

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: LTWR 115		Course Title: Critical Reading and Writing	
Number of Units: 3			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Oliver Berghof		Email: oberghof@csusm.edu	Submission Date:

1. Course Catalog Description: Critical thinking through reading and written analysis of various genres of writing. Special attention to the use of metaphoric language, the function and meaning of symbols, the structure of arguments, the use of logic, and the value of imaginative writing, particularly in relationship to ethical and moral questions. *Prerequisite: GEW 101*

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES


 _____ 8/20/14
 
 _____ 8-20-2014
 Course Proposer Date Department Chair date

Please note that the department will be required to report assessment data to the GEC annually. _____
 DC Initial

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	Impacted	<input type="checkbox"/>	<input type="checkbox"/>
Date			Discipline Chair	Date	
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline	<input type="checkbox"/>	<input type="checkbox"/>	GEC Chair	<input type="checkbox"/>	<input type="checkbox"/>
Chair			Date		

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone Email:

From: [Salah Moukhlis](#)
To: [Marshall Whittlesey](#)
Cc: [Scott Greenwood](#); [Oliver Berghof](#)
Subject: LTWR 115 recertification form
Date: Friday, August 22, 2014 10:52:18 AM
Attachments: [LTWR 115 Recertification Forms.pdf](#)

Hi Marshall,

Please find attached LTWR 115 recertification forms. Below is Judith's approval e-mail.

Please let me know if you have any questions or if I need to send this to someone else as I do not know who the Chair of GEC is this semester.

Thanks!

Salah

Salah M. Moukhlis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu

From: Judith Downie
Sent: Friday, August 22, 2014 10:47 AM
To: Salah Moukhlis
Subject: Re: LTWR 115 recertification form

Hi Salah,

I am hoping this semester proves to be less work than my summer. Is that too much to ask?

I have reviewed the document and ask that you consider this email my sign off.

Thanks,

Judith

Judith A. Downie

Humanities & Archives Librarian and Government Documents Coordinator
California State University San Marcos
San Marcos CA 92096-0001
760-750-4374

From: Salah Moukhliis <smoukhli@csusm.edu>
Date: Thursday, August 21, 2014 at 12:00 PM
To: jdownie <jdownie@csusm.edu>
Cc: Oliver Berghof <oberghof@csusm.edu>
Subject: LTWR 115 recertification form

Hi Judith,

Hope all is well and the beginning of the semester is not too hectic.

I have attached the recertification form for LTWR 115 for your review.

Please let me know if you have any questions.

Best,
Salah

Salah M. Moukhliis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA A3: Critical Thinking
See GE Handbook for information on each section of this form

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

Part A: Critical Thinking General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Critical Thinking GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A3.1: Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.	Reading assignments from Porter, <i>Fundamentals of Critical Thinking</i> , in weeks 1 (force of argument, contradiction, self-contradiction, contradiction in theory/statement/thought and seeming contradictions), 6 (informal fallacies of sweeping and hasty generalization, begging the question and complex questions, argument from ignorance and argument to the masses, false cause and irrelevant conclusion), 7 (conclusions and premises vs. claims and warrants, paraphrasing statements into logical form and identifying implications, syllogisms and enthymemes, validity and truth), 8 (deduction vs. induction, the use of categorical arguments, hypotheticals, disjunctive arguments)	In-class collaborative assignments taken from chapters 1, 6, 7, 8 in Porter: these include exercises in which students <i>apply</i> new terminology, exercises in which students describe, arrange, determine, select correct choices, write paragraphs, fill in blanks, discuss (“thought pieces”), rephrase ambiguous statements for greater clarity, determine inference and premises, identify fallacies, re-formulate text into syllogistic form and subsequently judge the validity of the syllogism; in-class discussion of these assignments; on-line quiz in week 10
A3.2: Judge the reliability and credibility of sources.	Supplementary reading Ehrenreich (<i>Bait and Switch; This Land Is Their Land</i>) and viewing (<i>The Edukators; Born Rich; The One Per Cent</i>) assignments throughout the first fourteen weeks of the course; discussion of word definitions (OED vs. Wikipedia) in week 4; discussion of copyediting mistakes in the textbook (textbook authority vs. efforts of the publisher to cut costs by eliminating copyediting) in week 1	Writing assignments (research notes in weeks 3, 4 and 6, in which students will have to apply criteria communicated to them during classroom discussion for the reliability and the credibility of sources, such as identifying signs of peer review, judging the quality of a publication, identifying tell-tale signs of unreliable sources etc.)
A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.	Reading assignments from Porter, <i>Fundamentals of Critical Thinking</i> , in weeks 13 and 14, which cover modes of proof	Writing assignments in weeks 13 and 14 (one critical essay on Ehrenreich, in which students have to clearly identify their topic – education – focus on the relevance of Ehrenreich’s evidence and discuss whether her insights are still pertinent in the students’ own educational environment, as well sustain their argument without digression; one assessment paper on a discipline-specific argument in Porter, chapter 12, in which students have to choose between literary explication, scientific verification, historical explanation and ethical justification as modes of proof that they have to sustain over the course of a focused paper chosen from a set of pertinent issues listed for them in chapter 12)
A3.4: Understand the nature of inductive and deductive reasoning,	Reading assignments from Porter, <i>Fundamentals of Critical Thinking</i> , in weeks 7, 8, 9, 10, 11 which cover	In-class collaborative assignments taken from chapters 7, 8, 9, 10, 11 in

