

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

Course and Contact Information

Instructor: Craig Lore

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Office Hours: Tues/Thur 12:00—1:15 and by arrangement

Class Days/Time/Classroom: All on Tue/Thur—Sec 71, 9:00-10:15, BBC 122; Sec 21, 10:30-11:45, BBC 124; Sec 74, 1:30-2:45, BBC 128; Sec 56, 3:00-4:15, BBC 121

Prerequisites: GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better

GE/SJSU Studies Category: GE A3 / Critical Thinking and Writing

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

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 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 (for instance, Aristotle, Rogers, and Toulmin, among others), 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.

ENGL 1B Section Description

Food: Nothing seems as simple as the fact that food is an important component of our lives. However, as a species, we have come a long way from the days when acquiring food formed a major part of our daily lives. For most Americans, nowadays, food is relatively cheap and abundant. Because of this surplus and our never-stop-moving lifestyle, we have drastically altered our relationship with food: what we eat, how we eat, where we buy our food, where we eat it, and what we think about it. Throughout this class, we will use articles, advertisements, and our own experiences to explore various issues regarding food and the American lifestyle.

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 denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) 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.

Required Texts/Readings

Textbooks: *Thinking For Yourself*, 9th ed., Marlys Mayfield, required
Food Matters, Holly Bauer, Ed., required
Critical Reading and Writing, Jeff Ousborne, Ed., required
Fifteen (15) blank 8.5 x 11 pieces of copy paper
The Everyday Writer, 5th Ed., Andrea Lunsford, recommended
100 3 x 5 cards, recommended

Other Readings:

As issued through Canvas or in class.

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

ENGL 1B Section-Specific Requirements and Assignments List Individual Course Requirements

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>.

Written Assignments:

Students will write a number of diverse papers designed to incorporate the concepts of critical thinking to display that students' ability to organize, recognize, and present the material in a clear and reasoned fashion. All written work (unless otherwise noted) will be graded for content, organization, format, and grammar.

Short forms: One in-class essay will assess students' ability to read and analyze a short text, and then organize a unified and coherent response. "Two-Pagers" will provide a background in various modes of critical thinking and pave the way for the two, longer, Formal Writing Assignments. An in-class Journal and homework Thinking Paragraphs will serve to collect thoughts and prepare for discussion.

Formal Writing Assignments: There will be two formal writing assignments, a 1250-word Critical Essay, and a 1500-word Persuasive Argument. Both will require research and both will undergo at least one complete revision.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-Class Essay	350	2,3,4	1,2,5,6
Two-pagers (4 x 600)	2400	2,3,4	2,5,6,7,8
Editorial	300	2	2,5,6
Journals/Thinking Paragraphs	600	3,4	3,7,8
Critical Essay	1250	1,2,3,4,5	1,2,4,5,6
Persuasive Argument	1500	1,2,3,4,5	1,2,4,5,6
Chapter Quizzes (12)	N/A	4,5	3,7,8
Midterms (2)	N/A	4,5	1,3,7,8
Multi-Modal Oral Presentation	10-15 minutes	1,2,3	1,2,4

Oral Presentation:

Multi-Modal Presentation: As a culminating (final) course activity, students will present in support of or in opposition to an issue discussed in class. Presentations must contain visual, written, and audio design elements. Students singly, in pairs, or small groups must prepare a short (10-15 minute) multi-modal presentation using video (podcast), PowerPoint, Poster-and Discussion, or any other instructor-approved format.

Reading:

Our principal text will be *Thinking for Yourself*. We will read major portions, work with the exercises, and take the Chapter Summaries. In addition, we will read a number of essays from *Food Matters*. This collection of food-related essays will form the backbone of the course discussions. The short text, *Critical Reading and Writing* is bundled free with *Food Matters* and will serve as a source for writing instruction as needed.

