

## English 7: Critical Thinking

Syllabus \* Fall 2002 \* San Jose State University  
Section 2 TR 13:30 – 14:45 \* HGH 122 \* Code: 07051  
Prerequisites: English 1A \* G.E. Designator: A3

**Instructor:** Dr. Mark Calkins  
**Email:** [mcalkins@email.sjsu.edu](mailto:mcalkins@email.sjsu.edu)  
**Web Page:** <http://www.sjsu.edu/mcalkins>  
**Office:** FO 115

**Office Hours:** TR 12:00 – 1:30 and by appt.  
**Office Phone Number:** (408) 924-4449  
**Dept. Office:** FO 102  
**Dept. Phone Number:** (408) 924-4425

### Course Description

English 7 examines the nature and meaning of critical thinking, and the relationship between logic and language. We will examine contrasting arguments on related subjects as a means for developing skill in the analysis of prose.

Prerequisites: Passage of English 1A or approved equivalent course.

### Course Objectives

- Learn to summarize arguments accurately
- Locate the thesis of an argument
- Locate the argument's assumptions, stated and unstated
- Analyze and evaluate the strength of the evidence and the soundness of reasoning offered in support of a thesis
- Read, analyze, and evaluate the key writings of three Modern "critical thinkers"

### Expectations

You will be working with an informal logic textbook and three key primary texts representative of critical thinking for Modernism and Post-Modernism. These difficult texts will present you with challenging, complex thinking; working through these texts will help you to become a sophisticated critical thinker and writer. However, while you will be doing writing in this course, it is not primarily a composition course. Lectures will be relatively brief; the bulk of class time will be spent on discussion and group work. Your homework will consist of nightly reading assignments, informal logic exercises, as well as preparation for group work. Expect 3 to 4 hours or more of homework almost every week, *not* including work on your writing assignments. Some form of writing assignment will be due every class period.

### Required Books & Materials: new \$70.00+, used \$52.00+

Copi, Irving M. and Keith Burgess-Jackson. *Informal Logic*. 3<sup>rd</sup> ed. New Jersey: Prentice Hall: 1996. (new \$36.00, used \$27.00)  
Freud, Sigmund. *Three Essays on the Theory of Sexuality*. New York: Basic, 1962. (new \$16.00, used \$12.00)  
Marx, Karl and Friedrich Engels. *The Communist Manifesto*. Oxford: Oxford UP, 1992. (new \$5.95; used \$4.45)  
Nietzsche, Friedrich. *On the Genealogy of Morals*. Oxford: Oxford UP, 1996. (new 11.95; used \$8.95)

- One or more "twin-pocket" portfolios (with a pocket for a 3.5" diskette)
- Large Blue Books (as needed)

## Recommended Books & Materials

- A good pocket dictionary, such as *The American Heritage Dictionary* (new \$5.99)
- A miniature stapler

## Course Requirements & Grade Distribution

WRITING ASSIGNMENTS (formal & informal): 50%

HOMEWORK/EXERCISES: 20%

DISCUSSION GROUP WORK: 30%

## Course Schedule (subject to change)

**IL** = Informal Logic   **CM** = *The Communist Manifesto*   **GM** = *On the Genealogy of Morals*   **TE** = *Three Essays on the Theory of Sexuality*