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

identify formal and informal fallacies of reasoning, and employ various methods for testing the strength, soundness, and validity of different argument forms.	systematic reasoning	Porter; in-class discussion of these assignments; on-line quizzes in week 10 and week 14; for example: students in small groups (2-3 students) will apply four rules for judging the validity of categorical deductive syllogisms to a sample set of categorical syllogisms in order to determine whether they are logically valid and then, in a further step, discuss the truth of the premises and conclusion for each syllogism.
A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.	Reading assignments from Porter, <i>Fundamentals of Critical Thinking</i> , in weeks 4, 5 which cover theories of meaning, language, and definition	In-class collaborative assignments taken from chapters 1, 2, 3 in Porter; in-class discussion of these assignments; on-line quiz in week 5; for example, students in small groups or individually will engage in sentence completion and vocabulary selection exercises and come up with their own examples of previously defined concepts such as an arbitrary stipulative definition.
A3.6: Understand logic and its relationship to language by identifying the basic components of reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.	Reading assignments from Porter, <i>Fundamentals of Critical Thinking</i> , in weeks 6, 9, 10, 11 which cover systematic reasoning	In-class collaborative assignments taken from chapters 6, 9, 10, 11 in Porter; in-class discussion of these assignments; on-line quizzes in week 10 and 14; for example, exercises that link evidence and inference by asking students to ensure randomness and avoid bias in a generalization, or stratify a sample in order to support a specific generalization.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	In-class discussion and activities ask students to consider the choices the various writers make regarding audience, and in-class writing/analysis/discussions draw attention to audience awareness and effective strategies for writing for diverse audiences.	On-line writing portfolio, consisting of shorter targeted writing assignments in weeks 3, 4, 6, as well as essay – length writing assignments in weeks 13 and 14, of which the writing assignment in week 14 explicitly focuses on the rhetorical differentiation between academic discourses and the associated modes of proof in different disciplines
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly	Library and web-based research in weeks 3, 4, and 6; instructor-supplied material in weeks 1 and 2	Integration of research material into class discussion, including student demonstrations of their

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

encouraged to collaborate with their library faculty.)		research strategies; incorporation of research into essay on Ehrenreich in week 13; library session with Humanities Librarian (Judith Downie) to familiarize students with CSUSM Library resources pertinent to critical thinking
--	--	---

