

<p>Instructor: Elliott Cragen  Class: T/Th 1:30pm-3:20pm  -plus-Additional 3hr/wk synchronic  9/23/24-12/13/24</p>	<p>Mondays: S72 1:00pm-1:30pm; 2:20pm-3:00pm  Tuesdays/Thursdays: L66 1:00pm-1:30pm;  2:20pm-3:00pm  (and additional online times: Weeknights 5-7 pm  by FaceBook Messenger by arrangement)  Contact: <a href="mailto:cragenelliott@fhda.edu">cragenelliott@fhda.edu</a></p>
<p>No text is required for this course; we will use various web-based sources that will be distributed mostly through CANVAS.</p> <ul style="list-style-type: none"> <li>◆ (but it's not a bad idea to have a College level dictionary)</li> </ul>	<p>It is essential you have access to the Internet to complete and turn in assignments. If for some reason you do not have Internet access, please contact me immediately.</p>

IMPORTANT NOTE: This syllabus was originally written for in-person classes and was adapted for our hybrid class. Therefore, if there are any comments that clearly do not apply to our current state of affairs, please let me know so I can remove/change them and then forget about them.

**A word of caution: we are, many of us, conditioned to think of work done in the classroom as “classwork”, and work done at home as “homework”, and also many of us are used to getting by doing one, and not the other... however, thanks to the friggin’ pandemic and these friggin’ hybrid classes, that is no longer the case. This course meets for two hours lecture during the week, and during that time we will do class work. However, in addition to this, there is three hours of online work you will do at home that is classwork and not homework. You must complete all in-class work plus the online classwork in order to have the potential to pass this class. Homework, as such, will be assigned separately.**

If this sounds like a lot, it’s not—it’s the same but different...and it requires more discipline than more traditional courses. (Also, it’s not an excuse when you tell a teacher you did not complete an assignment for their class because you were doing the work for another class.)

**All work submitted for this class must be the result of your own intellectual process—while I encourage you to seek feedback and help from others, the goal of this class is to get you to think and respond creatively and thoughtfully, clearly communicating your own thoughts with your own words. If I suspect that is not what you submitted, I reserve the right to challenge you on your work. If you cannot successfully defend your work (by showing multiple drafts with an evolution in the quality of writing and thought, for example), I reserve the right to reject it.**

Course description:

EWRT 2 provides you with an understanding of the expectations of college level discussion and argumentation and provide you with the basic skills necessary to meet those expectations. A passing grade is a “C” or better and cannot be achieved without completion of all assigned essays.

Prerequisites: EWRT 1A or passing score on the English Proficiency Test (EPT) or an approved substitute course for the EPT.

What you will learn in this class (anticipated Student Learning Outcomes):

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

### What is this class about?

EWRT 2 is De Anza College’s Critical Thinking and Reading class wherein we look at the difference between fact and opinion, what goes into making a “fact”, and, indeed, the nature of “knowledge”. That is, how do we know what we know, and how can we know it is true?

Recently, the issue of “Fake News”, “Deep Fakes”, and now AI text generators have become a concern not just here in the United States, but world wide—how trustworthy are our traditional lines of information? How trustworthy are the more recent developments in information dissemination? Can we trust reports that find their way into our news-feed on social media?

We will be looking at each of these questions and at the basic assumptions that go into daily diet of news and information (and many others), and through research and discussion, we will try to piece together what Carl Sagan once described as a “Baloney-detection kit” (but what I may occasionally refer to as your “BS meter”).

To do these things, you will need to develop the following skills:

1. Explain the differences between effective, valid argumentation and unclear and/or invalid reasoning.
2. Identify common logical fallacies and examples of fallacious reasoning. Write out-of-class and/or in-class, well-organized critical essays, which state clear and arguable theses that are supported by logical argumentation and sufficient evidence.
3. Recognize abductive, deductive and inductive forms of reasoning, and present and defend, either orally or in written form, ideas in a clear and logical manner.
4. Analyze and criticize ideas from or about specific nonfiction works.
5. Present clear, precise, and accurate oral analyses (including summary, critique, evaluation, synthesis) of critical thinking concepts or of specific works through activities such as Socratic questioning, discussions, oral reports, presentations, or debates.
6. Write informally on topics by showing an awareness of tone, audience, and support for one's

conclusions.

