

De Anza College Spring 2017 EWRT 2:08 from 8:30 AM to 10:45 AM and EWRT2:17 from 11:00 AM to 1:15 PM on TTH in S72. Instructor: Dr. Husne Jahan **E-mail:** jahanhusne@fhda.edu. **Office Hours and Place:** Tuesdays 3:00 to 5:30 PM at the Writing and Reading Center (AT 309). Walk-in tutoring is available at WRC (Writing and Reading Center). Visit the WRC website at <http://www.deanza.edu/studentssuccess/wrc/index.html> for more information on tutoring services and hours. Their hours are **Monday-Thursday: 9:30 am - 6:30 pm, Friday: 9:30 am - 12:30 pm and closed on Saturday, Sunday, and college holidays. They open in the second week of the quarter and are closed in the finals week. Tutoring in other subjects is also available at various locations on campus from the Student Success Center. A link to their web site:** <https://www.deanza.edu/studentssuccess/>

Required texts:

1. *From Critical Thinking to Argument: A Portable Guide* (5th edition) edited by Sylvan Barnet, Hugo Bedau, and John O' Hara, published by Bedford St. Martin's, ISBN: 9781319035440.
2. *The Circle* by Dave Eggers, ISBN: 978-0345807298.
3. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life* by Richard Paul and Linda Elder (2nd or 3rd Edition). Here is a link to buying and renting options for the 3rd edition of this book. <https://www.vitalsource.com/referral?term=9780321941558>
4. *Black Mirror*, Netflix series.
5. Additional resources, derived from Internet and library research, a great deal of news sources as well as other electronic media as needed.

Pre-Requisite for taking EWRT 2: EWRT1A

Course Description:

This 5-unit course aims to develop critical thinking skills and enable you to apply these skills to your reading, writing, and beyond. You have to develop analytical and argumentative academic essays based on reading of complex texts and the use of outside research leading to analysis, comparison, and synthesis. You must write one fully documented research paper. Additionally, you have to relate your reading and writing tasks to your real-life interests, concerns, and experiences.

Student Learning Outcomes for the Course:

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

Course Description: (From the De Anza College EWRT2 Course Outline)

- A. Develop critical and analytical skills in the reading and analysis of a variety of texts, including visual images and other nonverbal texts.**
1. ***Distinguish between explicit and implicit, surface reading and interpretation, by considering:***
 - a. Perception as an active process (selection, completion, organization)
 - b. Images and icons
 - c. Gestures and actions
 - d. Cultural codes
 2. ***Analyze and evaluate language and thought***
 - a. Syntax and semantics, structure and meaning; denotation and connotation; speech acts
 - b. Naming and description; concrete vs. abstract; verbal "vagueness" vs. ambiguity, including literary ambiguity; clichés
 - c. Social context and codes; slang, jargon, dialect; oral vs. written
 - d. Irony

- e. Metaphor and symbol
- 3. *Distinguish and analyze analytic relationships and concepts***
 - a. Chronological and process relationships
 - b. Comparative and analogical relationships
 - c. Causal relationships (scientific method, reciprocal causes/effects)
 - d. Probabilistic or statistical concepts (e.g., incidence, risk)
 - e. Concepts, categories, stereotypes
- 4. *Evaluate argumentation and its logical elements***
 - a. Propositions (claims), support (evidence, expert opinions, motivational appeals), and assumptions
 - b. Distinction between fact and opinion, primary and secondary sources, perception and inference, knowledge and belief
 - c. Distinction between deductive and inductive reasoning
 - d. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
 - e. Evaluation and judgment
 - f. Persuasion (point of view, tone, emotional appeals)
 - g. Rebuttal, counterargument, and concession
- 5. *Develop and apply interdisciplinary thinking***
 - a. Translate jargon
 - b. Make connections between disciplines
 - c. Examine and utilize alternative models and paradigms
- 6. *Distinguish, compare and evaluate a multiplicity of perspectives, including alternative points of view from a variety of outside sources, such as library-, internet-, and (optionally) field-based research***
 - a. Identify, compare and evaluate alternative points of view (ideological, methodological), cultural values (culture, ethnicity, gender, social class), and textual meanings (ambiguity)
 - b. Determine one's own point of view and evaluate that perspective in relation to other viewpoints
- B. Develop a sequence of argumentative and analytic essays with integrated reading that demonstrates the interdependence of reading, writing, language and thinking.**
 - 1. *Identify the interdependence of reading and writing***
 - 2. *Synthesize the writing process in essay development***
 - a. Gather
 - b. Plan
 - c. Draft
 - d. Revise
 - e. Edit
 - 3. *Analyze and interpret***
 - a. Applying critical reading skills
 - b. Analyzing one's own experience
 - c. Organizing and expressing the results of analysis
 - 4. *Argumentation***
 - a. Propositions (claims)
 - b. Support (evidence, expert opinions)
 - c. Assumptions (making hidden assumptions explicit)
 - d. Persuasion (motivational appeals, tone)
 - 5. *Integration of multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper***
 - a. Analysis of sources (understanding other points of view)
 - b. Self-reflection (analyzing one's own experience and one's own point of view)
 - c. Formulation and articulation of new ideas and perspectives

Grade Distribution: Total Course Points = 100.

