responsible for any exercises in the text that are not listed in our schedule.

Key

| | | |
|--|---|----------------------|
| <i>WLTC = Writing Logically, Thinking Critically</i> | | |
| = Reading assignment due | /book icon = Download, print and read article in Canvas | |
| = Homework/assignment due | = Paper assignment announced | = Paper due |
| = Exam | = Peer Review | = Holiday – no class |

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|---|
| 1 | | |
| | Th, 1/22 | First day of instruction: Introduction to the course |
| 2 | Tu, 1/27 | <i>WLTC</i> : 1-6, 208-209 |
| | Th, 1/29 | <i>WLTC</i> : 7-14, 203-206 Complete Exercise 1A #3 (7) Paper 1 Assigned |
| 3 | Tu, 2/3 | <i>WLTC</i> : 14-21 Complete Exercise 1C #1 (17) |
| | Th, 2/5 | <i>WLTC</i> : 22-33, 206-208 Complete Exercise 2C (28) |
| 4 | Tu, 2/10 | <i>WLTC</i> : 36-41 Complete Exercise 2F |
| | Th, 2/12 | <i>WLTC</i> : 50-65 Complete Exercise 3A—odd problems |
| 5 | Tu, 2/17 | Peer Review; bring a complete, type rough draft of Paper 1 to class |
| | Th, 2/19 | <i>WLTC</i> : 65-66; 68-69 Paper 1 due |
| 6 | Tu, 2/24 | <i>WLTC</i> : 148-150; 154-67 Complete Exercise 7B-A.—even problems on p. 154, and 7B-B. on p. 155 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| 6 | Th, 2/26 |  WLTC: 168-186  Canvas, print and read: Davis's "The Doctor Who Championed Hand-Washing and Briefly Saved Lives"  Complete Exercise 7I—problems 1-4 |
| 7 | Tu, 3/3 |  Canvas, print and read: Jefferson's <i>The Declaration of Independence</i>  Paper 2 Assigned Prep for Exam 1 |
| | Th, 3/5 |  Exam 1 |
| 8 | Tu, 3/10 |  WLTC: 71-83; 85-87  Canvas, print and read: Kline's "A Scientist: 'I Am the Enemy'" |
| | Th, 3/12 |  WLTC: 94-105  Complete Exercise 4D (85-89) |
| 9 | Tu, 3/17 |  WLTC: 105-116  Complete Exercise 5F (113)—even problems |
| | Th, 3/19 |  Canvas, print and read: Hawthorne's "My Visit to Niagara" |
| 10 | Tu, 3/24 |  Spring Recess—campus closed |
| | Th, 3/26 |  Spring Recess—campus closed |
| 11 | Tu, 3/31 |  César Chávez Day—campus closed |
| | Th, 4/2 |  Peer Review; bring a complete, type rough draft of Paper 2 to class |
| 12 | Tu, 4/7 |  Paper 2 due  Canvas, print and read: Suri's "Keys to the Kingdom" |
| | Th, 4/9 |  Canvas, print and read: Percy's "The Loss of the Creature" |
| 13 | Tu, 4/14 | Prep for Exam 2 |
| | Th, 4/16 |  Exam 2—in-class essay |
| 14 | Tu, 4/21 |  WLTC: 122-139 |
| | Th, 4/23 |  Canvas, print and read: Getches' "I Have a Chip but It's Not on My Shoulder"; Twain's "The War Prayer"; Parks' "The Limits of Satire"  Paper 3 Assigned |
| 15 | Tu, 4/28 |  Canvas, print and read: Swift's "A Modest Proposal" |
| 15 | Th, 4/30 |  Canvas, print and read: Krasny and Guests' "The Berkeley Bake Sale" |
| 16 | Tu, 5/5 |  Peer Review; bring a complete, type rough draft of Paper 3 to class |
| 16 | Th, 5/7 | Last day of instruction  Paper 3 due Prep for final exam |
| 17 | Fr, 5/15 |  Final—Exam 3: In our classroom, Fri., 5/15, 9:45 am - 12:00 pm |