7. Clearly explain the differences between knowledge/fact and opinion in your own writing and in others' works.

### Workload:

#### Formal Written Work:

##### Journals:

Journal 1—Class journals: There are actually two of these, one labeled “Educational”, which will focus on matters regarding, well, education. The other is labeled “Personal”, which will focus on your personal views. Both will follow the same format:

You will record your thoughts and reactions to topics discussed in class or the prompt for the journal. There is no specific word count, but I anticipate at least a paragraph or two. These will be collected at the end of the quarter and checked for completeness and verify you were actually reflecting on the material and not working out your schedule for next quarter—you will not be graded down for your thoughts.

Journal 2—Logical fallacies: This is an out-of-class journal that will be graded at the end of the quarter (though I will check on it intermittently to ensure you are keeping up with it). We will be reviewing at least 24 logical fallacies and you will keep a journal of their use in the news. Each entry will require at least two paragraphs.

\*Journal 3—Biases: Similar to the Fallacies Journal, this is an out-of-class journal that will be graded at the end of the quarter (though I will check on it intermittently to ensure you are keeping up with it). We will be reviewing several biases and you will keep a journal of their use in the news. Each entry will require at least two paragraphs.

Essays for the class (There is a longer explanation in the “FILES” section of canvas):

Essay 1: a general overview of your topic (900-1100 words)

Essay 2: an expansion on your topic. In essay 1, you gave me three-four points of conflict on your topic. In this essay, you are taking one side of those points and explaining them (1100-1200 words)

Essay 3: a second expansion on your topic. In the first essay, you gave points of conflict; in the second essay, you elaborated on one side; in this essay, you will do the same to the opposing side (1100-1200 words)

Essay 4: your term paper: during the semester you have written an introduction to a controversial topic; you then argued a pro and a con in separate essays; in this essay, you combine all three into a longer argument for or against your topic (3000-3200 words).

Extra credit:

You may choose to do a presentation to the class on the fallacies, biases, or both. See me for details

PLEASE NOTE: EXTRA CREDIT IS JUST THAT: “EXTRA”. IT CAN ONLY BE USED TO IMPROVE A PASSING GRADE; IT CANNOT RAISE A NON-PASSING GRADE TO PASSING.

\*The “Journals” may (should) be used as rough drafts for portions of your essays..

Formal Reading:

You will be assigned a variety of readings including essays, short stories, poems, exercises in the handbook and excerpts from novels. Most of these will be in *Becoming a Critical Thinker*, but some will come from other sources. Some will be serious, academic essays while others will be humorous; I hope that all will be interesting—let me amend that: they WILL be interesting, if you do not think so, the fault is yours. However, interesting or not, all are required to be read prior to class discussion. We will meet approximately 16 times for just about three hours—that is just slightly more than one full work-week for the entire semester; we will not waste precious class time on things you can do outside of class. If you come to class unprepared to discuss the readings, you will be asked to leave class for the day.

Informal Reading:

It is anticipated that students in an English class will also find time to keep up with current events by reading local or national newspapers, magazines or e-zines. Your readings outside of the required materials, including reading done for other classes, should inform your classroom discussions.

“From bad behaviors come good laws.”

Policies for class and assigned work:

Grading\*:

In-class essays	20	3.0%	I would like to make it very clear that regardless of any points earned, the final determiner of your grade will be the quality of your writing--your grade will reflect your writing's academic quality in addition to your overall performance as a student.
Out-of-class essays	165	25.0%	
Term paper	100	15.0%	
Journals		0.0%	
--Fallacy	15	3.0%	
--Biases	15	3.0%	
--Reflection	15	3.0%	
Quizzes + Midterm	250	38.0%	
Final exam	65	10.0%	
	645	100.0%	

\* This is the percentage breakdown; for actual policies on grading (that is, what you need to do to get the maximum number of points) see “Policies” and “Criteria” below.

In accordance with policies and procedures set forth by Foothill-De Anza College’s Board of

Trustees, this class shall employ a differential grading scale as defined in the official catalog (Chapter 5, "Academic Regulations," "Grading System").

Grades issued will represent a full range of student performance: "A=Excellent; B=above average; C=average; D=below average; F=failure. Courses graded following the A, B, C / No Credit (N/C) system will follow the same pattern except that N/C will replace the letter grade D or F. In these courses, N/C will also substitute W (Withdrawal), because neither N/C nor W affect the student's grade point average."

That is, the better you do, the better your grade.

Further:

One should assume that in English Department courses instructors will comment on, and grade the quality of, student writing as well as the quality of the ideas conveyed; all student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized writing. In fact, that is my literal job description.

