

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	University College	Department/School		Success Courses	
Prefix:	UNI	Number:	110	Title:	Critical Reading and Thinking
				Units:	3

Course description: Prepares students to be successful in college-level academics and helps them improve their critical reading and critical thinking skills.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: L - Literacy

Mandatory Review: No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Amanda Voigt E-mail alvoigt@asu.edu Phone 480-727-7038

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Corinne Corte Date: Feb 5, 2021

Chair/Director (Signature):  _____

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised October 2020

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: Per policy, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</p>
<p>1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p> <p>Position Papers #1 and #2 equal 40% of the final grade. The individual research and writing work that a student does for the Debate Project is worth 10% of the final grade.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p> <p>Each position paper and the individual work for the debate ask the student to research credible sources, evaluate and analyze the data, and develop claims in support of their argument. Students spend time reading sources, and for each assignment are responsible for evaluating those sources in depth before using those sources in their papers.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus pg 4
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p> <p>The first position paper involves the students selecting a position relative to a controversial issue and researching and evaluating sources in support of that position. The second position paper involves the students researching and evaluating sources in support of the opposite side of that position. The debate assignment involves students preparing debates for two topics. They will also be judging a third topic which involves peer review of the teams' research and debate papers and judging on the debate presentations themselves.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus pg 4
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p> <p>Between the first and second paper, the student receives graded feedback via rubric and comments. The students also receive graded feedback via rubric and comments on the second paper. For the first and second papers, students are required to seek feedback from either their instructor or support from the Writing Center. Students receive comments and in-class workshop support for the debate research and debate papers in preparation for the debate.</p> <p>Assignments are strategically and intentionally assigned in order for students to be able to engage in a cycle of engaging in learning, applying learning, receiving feedback from both peers and instructor, apply that feedback to revisions and to continue this cycle. Students are given the opportunity to engage in feedback from both instructor and peers within each assignments timeframe and receives quantitative and qualitative feedback in a timely manner in order to apply the feedback to the next assignment.</p>			

ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-5".

C-5

Course Prefix	Number	Title	General Studies Designation
UNI	110	Critical Reading & Thinking	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	ENG101, 105, or 107 are prerequisites for the course.	Modify Course Form has been submitted.
C-2	50% of the course grade involves substantial research, analysis, and writing of argumentative papers.	Each student will be responsible for two individual position papers researching and evaluating evidence to generate a substantive argument. (40% of course grade). The debate project is a team project, however, each individual student is responsible for research and evaluation of sources to be able to write a debate paper to assist their team in preparation for the actual debates. (10% of course grade). See syllabus.
C-3	The two position papers and the debate project focus entirely on researchable evidence. Students will gather credible sources with detailed data to analyze and evaluate to determine how best to use the data in developing an argument for a side of the issue.	Students learn to use Academic Search Premier. We discuss the levels of quality of information, emphasizing peer-reviewed articles as examples of minimized bias, the scientific method, and evidence-based reasoning. Students evaluate the articles using the Evaluating Your Sources Worksheet. They evaluate the bias of the publisher of the content. Students research the authors' credentials to assess their academic and professional expertise related to the topic. They generate an in-text citation and a reference page citation for the article (APA or MLA depending on their major and career path). Finally, they extract and paraphrase the relevant information for their claims and counterclaims. See Syllabus.
C-4	Position Paper #1, Position Paper #2, and the Debate Assignment scaffold students to develop understanding and skill in using APA or MLA writing styles, understanding different types of bias, developing logical, evidence-based arguments, and effectively communicating their reasoning in APA or MLA styles papers and verbally in a debate format with an audience.	Students use the Purdue Owls for APA or MLA to develop their familiarity with the writing style relevant to their course work and career path. We discuss subjectivity and objectivity. We address how biases (e.g., confirmation bias, political bias, implicit bias) can influence selection, presentation, and accuracy of information. These assignments scaffold finding quality evidence to support the student's position on a topic by focusing on peer-reviewed articles or by vetting publishers and authors before using them as supporting evidence. Position Paper #1, Position Paper #2, and the Debate Assignment give students several opportunities to practice and refine various skillsets necessary to

