

English 101C-02 (70984)  
Critical Thinking & Composition  
Fall 2017  
TTh 8:00 - 9:35 am

Sandra Park <www.sandratpark.com>  
<spark@ohlone.edu>  
<sandrapark04@yahoo.com>  
Ohlone College

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*Don't be too timid and squeamish about your actions. All life is an experiment.*  
—Emerson

*Doubt is not a pleasant condition, but certainty is absurd.*  
—Voltaire

**Course objectives:**

To read as critical thinkers—recognizing underlying principles, assumptions, questions.

To write clearly and coherently—making evident our patterns of thought and reflection.

In a step-by-step process, we will learn how to ask critical questions, avoid a rush to judgment, and develop a solid construction of thought.

**Required text and materials:**

Barnet and Bedau's *Critical Thinking, Reading, and Writing: A Brief Guide to Argument*  
Bedford/St. Martin's, 8<sup>th</sup> Edition, ISBN 978-1-4576-4997-4

Voltaire's *Candide*, trans. by Peter Constantine  
Modern Library, ISBN 978-0-812-97201-6 (paperback)

Blue books (2)  
Index cards 3x5

**Course requirements:**

Attendance. Roll will be taken at the start of every class session. If late, sign in as a late arrival. If you are unprepared, come to class anyway; absence only compounds the problem.

Oral presentations. According to a scheduled sign-up, individuals or groups will present on special topics, readings, and final projects. A brief Q&A period will follow each individual (3 to 5 min.) or group (about 10 min.) presentation. PowerPoint or other presentation files to be uploaded to class G-drive.

Weekly assignments. You can expect 6 hours of homework a week, typically 20 pages of reading and one or two pages of writing (250 to 500 words).

In-class writing will be required on three occasions: an informal, short piece (ungraded) early in the semester, a midterm essay exam, and a final essay exam. Bring blue books for the midterm and final exams. All in-class writing is open book (notes, books, papers).

Research papers. Midterm paper (5+ pages) on a first amendment/free speech topic and final paper (5 - 7+ pages) on an ethics topic of your choice in MLA format for quotes, internal citations, annotated works cited.

**Grading policy:**

20% = attendance + participation  
 10% = weekly assignments  
 15% = oral presentations (3)  
 10% = quarterly essays (2)  
 10% = midterm exam  
 10% = midterm paper  
 10% = final exam  
 15% = final paper

Attendance means getting to class on time, paying attention to what your instructor and fellow students offer for discussion. Participation means fully engaging in the life of the classroom, including individual and group activities. More than one week's absence may lower your grade (A → B, B → C, C → D).

Due dates are firm. See timeline. Written assignments must be double-spaced and typewritten with respect for the page, that is, presented as neat manuscript pages (double-spaced, 12-point). Do not embellish with fancy fonts or special folders.

Late work may be turned in during the last week of instruction (graded down, no comment). No more than two late assignments. Quarterly, midterm, final papers are not accepted as late.

**If you are blocked** or not sure how to proceed with your work, see instructor.

Helpful hints: (1) Ask questions during class discussions. Chances are others are wondering about the same thing! (2) Exchange email addresses with a few of your classmates. Questions may pop up as you start to work at home. (3) Request a tutor at the ELC/LRC. Tutors are faculty or students who successfully completed English 101C and are trained to help other students.

**What to expect:**

With nerve and skill, we will take many risks in the classroom—learning how to ask questions and how to speak our minds in reasoned, civil discourse.

OHLONE ENGLISH 101C STUDENT LEARNING OUTCOMES:

1. Explain the differences between effective, valid argumentation and unclear and/or invalid reasoning.
2. Identify common logical fallacies and examples of fallacious reasoning.
3. Write out-of-class and/or in-class critical essays that state clear and arguable theses and are supported by logical argumentation and sufficient evidence.
4. Recognize both deductive and inductive forms of reasoning and present, in either oral or written form, defenses in a clear and logical manner.
5. Analyze and criticize ideas from or about specific nonfiction works.
6. 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.
7. Write informally on topics by showing an awareness of tone, audience, and support for one's conclusions.
8. Explain the differences between knowledge/fact and opinion in the student's own writing and in others' works.