If instructor needs to cancel any assignment listed below because of time constraints, the grade distribution may be subject to changes.

- 4 Essays: **50** (2 worth 10 points each and 2 worth 15 points each, some including annotated bibliographies). One of your essays could be written in class. You will always need to do some pre-writing activities (brainstorming, freewriting, outlining, rough draft writing and peer-reviewing) related to these essays in class.
- Classwork and Homework: **35** (This could be 10 to 15 different assignments each worth 2 to 3 points; all such assignments will be named and categorized as classwork even if they are done at home; class participation, which involves doing classwork and sharing answers as well as speaking when instructor or another student asks a question also counts as classwork. Not speaking up when asked to do so could result in lowered classwork score.)
- Tests =3 tests x 5 points each= **15**

Grading Scale:

100 = A +
95-99= A
90-94= A-
85-89= B+
80-84= B
78-79=B-

75-77=C+
70-74= C
65-69=D+
60-64=D
55-59=D-
Below 55= F

Work Acceptance and Drop Policies:

As there will be much classwork to do, classwork often cannot be made up. To make up any missed work, you have to make an extra effort of finding out, collecting, and submitting the work missed. All kinds of classwork assignments including rough drafts of essays must be turned in on due dates. However, if you need extra time to finish the final version of an essay, you can take up to a week extra to finish it without penalties. However, note carefully that if a student does not turn in the assigned essays and a minimum of 80 % of the classwork and homework assigned to date by the 8th week of the term, he/she will be dropped from the course which is better than getting an unsatisfactory grade. Any one item missing from those listed above will result in your getting dropped. You may also be dropped if you miss too many classes (for example, 4 or more classes). Also, no work can be accepted in any way after the quarter comes to an end in the 12th week. I have seen from experience that students who don't turn in work on time and don't show up in class continue the same habits till the end of the quarter resulting in neglect of work, poor performance, and possible failure for them and immense anguish for me in having to give failing grades.

Attendance, Tardy, and Technology Policies: You need to have good attendance and participation in class to remain in the course. Missing more than 4 classes can result in your being dropped. If you are more than 15 minutes late or leave early, you will be marked half absent. You can use technology such as smartphones, tablets, or laptops in the class only when they are being used for class work. Their personal use is not allowed.

Accommodations:

If any student needs any special accommodations for any disability, you are entitled to receive appropriate accommodations, so please inform me about your needs at the beginning of the quarter.

Maintaining Academic Integrity and Staying Away from Plagiarism: Plagiarism is taking another person's language and ideas and passing it off as one's own. Plagiarism is an offence and can lead to failure in the course. For detailed information about the Academic Integrity Policy of De Anza College, consult the web page: <http://www.deanza.edu/studenthandbook/academic-integrity.html>. When you research and find information that is not considered "common knowledge," you will have to quote or

paraphrase your source with adequate acknowledgement of the source. You can obviously gather information from other sources and much of your essays will be about other people's writings, but you are expected to analyze and interpret them, putting them in the context of your own thoughts, NOT copying them directly. Getting another person to write your paper for you or buying a paper from the Internet is also plagiarism. All of the above should be strictly avoided. I expect nothing less than absolute honesty from the students.

Mutual Respect Policy: De Anza College has a Mutual Respect Policy defined on <http://fhdafiles.fhda.edu/downloads/aboutfhda/4110.pdf> in the following way:

The Board of Trustees of the Foothill-De Anza Community College District is deeply committed to the premise that on college campuses full participation in the educational process must be in an environment that is free from harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or gender identity. At the same time the Board is, as always, committed to protecting freedom of speech to guarantee the free exchange of ideas. Nowhere is this protection of greater importance than on our college campuses, where the free exchange of ideas fosters knowledge, individual growth, and tolerance for new and different ideas. However, speech or expression used as a weapon to harass specific victims is not to be tolerated and is to be condemned.

Disruptive Behavior

In case of any disruptive behavior by any student, there are policies and procedures in the *Standards of Student Conduct* (see catalog). Any student disrupting the class could be asked to leave and administrative follow-ups are possible.

