

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Literacy and Reading Education

READ 290: Critical Reading, Thinking and Literacy
Fall 2023, Melissa Base

Day and Time: 14231: Tuesday and Thursdays 1:00-2:15 PM at LH-320A

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Technical support:

- Student Help Desk (657) 278-8888
- StudentITHelpDesk@fullerton.edu
- [Student IT Help Desk Website](#)
- Chat with IT: Log into: [CSUF Portal](#) and Click *Online IT Help* Click on *Live Chat*
- Walk-in: [Student Genius Center](#) (Pollak Library North, first floor)

STUDENT RESOURCES WEBSITE

It is the student's responsibility to read and understand college wide information, university resources, policies and required syllabi elements, which can be found on [student information for course syllabi](#) and [Course Information and Syllabi - College of Education | CSUF](#).

LITERACY AND READING EDUCATION DEPARTMENT MISSION STATEMENT FOR UNDERGRADUATES

The Department of Literacy and Reading Education undergraduate faculty believe that reading is a critical, social-historical and meaning-making process. Reading is embedded within the broader constructs of literacy, or "the ability to understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context." This includes affirming the multiple languages and literacies that permeate students' homes, schools, and communities. The Department is committed to the use of anti-racist pedagogy, inclusive models of education, and culturally responsive and sustaining approaches to instruction, in relation to students' intersecting social identities, while engaging with issues of social justice. The Department focuses on the need to read and think critically when making informed decisions, interrogating personal biases and assumptions, and participating in respectful civil discourse. To this end, undergraduate students are prepared to become equity-minded advocates for themselves and others in their daily interactions, academic journeys, professional lives, and as members of local and global communities.

COURSE DESCRIPTION

Relationship of critical reading and critical thinking. Emphasis on the development and application of reading skills in the interpretation, analysis, criticism and advocacy of ideas encountered in academic reading.

READ 290 will be an action-oriented, solutions-based experience in community engagement, and we will explore topics such as issue development, building power, campaign planning, creating a winning strategy, choosing appropriate tactics, research, building an effective team, and campaign evaluation.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

STUDENT LEARNING GOALS

To accomplish the goal of Critical Thinking, students in READ 290 will practice and enhance their skills and abilities to:

1. Understand the role of logic and its relation to language.
2. Understand elementary inductive and deductive processes, including formal and informal fallacies.

3. Develop the skills to distinguish propositions and statements of fact from issues of judgment or opinion.
4. Develop skills to advocate for ideas.
5. Develop skills to reach well-supported factual and judgmental conclusions and the skills to successfully advocate for these conclusions.
6. Evaluate, critique, and analyze the quality and sufficiency of evidence and other forms of support for a position, including recognition of underlying lines of argument.

Please note that on Canvas, I refer to items 1-6 above as LOs 6-11.

RECOMMENDED TEXTS

- Browne, M.N. and Keeley, S.M. *Asking the Right Questions: A Guide to Critical Thinking*, 12th edition.
- Myers-Lipton, S. *Change!: A Student Guide to Social Action*.

Additional readings will be posted on Canvas.

COURSE COMMUNICATION AND RESPONSE TIME

All course announcements and individual emails are sent through Canvas, which only uses CSUF email accounts. Therefore, you must check your CSUF email several times a week for the duration of the course. I will send announcements on Sundays and assignment due dates (Thursdays and Saturdays). You can contact me via email, Canvas inbox or the course's Q&A Discussion. I will respond within 24 hours.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

The Literacy and Reading Education Department has adopted a uniform grading policy per UPS 300.020. For undergraduate classes there will be 'NO plus/minus grading.' This class will use the point scale below to determine grades. **A grade of C or better must be earned to fulfill the General Education requirement.** Except in cases of actual error, final grades are permanent.

Grading Weights:

Agents of Change Project	140
Worldview Essay	135
Class Participation Assignments	<u>80</u>
	355

Grading Scale:

A (4.0) = 90% or more B (3.0) = 80% to 89.9% C (2.0) = 70% to 79.9%
 D (1.0) = 60% to 69.9% F (0) = <60%

1. Students in Read 290 will be required to write papers, give presentations, participate in discussions both in class (for in person classes) and online, and carry-out projects that demonstrate their mastery of the course objectives and their ability to express complex ideas in a well-organized and coherent manner.
2. Most sessions will involve group work and/or individual work that will be submitted on Canvas for credit. To receive credit, students must participate in the activity.
3. Students are also expected to check the course's Canvas site weekly.

ATTENDANCE/PARTICIPATION

For face-to-face classes, attendance will be taken based on your presence (not only of body but of mind) in each class session. You need to **complete the module lessons (readings, recorded lectures, other videos), quizzes and/or discussions) before** class on the dates indicated on the tentative schedule. Module lessons and quizzes are due on Sundays, discussion posts are due on Thursdays, and discussion replies and essay or project assignments are due on Saturdays. There will be weekly small group and large group discussions/presentations and activities in which you will need to participate to maximize your educational experiences and knowledge.