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The course supplements the use of Burton Porter’s critical thinking textbook <i>The Voice of Reason. Fundamentals of Critical Thinking</i> with a theme; in the example of the submitted syllabus this theme is class-based differences. The assigned readings, the class discussions based on these readings, as well as the writing assignments are designed to investigate critically class-based issues as they intersect with issues of gender and race.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The supplementary materials in particular are designed to address this aspect. In the German film <i>The Edukators</i> , global manufacturing practices are critically examined (outsourcing, “value chains”) and the dissociation of consumers from production costs is critically thematized; in Barbara Ehrenreich’s investigative reports from the world of minimum wage – and middle class labor, the connections between local and national causes and effects obscured by business practices and ideologies are restored to view and undergo a critical examination.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	On-line writing portfolio, consisting of shorter targeted writing assignments in weeks 3, 4, 6, as well as essay – length writing assignments in weeks 13 and 14
Critical thinking may be taught in the context of a subject area, by including specific attention to general principles of critical thinking and applying them to	At various points in the course (in weeks 1, 2, 3 and 14, for example), class discussion explicitly focuses on discipline-specific examples in literature, thus building an appreciation for the unique contributions of

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

examples and exercises in the subject area.	literature, literary analysis and skillful writing to a critical appreciation of the world; at no point in the course does this material assume prior familiarity with the technical vocabulary of literary analysis or rhetoric.
The course proposals will demonstrate the application of information literacy to the course materials.	A critical vetting of source material is both demonstrated in class for the student as well as required for success in the writing assignments. This includes a historically informed understanding of vocabulary (use of the OED), critical evaluation of Internet – based and library – based sources on historical information (researching the student movement of the 1960s in week 3), as well as research on the usefulness of social networks for job searches in connection with the theme of class-based differences and the Ehrenreich reading assignments.
All critical thinking courses will be open to all students regardless of their majors; therefore, the basic reasoning skills listed in the above objectives must be explicitly covered.	All of the reasoning skills associated with critical thinking are introduced in multiple ways and covered in this course in a manner accessible to students from all majors.

LTWR 115 - Critical Thinking, Reading and Writing

XXX Semester 20XX

section X - CRN XXXX: Meeting Days, Meeting Time, Meeting Place

Instructor:

Oliver Berghof

Office: Markstein Hall 129

Office Phone: (760) 750-4133

e-mail: o b e r g h o f @ c s u s m . e d u

Department:

Literature and Writing Studies

Markstein Hall 137

Secretary: Johnna Norris, (760) 750-4147

Fax: (760) 750-3110

Office Hours: Day, Time

CSUSM Catalog Course Description

Critical thinking through reading and written analysis of various genres of writing. Special attention to the use of metaphoric language, the function and meaning of symbols, the structure of arguments, the use of logic, and the value of imaginative writing, particularly in relationship to ethical and moral questions. *Prerequisite: GEW 101*

Student Learning Outcomes

A3: Critical Thinking General Education Learning Outcomes (GELOs)

- Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.
- Judge the reliability and credibility of sources.
- Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.
- Understand the nature of inductive and deductive reasoning, identify formal and informal fallacies of reasoning, and employ various methods for testing the strength, soundness, and validity of different argument forms.
- Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.
- Understand logic and its relationship to language by identifying the basic components of

reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.

General Education Learning Outcomes required of all GE courses related to Course Content

- Students will communicate effectively in writing to various audiences. (writing)
- Students will think critically and analytically about an issue, idea or problem. (critical thinking)
- Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)

Literature and Writing Studies Department Student Learning Outcomes

"Students in the Department of Literature and Writing Studies develop critical reading and writing skills and learn to recognize that effective thinking and writing about texts must be informed by knowledge about relevant local, global, and disciplinary contexts. We have designed our departmental curricula to help students who graduate with a Bachelor of Arts in Literature and Writing Studies to develop and demonstrate the following abilities.

Students who graduate with a Bachelor of Arts in Literature and Writing Studies will

1. Communicate in writing, speech and other media according to professional practices and conventions for different audiences and purposes;
2. Closely analyze texts through a range of critical and theoretical approaches;
3. Identify the historical, political, and social contexts that led to the creation of canons and alternative traditions;
4. Interpret multicultural and international texts in their local and global contexts.

Assessment of these learning outcomes occurs in a variety of ways: students are asked in our classes to complete many different kinds of writing assignments, including short essay exams, in-class responses, reading journals, research papers, thesis-driven essays, oral reports, and collaborative writing projects." (CSUSM 2012-2014 Catalog, p. 225)

Additional Student Learning Outcomes specific to LTWR 115 are integrated into the Course Outline below.