WEEK	DATE	ASSIGNMENT
1	8/27	Intro to Course
	8/29	<b>IL</b> 1.0 – 1.2; <b>CM</b> Introduction
2	9/3	<b>IL</b> 1.3; <b>CM</b> pp. 2-16
	9/5	<b>IL</b> 1.4; <b>CM</b> pp. 17-26
3	9/10	<b>IL</b> 1.5; <b>CM</b> pp. 27-37
	9/12	<b>IL</b> 1.6 – 1.7; <b>CM</b> pp. 38-50
4	9/17	<b>IL</b> 1.8; <b>CM</b> pp. 51-60
	9/19	<b>IL</b> 2.1; <b>GM</b> Introduction
5	9/24	<b>IL</b> 2.2; <b>GM</b> pp. 3-10
	9/26	<b>IL</b> 2.3; <b>GM</b> pp. 11-25
6	10/1	<b>IL</b> 2.4 – 2.5; <b>GM</b> pp. 25-38
	10/3	<b>IL</b> 2.6; <b>GM</b> pp. 39-51
7	10/8	<b>IL</b> 3.1; <b>GM</b> pp. 51-63
	10/10	<b>IL</b> 3.2; <b>GM</b> pp. 63-76
8	10/15	<b>IL</b> 3.2; <b>GM</b> pp. 77-87
	10/17	<b>IL</b> 3.2; <b>GM</b> pp. 87-97
9	10/22	<b>IL</b> 3.2; <b>GM</b> pp. 97-108
	10/24	<b>IL</b> 3.3; <b>GM</b> pp. 108-119
10	10/29	<b>IL</b> 4.1; <b>GM</b> pp. 119-128
	10/31	<b>IL</b> 4.2; <b>GM</b> pp. 128-136
11	11/5	<b>IL</b> 4.3; <b>TE</b> pp. xiv-xvii, 1-14
	11/7	<b>IL</b> 4.4; <b>TE</b> pp. 14-26
12	11/12	<b>IL</b> 4.5; <b>TE</b> pp. 26-38
	11/14	<b>IL</b> 5.1; <b>TE</b> pp. 39-49
13	11/19	<b>IL</b> 5.2; <b>TE</b> pp. 49-59
	11/21	<b>IL</b> 5.2; <b>TE</b> pp. 60-72
14	11/26	<b>IL</b> 5.3; <b>TE</b> pp. 73-82
	11/28	THANKSGIVING
15	12/3	<b>IL</b> 7.1 – 7.2; <b>TE</b> pp. 83-96
	12/5	<b>IL</b> 7.3; <b>TE</b> pp. 97-109
	12/10	TBD
	12/18	Final 12-15 – 14:30

## Course Policies

**Second Day Drop:** If you do not attend class on the second day of class I will automatically drop you from the class. If for some reason you cannot attend class on the second day, you must tell me by the end of the first class session.

**Attendance:** Since we will be doing group work on regular basis, your attendance is crucial. Missing more than one class meeting will affect your grade, and missing three or more class meetings is unacceptable and will result in a failing grade in Discussion Group Work.

**Lateness:** Arriving late disrupts class. Class begins according to the time on the clock on the classroom wall. Three late arrivals will be considered an absence; early departures carry the same consequence. If you will be regularly unable to get from one part of campus to class within the allotted time, please see me before the third week of classes.

**Late Essays:** All formal papers must be handed in by the end of class on the day they are due; if you submit your paper via e-mail, it must be time-stamped no later than the time that class ends. Late informal papers are not accepted. I do not accept papers turned into the Department Office or slipped under my office door. As noted above, I do not grade individual essay assignments, but a missing paper will be a conspicuous absence when I assess your portfolio at the end of the semester.

**Make-up work following an absence:** Each student is responsible for obtaining class notes and assignment details.

**From the Curriculum and Policy Committee:** "In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs."

**Use of outside assistance/Plagiarism zero-tolerance policy:** Copying all, or in part, another's material and presenting it as one's own is a grave matter. It is easy for an instructor to detect bought, "borrowed" or mass-produced papers. Discrepancies in style and mechanics will be revealed in the comparisons between in-class and out-of-class efforts. Additionally, tutors may help with prewriting and assist with basic skills, but should *not* be altering structure, inserting their own ideas or be functioning as proofreaders who correct all grammatical errors.

- EVIDENCE OF PLAGIARISM (or cheating on a test) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT (or test) AND A GRADE OF 'F' FOR THE COURSE. (See also the SJSU publication. "Academic Dishonesty and Its Consequences.")

**Statement of non-bias:** It is an instructor's responsibility to teach the material of the course and see to it that students become informed citizens who can think on their own. An instructor's place is not to promote any particular political philosophy or agenda; the University's General Education "Perspectives" requirement states, "All courses shall address issues of race, class, and gender when appropriate. Readings which include perspectives of women and diverse cultural groups shall be incorporated in all courses whenever possible."