

EWRT 2

CRITICAL READING, WRITING, AND THINKING

ONLINE
Sep 23 – Dec 13, 2024

Section 56Z
CRN 23123

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Zoom office hrs: Thurs, 1-2pm
(see Canvas for link)

Prerequisite

EWRT 1A or EWRT 1AH or (EWRT 1AS and EWRT 1AT).

Required Texts

1. Rottenberg, Annette, and Donna Winchell. *Elements of Argument*. 13th Edition. Bedford/St. Martin's: 2020, Print or Ebook. (Either format is fine!)
2. Other readings and articles posted on Canvas (under "Files" section).

Basic description

This course allows students to develop critical thinking skills and the ability to apply these skills to reading and writing. Students will practice analytical and argumentative academic essays based on the reading of complex texts, and the use of outside research leading to analysis, comparison and synthesis, and a documented research paper.

Student Learning Outcomes

- 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.

Assignments

A. Reading

1. Challenging, college-level works (as measured by vocabulary, complexity of ideas, and stylistic sophistication) that reflect and examine cultural, ethnic, gender/sexual, socioeconomic, and other forms of diversity
2. Emphasis on analytical and argumentative works, optionally in conjunction with literary works
3. Optional use of text on logic and argument

B. Writing (including at least 6000 words of formally evaluated writing)

1. Informal writing such as journal entries, responses to reading, and writing exercises
2. In-class essays, exams, and/or quizzes, measuring comprehension and logical analysis
3. Progressive sequence of at least four analytical/argumentative essays, totaling at least 4000 words, including major research paper of at least 1500 words;
4. Final exam or project (may be research paper listed above)

Grading

Essay 1	15%
Essay 2	15%
Essay 3	15%
Research essay (including Annotated Bibliography)	20%
In-class writing, group work, other assignments	15%
Midterm and final	20%
Total	100.00%

Grading Scale

A	93-100
A-	91-92
B+	89-90
B	83-88
B-	80-82
C+	78-79
C	73-77
D	60-72
F	59 and below

*note that De Anza requires a clear passing “C” (at least 73%) – anything below that is failing. There is no C- grade in De Anza classes.

Modules: Everything is Here!

This class is fully online, so you will be working through all the material in the modules. You can basically use the “Modules” section to make sure you’re doing all the assignments for the week (although they’re also listed below, in the class schedule part of this syllabus).

You should plan to do the assignments in the Modules section *in order*. This is important because this class, being a summer session and half the length of a normal quarter, moves very quickly, and multiple units need to be covered in one week. So if we’re doing two units in one week, you will want to do those units in order – for example, you will need to complete the “deductive and inductive reasoning” section *before* you do the Midterm assignment.

There are several types of assignments you’ll find on the Modules page, which I’ll go into detail about below:

Online Discussions: Please Be Respectful!

We will have weekly discussions on the material we’re reading, in the form of discussion boards, Google docs and Jamboards, or whatever other format I think might be fun! The purpose of these discussions is to get ideas flowing, so we can share our thoughts and get some ideas for the assignments we’re writing.

In these discussions, every person is entitled to their point of view, which should be treated with respect. The only exception would be if a person is spreading hateful or discriminatory speech – this will **not** be tolerated. If you are experiencing disrespectful behavior from another student, *please* let me know – I will be reading the discussions, but I can’t see everything all the time. It is very important to me that people feel safe and comfortable in this class.

I am confident that we can create a supportive, mutually respectful community where we nurture each other’s thoughts, and allow them to grow and evolve. Remember that no one (not even me)

is the final authority on any given topic – we’re all figuring it out together, and we’re entitled to working through our ideas.

Essays

You will be writing four essays on various topics, using several different styles and modes of writing. The non-research essays are required to be **four** pages long, minimum (double-spaced), and the final paper will be **6-8 pages** (including research). Any essays which do not meet their length requirement (meaning the writing goes to the bottom of the page) can earn no higher grade than a C.

All essays will be submitted and graded on our Canvas site. Make sure you are checking the assignments to view my feedback – I leave comments in the body of the essay itself, as well as in the overall comment box! Let me know if you can’t find the feedback.

Important: NO LATE ESSAYS WILL BE ACCEPTED.

I always set the deadline for essays at 11:59pm on Sundays. *Do not* log in at 11:58 to submit, as the site will be full of other students doing the same thing, and will likely crash. If you are a last-minute person, you can always submit a version before the deadline and then keep re-uploading new versions until the deadline; the system should allow you to simply overwrite.

Midterm and Final

We will be doing the midterm and finals online. Just like any other assignment, they are asynchronous; you can do them whatever time of day you want during the week they are assigned. However, you *will* be limited to 120 minutes for each of these (as would be the case if we were in-person).

The midterm will cover concepts we are going over from the book: fact/inference/judgment, Toulmin model argument, fallacies, inductive and deductive reasoning.

The final will take the form of a short essay evaluating two articles (which I will provide), and making an argument for which article is more credible, using the principles of critical evaluation of argument we learn in the class.

Attendance

Since this class is fully online, the attendance requirements are not synchronous – i.e., you can do the work whatever time of day you want. However, assignments are due every week, so you will need to log in at least once a week at minimum to remain an active student in the course.

