

CREM EWRT 2-01D
Critical Reading, Writing, and Thinking
Spring 2017
MW 9:30-11:45
Classroom: MCC 13

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Tues & Thur 2-3
And by appointment!

COURSE AT A GLANCE:

<p>What do I need to do immediately?</p> <p>On the day that class starts, you need to:</p> <ol style="list-style-type: none"> 1. Set up your Canvas account (if you haven't already). Go to https://deanza.instructure.com. I recommend you get it on your phone as well. 2. Register for a free <i>New York Times</i> subscription and then subscribe to the "Evening Briefing" email. Ask Brian how. 3. Buy Browne & Keeley, <i>Asking the Right Questions</i>, 11th Ed. (available at the De Anza bookstore). <p>For more info, see p. 3.</p>	<p>How do I get help from Brian?</p> <p>Email me anytime: malonebrian@fhda.edu</p> <p>My office hours (in F41i) are a great time to talk to me. Office Hours: Monday and Wednesday: 1-2 PM Tuesday and Thursday: 2-3 PM And by appointment.</p> <p>Appointments are not required, but if you want to reserve an appointment during my office hours: http://brianmalone.setmore.com/bookappointment</p>
<p>What work do I have to do?</p> <ol style="list-style-type: none"> 1. You cannot pass if you do not write all five essays. 2. Participation that includes class discussion, online discussion forums in Canvas, and weekly news quizzes. 3. Four written journals and other homework. 4. A CREM Project that uses skills from both EWRT 2 and Math 10. <p>For more info on workload and assignments, see pp. 4-5.</p>	<p>Where do I find the readings? Handouts? Slides?</p> <p>Each week in the course will have its own Page in Canvas. The course homepage in Canvas will link to these pages. Each pages will contain links to:</p> <ol style="list-style-type: none"> 1. The required readings for that week. 2. Brian's slides from lecture. 3. Any handouts or assignments. <p>For more info on Canvas, see p. 3.</p>
<p>How will the grades be calculated?</p> <p>Paper 1: 50 pts Paper 2: 100 pts Paper 3: 100 pts Paper 4: 100 pts Paper 5: 200 pts CREM Project: 150 pts Journals: 50 pts Particptn & HW: 250 pts* Total: 1000 pts</p> <p>A total of at least 720 points is required to pass this class.</p> <p>*Note: Participation & HW is curved. See p. 5 or ask Brian for more explanation.</p> <p>For more info on grading, see p. 5.</p>	<p>Attendance? Lateness? Class behavior?</p> <ol style="list-style-type: none"> 1. Missing more than four classes puts you in danger of failing the course (and getting dropped from CREM). 2. Class begins on time. If you are more than fifteen minutes late, you will be marked tardy. Two tardies equal one absence. 3. I will accept late essays with prior arrangements. Most other late work is not accepted. 4. No phones, computers, or other devices unless we are using them for coursework. 5. Treat your classmates with respect. 6. Bring your book and notebook to class. 7. Do NOT submit work that is not yours. <p>For more info on attendance, lateness, and late work, see pp. 3-4. For more info on classroom policies, see p. 6.</p>

Lies, Fake News, and Misleading Statistics:

Survival Strategies for Living in a “Post-Truth” World

Course Overview

Many educators (myself included) are increasingly concerned about how the internet and American political culture are making it difficult for all of us to make sense of the world in any way that is actually “true.” In the face of these challenges, we must continue to value the ideas of facts and truth—and the processes that we use to arrive at them.

A recent editorial by the *Los Angeles Times* serves as a defense of these values and processes and articulates one of the fundamental purposes of this course:

Our civilization is defined in part by the disciplines — science, law, journalism — that have developed systematic methods to arrive at the truth. Citizenship brings with it the obligation to engage in a similar process. Good citizens test assumptions, question leaders, argue details, research claims.

Investigate. Read. Write. Listen. Speak. Think. Be wary of those who disparage the investigators, the readers, the writers, the listeners, the speakers and the thinkers. Be suspicious of those who confuse reality with reality TV, and those who repeat falsehoods while insisting, against all evidence, that they are true. To defend freedom, demand fact. (“Why Trump Lies,” *Los Angeles Times*, Apr 3, 2017)

In this course, you will develop your critical thinking. You will apply that critical thinking as you read and write about issues that are important to you and to our broader community. This will make you a better student; but also, as the *Times* suggests, it will make you a better citizen. This, then, is the motto for our course: “Investigate. Read. Write. Listen. Speak. Think.”