		<p>conceptualize, research, compose, and discuss their reasoning and evidence in both written and oral communication modalities. See Syllabus.</p>
<p>C-5</p>	<p>Position Paper #1, Position Paper #2, and the Debate Assignment have several instructor and peer feedback opportunities embedded in the assignments. Students receive timely feedback on every major assignment to encourage improved growth and performance from assignment to assignment.</p>	<p>Position Paper #1 and Position Paper #2 require students to go to the Writing Center, mentors, or office hours to get direct one-to-one feedback on their papers. Position Paper #1 feedback is given to students before they submit Position Paper #2, and they have feedback on both Position Paper #1 and Position Paper #2 before starting the Debate Assignment. Also, students peer-review other students' position papers. Peer-review allows students to provide additional feedback about the format, evidence, reasoning, and clarity before submitting it to the instructor for evaluation.</p> <p>Between the first and second paper, the student receives graded feedback via rubric and comments. The students also receive graded feedback via rubric and comments on the second paper. Students receive comments and in-class workshop support for the debate research and debate papers in preparation for the debate.</p>



Instructor

Name: Ryan Holden
Office Location: USE 126
Email: ryan.holden@asu.edu
Phone Number: 480-727-7038
Office Hours: Tuesday 9-11,
Wednesday 12-3

You can also make an appointment by contacting me.

Course Description

Designed to improve critical thinking skills through active discussions, debates, and writing with an emphasis on argument analysis and information literacy. Students develop strategies to enhance critical thinking utilizing a range of sources. This class teaches interdisciplinary strategies that can be applied to assist with interpreting, analyzing, critically evaluating, and writing about a variety of ideas.

Course Topics

The following topics will be covered:

- ✓ analytical skills
- ✓ effective communication
- ✓ research and inquiry
- ✓ open-minded skepticism
- ✓ problem solving
- ✓ argument v. rhetoric
- ✓ interdependence

ASU CHARTER

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

COURSE INFORMATION

Course Structure

The course employs dynamic in-class activities, collaborative learning, homework assignments, and projects. To enable students and the instructor to have frequent and meaningful interaction with each other and with the group, the class size is limited. You will receive a letter grade for this course.

Classroom Environment

The readings and discussions in this course may involve sensitive topics. Please be prepared to discuss the topics covered with an open mind and a focus on learning opportunities. If you find the content distressing, please let me know either face to face or via e-mail.

Required Materials

- Required readings will be provided on Canvas
- Reliable internet access and an activated ASU e-mail account
- An organizational system for all your UNI 110 materials

Successful Students Will:

- Participate throughout every class meeting
- Turn in assignments on time
- Attend office hours
- Refer to the academic calendar
- Keep all notes, assignments, and work produced for this course
- Read and understand this syllabus
- Regularly check ASU email and Canvas

Workload Expectations

How much time can you expect to work on this course outside of class?

In a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a first-rate university education.

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their course:

“At least 15 contact hours of recitation, lecture, discussion, testing or evaluations, seminar, or colloquium, as well as a minimum of 30 hours of student homework is required for each unit of credit.”

(<https://public.azregents.edu/Policy%20Manual/2-224-Academic%20Credit.pdf>)

COURSE LEARNING OUTCOMES

Through their participation in this course, students will:

- Research articles related to topics of their choosing.
- Analyze existing arguments.
- Evaluate and apply evidence.
- Construct their own arguments in writing and in debate.
- Observe and investigate assumptions.
- Practice an open-minded and curious approach to new information.
- Collaborate with their peers on discourse.
- Apply problem-solving processes to their work throughout the course.

COURSE POLICIES

Attendance

Students' experience in this course is highly dependent on being in class and being on time. Much of the learning for this course happens as a result of classroom activities and group interaction.

Just like at your job, you will want to notify me before the class meets if you will be absent, arriving late, or leaving early.

To explain an absence if you miss class, you must:

Email me within 24 hours and be honest.

Provide your reason and include an examination/assessment of your priorities. Any reason will be accepted unless there is an in-class project or presentation or other special situation.

More than four (4) unexplained absences may result in an 'E' (failing the course) on your transcript. More than five (5) absences of any kind may result in an 'E'.

If you are not on time to class, you will receive absences proportional to the frequency you are late. The below may be adjusted based on how much class time was actually missed.

Late # .	Absence
1 .	No Penalty
2 .	.25 absence
3 .	.25 absence
4 .	.5
5	1 absence

If you are absent or late, it is very helpful to talk with your classmates and obtain any missed information, assignments and handouts. If additional help is needed, you are encouraged to come by my office hours and chat.