So, what does this mean? It means that

- 1) there is no "C- pass by the skin of my teeth;" anything below a C is not passing for this course
- 2) that rule applies to the course as a whole, only; final drafts of essays may be graded with C-, D, and even the occasional F
- 3) students are expected to not only present clear, cogent ideas, they are expected to present those ideas in college level writing and
- 4) that writing will be graded according to its quality (which will be the final determiner of the essay's score)

Now, to the class itself:

- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- Class begins at 6:10, please be on time. It is disrespectful to disturb the class by arriving late. Because we are living in the Bay Area, there will be times when being late is unavoidable. When this happens, please enter the room quietly, go to the first empty seat and sit down. Please don't interrupt class to explain why you are late; things happen and we all understand. Because life is the way it is, the chance of your cell phone/pager going off when you are walking in late is proportionate to how late you are. Therefore, make an extra effort to make sure the noise-maker is off before you come in.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- I do not like talking to myself; therefore, much of the time I will make every effort to engage you in discussion. I try to conduct my class in the spirit of "call and response," that is, I will call and you will respond. Do not try to avoid being called on by averting your eyes--this is a sure-fire way to be called on.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- We will spend quite a bit of time in discussion of the readings. Note: This is not "free-time." During discussion it is assumed that each student will participate to the extent they are capable. These discussions will be respectful exchanges of ideas and disrespect for

anyone or their ideas will not be tolerated.

- There will be times when I will be lecturing and times when you will be speaking. During those times respectful attention is the appropriate behavior.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- All work, except for in-class writings, should be typed, double-spaced, 10-12 point font with 1 inch margins. Essays should conform to MLA format. Check your handbook for guidelines and examples.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- Late work will be graded down ½ letter grade for two class periods after the official due date. After that, it will not be accepted. You should know that you cannot pass the class without completing all of the assigned essays.
  - A brief note about excuses for late work: I know that things sometimes happen and work is late for reasons beyond anyone's control. This happens to me on a regular basis, so I am sympathetic to it. If you let me know before the due date, I will work with you to make special arrangements. If you do not make special arrangements before the date, do not try to negotiate with me; please do your best to get your work in as quickly as you can and take the hit.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- There are only three options for turning in an essay and having it considered "handed in on time:"
  - an essay must be either in my hand at the start of class on the due date, or
  - in my email in-box by the assigned time, or
  - in my mail box in building 1 (with a time stamp showing it was turned in on the day before the due date). DO NOT put it under the door of any office! I can tell you from experience that those essays slipped under doors do not make it to your instructor's desk. They disappear and are often never seen again.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- Time will be given in class to workshop your essays. Consider these workshops mandatory. If you miss a workshop or show up to one without at least three (3) copies of your essay, that essay will be graded down when it is turned in.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
- Essays that receive a failing grade because they were handed in late or because of a workshop penalty cannot be revised.
- Cell phones and pagers should be off during class time. If I catch you texting or using your phone in anyway, you will be asked to leave class for the day.
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Important information about essays:

FYI: An out-of-class essay is a minimum of 1000 words, which translates to approximately four

pages of double spaced, 12-point font with 1-inch margins. Please remember that Microsoft Word defaults to 1.25" margins. It is your responsibility to reset them to the proper measurement. It is also assumed to be understood that an essay is a cohesive discussion of a topic with a thesis statement and at least three points supporting that thesis. Just submitting an essay that fulfills minimum requirements (1200 words, MLA format, etc) is not enough. Such an essay will likely be in the "D" or "F" category.

A note on grammar: We live now in an age where a good word-processor will give you real-time feed back on grammar and spelling. While these programs are not perfect, they can (and do) focus your attention on areas that need attention by way of the wavy red and green lines. Therefore, any one who submits an essay that has ONE instance of a spelling error that has a red underline or a grammatical error that has a green one, will lose all grammar points. Period.

A "C" essay will:

- Fulfill the minimum requirements of length and MLA formatting
- Show that the writer understands, at least superficially, the topic
- Topic will developed to a level that shows understanding
- Have multiple errors in punctuation and grammar
- Demonstrate a working knowledge of standard English, though not a high proficiency in its use
- Arguments will be minimally developed or supported by minimal evidence

A "B" essay will have everything found in a "C" essay plus

- Go beyond minimum requirements if needed to fully develop the topic
- Show that the writer understands the topic at a more profound level
- Fully develop the topic and related arguments
- Have few errors in punctuation and grammar
- Sentence structure may be less varied
- Demonstrate a proficiency in the English language
- Include sound arguments supported by good evidence

In addition to the above, an "A" essay will:

- show a marked clarity of thought and organization
- ideas expressed will go beyond the obvious and demonstrate a skill for critical thinking and understanding of the readings
- arguments will be supported by evidence from a variety of sources
- demonstrate a profound skill in using the English language through the appropriate use of college-level vocabulary as well as a sentences of various levels of complexity
- be virtually free of errors in punctuation and grammar

• Extra-credit:

- Point-earning activities will be offered during the session. These CANNOT be made up, and they are not open to negotiation.
- Other extra-credit can be earned at various times by attending pre-approved literary events.
- Please be aware that despite the fact that extra-credit may be available, you cannot earn enough extra-credit to pass the class if all written work is not completed and turned in and you are otherwise not passing the class.