A Note about “Politics” and Shared Values

It is unavoidable that when we talk about journalism, science, and rhetoric, we will also (sometimes) be talking about politics. **I want to be very clear that every student is welcome in this classroom.** Over the years, I have worked well with students who have held a wide range of personal political beliefs and commitments. You should feel comfortable in this classroom regardless of whether you hold the same perceived political beliefs as the instructor or your classmates.

However, in order to succeed in this course, I do expect all of us to share a commitment to two fundamental values:

1. A commitment to facts and the well-established social processes (critical thinking and logic, responsible journalism, the scientific method, statistical reasoning) that allow us to determine, recognize, and agree on facts. This is not my personal preference; rather, these are the values that colleges and universities are founded on.
2. A commitment that every member of this class is a full member of our community, that they should be shown respect and dignity, and that everyone in the classroom deserves to be treated in the way that you yourself would want to be treated.

Student Learning Outcome Statements (SLOs).

In this course, you will learn to:

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

Required Texts

1. You are required to have a physical copy of the following text:

Browne and Keeley, *Asking the Right Questions: A Guide to Critical Thinking*, 11th Ed., Pearson, ISBN: 978-0-321-90795-0

It is available at the De Anza Bookstore. It is ridiculously expensive, but they should have used copies and rentals. You can also buy it elsewhere, but *make sure you get the correct edition* (11th Edition). You can use the ISBN to double check that you are purchasing the correct book.

2. You are required to set up a free online subscription to the *New York Times* and to subscribe to the “Evening Briefing” email digest. I will go over how to do this in class.

3. The rest of the course readings will be available online through the Canvas platform.

4. You are also required to have a dedicated notebook for this course that you bring to every class (starting on Day 2).

Canvas

This course uses the Canvas course management system for almost every aspect of the course. The Canvas page for this course is available by logging into <https://deanza.instructure.com> using your MyPortal login credentials (your student ID and password that you use to register). Our course name will appear as: **CREM EWRT 1A-W17**. There is also a Canvas app for your phone, which I *highly recommend* you download.

Here are some of the things we will use Canvas for:

- a link to this syllabus will always be active in **Syllabus**.
- links to readings for each week will be posted in **Pages** (organized by week).
- my slides from class will be posted in **Pages** (organized by week).
- all assignments, including HW, journals, and essays, will be posted in **Assignments**.
- required discussion activities will take place in **Discussions**.
- your scores on all assignments will be recorded in **Grades**.

Attendance and Lateness

I recognize that there are often challenges in getting to class on time (including parking-related difficulties). Believe me, I have similar issues driving from Santa Cruz. However, I expect you to be on time and ready to learn at the start of each class. If you miss **more than four** class meetings, you will not pass the class. (I’ve discovered that missing more than four classes significantly degrades the quality of your work—even if you “make up” the assignments.)

We will begin each class on time. If you are more than fifteen minutes late, you will be marked tardy. **Two tardies equal one absence**. If I recognize a pattern of lateness (even by five minutes), you and I will have a serious talk about how that might translate into one or more absences.

Please contact me in the event that an emergency or any other situation keeps you from attending class. I expect you to let me know if you are having a difficult time attending class, rather than simply not showing up.

Workload

This is the second transfer-level writing course and as such, you are asked to produce a fair amount of writing both in class and at home (the course outline requires at least 6000 words—which translates to approx. 25 pages!). There will also be a fair amount of reading—some of it challenging. You should set aside time in your busy schedule **every day** to complete this work. It's not easy, I know. But I'm asking you to plan ahead and make a commitment to this course. And when you finish this course, *you are going to be so darn proud of yourself!*

Students with family responsibilities should contact me regarding missed or late work. We can probably work things out—but only if you get in touch with me ASAP.

Late Work

I am sometimes willing to accept late essays if arrangements are made **before the deadline**. I generally do not accept late homework, nor will I accept late participation in Canvas discussion forums. There are no makeups for in-class quizzes.

Assignments

All assignments will be posted on the Canvas site for our course.

Reading. For each class, there will be several required readings that need to be completed before class. Some will be in the Browne & Keeley book. When you are reading chapters in that book, you should annotate them (in pencil or with tape flags or post-its). A number of your readings will be online. There will be links to these readings in each week's Page on Canvas. Because you may not have access to these readings in class, you should take notes in your notebook.

