

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Critical Thinking and Writing (GE A3), Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Karen English
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<b>Office Hours:</b>	MW 12-1pm; TR 10:30-11:30 am and by appt
<b>Class Days/Time:</b>	TR 13:30-14:45pm
<b>Classroom:</b>	BBC 124
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**GE A3 Course Description**

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

**ENGL 1B Course Description**

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw

valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

## **ENGL 1B Section Description**

In this section, we will study abolition movements of the nineteenth century and compare them to 21<sup>st</sup> century abolition campaigns.

## **ENGL 1B Learning Outcomes and Course Content**

### *GE A3 Learning Outcomes (GELO)*

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### *ENGL 1B Course Learning Goals (CLO)*

Upon successful completion of the course, students will be able to

1. discuss complex ideas clearly, logically, persuasively.
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

## *ENGL 1B Course Content*

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

## Required Texts/Readings

### Textbooks

“Critical Thinking” module. You will view all units and take follow up quizzes. See class schedule.  
<https://www.khanacademy.org/partner-content/wi-phi/critical-thinking>

Davis, David Brion. *The Problem of Slavery in the Age of Emancipation*. Knopf: New York, 2014. ISBN: 9780307269096. Available at Spartan Bookstore and various online sources.

Lunsford, Andrea. *The Everyday Writer* (SJSU Campus Handbook) Print ISBN: 9781457667121 Available at the Spartan Bookstore; electronic edition ISBN: 9781457633423 or Bedford/St. Martin’s online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

### Other Readings

Cuddy, Amy. “Your Body Language Shapes Who You Are.” *Ted.com*. Ted Conferences, LLC, June 2012.  
[http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are?language=en](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en)

Dalton, J. Ryan. “Modern Day Slavery.” *Tennessee Bar Journal* 49.2(2013): 12-17. *Academic Search Premier*.

Hopps, Harry R. *Destroy this Brute Enlist*. 1917. Poster. *Loc.gov*. Library of Congress, n.d.  
<http://www.loc.gov/pictures/item/2010652057/>

McMillan, Don. “Life After Death by Powerpoint 2012.” *YouTube.com*. YouTube, 12  
<https://www.youtube.com/watch?v=MjcO2ExtHso>

Seidenberg, Steven. “Human Bondage.” *ABA* 99.4(2013): 50-7. *Academic Search Premier*.

Stevenson, Brian. “We Need to Talk About An Injustice” *YouTube.com*. YouTube, Mar 2012.  
[http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice.html](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html)

“What is Modern Slavery.” *Antislavery.org*. AntiSlavery International, n.d.  
[http://www.antislavery.org/english/slavery\\_today/what\\_is\\_modern\\_slavery.aspx](http://www.antislavery.org/english/slavery_today/what_is_modern_slavery.aspx)

### Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

### ENGL 1B Section-Specific Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Class work (30%): Students will write approx. 10 one-page papers in response to chapters in the Davis book. Those papers will be reviewed and evaluated in class. Students will also give regular short oral presentations as indicated on the course schedule. (30% of grade: written work = 20%; class participation = 10%)

Shorter Essays (40%): Students are required to complete all shorter essays (rough drafts included) on the syllabus to receive a passing grade in the course. See below for word counts and assignments. (40 % of grade: in class paper at 10%) plus 2 essays at 15% each).

**All** papers will follow MLA rules, 7<sup>th</sup> edition for format and parenthetical documentation.

All **out of class papers** must be typed and submitted on paper. **NO** email submissions.

**Late** papers are accepted only at the discretion of the instructor and will be penalized for lateness. The penalty is 10% per class period that the paper is late.

Final Research Project (20 %): You will write a longer researched project on a 21<sup>st</sup> century abolition campaign. Your final paper will analyze a related contemporary abolition campaign in terms of its presumptions, strategies, and effectiveness with respect to classic western abolitionist movements of the 18<sup>th</sup> and 19<sup>th</sup> centuries. (20% of grade)

Final Oral Presentation (10%): You will deliver a multi-modal (includes visual/auditory elements) and written script) oral presentation based on your research project that will consist of an appeal addressed to a charitable organization in order to secure funds or other support to aid your chosen abolition campaign.