## Plagiarism

This topic is so serious it gets its own section. De Anza's policy on plagiarism is clearly spelled out on the college website. Your first assignment will be to find it, download it, print it, and read it. Bring the printout to class. Plagiarism means to use someone else's words or ideas without properly citing your sources; it is a fancy word for stealing. At the very least, if work in an essay proves to be plagiarized, the essay will not be accepted (which more or less means that the "plagiarist" cannot pass this course). At worst, the student who plagiarizes may be thrown out of school.

And yes, using AI to write your essays is plagiarism.

Note: There are several instructors' versions of this, but you are to find the one from the online catalogue.

Let me say this about plagiarism: Don't.

*You, the student, are solely and fully responsible for all of the intellectual property that you present in this course. If you are incapable of claiming responsibility for intellectual property that you present as your own, the instructor retains the right to deny your ownership of it and any credit, rights, or privileges that your ownership would convey.*

Disabled Student Services: Students requiring assistance should contact the Disabled Students' Programs and Services (DSP&S)—located in Student Services—as soon as possible. Please contact me as well so that we can discuss appropriate accommodations.

Writing/Reading Center (WRC): On the third floor of the ATC, there is a drop-in tutoring center to help you with any writing needs you may have. Tutors are also available to work with students throughout the quarter upon request. Remember, too, I am available at various times to help with your writing. Regardless of your skill in writing, consider using the WRC for that final read-through before you turn in your essay--a new set of eyes might make the difference between an A or a B.

"Each of us has the ability to succeed and the right to fail."

My commitment to you:

- I will make every effort to be here on time every day, prepared and ready to lead class.
- While in the classroom, I will devote my entire attention to this class and nothing else.
- I will endeavor to provide a stimulating environment that will encourage your participation and learning.
- I will do all that I am able to provide you with the skills you will need not only to succeed in this class, but in your careers here at college and beyond.



Your commitment to me you:

- To be here each day the class meets, on time, having read the assigned material.
- To have your thoughts and ideas about the readings typed and ready to be read if called upon.
- To have all assignments done on time, proofed, edited and ready to turn in.
- To be respectful of each other's opinions and ideas and be willing to discuss rationally even those ideas that challenge your own.
- To have your cell phones, pagers and god-knows-what else off or on silent.

“No grades will be given—all will be earned.”

Criteria for A, B, and C work:

“What did you get in EWRT 2 ?”

“I got an ‘A’! What did you get?”

“He gave me a ‘C.’”