Email

I am available to respond to emails on weekdays during regular working hours and some hours on the weekend. If you send an email on a weekday, please allow me at least 24 hours to respond. On the weekend, please allow me 48 hours.

Special Advisories

Students requiring special services or arrangements because of hearing, visual, or other disability should contact their instructor, counselor, or Disability Support Programs and Services (DSP&S)

at 408-864-8407 (<http://www.deanza.edu/dsps/>).

NOTE ON CHATGPT AND AI:

ChatGPT can be a useful tool for doing background research: getting summaries of sources or articles, or planning out a research project. However, submitting text directly taken (i.e., copy-pasted) from ChatGPT or any other AI text generator is *not allowed in this course*. Turnitin, the web interface that scans for plagiarism, also scans for AI-generated text in every essay you turn in; if I see that any percentage of your writing is suspected to be AI-generated, I will require you to rewrite the entire assignment. This also goes for discussions: if you use ChatGPT for answering discussion questions, you will receive zero credit, and if it happens multiple times, will most likely fail the course.

AI is a tool to assist you in your writing; it is *not* meant to do your writing assignments for you. Everything you submit for credit in this class needs to be written *by you*, unless you are quoting another source (which needs to be done with proper formatting).

Academic Honor Code

As a student at De Anza you join a community of scholars who are committed to excellence in the teaching/learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. *When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences.* It is vitally important to your academic success that you know what constitutes academic dishonesty.

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.

- Copying, in part or in whole, from someone else's test
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading
- Using or consulting, during an examination, any sources, consulting with others, use of electronic equipment including cell phones and PDA's, or use of materials not authorized by the instructor
- Committing other acts that defraud or misrepresent.

Plagiarism is representing the work of someone else as your own.

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
- Submitting a paper purchased from a research or term paper service, including the internet
- Undocumented Web source usage.

CLASS SCHEDULE

**Subject to change! – Although I will always keep you informed of those changes*

	Read these chapters:	THEN, do these assignments:
Week 1: Sep 23-29 What is critical thinking?	<ul style="list-style-type: none"> Ch 1: What is Argument? 	<ul style="list-style-type: none"> Discussion: What is critical thinking?
Week 2: Sep 30-Oct 6 Analyzing argument	<ul style="list-style-type: none"> Ch 4: Writing Argument Analysis 	<ul style="list-style-type: none"> Discussion: Talking about climate change arguments (Thunberg and Levin) Discussion: Scott Galloway, “How the US is Destroying Young People’s Future”
Week 3: Oct 7-13 Analyzing Argument	<ul style="list-style-type: none"> Excerpt from “The Anxious Generation” by Jonathan Haidt (on Canvas) 	<ul style="list-style-type: none"> Discussion: “The Anxious Generation” by Jonathan Haidt ESSAY 1: Argument Analysis
Week 4: Oct 14-20 Constructing an argument part I	<ul style="list-style-type: none"> Ch 5 p 156: The Toulmin Model Ch 6: Claims 	<ul style="list-style-type: none"> Discussion: sharing claims and subclaims for essay 2 Discussion: Common ground on gun control
Week 5: Oct 21-27 Constructing an argument part II	<ul style="list-style-type: none"> Ch 7: Support Excerpt from “Manufacturing Consent” by Edward Herman and Noam Chomsky 	<ul style="list-style-type: none"> Discussion: “Manufacturing Consent” by Edward Herman and Noam Chomsky ESSAY 2: Argument
Week 6: Oct 28-Nov 3 Refining Argument: Assumptions	<ul style="list-style-type: none"> Ch 8: Assumptions Excerpt from “Technofeudalism” by Yanis Varoufakis 	<ul style="list-style-type: none"> Discussion: Addressing assumptions in charity ads Discussion: Yanis Varoufakis, “Technofeudalism”

Week 7: Nov 4-10 Fallacies, Inductive and Deductive Reasoning	<ul style="list-style-type: none"> • Ch 12: Logic • Excerpt from “The Burnout Society” by Byung-Chul Han 	<ul style="list-style-type: none"> • Discussion: “The Burnout Society” by Byung-Chul Han • ESSAY 3: Cause-and-effect
Week 8: Nov 11-17	<ul style="list-style-type: none"> • Excerpt from “Utilitarianism” by John Stuart Mill (on Canvas) 	<ul style="list-style-type: none"> • Discussion: John Stuart Mill, “Utilitarianism” • MIDTERM
Week 9: Nov 18-24 Doing Research, Evaluating Sources	<ul style="list-style-type: none"> • Ch 13: Planning and Research – Finding Sources, Evaluating Sources 	<ul style="list-style-type: none"> • Discussion: comparing and analyzing sources on climate change • ANNOTATED BIBLIOGRAPHY
Week 10: Nov 25-Dec 1 Writing a Research Paper	<ul style="list-style-type: none"> • Ch 14: Drafting, Revising, and Presenting Arguments 	<ul style="list-style-type: none"> • Discussion: sharing research paper plans
Week 11: Dec 2-8 Research paper, preparing for final	<ul style="list-style-type: none"> • Ch 15: Documenting Sources 	<ul style="list-style-type: none"> • Discussion: reading research paper examples • ESSAY 4: Research
FINALS WEEK: Dec 9-13		<ul style="list-style-type: none"> • FINAL EXAM