

De Anza College

EWRT 2: Critical Reading, Writing, and Thinking, Winter 2025

Section 58Z, CRN: 36519

Class Format and Office Hours

This class is a fully online asynchronous class. There are no class meetings, but there is an office hour Tuesdays, 6 to 7 PM on Zoom, during which students can talk to me and get help. You can also request appointments outside those office hours, and I can talk to you on Zoom about any topic related to the course, so don't hesitate to ask for help or let me know how I can do better to help you.

As this is an asynchronous online class, students are mainly responsible for doing the class readings and assignments each week on their own, keep track of due dates, and submit assignments and quizzes. Assignments and quizzes are usually due by 11:59 PM on Sundays, but sometimes on other days as well. You may need 6 to 10 hours of time per week to read class materials and complete course work, depending on your pace. Students must have access to a computer, the internet and an individual email address. We recommend a laptop or desktop computer to successfully complete the course; a tablet or phone may not be adequate for all assignments and tests. Information about Canvas and Online Education can be found in Canvas on the Student Resources page: <https://deanza.instructure.com/courses/3382>. The Student Online Resources hub with extensive information and tips can be found at De Anza's [Online Education Center](#).

Your Instructor and Her Contact Information

My name is Husne Jahan. I am your instructor for this course. I have a BA and MA in English Literature, MA in Composition and Reading, and a PhD in English Literature. I have taught at Rutgers and Santa Clara University in the past, and have been teaching at De Anza College since 2005.

The fastest way to communicate with me during the quarter is by Canvas Inbox. You can also send an email to my college email, jahanhusne@fhda.edu. However, sending a message through Canvas Inbox may be better as the Inbox only contains messages from students, they can be seen and responded to more efficiently. ([How do I send messages in Canvas?](#)) I will respond within 24 - 48 hours both to Canvas and e-mail messages on weekdays during the current quarter.

Communication Plans & Methods

You can expect that I will contact you frequently via the following methods:

- Announcements: twice or more per week about course content and reminders.
- Canvas Inbox messages: I send some announcements as Canvas Inbox messages as well as posting as announcements. You should message me on Canvas for faster response as I try to respond to Canvas messages within 48 hours on weekdays.
- Posting in discussions: I provide feedback individually to your discussion posts through instructor comments in SpeedGrader, post summary/overview/reflective comments on the discussion boards for the whole class, and individually respond to some posts.
- Instructor Feedback: I will provide feedback on every assignment. Even auto-graded quizzes give you feedback on what you do well, and how you can improve what you need to improve. There is at least one assignment due every week, so you will get feedback on your work from me every week. I aim to grade

assignments within a week of their due dates. I will try to post feedback and grades within a week after due dates, but sometimes, grading could be delayed, and you are welcome to ask me about any delays.

- E-mail: I will e-mail you if I think you have not been reading my Canvas messages; otherwise, I will e-mail you in response to any e-mail from you.
- Office Hours: One hour every week, I will have office hours on Zoom, during which students can drop in and talk to me. You can also request appointments outside those office hours, and I can try to talk to you on Zoom at hours which are convenient to you. Please utilize office hours as these are great for getting to know one another and discussing those areas of course content where some extra attention is needed.
- Office Hours and Days and Times
Tuesdays: 6 to 7 PM.

About This Syllabus

Some of the information found on this syllabus is also available in different pages of the Orientation Module of this class on Canvas, but the syllabus definitely has additional information that you may not find in other places on Canvas. The syllabus itself is available on Canvas on the home page, through the Syllabus link on the Canvas navigation menu, and the Orientation Module.

Course Description

This 5-unit course aims to develop critical thinking skills and enable you to apply these skills to your reading, writing, and beyond. You have to develop analytical and argumentative academic responses and essays based on reading of complex texts and the use of research leading to analysis, comparison, and synthesis. Additionally, you have to relate your reading and writing tasks to real-life interests, concerns, and experiences.

Pre-Requisite for taking EWRT 2: EWRT1A

Student Learning Outcomes for the Course:

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

Required Textbooks:

You can use online or electronic versions of all of these texts, or hard copies, whichever you prefer.