New York Times Reading. You are also required to subscribe to the "Evening Briefing" email which the *New York Times* sends out each weekday (M-F) afternoon. You should read all 10 items and make sure you understand what is happening in each story. This probably means that you will have to click a link on many of the stories and read/skim the original stories. Every Wednesday, we will begin class with a *New York Times* Quiz.

New York Times Quizzes. On Wednesdays, we will begin class with a brief quiz that asks you questions about news stories that were covered in the previous week's *New York Times* "Evening Briefing" emails. These quizzes will happen right at 9:30 and there is no make up for a missed quiz. My goal is not for you to know all of the complicated details of current events; rather, I want to see that you have a broad grasp of what is going on in the world and why it is important. These quizzes will count as part of your overall participation grade (see below).

Discussion Forums. The day before each class meeting, you are required to post a discussion question on Canvas and respond to one of your classmate's questions. You must do this **before 6 PM** to receive credit. See the "Tips and Guidelines" handout for how to write a good question/response. I will use these discussions to help plan my class presentation. *This is an opportunity for students who are shy about speaking in class to participate in discussion.* Participation in these discussions is part of your overall participation grade (see below).

Class Participation. At the end of class each day, I will ask you to provide me with a record of your class participation. This will factor into your overall participation grade (see below).

Essays. There are 5 required essays, including the capstone research paper. **You cannot pass this class if you do not write all five essays.** I am usually willing to accept late essays, but only if arrangements are made before the deadline.

Journals. There are four shorter written assignments required over the course of the quarter.

Homework. There will often be brief homework assignments. They will be part of your overall participation grade.

CREM Project. This is a project that will make use of the skills that you learn in both EWRT 2 and Math 10. It will require you to collect some data of your own, to do statistical analyses of it, and to make reasonable conclusions from those analyses. This is a multi-part project that will begin early in the quarter and will continue until the end. Amanda and I will grade this assignment together (I will grade the reasoning and writing; she will grade the statistics).

Grading

Your final grade will be calculated as a percentage out of 1000 total points. There is no C- grade at De Anza, so this means you will need to score at least 720 total points to pass this class. Here is how the points will be assigned:

Paper 1	50 pts
Paper 2	100 pts
Paper 3	100 pts
Paper 4	100 pts
Paper 5	200 pts
CREM Project	150 pts
Journals	50 pts

Overall Participation* 250 pts (homework, disc. forums, news quizzes, talking in class)

Total 1000 pts

(>924=A; 900-924=A-; 875-899=B+; 825-874=B; 800-824=B-; 775-799=C+; 720-774=C; <720=D+ or below)

*Note: Points that you gain for **Overall Participation** will be **curved**. At the end of the quarter, I will add up all of the points that you gained on all of those assignments, create a class distribution of those points, and assign the mean number of points a new point value that corresponds to 85% (213 points). Point totals above the mean will take on values from 214-250; point values below the mean will take on values 212 and below. Four things you should know:

1. I will explain this process in great detail on Day 1 of class.
2. I will give you periodic estimates of where you fall on this distribution throughout the quarter, so that you can adjust your performance accordingly.
3. This incentivizes *doing all the homework and participating in class discussion and the discussion forums*.
4. If the class average performance on all of this work is *stellar*, I am open to a discussion of altering the curve to reflect the high quality of the average work. If it seems unfair to me to assign a B to the average level of work, I'll consider making adjustments.

Classroom Environment

On-time and Prepared. Do not be late. Bring Browne & Keeley and your notebook. Come prepared and ready to talk.

Participation. This class works best when we hear everyone's voice, both in class and in the discussion forums. As I explained above, I expect you to both participate in the Canvas forum and to talk in class. Your final grade in the course will depend significantly on your doing both. In our class discussions, I will "direct traffic," such that no student is allowed to dominate the discussion. In the same way, I expect to call on students in class if I feel like we need to hear your voice—especially if you posted something thoughtful in the discussion forum the night before. Frankly, I want you all to do well with your participation grades, so I will try to help that happen as I moderate the discussions.

Safe Space. Consider this classroom a safe space and please do your part to keep it a safe space. For starters, you should feel free to share your ideas and express yourself without judgment from us. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know; others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking questions in class.

Mutual Respect. In this course, we will discuss sensitive topics that will sometimes impinge on deeply held political or moral values. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

Phone and Computer Policy. I expect you to actively engage with the course material and be prepared to share your ideas. I also expect you to be fully mentally present. We will often have need of devices (laptops, tablets, cell phones) in class and if you want to bring them, you should. However, I do not want to see them if we are not using them for class purposes. And if we have them out for class purposes, I expect them to be used in that way. If I see misuse of devices (like, say, watching movies or having text conversations), there will be potential penalties.