CSUSM All-University Writing Requirement

Cumulatively, the writing assignments in weeks 1, 3, 4, 6, 7, 13 and 14 exceed the minimum of 2500 words; the critical essay due in week 13 of the course individually also exceeds this writing requirement. Writing is an integral part of this course: we think through writing, achieving greater clarity of thought - a key goal of any education in critical thinking.

Attendance:

Attendance at all meetings is mandatory. Failure to attend class will result in a lowering of your grade for each class period missed. If you miss more than four sessions, you will automatically receive a failing grade for this class. Exceptions to this rule are documented cases of illness, accidents etc., for which written proof (doctor's note, copy of a police report etc.) must be submitted. If you know in advance that you will have to miss a session, please notify the instructor immediately, preferably by sending an e-mail message at oberghof@csusm.edu

Academic Honesty:

All students are required to honor the standards of academic honesty outlined in the section entitled 'Academic Honesty' on pages 92-95 of the California State University San Marcos General Catalog 2012-2014. Failure to do so will result at least in an 'F' for the assignment during which the student violated these standards; repeated failure to honor them may result in an 'F' for the course and disciplinary action on the part of the university: "Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction."

Course Outline:

This course outline is a guide to the course, not a schedule that we must follow without modification. I reserve the right to make changes to this schedule, as well as the number, nature and due dates of the assignments. In order to remain informed of any changes to this outline please be sure to attend all class meetings.

week 1 (8/27 and 8/29) - Introduction to the Course

Assignments this week:

writing assignment: in-class diagnostic
reading assignment: Plato - 'Hipparchus'

Student Learning Outcomes this week:

1. understanding the historical relation of LTWR 115 as a course in "critical thinking" to the preparation of undergraduates for studies in their major
2. understanding the working definition of "critical thinking" used in this course in relation to the extremes of technical instruction in symbolic logic, on the one hand, and a loosely defined, non-academic "Critical Thinking Movement"
3. familiarity with the medieval model of undergraduate education in the "Liberal Arts"
4. understanding of the place of "Logic" within the model of the Liberal Arts
5. understanding of the relation of logic to grammar and rhetoric
6. experience with examples of logical contradictions at the sentence and paragraph - level

week 2 (9/3 and 9/5) - Definition of "critical thinking"; Introduction to class-based differences as the theme of the course; Problems of causation**Assignments this week:**

reading assignment: Porter: chapter 1, and pp. 178 - 192 of chapter 9

viewing assignment: In-class viewing of parts of the movie 'The Edukators'

Student Learning Outcomes this week:

1. understanding the historical relation of LTWR 115 as a course in "critical thinking" to the preparation of undergraduates for studies in their major
2. understanding the working definition of "critical thinking" used in this course in relation to the extremes of technical instruction in symbolic logic, on the one hand, and a loosely defined, non-academic "Critical Thinking Movement"
3. familiarity with the medieval model of undergraduate education in the "Liberal Arts"
4. understanding of the place of "Logic" within the model of the Liberal Arts
5. understanding of the relation of logic to grammar and rhetoric
6. experience with examples of logical contradictions at the sentence and paragraph - level
7. introduction to the thematic of class differences in the United States
8. introduction to causation as a problem in logic
9. understanding the connection between class differences as the thematic material of the course and logic, rhetoric and grammar as its technical material

week 3 (9/10 and 9/12) - Class-based differences; Problems of causation**Assignments this week:**

reading assignment: Porter: chapter 1 and pp. 178 - 192 of chapter 9; Ehrenreich, *This Land Is Their Land*: pp. 1 - 52

viewing assignment: In-class viewing of parts of the movie 'The Edukators'

writing assignment: In-class writing assignment: causal connections in 'The Edukators'

homework: writing a research note on 'student revolt' and 'May 1968' (submit on-line)

Student Learning Outcomes this week:

1. introduction to the thematic of class differences in the United States
2. introduction to causation as a problem in logic
3. familiarity with Cougar Courses' email and Quiz modules

week 4 (9/17 and 9/19) - Theories of Meaning; The Way Words Work**Assignments this week:**

reading assignment: Porter: pp. 13 - 20 of chapter 1 and chapter 2; Ehrenreich, *This Land Is Their Land*: pp. 55 - 79; Ehrenreich, *Bait and Switch*: pp. 1 - 39

viewing assignment: In-class viewing of select sketches from the British comedy show "Fry and Laurie"

writing assignment: writing a research note on the change of the meaning of the word 'gay' (submit on-line)

In-class exercises from Porter

Student Learning Outcomes this week:

1. an understanding of the three fundamental theories of meaning presented by Porter
2. the ability to use the Oxford English Dictionary to establish historical changes in the meaning of a word
3. the ability to define a word clearly and to avoid conceptual mistakes in definition
4. an understanding of the importance of the definition of key terms in an argument

week 5 (9/24 and 9/26) - Language and Definition

Assignments this week:

reading assignment: Porter: chapter 3; Ehrenreich, *This Land Is Their Land*: pp. 55 - 79; Ehrenreich, *Bait and Switch*: pp. 1 - 39

in-class discussion: Ehrenreich, *This Land Is Their Land*: pp. 1 - 79; Ehrenreich, *Bait and Switch*: pp. 1 - 39

In-class exercises from Porter

Student Learning Outcomes this week:

1. review of material presented in the first four weeks to prepare for the first quiz
2. familiarity with the on-line quiz module in Cougar Courses
3. the ability to connect the theoretical insights gained from the first part of Porter to the cultural analysis in Ehrenreich

QUIZ #1: on-line quiz (covering chs. 1, 2, 3 & pp. 178 - 192 of ch. 9)

week 6 (10/1 and 10/3) - SYSTEMATIC REASONING: Disagreements, Claims and Reasons

Assignments this week:

reading assignment: Porter, chapter 4; Ehrenreich, *This Land Is Their Land*: pp. 83 - 104, Ehrenreich, *Bait and Switch*: pp. 41 - 63

viewing assignment: parts of the documentary *Born Rich* and *The One Per Cent*, by Jamie Johnson

writing assignment: research note on the usefulness of social networks (LinkedIn, Facebook) for job

searches

In-class exercises from Porter

Student Learning Outcomes this week:

1. ability to distinguish between types of disagreements
 2. familiarity with truth, relevance and modes of proof as strategies for resolving disagreements and strengthening claims
 3. critical understanding of changing strategies in the areas of defining and searching for employment
-

week 7 (10/8 and 10/10) - SYSTEMATIC REASONING: Common Mistakes in Thinking

Assignments this week:

reading assignment: Porter, chapter 5; Ehrenreich, *This Land Is Their Land*: pp. 107 - 140, Ehrenreich, *Bait and Switch*: pp. 65 - 95

viewing assignment: parts of the documentaries *Born Rich* and *The One Per Cent*, by Jamie Johnson

writing assignment: collaborative in-class writing on informal fallacies (Porter pp. 103 and 112/3)

In-class exercises from Porter

Student Learning Outcomes this week:

1. ability to recognize, avoid and criticize informal fallacies
 2. insights into inequalities in the workplace
 3. critical awareness of strategies of deception in commercial job searching services
-

week 8 (10/15 and 10/17) - SYSTEMATIC REASONING: More Subtle Errors of Thought

reading assignment: Porter, chapter 6; Ehrenreich, *This Land Is Their Land*: pp. 143 - 170, Ehrenreich, *Bait and Switch*: pp. 95 - 120

viewing assignment: part of *The Smartest Guys In The Room*

In-class exercises from Porter

Student Learning Outcomes this week:

1. ability to recognize more subtle errors of thought
 2. critical insight into the connections between poverty, joblessness and corporal and mental health
 3. critical understanding of issues of personal identity in job searches
-

week 9 (10/22 and 10/24) - SYSTEMATIC REASONING: Reasoning in a Formal Way

reading assignment: Porter, chapter 7; Ehrenreich, *This Land Is Their Land*: pp. 173 - 202, Ehrenreich, *Bait and Switch*: pp. 121 - 147