1. *From Critical Thinking to Argument: A Portable Guide* (5th, 6th, OR 7th edition) edited by Sylvan Barnet, Hugo Bedau, and John O' Hara. You can rent or buy this book from the [De Anza College Bookstore](#) or [Amazon.com](#), or [Chegg](#). You may also be aware of other sources for obtaining the book. The De Anza College Bookstore has not been able to obtain copies of the 6th edition, so I adopted both the 6th and 7th edition at the bookstore, so the bookstore can offer you at least one version of the book. [Macmillan Learning](#) the publisher of the book, currently has only the 7th edition, so you may not be able to get older editions from them. **I prefer using the 6th edition, but 5th, 6th, or 7th, whichever edition you can find, I can work with any one of them, but remember that you have to buy only ONE version of this book.**
2. *Justice: What's the Right Thing to Do* by Michael J. Sandel, published by Farrar, Straus, and Giroux. ISBN: 9780374532505. There are several places from which you can get the book, paperback or electronic.

Required Free Online Resources

1. <http://www.criticalthinking.org> : a web site called *The Foundation for Critical Thinking* maintained by scholars, writers, and practitioners of critical thinking. If you see messages to donate money, take courses, or buy products from this web site, don't think you have to do any of that. Please close those message windows and move on to the sections that are your assigned readings.
2. [Stanford Encyclopedia of Philosophy](#). This is a resource-rich encyclopedia that provides a window into important aspects of philosophy, logic, and critical thinking in manageable chunks, maintained by one of the most prestigious universities in the US.
3. [Internet Encyclopedia of Philosophy](#). This is an internet encyclopedia of philosophy topics maintained by academics.
4. Electronic media such as advertisements, television shows, and films as needed for help with critical thinking.
5. Additional resources derived from Internet and library research, news sources, some of which will be provided by me.

Grade Distribution:

If instructor needs to modify any assignment listed below because of time constraints, the grade distribution may be subject to changes.

- 2 Final Copies of Essays: **30** (15 +15 points). The first essay can be based on personal experience and on readings related to current issues and topics. The second essay is the research paper, which will be based on your reading of *Justice: What's the Right Thing to Do* and some additional research, which can also involve current issues. You will need to do some pre-writing activities (brainstorming, freewriting, outlining, rough draft writing and if possible, peer-reviewing) related to these two essays).
- Rough drafts of Essays One and Two: 5+5= **10**
- 10 Assignments: **40** (involves analyzing and responding to texts and real-life events; includes discussion board assignments); class participation in an online format involves posting answers and commenting on other students' answers if asked through discussion boards.
- 4 Quizzes= **20**
- Total Course Points = **100**

Grading Scale:

100 = A +
 94-99= A
 90-93= A-
 85-89= B+
 80-84= B
 78-79=B-

75-77=C+
 70-74= C
 65-69=D+
 60-64=D
 55-59=D-
 Below 55= F

Reading List and Assignments/Activities Outline: A list of assignments with due dates and a reading list containing details of chapters and pages you will read from required texts and other sources are within the Modules on Canvas.

Submission Guidelines and Late Policy

It is strongly recommended that you draft (and save) all assignments in Microsoft Word (or other word processing program) and then **copy and paste** the information into discussion forum postings. That way you will have a copy saved on your computer should anything go wrong. Keep a copy of all assignments in your computer. Check the grade book and assignment feedback on Canvas throughout the quarter. If you have questions or concerns about a grade, please contact me as soon as it comes to your notice. **Do**

not wait until final grades have been posted to discuss missing assignments or missing grades in the gradebook because final grades cannot be changed.

I know and understand that people may be experiencing challenges at times that throw us off schedule. Nevertheless, **the quarter has an end date of March 28, 2025 or March 30, 2025** if you count Sunday as the last day of the quarter and weekly assignments are due throughout the quarter, typically by 11:59 PM on **Thursdays and Sundays** of the week. **While you don't have to worry about being penalized for being minutes/hours, and even a few days late to submit an assignment, you should try to submit your work on time. About a week's advance notice will be given through Announcements, Canvas messages, and Assignment pages when any assignment's submission portal will close for good and no more late assignments can be accepted.**

If an emergency arises that makes it difficult for you to keep up with the class, please message me as soon as possible so that we can figure out your options. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: illnesses, accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: weddings, vacations, conferences or any other event which can be planned around.

Incompletes - (I's) will not be given except under extenuating circumstances that are discussed and formally arranged with your instructor much in advance of posting final grades. Final grades are scheduled to be posted by April 2, 2025 .