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

Grades Determined by:

In-class essay	10%
Two-Pagers (4)	20%
Editorial & Paragraph Homework	5%
Journal	5%
Critical Essay	15%
Persuasive Argument Essay	15%
Mid-terms (2)	20%
Multi-Modal Presentation	10%
Total	100%

At the end of the semester, your overall course grade will be calculated as follows:

Course Percentages

100-98	A+	76-73	C
97-93	A	72-70	C-
92-90	A-	69-67	D+
89-87	B+	66-63	D
86-83	B	62-60	D-
82-80	B-	59-0	F
79-77	C+		

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

Classroom Protocols

Critical Thinking and This Course Require:

- **Presence**—in class, on time—without technological distraction
- **Participation**—*to think* is an action that requires practice to perfect. Thinking aloud helps everyone in the process of perfecting that practice
- **Preparation**—completion of readings and homework—prior to class—is expected.
- **Papers**—staple multiple pages. Unstapled papers will not be accepted.
- **Promptness**—turn assignments in when due. Late assignments automatically reduced 50%. After one week from due date, late assignments will not be accepted and will receive a zero.

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:

- “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 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/>. 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 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

- 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.

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.

Spring 2015 Schedule
(Subject to Change with Fair Notice)

TFY—*Thinking for Yourself* **FM**—*Food Matters* **CRAW**—Critical Reading & Writing

Week	Date	Topics, Readings, Assignments, Deadlines
1.	Thur Jan 22	Introductions
2.	Tues Jan 27	Observation Bring: 15 blank pages copy paper Read: TFY Introduction, Ch. 1 pgs, 12-18, 19-22, 22-28, 31-36, 40-41, 46-47, and “The Innocent Eye,” page 36-37. Do for class: Discovery exercise pages 13-14, Building Arguments 40-41 answer questions page 41
	Thur Jan 29	Word Precision Read: TFY 48-50, 54-68, 74-76 Do for class: Qs for class discussion page 59
3.	Tues Feb 3	Facts Read: TFY 77-89, and FM “Why the Fries Taste Good,” p.20 Do for class: Learning to Recognize Facts 78-79, Class Discussion questions 87-88, Study questions 89. Due: Two-Pager #1--Core Discovery, Chapter 1 pages 22-28, 2 typed pages.
	Thur Feb 5	Facts Read: TFY 89-92, 93-94, 96, 105-6 and FM “Eating Made Simple” p.72 Do for class: Class Discussion 91-92,
4.	Tues Feb 10	Inferences Read: TFY 107-114 and FM “Taking Local on the Road” p.37 Do for class: Discovery Exercises, odd numbers, p. 110; Drawing inferences from facts, p. 111; Discussion questions bottom p. 114
	Thur Feb 12	Inferences Read: TFY 115-123, 124-top of 126, 127, 134-136 and FM “What the World Eats” p. 101 Do for class: Study/Writing/Discussion Qs p.116; and What inferences can you make about the families in “What the World Eats” about their lifestyle, health, habits?
5.	Tues Feb 17	In-class essay
	Thur Feb 19	Assumptions Read: TFY 138-153; “What I Learned from my Assumption,” p. 156; “Desiree’s Baby,” p. 160; 166-67. Do for class: Finding Assumption in Stories, 139-40; Discussion BQs p. 146; Discovery Exercise—Hidden assumptions 3-7, p. 148
6.	Tues Feb 24	Opinions Read: TFY 169-181, 192-193, and FM “Why Shame Won’t Stop Obesity,” p.