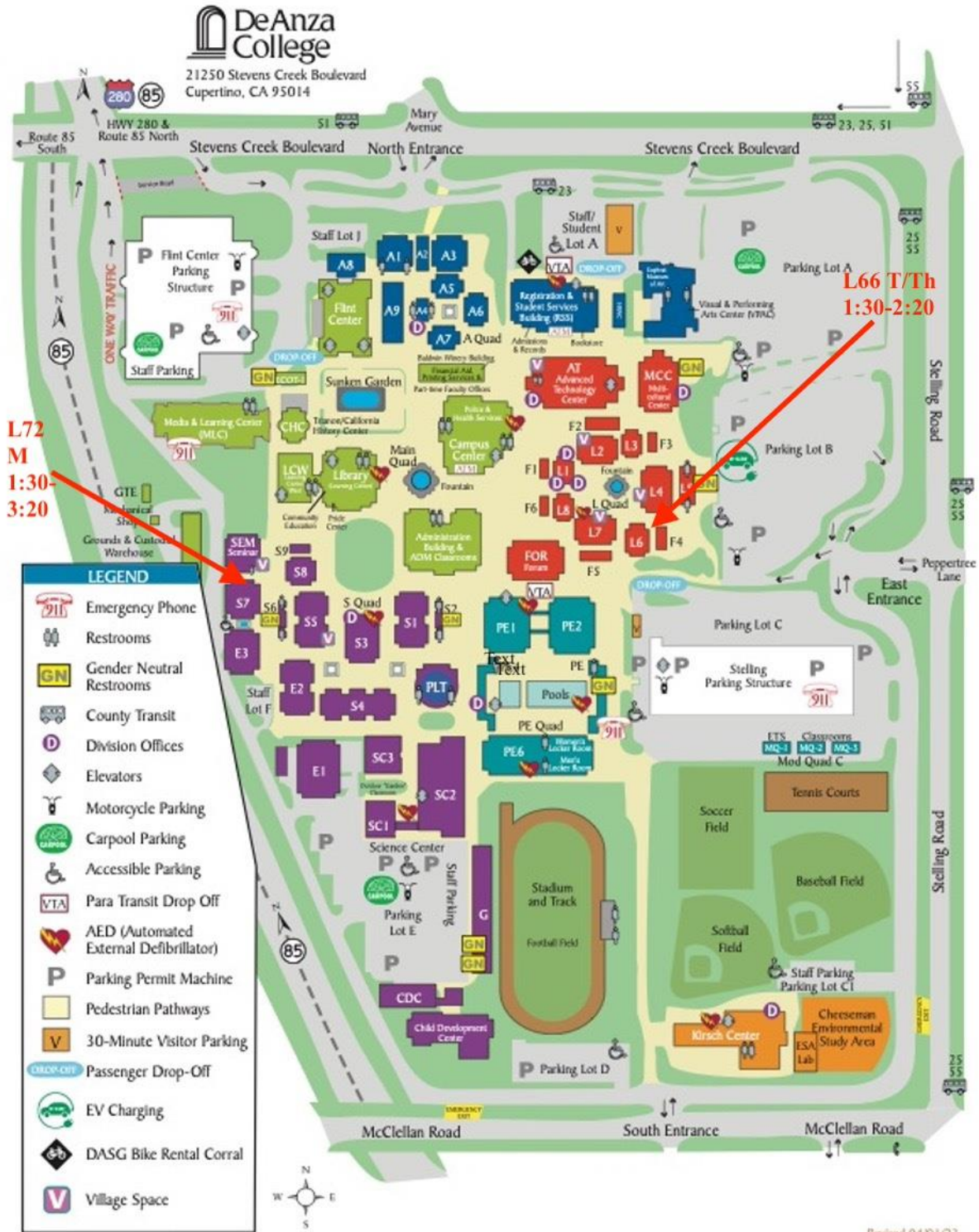
To be clear from the start, all grades are earned, not given. If you get an “A,” rest assured you worked hard and earned it. Likewise, if you get a “C,” that is what you earned. To be an “A” student, you must do more than show up for class and turn in your essays.

To be an “A” student you must start by:

- Committing to being on time for class (I have to do it and misery loves company).
- When you arrive at class, you will turn off your cell phone or pager or any other noisemaker.
- Be an active member of the class. Volunteer comments and ideas about the readings. Encourage other students to respond to your theories. The more you discuss things in class, the more you will have to say in your essays.
- Type up your responses to the readings in complete, coherent sentences (you don't want to be in class trying to remember what you meant when you wrote “Barry...internet... fungus...Dancing Wu Li Masters” at 2:00 am).
- If you do not understand any (or all) of the reading, write down what is confusing you and bring that in as your response. Many times the meaning of what we are reading will not become clear until we discuss it.
- When it comes time to write your essay, take advantage of the in-class editing and the WRC. Work out your thesis before you write your essay (you may end up changing it, but that's okay; the important thing is to have a clear direction when you start).
- If your paper is not going the direction you think it should, relax; don't force it. Often, the paper you end up writing is completely different than the one you started. Seek help from the writing center, your classmates or (gasp!) me.
- When you have completed a rough draft, have someone else read through it for continuity and grammatical errors. Again, the writing center or your classmates are an invaluable resource.
- After you have been through it twice and someone else has been through it once, go over it again. An old printer's trick is to start at the end and read to the beginning.
- Check that the essay and your works cited list complies with the MLA format. Examples are in your handbook and on-line.

- Turn it in ON TIME! I cannot emphasize this enough. Late work will be graded down and will not be accepted after two (2) class periods after the official due date. And it bears repeating: if you do not turn in all assigned work, you cannot pass the class. If you get it in early enough, you may be allowed the opportunity to rewrite it—if this happens, take the opportunity to improve your work.
- Attend all workshops; do all the reader responses; attend and participate in the class.

Students who opt to do less than this will earn a proportionately lower grade. Miss a few workshops, hand in an essay late, don't edit properly... these may well drop you down to a "C" or lower.



Please do not show up late on the first day and say you could not find the classroom.