Participation and Drops

- Students are expected to participate actively in the class by logging onto and being engaged with the course on Canvas, and participating in Canvas discussion board posts.
- Instructors may drop students from class if they do not log on to Canvas, stop posting on discussion boards, and do not submit at least 85% of the assigned work.
- There are two deadlines for students to drop themselves or for instructors to drop students: **the last day to drop without a W, which this Winter is on Sunday January 19, 2025 and the last day to withdraw with a W, which this quarter is on Friday, February 28, 2025.** If you become irregular with your work submission and participation within the first two weeks, you have to be dropped by January 19 not to get a W. If you become irregular with your work submission and participation after that, you could be dropped by or before February 28, 2025.
- A student who simply stops attending without formally dropping may receive an unsatisfactory grade and may be required to repay financial aid funding. It is the ultimate responsibility of the student to drop a course when they cannot continue; do not expect an instructor to know your intentions. You may drop a class through your portal. To be eligible for a refund of fees and/or prevent a recorded grade of F or W, you must drop the class on or before the appropriate deadlines.

Important College Deadlines

Last day to [add classes](#): Sunday, January 19, 2025

Last day to [drop classes](#) without a W: Sunday January 19, 2025

Last day to [drop classes](#) with a W: Friday, February 28, 2025

Tutoring Services

If you need one-on-one help from a tutor online, you can use the following services.

- Look for NetTutor on your Canvas course page. You will find NetTutor in one of the categories on the course navigation menu on the left side of your screen on the home page of this course on Canvas. Once you click on NetTutor, you will see a list of subjects in which tutoring is available. The categories relevant to this class would be **English and Literature** (for asking specific questions) and **Writing and Paper Center** (for submitting and getting help on papers). NetTutor provides tutors from sources beyond the college.
- For tutoring services offered by De Anza student tutors and staff, check out the WRC website at <http://www.deanza.edu/studentsuccess/wrc/index.html> for more information on online tutoring services offered through Zoom and other online tools. Online tutoring in other subjects is also available through the Student Success Center (SSC). A link to their web site: <https://www.deanza.edu/studentsuccess/>
- **All SSC Zoom links and schedules are located in one convenient place.** Go to <https://www.deanza.edu/studentsuccess/> and follow the links in the Service Updates to add yourself to the non-course [SSC Resources Canvas](#) site, then click on Modules to find current schedules and links. You have to be signed in to your portal to access this. This is updated frequently, so please, access SSC Zoom tutoring and workshops from within SSC Resources.
- **Support for remote learning:** If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop.
- If you want to visit the Writing Center and Student Success Center in person, go to Room 309 in the Advanced Technology Center and to S43 for tutoring in Math and Science subjects.

Accommodations for Special Learning Needs

If you have a learning or physical need that requires special accommodations in this class, please contact the [Disability Support Services](#). If you have a hearing need, contact the [Deaf/Hard of Hearing Services](#). If you require any special accommodations for this class, please notify me as soon as possible to ensure a quality learning experience. I will be happy to work with you to meet your specific needs.

De Anza College Resources

De Anza College offers a variety of resources to help students. If a student is facing a need or challenge, they may not have to face it alone, since a resource at De Anza may be able to help. Here is a short list of some of them; each resource name is a link.

- [Disability Support Services](#)
- [Student Success Center-Tutoring](#)
- [Online Education Center](#) (please explore [Student Resource Hub](#))
- [Counseling and Advising](#)
- [Library](#)
- [Bookstore](#)
- [Office of Equity](#)
- [Student Health Services](#)
- [Psychological Services](#)
- [Basic Needs Resources](#)
- [International Student Programs](#)

- [Guided Pathways Villages](#)
- [Vasconcellos Institute for Democracy in Action \(VIDA\)](#)
- [Pride Center](#)
- [Guardian Scholars Program: Support for Foster Youth](#)
- [Rising Scholars Program for Students Affected by the Criminal Justice System](#)
- [Veteran Services](#)
- [Assist: Articulation and Transfer Services](#)
- [Learning Community for Academic Achievement of Asian American and Pacific Islander Students](#)
- [Puente Project](#)
- [Umoja Program focused on African-centered Philosophy](#)