Please note that if you stop coming to class, you will not automatically be withdrawn from the course. If your name appears on the roster at the end of the semester, but you have stopped coming to class, you will receive a grade that reflects all missed work.

Students who need to be absent from class due to the **observance of a religious holiday** (ACD [304-04](#)) or to participate in **university-sanctioned activities** (ACD [304-02](#)), should work with their faculty member as far in advance of the holiday/obligation as possible. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances. This absence may apply toward a student's two allowable absences. Student's should plan ahead and make schedule changes as necessary and communicate with faculty per the ACD policy.

Students who participate in **line-of-duty** activities (ACD [304-11](#)) shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty.

Students who have flex attendance accommodations from the Disability Resource Center should discuss their options with their faculty member. Flex attendance does not waive students from the attendance policy for this course.

Classroom Disruption

If you are disruptive in the classroom, you may be asked to leave. If you are asked to leave, you will *EITHER*(teachers choose one of the following two options and make it clear in your syllabus) [be marked absent for the date] *OR* [lose participation points for the day]. Please note that unless otherwise instructed, we will not be using any electronic devices in the classroom, so please put your phones and other devices away at the start of class.

Students wishing to use electronic translators should contact the class instructor to make arrangement for this use of technology. The goal of this policy is engagement, so if a student needs this for communication with instructor and classmates it is acceptable.

Late or Missed Assignments

Plan ahead for last-minute emergencies, including computer issues. *Instructors will need to write a late work policy that fits within the following parameters:*

At one end of the spectrum, an instructor could say that "Late work will receive a zero in the gradebook." At the other end of the spectrum, an instructor could say that "A student can receive a 1-time exception for a single assignment to turn it in up to 48 hours

late for full credit." If your policy falls somewhere between those two points, then it is an acceptable policy for this course's learning outcomes.

Extra Credit

Bonus Points at instructor discretion (2% cap). Whatever your bonus points/extra credit policy, it must be explicitly written in your syllabus.

ASSIGNMENTS & GRADING

(Unless otherwise noted, all assignments should be submitted electronically via Canvas. Paper forms and emails submissions will not be accepted.)

Homework (10%)

Homework includes, but is not limited to, the following ideas: 8 characteristics of a strong critical thinker, how to identify and understand bias, how to define an issue, how to determine the credibility of a source.

Participation (10%)

Discussion is not only encouraged but necessary to facilitate a fulfilling classroom experience. Your active participation in classroom discussions is an integral part of your final grade.

Opinion Assignment (5%)

In this assignment, you will be exploring the origins of one of your own strongly-held opinions about a controversial issue. The focus of this assignment **IS NOT** what your opinion is. The focus of this assignment is **WHERE** did your opinion come from.

Papers #1 and #2 C-4 (40%) – C-2

These assignments ask you to present an arguable position on a topic of your choice. Your goal is to convince me that your position is valid and worth considering. You will research sources on your topics and present a thoughtful, research-backed position on each paper. Draft work will include library research and worksheets to evaluate your sources. **C-3** Each paper will be graded within a week so that you will have feedback as you continue on in the course. **C-5**

Debate (25%)

For this activity, you will be working in small groups to research, plan, and prepare presentations for a debate. Your group will participate in three separate debates. You will present arguments in two debates (one in the affirmative, one in the negative), and you will judge another debate. As an individual, you will be responsible for researching, evaluating sources, and writing a debate paper to assist your team in preparation for the debates **C-3**. This individual work represents 10% of your overall course grade. **C-2**

Final Critical Reflection (10%)

Your final assignment is to gather together, organize and analyze the work you have done in this course. The goal is to give you an opportunity to assess your progress as a critical reader and thinker in this course.

GRADE SCALE

The following grading scale will be used to calculate your grade:

A	900-1000
B	800-899
C	700-799
D	600-699
E	<600

EN Failure due to Never Participating
XE Failure due to Academic Dishonesty

I Incomplete – Incompletes may not be issued in this course.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Academic Integrity

Students are expected to uphold the principles of academic integrity in all the work they do at ASU. Students who engage in academic dishonesty (i.e., cheating, plagiarism, etc.) may be withdrawn from the course and receive a failing grade. Plagiarism (the use of other people's ideas or words without attribution) whether intentional or not, is grounds for failure. Students turning in an assignment (all or in part) completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. All violations of this policy are required to be reported to the Dean of the college offering the course. See <https://provost.asu.edu/academic-integrity> for more information. Students are responsible for all policies included on the academic integrity website, whether they have read them or not.

