

## De Anza College EWRT 2: Critical Reading, Writing, and Thinking, Fall 22 Online

Tuesday and Thursday Zoom Class Meetings from 1:30 to 2:20 PM for Section 10Z

**Zoom Office Hours:** Thursdays 4:00-5:00 PM and by appointment, if needed. Click on the Zoom link on Canvas to find meetings at these scheduled office hours if you want to join.

**Instructor:** Husne Jahan, MA in Composition, PhD in English Literature

**E-mail:** [jahanhusne@fhda.edu](mailto:jahanhusne@fhda.edu).

### Class Format:

This is an online class with 2 scheduled meetings per week as noted above and in the class listing. The rest of the class work has to be completed independently each week on the student's own time by following study material listed and posted within the Modules and submitting assigned work on Canvas. The required text books are not posted on Canvas, so you will have to obtain your own copies of those two books: *From Critical Thinking to Argument* and *Justice: What's the Right Thing to Do*; more details of the books are in the Required Textbooks section of the syllabus. An average of 5 hours per week may be needed for you to complete the work assigned. More or less time may be needed as individual students may have their own pace of working. Students must have access to a computer, the internet and an individual email address. We recommend a laptop or desktop computer to successfully complete the course; a tablet or phone may not be adequate for all assignments and tests. Information about Canvas and Online Education Orientation can be found in Canvas on the Student Resources page: <https://deanza.instructure.com/courses/3382>. The Student Online Resources hub with extensive information and tips can be found at [deanza.edu/online-ed/students/remotelarning](https://deanza.edu/online-ed/students/remotelarning).

### 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 responses and essays based on reading of complex texts and the use of research leading to analysis, comparison, and synthesis. Additionally, you have to relate your reading and writing tasks to real-life interests, concerns, and experiences.

### Pre-Requisite for taking EWRT 2: EWRT1A

### 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.

**Standard Directions for asking for Help for all Assignments in online class format:** I will be available to answer any question you may have on the readings and assignments through Zoom class and office hour meetings, Canvas messaging, and e-mail.

If you need one-on-one help from a tutor online, you can use the following services. Look for NetTutor on your Canvas course page. You will find NetTutor in one of the categories on the left side of your screen on the home page of the Canvas page for this on Canvas. Once you click on NetTutor, you will see a list of subjects in which tutoring is available. The categories relevant to this class would be **English and Literature** (for asking specific questions) and **Writing and Paper Center** (for submitting and getting help on papers). Check out the WRC website at <http://www.deanza.edu/studentsuccess/wrc/index.html> for more information on online tutoring services offered through Zoom and other online tools. Online tutoring in other subjects is also available through the Student Success Center (SSC). A link to their web site: <https://www.deanza.edu/studentsuccess/>

- **All SSC Zoom links and schedules are located in one convenient place.**  
Go to <https://www.deanza.edu/studentsuccess/> and follow the links in the Service Updates to add yourself to the non-course **SSC Resources Canvas** site, then click on Modules to find current schedules and links.

This is updated frequently, so please, access SSC Zoom tutoring and workshops from within SSC Resources.

- **Support for remote learning:** If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!

### Required Textbooks:

You can use online or electronic versions of all of these texts.

1. *From Critical Thinking to Argument: A Portable Guide* (5th or 6<sup>th</sup> edition) edited by Sylvan Barnet, Hugo Bedau, and John O' Hara, available on [Macmillan Learning](#) both as e-book and paperback. I think an e-book is preferable in an online class format, although paperback copies will work as well. If you buy it from the publisher's website, directions to access this e-book will be provided by the publisher.
2. *Justice: What's the Right Thing to Do* by Michael J. Sandel, published by Farrar, Straus, and Giroux. ISBN: 9780374532505. There are several places from which you can get the book, paperback or electronic.

You can also rent or buy both books from the [De Anza College bookstore](#) .