Week	Lecture	Reading	Assignment
1	<p>Introduction to critical thinking. Logos v pathos.</p> <p>Visual rhetoric: reading pictures.</p> <p>Multiple points of view (POV).</p>	<p>Barnet &amp; Bedau, Ch 4 on visual rhetoric (skip advertisements section).</p> <p>View <i>The True Meaning of Pictures</i>.</p>	<p>Find a documentary photo (attach) &amp; write a one-paragraph critical commentary.</p> <p>In-class: index card response to <i>True Meaning</i>.</p>
2	<p>Critical reading that leads to critical writing.</p> <p>Drafting and revising an argument.</p> <p>Why humor matters.</p>	<p>B&amp;B, Ch 3 on critical reading. Ch 6 on developing argument.</p> <p>Political cartoons: from Herbert Block (Herblock) to Pia Guerra.</p> <p><i>True Meaning</i> handout.</p>	<p>Choose a current political cartoon (attach copy). Write a critical commentary based on current events (facts) and your comments (opinion). Cite 2+ sources (source of cartoon and news article). One page.</p>
3	<p>Formal logic, syllogism.</p> <p>Fallacy. Groupthink demo.</p> <p>Review <i>True Meaning</i>.</p>	<p>B&amp;B, Ch 9 on logic and fallacy.</p>	<p>Fallacy panel sign-up.</p> <p>In-class writing on <i>True Meaning</i> (bring notes, handout).</p>
4	<p>Critical reading demo. Assumptions, contradictions, implications, principles.</p> <p>Free speech and the first amendment: case studies.</p> <p>Introduce Voltaire's <i>Candide</i> and the Enlightenment.</p>	<p>B&amp;B, Ch 2 on free speech and censorship.</p> <p>Smolla &amp; Hudson.</p> <p>Confederate monuments. No-platform/disinviting speakers on campus.</p> <p><i>Candide</i>, Ch 1.</p>	<p>Write a long essay on UVA Charlottesville protest or UCB no-platform of Milo Yiannopolous (3+ pp). Cite 2+ sources. Note: 2-wk quarterly assignment.</p> <p><i>Candide</i> panel sign-up.</p> <p>Critical reading sign-up.</p> <p>FP</p>
5	<p>Formal v informal logic, cont. Limits of a syllogism. Equations as simple sentences.</p> <p>Complex sentence, dependent clause: considering nuance, complexity, contingency.</p>	<p><i>Candide</i>, Ch 2-3.</p> <p>George Orwell's <i>Politics and the English Language</i>.</p> <p>How Trump speaks and answers questions.</p>	<p>See above, quarterly essay.</p> <p>Optional writing conference.</p> <p>FP, CAND, CR</p>

	First amendment, cont. Silence as an act of speech.		
6	Critical reading/critical writing, cont.  How to form a grounded question.	Free speech/first amendment independent reading.  <i>Candide</i> , Ch 4-6.	Draft midterm paper: title/subtitle, thesis, key points, sources (5-10 bullets or one page).  FP, CAND, CR
7	Speaking up: testing and rehearsing our ideas.  MLA format—in-text citation.  Epigraph as a key to thought.	Free speech indie reading #2.  Midterm exam study guide.  <i>Candide</i> , Ch 7-10.	Optional writing conference.  FP, CAND, CR
8	Review for midterm exam.  Critical thinking, point of view, argument, logos/reason, pathos/emotion, ethos/morals, assumption, premise, syllogism, fallacy, satire, irony.	B&B, review Ch 3.  <i>Candide</i> , Ch 11-12.	In-class peer review.  FP, CAND, CR  Midterm paper + midterm exam Thurs Oct 19 <sup>th</sup> .
9	Ethical and moral reasoning. Case studies: Manning/WikiLeaks and Snowden/NSA.  CT paper presentation demo.  Surrealist games: exploring causality.	<Handouts>: B&B Ways of Thinking Ethically.  Sisela Bok's <i>Secrets: On the Ethics of Concealment and Revelation (excerpt)</i> .  <i>Candide</i> , Ch 13-16.	In-class surrealist Q&A.  Sign-up for CT or CR.  CAND
10	Informal logic, Toulmin model. Recognizing change, unpredictability, the unknown.	B&B, Ch 8 on the Toulmin model.  Handouts: Hardin on lifeboat ethics; Singer on famine/affluence.  WikiLeaks and Snowden/NSA readings.  <i>Candide</i> , Ch 17-18.	Write a long essay comparing Singer and Hardin. Note: 2-week quarterly assignment.  Frankfurt's <i>On Bullshit</i> (alternate quarterly).  CAND, CR, CT
11	Review writing process and MLA format.  Plagiarism: on memorizing,	View Rod Serling's "Shelter."	See above, quarterly essay.  Optional writing conference.