**NOTE**: Students must turn in all written assignments listed on the syllabus in order to pass the course.

#### *Assignment Word Count and Learning Goals*

	Word Count	GELO	CLO
In class Essay	350	2-4	1, 3, 5-8
Written Exercises (Summary and Analysis)	2500	4	1, 3, 6
Paper 1 Comparison/Contrast	750	2-4	2-5, 1-6
Paper 2 Analysis of Primary & Secondary Sources	750	1, 3-4	
Preliminary Research Project Tasks	500	1, 4	3,5-6
Research Project	1000	1-5	1-8
Oral Presentation Script	300	1-5	1-2, 4, 5-6, 8

#### **Grading Policy**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Grade Scale: A+ = 97 to 100%; A = 93-96%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- =80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 59% or lower

**This course must be passed with a C or better as a CSU graduation requirement.**

### **Classroom Protocols**

Students are expected to attend all classes. If a student misses or expects to miss a class, the student is responsible for notifying the instructor by email or telephone. Electronic devices of any kind can ONLY be used with explicit permission of instructor. Cell phones must be out of sight at all times.

### **University Policies**

#### *Dropping and Adding*

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

#### *Consent for Recording of Class and Public Sharing of Instructor Material*

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings

are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### *Academic Integrity*

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### *Campus Policy in Compliance with the American Disabilities Act*

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### *Accommodation to Students' Religious Holidays*

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at [www.sjsu.edu/english/comp/policy/index.html](http://www.sjsu.edu/english/comp/policy/index.html)

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes
- Accommodation to Students' Religious Holidays

## Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



**ENGL 1B Daily Schedule**  
(Subject to change with fair notice)

**!!!!!!ALWAYS BRING DAVIS BOOK TO CLASS!!!!!!**

**Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22	<p><b>Introduction to Critical Thinking and Writing</b></p> <p><u>READING:</u> <a href="http://en.wikipedia.org/wiki/List_of_cognitive_biases">http://en.wikipedia.org/wiki/List_of_cognitive_biases</a></p> <p><u>ACTIVITY:</u> Choose your favorite cognitive bias, email your choice to me, and be prepared to explain it by example on the first day of class.</p>
1	Jan 27	<p><b>Persuasion, Argument, and Dispute: Audience</b></p> <p><u>READINGS:</u> <i>Internet:</i> Khan Academy Critical Thinking Module Units One and Two: Intro to Critical Thinking and Deductive Arguments <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> Introduction 1-13, Notes</p> <p><u>ACTIVITIES:</u> Quiz for Khan Academy units; learn the guidelines for writing summary</p>
2	Jan 29	<p><b>Persuasion, Argument, and Dispute: Summary and Analysis</b></p> <p><u>READINGS:</u> <i>Internet:</i> Khan Academy Critical Thinking Module Unit Three: Necessary and Sufficient Conditions <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "Some Meanings of Slavery and Emancipation: Dehumanization, Animalization, and Free Soil" 15-26, Notes</p> <p><u>ACTIVITIES:</u> KA quiz; learn the difference between summary and analysis; forming a thesis</p> <p><b>DUE: Summary of Davis Chapter 1, PAGES 15-26</b></p>
2	Feb 3	<p><b>Persuasion, Argument, and Dispute: Definitions and Cultural Contexts</b></p> <p><u>READINGS:</u> <i>Internet:</i> Khan Academy Critical Thinking Module Unit Four: Intrinsic v. Instrumental Value</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Destroy this Brute</i> by Harry Hopps, 1917  <a href="http://www.loc.gov/pictures/item/2010652057/">http://www.loc.gov/pictures/item/2010652057/</a></p> <p><i>Davis</i>: "Some Meanings of Slavery and Emancipation: Dehumanization, Animalization, and Free Soil" 26-44, Notes</p> <p><u>ACTIVITIES</u>: KA quiz; In class analysis of visual image; more work on thesis statements</p> <p><b>Due: Summary of Davis, Chapter 1, pages 26-44</b></p>
3	Feb 5	<p><b>Persuasion, Argument, and Dispute: Action as Discourse, part one</b></p> <p><u>READINGS</u>:  <i>Internet</i>: Khan Academy Critical Thinking Module Unit 5: Implicit Premise  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis</i>: "The First Emancipations: Freedom and Dishonor" 45-65, Notes</p> <p><u>ACTIVITIES</u>: KA Quiz; analysis of action as a form of argument; identifying implicit premises for actions</p> <p><b>DUE: Summary of Davis, Chapter 2</b></p>
3	Feb 10	<p><b>Persuasion, Argument, and Dispute: Action as Discourse, part two</b></p> <p><u>READINGS</u>:  <i>Internet</i>: Khan Academy Critical Thinking Module Unit 5: Justification and Explanation  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis</i>: "The First Emancipations: Freedom and Dishonor" 65-82, Notes</p> <p><u>ACTIVITIES</u>: KA Quiz; analysis of action as a form of argument in terms of justification and explanation; more thesis work</p> <p><b>Due: Summary of Davis Chapter 3</b></p>
4	Feb 12	<p><b>Elements of Argument: Issues and Premises, part one</b></p> <p><u>READINGS</u>:  <i>Internet</i>: Khan Academy Critical Thinking Module Unit 6: Normative and Descriptive Claims  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis</i>: "Colonizing Blacks, Part 1: Migration and Deportation" 83-104, Notes</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>ACTIVITIES: KA Quiz; identifying issues and premises in the argument for colonization; more thesis work</p> <p><b>Due: Summary of Davis Chapter 4</b></p>
4	Feb 17	<p><b>Elements of Argument: Issues and Premises, part two</b></p> <p><u>READING:</u></p> <p><i>Davis: "Colonizing Blacks, Part 2: The American Colonization Society and Americo-Liberians" 105-125, Notes</i></p> <p>ACTIVITIES: <b>Paper 1 written IN class on the arguments for colonization (bring bluebook to write in)</b></p>
5	Feb 19	<p><b>Elements of Argument: Counterargument, part one</b></p> <p><u>READINGS:</u></p> <p><i>Internet: Khan Academy Critical Thinking Module Units 7&amp; 8: Truth and Validity, Validity</i>  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis: "Colonizationist Ideology: Leonard Bacon and 'Irremediable Degradation'" 144-166, notes</i></p> <p>ACTIVITIES: KA Quiz; identifying alternative arguments and formulating a counter-thesis</p> <p><b>Due: Summary of Davis Chapter 6</b></p>
5	Feb 24	<p><b>Elements of Argument: Counterargument, part two</b></p> <p><u>READINGS:</u></p> <p><i>Internet: Khan Academy Critical Thinking Module Unit 9: Soundness</i>  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis, "From Opposing Colonization to Immediate Abolition" 167-192, Notes</i></p> <p>ACTIVITIES: KA Quiz; alternative arguments and the counter-thesis; drafting first paper</p>
6	Feb 26	<p><u>READINGS:</u></p> <p><i>Internet: Khan Academy Critical Thinking Module 10: Formal and Informal fallacies</i>  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p>ACTIVITIES: KA Quiz, oral paper presentations</p> <p><b>DUE: Paper 2 Comparison and Contrast</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	Mar 1	<p><b>Elements of Argument: Conclusions, part one</b></p> <p><u>READINGS:</u>  <i>Internet:</i> Khan Academy Critical Thinking Module 11: Fallacy of Composition  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "Free Blacks as the Key to Slave Emancipation" 193-225, Notes</p> <p><u>Activities:</u> KA Quiz; looking at notes; primary sources; changing strategies  <b>Due: Summary of Davis, Chapter 8</b></p>
7	Mar 3	<p><b>Elements of Argument: Conclusions, part two</b></p> <p><u>READINGS:</u>  <i>Internet:</i> Khan Academy Critical Thinking Module 12: Fallacy of Division  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "Fugitive Slaves, Free Soil, and the Question of Violence" 226-255, Notes</p> <p><u>ACTIVITIES:</u> KA Quiz; looking at notes; distinguish between primary and secondary sources; closing down an argument  <b>Due: Summary of Davis, Chapter 9</b>  <b>DUE ON CANVAS: Endnote Choice for Paper 3</b></p>