Maintaining Academic Integrity and Avoiding Plagiarism

Plagiarism is taking another person's language and ideas and passing it off as one's own. Plagiarism is an offence and can lead to failure in the course and other disciplinary measures. For detailed information read the [Academic Integrity Policy](#) of De Anza College. When you research and find information that is not considered "common knowledge," you will have to quote or paraphrase your source with adequate acknowledgement of the source. You can obviously gather information from other sources and much of your essays will be about other people's writings, but you are expected to analyze and interpret them, putting them in the context of your own thoughts, NOT copying them directly. Getting another person to write your paper for you or buying a paper from the Internet is also plagiarism. Having a software such as ChatGPT or any form of Artificial Intelligence to write on your behalf is also plagiarism. Research and technology can be used to help, but they cannot be used to substitute your own writing. Most of your essays will be checked through turnitin although you will submit them on Canvas. I expect nothing less than absolute honesty from the students. You should also be aware of De Anza's policy on [copyrighted materials](#) and abide by them.

Mutual Respect Policy

De Anza College has a Mutual Respect Policy defined on in the following way:

The Board of Trustees of the Foothill-De Anza Community College District is deeply committed to the premise that on college campuses full participation in the educational process must be in an environment that is free from harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or gender identity. At the same time the Board is, as always, committed to protecting freedom of speech to guarantee the free exchange of ideas. Nowhere is this protection of greater importance than on our college campuses, where the free exchange of ideas fosters knowledge, individual growth, and tolerance for new and different ideas. However, speech or expression used as a weapon to harass specific victims is not to be tolerated and is to be condemned.

Read more details on De Anza's [Mutual Respect](#) link.

Reminders:

- You MUST check the schedule and read assigned texts to complete assignments.
- For most assignments, you can consult your book and other sources, so memorization is not usually needed.

- Canvas can give an approximate assessment of students' participation in a course through their log-in hours, page views, and assignment submission rates. Although that data does not factor into grades, participation in an online asynchronous involves posting on discussion boards, responding to peers' work as assigned, and reading and responding to peer and instructor feedback if asked to do so. You are expected to demonstrate mutual tolerance, respect, understanding, and patience as you engage in such work. Our readings and writings are expected to generate discussions and sharing of ideas, which we do through discussion boards, peer-reviews, messaging, feedback, and responding to feedback in an online class. But relax, this is a supportive and necessary exchange of ideas and not meant to be intimidating.
- **Revision:** You will get instructor feedback on your rough drafts of essays if they are submitted on time. You may be able to get peer feedback for those essays if peer-reviewers do their parts responsibly. Drafts will get **full** points only if they are submitted by due dates.

Outline of Course Work:

- Expect to do at least one (and at times more than one) new assignment each week. Expect to submit rough drafts for Essay One and the Research Paper. Generating rough drafts consist of brainstorming, planning, information-gathering, outlining, and drafting the essay.
- In the first two weeks, we will be using internet sources and personal experiences for our classwork. Your first essay will be based on these resources.
- From the third week onward, we will be using the book *From Critical Thinking to Argument* in class. This book will help us with critical thinking, logic, reasoning, research, and writing.
- From the second half of the quarter, we will be using *Justice: What's the Right Thing to Do*. We will focus primarily on chapters 1, 2, 5, 6, 8, and 10. The topic of social justice discussed in this book will be the topic of your second (research) paper, but in your paper, you will focus only on one of the several philosophical approaches discussed.
- The fallacy practice quiz and the later quiz on identifying fallacies are based on a fallacy detection guide handout and the "Fallacies" section of Chapter 9.
- Approach the course material by clicking on Modules from the home page or the Modules link on Canvas. You will find Module Overview, reading lists, study materials, and assignments within the Modules. Go through the module materials in the order they are posted. Check Announcements and messages from me for any updates on the course and course material.

Outline of Course Modules: This is a short summary of the course modules.

Module 0: Orientation Week 1: January 6 to 12 (Like regular weeks, weeks in our class begin on Monday and end on Sunday.)	Starts in the first week of classes and based on students reading the syllabus, introducing themselves, building community, learning about the course, canvas, and De Anza College resources.
Module 1: Understanding and Using Critical Thinking Weeks 1-3: January 6 to 26	Starts in the first week of classes and continues on to the second week and beyond. Through this module, you will learn to define, recognize, understand, and apply critical thinking based on internet sources collected with instructor guidance. You will also begin to process some information sources and begin to apply critical thinking skills to evaluate them and also evaluate your own experiences.
Module 2: From Critical Thinking to Argument	From the third week onward, we will be using the book <i>From Critical Thinking to Argument</i> . This book will help us with critical thinking, logic, reasoning, research, and writing.