	copying, authorship, copyright, intellectual property.  Ethics, cont: lifeboat (tragedy of the commons), famine (marginal utility).	<i>Candide</i> , Ch 19.	CAND, CR, CT
12	Review reading and writing strategies.  How to “talk back” to text, to read and resist.	B&B, Ch 7 on using sources; annotated student research paper in MLA format.  Models for critical thinking papers.  <i>Candide</i> , Ch 20-23.	Draft final paper: annotated works cited in MLA format (5-10 sources, 1-2 pp).  In-class debate on lifeboat, fallout shelter ethics.  CAND, CR, CT
13	Lies v bullshit. Why truth matters.  How humor can deflate authority, expose fallacy.	<i>Candide</i> , Ch 24-26.  View <i>Penn &amp; Teller’s BS</i> .	Final paper notes: title/subtitle, thesis, introduction (2 pp).  CAND, CR, CT
14	The limits of reason.  “The heart has its reasons that reason does not know.” (Pascal)  “For a tear is an intellectual thing.” (Blake)	<i>Candide</i> , 27-30.  “...but we must cultivate our garden.” (Voltaire)	Continue research and writing toward final paper.  Optional writing conference.  CAND, CR, CT
15	Review. Q&A.  Returning to logos, pathos, ethos.	Final exam study guide.	Final paper & final exam Tues Dec 12 <sup>th</sup> .  CR, CT

### Assignments:

Written assignments are due the following Monday at the start of class, unless otherwise noted.

Oral assignments—reading and research panels—occur same week as assigned.

See detailed, updated assignments at <[www.sandratpark.com](http://www.sandratpark.com)>. Assignments/due dates subject to change.

Midterm and final papers are developed over 3- to 5-week cycles with peer and instructor review.

### Oral presentations:

FP = fallacy panel (individual or pair)

CR = critical reading panel (group)

CAND = *Candide* panel (group)

CT = critical thinking papers (individual)

Weeks 1-8: each student signs up for FP or CR.

Weeks 9-15: each student signs up for a CR or CT.

Weeks 1-15: each student signs up for CAND.

*Key dates:*

Quarterly essay #1	UVA Charlottesville or UCB no-platform	Tues, Oct 3
Quarterly essay #2	Singer/Hardin (alternatively, Frankfurt)	Tues, Nov 14
Midterm paper (5+ pp)	Free speech/1 <sup>st</sup> Amendment topic of your choice	Thurs, Oct 19
Midterm exam	Free speech/1 <sup>st</sup> Amendment readings + Candide ch 1-12	Thurs, Oct 19
Final exam	Ethics of secrets/WikiLeaks/NSA + Candide ch 1-30	Tues, Dec 12, 7:00-9:00 am
Final paper (7+ pp)	Ethics topic of your choice	Tues, Dec 12, 7:00 am

*Advisory: No late work or make-up accepted for these papers and exams.*

## OHLONE ACADEMIC DISHONESTY POLICY

*Cheating*

At Ohlone, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at Ohlone includes but is not limited to: 1) Copying, in part or in whole, from another's test or other evaluation instrument or obtaining answers from another person during the test; 2) Submitting work previously presented in another course, if contrary to the rules of either course; 3) Using or consulting during an examination sources or materials not authorized by the instructor; 4) Altering or interfering with grading or grading instructions; 5) Sitting for an examination by a surrogate, or as a surrogate; 6) Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

*Plagiarism*

At Ohlone, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at Ohlone includes but is not limited to: 1) The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and 2) Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

<http://www.ohlone.edu/org/student-services/docs/academicdishonestyprocedure.pdf>

## MENTAL HEALTH AND STRESS MANAGEMENT

The staff and faculty of Ohlone College provide support for your emotional and physical health. You can learn more about confidential student services, such as counseling and mental health services, by visiting the Student Health Center in building 7.

<http://stepupohlone.org/oncampus-resources/>