7	Mar 5	<p><b>Philosophical Considerations: Reason v. Morality, part one</b></p> <p><u>READINGS:</u>  <i>Internet:</i> Khan Academy Critical Thinking Module 13: Intro to Ad Hominem  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "The Great Experiment: Jubilee, Responses, and Failure" 256-290, notes</p> <p><u>ACTIVITIES:</u> KA Quiz; cultural contexts and the failure of reason  <b>Due: Summary of Davis, Chapter 9, 256-290</b></p>
8	Mar 10	<p><b>Philosophical Considerations: Reason v. Morality, part two</b></p> <p><u>READINGS:</u>  <i>Internet:</i> Khan Academy Critical Thinking Module 14: Affirming the Consequent  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "The Great Experiment: Jubilee, Responses, and Failure" 256-273, notes</p> <p><u>ACTIVITIES:</u> cultural contexts and the failure of reason  <b>DUE: Summary of Davis, Chapter 10</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mar 12	<p><b>Argument as Narrative, part one</b></p> <p><u>READINGS:</u>  <i>Internet:</i> Khan Academy Critical Thinking Module 15: Denying the Antecedent  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "The British Mystique: Black Abolitionists in Britain" 291-305, Notes</p> <p><u>ACTIVITIES:</u> analyze narrative as a form of argument; review thesis for paper 3</p>
9	Mar 17	<p><b>Argument as Narrative, part two</b></p> <p><u>READINGS:</u>  <i>Internet:</i> Khan Academy Critical Thinking Module 16: Begging the Question  <a href="https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking">https://www.khanacademy.org/partner-content/wi-phi/critical-thinking/v/intro-to-critical-thinking</a></p> <p><i>Davis:</i> "The British Mystique: Black Abolitionists in Britain" 306-319</p> <p><u>ACTIVITIES:</u> Paper presentations  <b>Due: Paper #3 Analysis of 2 Sources</b></p>
9	Mar 19	Mid-Semester GRADE Conferences in FO 221
	Mar 24-26	Spring Break
	Mar 31	Cesar Chavez Day, University Closed
10	Apr 2	<p><b>Research Project: Finding an Issue</b></p> <p><u>READING:</u>  <i>Davis:</i> "Epilogue" 320-337, notes</p> <p><u>ACTIVITY:</u> <b>Library Day in MLK, Jr. Library. REQUIRED ATTENDANCE!</b></p> <p><b>Class Sign-ups for Oral Presentations</b></p>
10	Apr 7	<p><b>Research Project: Researching an Issue</b></p> <p><u>READINGS:</u>  Dalton, J. Ryan. "Modern Day Slavery." <i>Tennessee Bar Journal</i> 49.2(2013): 12-17.</p> <p>Seidenberg, Steven. "Human Bondage." <i>ABA</i> 99.4(2013): 50-7. <i>Academic Search Premier</i>.</p> <p>"What is Modern Slavery." <i>Antislavery.org</i>. AntiSlavery International, nd.  <a href="http://www.antislavery.org/">http://www.antislavery.org/</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>ACTIVITIES:</u> Defining an issue; discussing premises; drafting proposal; searching for sources</p> <p><b>DUE on CANVAS by 5pm: Topic Proposal (100 words)</b></p>
11	Apr 9	<p><b>Research Project: Discovering an Audience</b></p> <p><u>READINGS:</u>            AntiSlavery International, <a href="http://www.antislavery.org/">http://www.antislavery.org/</a>            Human Trafficking.org <a href="http://www.humantrafficking.org/">http://www.humantrafficking.org/</a>            Alliance to end Slavery <a href="http://www.endslaveryandtrafficking.org/">http://www.endslaveryandtrafficking.org/</a>            International Justice Movement <a href="http://ijm.org/">ijm.org/</a></p> <p><u>ACTIVITIES:</u> Evaluate bibliographies; analyze abolition strategies; identify potential funding sources</p> <p><b>Due on Canvas: Preliminary bibliography of 10 sources</b></p>
11	Apr 14	<p><b>Research Project: Discovering an Audience</b></p> <p><u>READINGS:</u>            Free the Slaves <a href="http://www.freetheslaves.net/">http://www.freetheslaves.net/</a>            Coalition to Stop Slavery and Trafficking <a href="http://www.castla.org/">http://www.castla.org/</a>            Polaris Project <a href="http://www.polarisproject.org/">http://www.polarisproject.org/</a>            UN Stop Child Trafficking <a href="http://www.unicefusa.org/work/protection/child-trafficking">http://www.unicefusa.org/work/protection/child-trafficking</a></p> <p><u>ACTIVITIES:</u> Correct bibliographies; analyze abolition strategies; identify potential funding sources</p> <p><b>Due in class: Annotated Bibliography (300 words)</b></p>
12	Apr 16	<p><b>Research Proposal Workshop</b></p> <p><u>READING:</u>            McMillan, Don. "Life After Death by Powerpoint 2012." <i>YouTube.com</i> Youtube, 12 Sept. 2012. <a href="https://www.youtube.com/watch?v=MjcO2ExtHso">https://www.youtube.com/watch?v=MjcO2ExtHso</a></p> <p><u>ACTIVITIES:</u> Revising intro and thesis; discussion of effective use of media</p> <p><b>Due: Introductory paragraph and thesis (100 words)</b></p>
12	Apr 21	<p><b>Research Project Paper Workshop</b></p> <p><b>DUE: ROUGH DRAFT OF PAPER AND WORKS CITED LIST</b></p>
13	Apr 23	<p><b>Oral Presentation Workshop</b></p> <p><u>READING:</u>            Cuddy, Amy. "Your Body Language Shapes Who You Are." <i>Ted.com</i>. Ted Conferences, LLC, June 2012.  <a href="http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you">http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<a href="#">are?language=en</a> Activities: Revising presentation strategies <b>DUE: Rough draft of presentation</b>
13	Apr 28	Oral Presentations
14	Apr 30	Oral Presentations
14	May 5	Oral Presentations
15	May 7	Oral Presentations
15	May 12	Viewing: Brian Stevenson "We Need to Talk About an Injustice." <i>Ted.com</i> . Ted Conferences, LLC, Mar. 2012. <a href="http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html">http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html</a> <b>Due: Final Research Project (1200 words) with Works Cited List</b>

**Final Culminating Activity May 21, 12:15-2:30, FO 221**