In-class exercises from Porter

Student Learning Outcomes this week:

1. introduction to the basic elements of formal logic
2. critical insight into issues of gender and sex in white collar environments
3. critical understanding of issues of religious belief in job searches

week 10 (10/29 and 10/31) - SYSTEMATIC REASONING: Patterns of Deductive Thinking

reading assignment: Porter, chapter 8; Ehrenreich, *This Land Is Their Land*: pp. 205 - 239, Ehrenreich, *Bait and Switch*: pp. 149 - 172

In-class exercises from Porter

Student Learning Outcomes this week:

1. comprehension and application of basic elements of formal deductive logic
2. application of critical insights into issues of religious belief in connection with class-based identity formation
3. comprehension of strategies of distortion and dissembling in job searches

QUIZ #2: on-line quiz covering Porter, chapters 4, 5, 6, 7, 8

week 11 (11/5 and 11/7) - SYSTEMATIC REASONING: Inductive Thinking: Identifying Causes, Drawing Analogies

reading assignment: Porter, chapter 9; Ehrenreich, *Bait and Switch*: pp. 173 - 190

In-class exercises from Porter

Student Learning Outcomes this week:

1. comprehension and application of basic elements of formal inductive logic
2. insights into the world of non-salaried employees without employment security

week 12 (11/12 and 11/14) - SYSTEMATIC REASONING: Deriving Generalizations, Forming Hypotheses

reading assignment: Porter, chapter 10; Ehrenreich, *Bait and Switch*: pp. 191 - 211

In-class exercises from Porter

Student Learning Outcomes this week:

1. ability to derive valid generalizations and form valid hypotheses
 2. ability to identify and criticize invalid generalizations and hypotheses on formal grounds
 3. insight into issues of downward social mobility and underemployment
-

week 13 (11/19 and 11/21) - MODES OF PROOF: Discourse Communities

reading assignment: Porter, chapter 11, pp. 233 - 236, 243 - 259, 273 - 274; Ehrenreich, *Bait and Switch*: pp. 213 - 248

writing assignment: 3000 - word critical essay on Ehrenreich DUE 11/19 (meets the CSUSM campus writing requirement)

Student Learning Outcomes this week:

1. ability to recognize and evaluate the logical and rhetorical strategies of persuasion in different discourse communities
 2. ability to analyze and apply the insights gained from Barbara Ehrenreich's investigation of the world of American white-collar work
-

week 14 (11/26) - MODES OF PROOF: Arguments in the Disciplines

reading assignment: Porter, chapter 12, pp. 283 - 295, 303 - 319

writing assignment: writing a discipline-specific argument (in relation to Porter, chapter 12)

Student Learning Outcomes this week:

1. ability to recognize and evaluate the logical and rhetorical strategies of persuasion in different academic communities
2. summary review of formal tools to analyze logical and rhetorical strategies in texts
3. review of critical understanding of seeming and being as it relates to class-based differences in the United States
4. review of critical understanding of issues in American white-collar employment

QUIZ #3: on-line quiz covering Porter, chapters 7, 8, 9, 10

NO CLASS 11/28 (THANKSGIVING)

week 15 (12/3 and 12/5) - final discussion

Required Texts:

Ehrenreich, Barbara. *Bait and Switch*.

New York: Henry Holt, 2005.

Ehrenreich, Barbara. *This Land Is Their Land*.
New York: Henry Holt, 2008.

Porter, Burton F. *The Voice Of Reason. Fundamentals Of Critical Thinking*.
New York/Oxford: Oxford University Press, 2002.

Recommended Texts:

Corbett, Edward P.J., and Robert J. Connors. *Classical Rhetoric for the Modern Student*. 4th ed.
New York/Oxford: Oxford University Press, 1999.

Ebest, Sally Barr, et al., *Writing from A to Z*. 4th ed.
Boston: Mc-Graw-Hill, 2003.

Assignments and Grading:

on-line quizzes: 60 %
attendance and participation: 10 %
writing assignments: 30 %