		127 DfCL: Comparing a Sample—questions 1-3, p. 170; Discussion/Writing questions 1-3, p. 174; Questions for Discussion 1-3, p. 175; Writing Discussion, p. 176
	Thur Feb 26	Viewpoints Read TFY 194-206, 210-211, 212-214, 219-221 and “Tears and Flapdoodle,” p. 217; and FM “When Did Young People Start ...?” p. 101 DfCI: from <i>The Spartan Daily</i> , evaluate the headlines and contents of four articles using the questions in Discovery Assignment, p. 211. Ignore references to multiple newspapers. AND Building arguments, p. 214 “The Power of Image as a Persuader,” answer the Discussion questions.
7.	Tues Mar 3	Film—Part 1 DFCI: Make a chart—for each character list any obvious facts about that character, any assumptions, opinions, or viewpoints he seems to have. What inferences can you make about that character? Due: Two-Pager #2—Composition Writing Application, First Option p. 181-2.
	Thur Mar 5	Film—Part 2 DFCL: Continue to fill in your chart from last class. In addition, though this is just a movie, what inferences can you draw about eye witnesses, people on a jury, the judicial system in general, and the responsibilities people have on a jury and in society?
8.	Tues Mar 10	Peer Review: Critical Essay on Film—submit online and bring two copies to class
	Thur Mar 12	Mid-term #1—Parts I and II
9.	Tues Mar 17	DUE: Critical Essay on Film—Final Draft Read TFY: Argument, 224-237, and FM “The Business Case for Healthier Food Options,” p. 115 DFCL: Study Questions 1-5 p. 226; Class Discussion 1-5, p. 232-3; Exercise 1-7 p. 237
	Thur Mar 19	Argument Read TFY: 238-248, 251-254 and FM: “Downsizing Supersize” p. 123 DFCL: More Practice Odd numbers, p. 239-240; Information False, Contradictory—odd number questions p. 245-6
	Spring Recess March 23-27	Spring Recess
10.	Tues Mar 31 C. Chavez	No Class
	Thur Apr 2	Fallacies Read TFY: 255-267 and FM: “Zombies vs. The Joy of Canning:” p. 96 DFCL: Class Discussion 1-6, p. 259; Class Diss. 1-8, p. 262; Class Disc, 1-7 p. 264; Class Disc, 1-7, p. 266-67.

11.	Tues Apr 7	Fallacies Read TFY: 267-273, 276-279 and DFCL: Class Disc. 1-6, p. 269; items 1-5, p. 270; Class Disc 1-6, p. 271-2; Class Disc, 1-7 p. 273.
	Thur Apr 9	Induction Read TFY: 280-294 and FM “You Can’t Run Away on Harvest Day,” p. 184 DFCL: Answering a Survey, 1-3 and 1-2, p. 281; Examine the Examples, Problems ... 1-8 and answer questions 1-7 p. 288-91 Writing/Discussion 1-2 p. 290; Writing and Discussion 1-4 p. 293
12.	Tues Apr 14	Induction Read: TFY: 294-299, 303-305, “Jailbreak Rat,” p. 299; “Letter Home” p. 301. Due: Two-Pager #3—Composition Writing Application, p. 296-298
	Thur Apr 16	Inductive Fallacies Read TFY: 306-316; FM “Equality for Animals,” p. 178 DFCL: Class Discussion 1-6 p. 310; Class Discussion 1-5, p. 312; Class Discussion 1-7, p. 314; Class Discussion 1-6, p. 316
13.	Tues Apr 21	Read: TFY: 316-326 Take Home Evaluate for Argument, Use of Fallacies: Handout/Canvas “Who is Peter Singer,” by Daniel G. Jennings
	Thur Apr 23	Deduction Read TFY: 327-344, 349-352; FM “The Changing Significance of Food,” p. 166 and “The Omnivore’s Delusion” p. 204
14.	Tues Apr 28	Argument FM “Her Chee-to Heart” p. 31 Due: Two-Pager #4—Detecting Fallacies in an Argument, p. 326
	Thur Apr 30	Peer Review Persuasive Argument—upload draft online/and bring two copies to class
15.	Tues May 5	Read: FM “Do Foodies Care about Workers?” p. 214 and “Attention Whole Foods Shoppers,” p. 240 About Multi-modal presentations
	Thur May 7	Due: Persuasive Argument—Final About Multi-modal presentations/Review for Mid-term #2
16.	Tues May 12	Mid-term #2—Part III and Comprehensive
17.	Finals	Friday, May 15; Monday-Thursday May 18-21 Multi-modal presentations