Emergency Contact. I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. Put your phone on vibrate and then step outside the classroom if you need to take/make a call or text. In the classroom, you should consider your cell phone as a communication device for *emergencies* and it should not be used (for non-class purposes) inside the classroom.

Plagiarism and Academic Integrity

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving credit to the proper people when you borrow work from other sources. Academic dishonesty, also known as plagiarism, is when you use another person's words without giving that person credit. **You will submit all of your essays and journals on Canvas, which has built-in plagiarism detection using turnitin.com.** Remember that plagiarism is a punishable offense and can result in serious disciplinary action. If you are having trouble developing your own words or ideas, or you find it difficult to correctly give

credit to your sources, you can always ask for help. (Adapted from Chesa Caparas. See what I did there?)

Administrative Deadlines

Saturday, April 22: Last day to add.

Sunday, April 23: Last day to drop for full refund.

Sunday, April 23: Last day to drop with no record of grade.

Friday, May 5: Last day to request pass/no pass grade.

Friday, June 2: Last day to drop with a "W."

Unnatural Disasters

As part of this course, you will have an opportunity to participate in a series of campus teach-ins on the theme of famine. The first event is on April 24 at 1:30; the second teach-in is June 16 from 9:30-12:30. We will talk more about these events later.

Additional Resources

Disability Support Services

Students with documented special needs can obtain assistance from Disability Support Services:

<https://www.deanza.edu/dss/>

DSS is located in the Student Community Services Building, room 141. If you qualify for extra help through DSS, please speak with me at the beginning of the quarter so that I can help you to get the services you are entitled to.

Student Success Center

Meet with tutors and attend workshops in the Student Success Center:

<https://www.deanza.edu/studentssuccess/>

There is also free online tutoring available to all De Anza students! Login to MyPortal, go to the Students tab, and find the Smarthinking link. You can work with a tutor live (hours vary by subject) or post a question or piece of writing for a response. For more information, go to

<http://deanza.edu/studentssuccess/onlinetutoring/index.html>

Writing and Reading Center

Any student may receive assistance at the Writing and Reading Center, ATC 309:

<https://www.deanza.edu/studentssuccess/wrc/>

Food Pantry

The De Anza College Food Pantry is available to any De Anza student who qualifies for assistance. To be eligible, students must have a student ID and meet the [income guidelines](#) for the Emergency Food Assistance Program (EFAP). The Food Pantry is located in the [Outreach Office](#) (Seminar 3 Building).

Food Pantry Hours

Monday - Friday

8 a.m.- 4:30 p.m.

Questions? Contact the Outreach Office at outreach@deanza.edu or 408.864.8327.

Or visit this website: <https://www.deanza.edu/students/foodpantry.html>

Tips and Guidelines for Participation in the Canvas Discussion Forums

Before each class, you are required to post a discussion question on Canvas and post at least one reply to one of your classmates' questions. Your question should relate in some way to the assigned readings for the next day's class. You need to do this before 6 PM the night before class.

Guidelines

As you probably know, online discussion can go bad really quickly. Without the social cues that we have in face-to-face interaction, it's easy for use to misunderstand other people's tone or intent. It is also, unfortunately, much easier to say something nasty to someone online than to do so in person. And so, I am asking you to be *extremely* careful of how you talk to each other in the forums.

- Remember that one of our core community values is **respect for each other**.
- Be generous. Assume that your classmates mean well and that their motives are good.
- Feel free to kindly ask a classmate to clarify if you think they said something problematic.
- Be vigilant about "mansplaining" and other assumptions that you know more than your classmates do.
- If you find yourself getting angry or annoyed at one of your classmates, take some deep breaths and wait a while before you respond. Ask yourself: would responding to this right now make things better or worse?
- These forums are a place for us to talk about critical thinking, not to convince your classmates to change their own specific political positions. Long political debates are not going to be helpful here.
- I will be monitoring the discussions, so if you feel that one of your classmates has crossed a line or is being disrespectful, you might want to ignore them and let me deal with them (rather than calling them out yourself).

Writing a Good Discussion Question

- You do not want to ask a question that can be answered with one word.
- Indeed, you want a question that can be answered in many different ways. Your question should not have one clear right answer.
- Your question might have multiple parts!
- Your question should make your classmates *think*:
 - You could ask them to apply an idea from the reading to a new situation or to their own life.
 - You could challenge or expand on something the author said.
 - You might (sometimes) even ask a question that tries to clarify something the author said. But be careful that you're not just asking your classmates for a simple definition or piece of information.