Weeks 4-7: January 27 to February 23	
Module 3: Justice: What's the Right Thing to Do? Weeks 8-12: February 24 to March 30	From the 8 th week of the quarter, we will be using <i>Justice: What's the Right Thing to Do</i> , focusing primarily on chapters 1, 2, 5, 6, 8, and 10. The topic of social justice discussed in this book will be the topic of your second (research) paper, but in your paper, you will focus only on one of the several philosophical approaches discussed.
RESOURCES	
Grammar and Writing	Resources on grammar are posted on Canvas and also found on essays graded using Turnitin. You must use these resources to improve your grammar and style as recommended by me and needed by you.
MLA (Modern Language Association)	Resources to help you learn MLA rules of paper presentation and citation of sources are posted on Canvas and you need to learn these rules to format your essays and cite sources properly.

De Anza College EWRT2 Course Outline (from the De Anza College web site)

- A. Develop critical and analytical skills in the reading and analysis of a variety of texts, including visual images and other nonverbal texts.
1. ***Distinguish between explicit and implicit, surface reading and interpretation, by considering:***
 - a. Perception as an active process (selection, completion, organization)
 - b. Images and icons
 2. ***Analyze and evaluate language and thought***
 - a. Syntax and semantics, structure and meaning; denotation and connotation; speech acts
 - b. irony
 - c. Metaphor and symbol
 3. ***Distinguish and analyze analytic relationships and concepts***
 - a. Chronological and process relationships
 4. ***Evaluate argumentation and its logical elements***
 - a. Propositions (claims), support (evidence, expert opinions, motivational appeals), and assumptions
 - b. Examination of logical fallacies (e.g., faulty generalization, non sequitur, slippery slope, false dilemma, false analogy, post hoc, ergo propter hoc, begging the question, circular reasoning, red herring, straw man, ad hominem, faulty appeal to authority, common practice or bandwagon)
 - c. Evaluation and judgment
 - d. Persuasion (point of view, tone, emotional appeals)
 - e. Rebuttal, counterargument, and concession
 - f. Make connections between disciplines
 - g. Examine and utilize alternative models and paradigms
 5. ***Distinguish, compare and evaluate a multiplicity of perspectives, including alternative points of view from a variety of outside sources, such as library-, internet-, and (optionally) field-based research***

- a. Identify, compare and evaluate alternative points of view (ideological, methodological), cultural values (culture, ethnicity, gender, social class), and textual meanings (ambiguity)

6. *Identify the interdependence of reading and writing*

7. *Synthesize the writing process in essay development*

- a. Gather
- b. Plan
- c. Draft
- d. Revise
- c. Organizing and expressing the results of analysis

8. *Argumentation*

9. *Integration of multiple sources and points of view (from library-, internet-, and field-based research) in documented, analytical research paper*

- a. Analysis of sources (understanding other points of view)

Explanation of Some Class Activities

Brainstorming: When we stimulate our brains to come up with ideas. Brainstorming is often needed to generate ideas for writing.

Awareness of Significant News/Events: You need to develop an awareness of current significant news or events as such awareness is important for the work you will do in this course.

Low Stakes Writing: Some writing assignments that are worth 1 to 4 points and receive credit for completion can be defined as low stakes writing which show your learning process rather than demonstrating your polished work. Such writing will receive full point upon showing good effort, detail, expected length, and completion, in spite of mistakes in grammar and understanding.

High Stakes Writing: When you get detailed directions for writing and more time to complete your work, the work will be worth more points and evaluated on the basis of quality. All essays and some other assignments (Assignments 3, 4, and 5, for example) will be in this category.

Discussion: Discussion in an online class is done on Canvas discussion boards, by students posting responses of their own and responding to other students' posts.

Student Rights and Responsibilities

The De Anza College web site has clear explanations of [Student Rights and Responsibilities](#) and clear guidelines on reporting any complaints or concerns or finding any help with complex issues on the [Student Complaints and Concerns](#) page.