### Required Free Online Resources

3. <http://www.criticalthinking.org> : a web site called *The Foundation for Critical Thinking* maintained by eminent scholars, writers, and practitioners of critical thinking.
4. Electronic media such as advertisements, television shows, and films as needed for help with critical thinking.
5. Additional resources derived from Internet and library research, news sources, some of which will be provided by me.

### Grade Distribution:

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

- 2 Final Copies of Essays: **30** (15 +15 points). The first essay can be based on personal experience and on readings related to current issues. The second essay is the research paper, which will be based on your reading of *Justice: What's the Right Thing to Do* and some additional research. You will need to do some pre-writing activities (brainstorming, freewriting, outlining, rough draft writing and if possible, peer-reviewing) related to these two essays).
- Rough drafts of Essays One and Two: 4+4= **8**
- 10 Assignments: **37** (assignments including a practice quiz plus discussions); class participation in an online format involves sharing answers and commenting on other students' answers if asked.
- 4 Quizzes= **15**
- Final Exam: A single draft essay or another type of assignment: **10**
- Total Course Points = **100**

### Grading Scale:

100 = A +  
94-99= A  
90-93= 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

**Reading List and Assignments/Activities Outline:** A list of assignments with due dates and a reading list containing details of chapters and pages you will read from required texts and other sources are within the Modules on Canvas.

### **Work Acceptance Policies:**

I know and understand that this is a difficult time for all of us, and you may be experiencing challenges that none of us could imagine before this pandemic. Nevertheless, the quarter has an end date of December 16 and weekly assignments are due throughout the quarter. Please try to submit assignments on due dates as much as possible. I am still required to submit final grades by December 21, 2022. Typically, a week before the end of each month, I will show the final closing dates for assignments due that month, so that students who were late due to an unavoidable reason can submit those assignments late without grade penalties. For example, assignments with due dates in September will typically be closed for submission at the end of September, and once those final late due dates close, I will not be able to accept those assignments. Essays can be submitted a little late without grade penalties as well. To check on due dates and available until dates, click on the Assignments link on the left of the Canvas screen. If any assignment is going to have grade penalties for late submissions, that will be stated on that assignment's page.

### **Points to Note:**

1. You must do all your reading homework to understand and work on the material even though the act of reading itself does not get graded.
2. Your essays and their rough drafts will be submitted on Canvas but checked through turnitin.com. Electronic submissions on Canvas are required to check the originality of your essays.
3. All grading will be done through Canvas.

### **Important Fall 2022 Deadlines:**

**September 26:** First day of Fall quarter classes

**October 8:** Last day to [add classes](#)

**October 9:** Last day to drop classes without a W

**November 18:** Last day to [drop classes](#) with a "W"

**November 24 to 27:** Thanksgiving Holiday - offices closed; no classes

**December 12 to 16:** [Final exams](#)

### **Outline of Course Work:**

- Expect to do at least one (and at times more than one) new assignment each week. Expect to submit rough drafts for Essays One and Two. Generating the rough drafts consist of brainstorming, planning, information-gathering, outlining, and drafting the essay.
- In the first two weeks, we will be using internet sources and personal experiences for our classwork. Your first essay will be based on these resources.
- From the third week onward, we will be using the book *From Critical Thinking to Argument* in class. This book will help us with critical thinking, logic, reasoning, research, and writing.
- From the first week of November, we will be using *Justice: What's the Right Thing to Do*. We will focus primarily on chapters 1, 2, 5, 6, 8, and 10. The topic of social justice discussed in this book will be the topic of your second (research) paper, but in your paper, you will focus only on one of the several philosophical approaches discussed.

- Your exact final exam is yet to be determined. A single draft essay or another type of assignment will be assigned.
- The fallacy practice quiz and the later quiz on identifying fallacies are based on a fallacy detection guide handout and the “Fallacies” section of Chapter 9.
- Approach the course material by clicking on Modules from the home page or the Modules link on Canvas. You will find your Module Overview, reading lists, study materials, and assignments within the Modules. Check Announcements and messages from me for any updates on the course and course material.