Bad

- Did you like this article?
- What is the history of the Bill of Rights?
- When the author uses the word "tyranny," what does that mean?

Good

- The author complains about how people read newspapers, but do you think the same complaint would apply to how people read online? Why?
- The author said millennials are lazy, but I don't think she understands how work has changed. How does your work experience fit with this?
- The author said our civilization might collapse. But does she really mean this? Or is she exaggerating? Why? And do you think she's right?

Responding Well to a Discussion Question

A good response to a discussion question:

- is not one word or one sentence. You should aim for at least 3 sentences.
- shows that you actually read your classmate's question!
- demonstrates respect for the classmate.
- could take the original question in a new direction.
- could connect the question to some outside knowledge or personal experience you have.
- can pose its own question or questions.

I will be taking all of these guidelines into account when I award points for your participation in the forums.

Schedule of Readings and Major Assignments

- Notes: 1. Homework assignments and Wednesday quizzes are not listed.
 2. Assignments are due on the day that they appear—**unless otherwise specified**.
 3. Browne & Keeley is the book that you purchased. Every other reading is available in Canvas.

Week/Date	Reading	Assignment Due
Wk 1 Mon, Apr 10	Introduction	
Wed, Apr 12	How good are you at reading the news? 1. Browne & Keeley, Ch. 1 2. Levitin, “Intro: Thinking, Critically”	
Wk 2 Mon, Apr 17	How does fake news happen? Who is writing it? 1. “How Fake News Goes Viral: A Case Study” 2. “Dissecting the #PizzaGate Conspiracy Theories” 3. “From Headline to Photograph, a Fake News Masterpiece” 4. “Inside the Macedonian Fake-News Complex”	Journal 1
Wed, Apr 19	Who is affected? 1. “Most Donald Trump supporters still think the 'Bowling Green Massacre' is real” 2. “Bernie Sanders’ Campaign Faced a Fake News Tsunami. Where Did It Come From?” 3. “Why 'fake news' is now ensnaring liberals”	
Wk 3 Mon, Apr 24	Why does fake news work? 1. B+K, Ch. 2 2. “This Article Won’t Change Your Mind” 3. “How Stories Deceive”	Journal 2
Wed, Apr 26	The structure of argument 1. B+K, Chs. 3-4	
		Paper 1 due Friday, Apr 28, by 6 PM
Wk 4 Mon, May 1	Library Skills I 1. Levitin, “How Do We Know?” and “Identifying Expertise”	
Wed, May 3	What does fake news do to our society? 1. Levitin, “Counterknowledge” 2. “As Fake News Spreads Lies, More Readers Shrug at the Truth” 3. “UW professor: The information war is real, and we’re losing it”	
Wk 5 Mon, May 8	Science! How does it work? 1. B+K, Chs. 8-9 2. Levitin, “How Science Works”	
Wed, May 10	Learning to read science 1. Lord, Ross, & Lepper 2. Taber & Lodge	Journal 3

Wk 6 Mon, May 15	Statistics I: What they can do and what they can't B+K, Ch. 10	
Wed, May 17	Statistics II: Lying With Statistics B+K, Ch. 11	
Wk 7 Mon, May 22	Library Research II 1. Levitin, "Plausibility," "Fun with Averages," "Axis Shenanigans"	Paper 2 due by 6 PM
Wed, May 24	Rhetoric I: Three Rhetorical Appeals 1. http://pathosethoslogos.com/ 2. http://pathosethoslogos.com/examples	
Fri, May 26		Journal 4 due on Canvas by 6 PM
Wk 8 Mon, May 29	Memorial Day: NO CLASS	
Wed, May 31	Field Trip: UC Berkeley	
Fri, June 2		Paper 3 due on Canvas by 6 PM
Wk 9 Mon, June 5	Rhetoric: Fallacies 1. B+K, Ch. 7	
Wed, June 7	Summarizing	
Wk 10 Mon, Jun 12		Paper 4 due by 6 PM
Wed, Jun 14		
Wk 11 Mon, Jun 19	Draft Workshop	
Wed, Jun 21		
Fri, Jun 23		Paper 5 due by 6 PM
Wk 12 Mon, Jun 26 9:15-11:15	Final Exam Period	CREM Integrated Project, Final Part due by 9 AM

Let's work hard and have a fun quarter!