COMMUNICATING WITH YOUR INSTRUCTOR AND CLASSMATES

Netiquette

If you are engaging in online course interactions, use [netiquette](#): a social code that defines appropriate online behavior. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to communicate as a scholarly, respectful, professional, and polite learner.

Classroom Community

In order to build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion; in addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Community Forum

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

CAMPUS RESOURCES

ASU students who use these resources earn higher GPAs:

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>

- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

UNIVERSITY POLICIES

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. The site can be found here: <https://eoss.asu.edu/drc>

Downtown Phoenix Campus University Center building, Suite 160 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu	Tempe Campus Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu
Polytechnic Campus Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu	West Campus University Center Building, Room 130 Phone: 602.543.8145 E-mail: DRCWest@asu.edu

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Please note some course content may cause a student to be uncomfortable and trigger emotions or experiences of the past. ([SSM 104-02 of the Student Services Manual](#))

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Prohibition of Commercial Note-taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, your instructor is obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available to discuss any concerns confidentially and privately.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

SYLLABUS DISCLAIMER

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Literacy and Critical Inquiry [L]

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UNI110 Daily Calendar Monday & Wednesday Class

Day	In-Class	Assigned Homework for Next Class
1 – 8/26	Icebreakers/Firestarters Types of thinking: what makes thinking critical?	Homework #1
2 – 8/28	8 Characteristics of a Strong Critical Thinker Influences on thinking and beliefs Introduce Opinion Assignment	Opinion Assignment due by 11:59pm Friday 8/30
5 – 9/2	NO CLASS – LABOR DAY	Homework #2
3 – 9/4	Analyzing the news Debunking myths, conspiracies, and other “false news”	Homework #3
4 – 9/9	What is a source? Information and Data Literacy Critical Reading	Homework #4
6 – 9/11	What is an issue? Introduce Position Paper #1 Begin Topic Selection for PP#1	List of 5 Topics and Why You’re Interested
7 – 9/16	Issue statement practice Taking a position Understanding your topic	Homework #5
8 – 9/18	Research Methods: finding sources, evaluating evidence, credibility of sources, and who do we believe?	Keyword Worksheet Evaluating Sources Worksheet
9 – 9/23	Position Paper #1 Workshop	1 st Draft of Position Paper #1 PP#1 Folder
10 – 9/25	Peer Review – Position Paper #1	Final Draft of Position Paper #1 due by on Friday 9/27
11 – 9/30	Looking at All Sides of an Issue Introduce Position Paper #2	Research Position Paper #2
12 – 10/2	Critical Thinking Activity	Keyword Worksheet Evaluating Sources Worksheet
13 – 10/7	Position Paper #2 Workshop	1 st Draft of Position Paper #2 PP#2 Folder
14 – 10/9	Peer Review – Position Paper #2	Final Draft of Position Paper #2 due by Friday 10/11
15 – 10/14	NO CLASS – FALL BREAK	

16 – 10/16	Introduce Debate Project Topic Selection Developing Groups	Work on Debate Project
17 – 10/21	Debate Workshop Day	Work on Debate Project
18 – 10/23	Debate Workshop Day	Work on Debate Project
19 – 10/28	Debate Workshop Day	Work on Debate Project
20 – 10/30	Debate Workshop Day	Work on Debate Project
21 – 11/4	Debate Workshop Day	Work on Debate Project
22 – 11/6	Debate Workshop Day	Work on Debate Project
25 – 11/11	NO CLASS – VETERAN’S DAY	Work on Debate Project
23 – 11/13	Debate Workshop Day	Work on Debate Project

24 – 11/18	Debate Rehearsal Day	Work on Debate Project
26 – 11/20	DEBATE DAY	
27 – 11/25	DEBATE DAY	
28 – 11/27	DEBATE DAY	
29 – 12/2	DEBATE DAY	Debate Group Evaluation
30 – 12/4	Debate Reflection Introduce Portfolio Assignment Introduce Final Essay Assignment	Portfolio Final Draft of Final Essay