Outline of Course Modules: This is a short summary of the course modules. Times noted are subject to changes, if needed.

Module 0: Orientation Week 1: Sept 26-Oct 2	Starts in the first week of classes and based on students reading the syllabus, introducing themselves, building community, learning about the course, canvas, and De Anza College resources.
Module 1: Understanding and Using Critical Thinking Weeks 1-3: Sept 26 to Oct 16	Starts in the first week of classes and continues on to the second week and beyond. Through this module, you will learn to define, recognize, understand, and apply critical thinking based on internet sources collected with instructor guidance. You will also begin to process some information sources and begin to apply critical thinking skills to evaluate them and also evaluate your own experiences.
Module 2: From Critical Thinking to Argument Weeks 3-6: Oct 10-Nov 6	Approximately from the third week onward, we will be using the book <i>From Critical Thinking to Argument</i> in class. This book will help us with critical thinking, logic, reasoning, research, and writing.
Module 3: Justice: What’s the Right Thing to Do? Weeks 7-12: Nov 7 to Dec 18	Approximately, from the first week of November, we will be using <i>Justice: What’s the Right Thing to Do</i> , focusing primarily on chapters 1, 2, 5, 6, 8, and 10. The topic of social justice discussed in this book will be the topic of your second (research) paper, but in your paper, you will focus only on one of the several philosophical approaches discussed.
Final Exam Module Weeks 11-12	<b>Your final exam will be held on Tuesday, December 13.</b> It will be a single draft essay or another type of assignment, yet to be finalized.
RESOURCES	
Grammar and Writing	Resources on grammar are posted on Canvas and also found on essays graded using Turnitin. You must use these resources to improve your grammar and style as recommended by me and needed by you.
MLA (Modern Language Association)	Resources to help you learn MLA rules of paper presentation and citation of sources are posted on Canvas and you need to learn these rules to format your essays and cite sources properly.

De Anza College EWRT2 Course Outline (from the De Anza College web site)

- 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
- 2. ***Analyze and evaluate language and thought***
  - a. Syntax and semantics, structure and meaning; denotation and connotation; speech acts
  - b. irony
  - c. Metaphor and symbol
- 3. ***Distinguish and analyze analytic relationships and concepts***
  - a. Chronological and process relationships
- 4. ***Evaluate argumentation and its logical elements***
  - a. Propositions (claims), support (evidence, expert opinions, motivational appeals), and assumptions
  - b. 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)
  - c. Evaluation and judgment
  - d. Persuasion (point of view, tone, emotional appeals)
  - e. Rebuttal, counterargument, and concession
  - f. Make connections between disciplines
  - g. Examine and utilize alternative models and paradigms
- 5. ***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)
- 6. ***Identify the interdependence of reading and writing***
- 7. ***Synthesize the writing process in essay development***
  - a. Gather
  - b. Plan
  - c. Draft
  - d. Revise
  - c. Organizing and expressing the results of analysis
- 8. ***Argumentation***
- 9. ***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)

## Explanation of Some Activities

**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 screen.

**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:** Some writing assignments that are worth 1 to 4 points and receive credit for completion can be defined as low stakes writing which show your learning process rather than demonstrating your polished work. Such writing will receive full point upon showing good effort, detail, expected length, and completion, in spite of mistakes in grammar and understanding.

**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. All essays and some other assignments (Assignments 3, 4, and 5, for example) will be in this category.

**Group Work:** Assignments 6 through 9 are to be assigned in groups, and hence the workload will be shared, and the overall quality of work should be better.

### 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. Through this link, you will find detailed information on the [Academic Integrity Policy](#) of De Anza College. 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.

### Student Rights and Responsibilities

The De Anza College web site has clear explanations of [Student Rights and Responsibilities](#) and clear guidelines on reporting any complaints or concerns or finding any help with complex issues on the [Student Complaints and Concerns](#) page.