Points to Note:

1. The readings and possible writing assignments are predicted mostly on a weekly rather than daily basis. We will know what we are expected to read and write in a given week.
2. I will also post most assignments and announcements related to the course on **Catalyst**. Start checking Catalyst for this class when it is activated.
3. All reading is to be understood as pre-reading or reading done before coming to class, although the reading will be discussed in class as well.
4. Any reading done is expected to generate class discussions and presentation/sharing of ideas by students. So you should always be prepared to talk about a reading you have done; but relax, this is a supportive and necessary exchange of ideas and not meant to be intimidating.
5. You will often be asked to present ideas using the board as a visual tool by writing your points on it.
6. For most classwork, you can consult your book and other sources as you discuss, present materials, or write, so memorization is not usually needed unless you have a quiz/test/exam.
7. I will also use e-mail to communicate when I need to contact individual students. If you have any problems with e-mail communication, you have to let me know, and I will see if I can find any alternative for e-mail. Otherwise, I will assume that you are getting and checking my e-mail messages. I will be using the e-mail you provided the college when you registered.
8. You will have to submit your essays electronically only on turnitin.com. Electronic submissions are required to check the originality of your essays. I will also grade the essays on turnitin.com.

Explanation of Some Classroom Activities

As the schedule will frequently mention the following activities, I would like to explain these in the context of this class.

Discussion: Most reading and writing done for the class is expected to generate discussions as discussions can facilitate learning and sharing of ideas. Discussions may take many forms. In our class,

we will use a combination of guided question-answer form of discussion and a structured discussion format involving groups.

Guided Question-Response Discussion: In this form, the teacher asks a question and calls on student volunteers or specific students by name to respond. Then another student is asked to add a comment and so on. The teacher continues to explain as well as call on other students to respond. The teacher and sometimes the students write relevant points on the board.

Structured Group Discussion: Groups are assigned different topics to work on. Group members discuss the topic, come up with some useful points/responses, write the points down, and then report their points to the whole class through an informal presentation.

Informal Presentation: Usually, all structured group discussions will be followed by an informal presentation through which the student groups explain their findings and ideas to the class, often using the board to write the main points.

Brainstorming: When we stimulate our brains to come up with ideas, we might do that individually or as a class. When we brainstorm as a class, if I give you a topic, all of you will shed some light on it. I will write our brainstorming points on the board.

In-Class Writing: Shorter writing assignments such as freewrites, summaries, explanations, note-writing, journal-writing, responses to questions will often begin in class. Sometimes, they will have to be completed in class, but you will also get opportunities to finish the work as homework. Some work on grammar and sentence development may be done if I see a need for it.

Homework: Homework may not be always mentioned in the schedule. However, homework will be announced in class and in most cases, homework assignment sheets will be handed out or e-mailed. Although you can sometimes get full credit for completing homework, assignments worth more than 1 or 2 points will be evaluated on the basis of quality.

Class work also involves taking part in discussions, sharing responses and points-of-views, responding to your peers' work, and doing any assigned in-class written work on paper and on the board.

Awareness of Significant News/Events: You will be asked to develop an awareness of current significant news or events as such awareness is important for the work you will do in this course. We will discuss the various means of doing so.

Low Stakes Writing: Writing assignments that are worth 1 to 3 points and receive credit for completion can be defined as low stakes writing which show your learning process rather than demonstrating your finished work. Such writing will receive ✓ (full point), ✓+ (full point + 0.25), or ✓- (full point - 0.25).

High Stakes Writing: When you get detailed directions for writing and more time to complete your work, the work will be worth more points and evaluated on the basis of quality.

Grading Based on Quality: For those writing assignments that are to be graded on quality, their quality will be judged by how well you fulfill the assignment's requirements and criteria of good writing (a handout will be given for further clarification).

Revision: You will be able to revise up to two of your essays after feedback from me. You will be able to get peer feedback for every essay if you bring rough drafts on specified days. Rough drafts will be considered as classwork on due dates and they will be worth 1 to 2 points.

You can potentially get feedback from me if you can meet up with me individually during my office hours.

Reading List and Assignments/Activities Outline: A reading list containing details of chapters and pages you will read from required texts and other sources as well as a list of assignments will be provided in a separate document.

Important College Wide Dates and Deadlines Copied from the De Anza College Academic Calendar:

Monday, April 10: First day of Spring Quarter 2017

Saturday, April 22: Last day to add quarter-length classes. *Add date is enforced.*

Sunday, April 23: Last day to drop for a full refund or credit for all students (quarter-length classes only). Refund deadlines for all non quarter-length classes are in MyPortal, "View Your Class Schedule" link. *Drop date is enforced.*

Sunday, April 23: Last day to drop a class with no record of grade. *Drop date is enforced.*

Friday, May 5: Last day to request pass/no pass grade. *Request date is enforced.*

Friday, June 2: Last day to drop with a "W." *Withdraw date is enforced.*

Saturday - Monday, May 27-29: Memorial Day Weekend (no classes)

Monday - Friday, June 26-30: Spring Final Exams