LATE ASSIGNMENTS AND COURSE DEADLINES

1. You are allowed to turn in two assignments up to two weeks late. This does not apply to anything due the final week of class. Please inform the instructor of any extenuating circumstances that prevents you from completing assignments on time as soon as possible.
2. If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the In the event that you need to withdraw from this course, it your responsibility to review the appropriate deadlines with the Office of Admissions and Records: [CSUF Academic Regulations](#).
3. Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an Incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.
4. The last day to drop classes without a grade of "W" is 9/5. The final deadline to submit a withdrawal from classes with a grade of "W" for serious and compelling reasons is 11/13. The final deadline to submit a withdrawal from classes with a grade of "W" for medical reasons is 12/1.

ASSIGNMENT DESCRIPTIONS

Agents of Change Project, (Project Assignments, 5 x 5 points each; Report, 20 points; Presentation, 85 points) **140 points**

For the Agents of Change Project, students will research, implement, report and present on a solution or solutions to a social problem. (*GE Objectives a, b, e; SLGs 3-6*)

Issue Development: Week 2; Research: Weeks 4 and 5; Best Solution/s and Action Plan, Week 6; Campaign Implementation and Evaluation Reports: Weeks 8 and 13; Report, Week 14; Individual Reflection, Week 14; Presentation, Week 15; Survey, Week 15; Presentation Peer Review, Week 16

Worldview Essay, (Essay Subparts, 5 x 5 points each; Draft, Reflection and Peer Review, 10 points, Final Essay 100 points) **135 points**

Students will be required to write a midterm essay that will be exploring how your worldview influences your stance, analyzing and evaluating the opposing viewpoints' argument on an issue that is important to you. This assignment meets the GE Writing Requirement. This paper will be at least 4 pages in length. (*GE Objectives a-e; SLGs 1-6*)

Introduction and Worldview Origins Analysis: Week 3; Issue Overview and Stance: Week 4; Opposing Viewpoints Summaries: Week 5; Opposing Viewpoints Analysis 1: Week 6; Opposing Viewpoints Analysis 2: Week 7; Draft: Week 8; Peer Review and Final Draft: Week 9

TO SEE HOW THE GE WRITING ASSIGNMENT WILL BE ASSESSED, PLEASE SEE APPENDIX A FOR RUBRIC

Class Participation Assignments, (Module Quizzes, 2 points each; Discussion Board Posts and Replies, 5 points each; Weekly Assignments, 5 points each) **80 points**

Your participation in this course is required. You will complete class participation assignments relevant to course readings and lectures, both individually and with your teams. Individually, you will check your understanding of lessons from Modules 2-4, 7 and 9-11 through quizzes and engagement in discussion boards. Review the lesson materials (presentation, lecture video, and other readings/videos) before taking the quizzes. On discussion boards and weekly assignments, you will analyze, evaluate, and/or provide recommendations on arguments. (*GE Objectives a-e; SLGs 1-6*)

ALTERNATE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed, or mailed to the Department of Literacy and Reading. In the case email does not work, students should call the department coordinator at 657-278-3497 for further direction.

GENERAL EDUCATION

General Education Area(s) or Overlay Satisfied by this Course

General Education Learning Goals and Assessment:

This class meets the CSU General Education requirement for Area A.3 for Critical Thinking. This course meets the General Education Writing Requirement.

GENERAL EDUCATION REQUIREMENTS AND LEARNING OBJECTIVES

Writing Requirement

All GE courses must include student writing appropriate to the course. Writing assignments must include organization of complex ideas, and instructors must provide timely evaluations and suggestions for improvement of subsequent writings in the course.

Learning Objectives

The content and activities in this course are designed to address the following objectives for GE Area A.3:

- a) Organize one's thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences.
- b) Find, evaluate, select, synthesize, organize, cite and present information and arguments clearly and effectively for a variety of purposes and audiences.
- c) Recognize and evaluate the features, functions, and contexts of language that express and influence meaning.
- d) Compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values.
- e) Reflect in an open-minded manner on one's own thinking in relation to the ideas of others.

For courses that meet General Education requirements for Critical Thinking (A.3) a grade of C- (1.7) or better is required to meet this General Education requirement. A grade of D+ (1.3) or below will not satisfy this General Education requirement.

Please note that on Canvas, I refer to items a-e above as LOs 1-5.

GE WRITING REQUIREMENTS AND STANDARDS FOR THE COURSE

In all written assignments, I am looking for evidence of:

1. Understanding and application of facts, concepts, terms, and processes learned/read/discussed in class;
2. Demonstration of substantial knowledge and higher order thinking and analytic skills;
3. Critical reflexivity, i.e., "wrestling" with issues and topics;
4. "Reading between the lines" and "digging" into underlying cultural assumptions about culturally/linguistically diverse students;
5. Clarity of expression and logical connection among ideas expressed, clear organization; and
6. All written assignments must be typed, double-spaced, 12 sized font, paginated, references/citations (MLA, 9th edition) with one-inch margins.

TENTATIVE SCHEDULE

Week 1, 8/20-26

Topics: Module 1: Critical Thinking and Critical Thinker Definitions; Issue Development Tasks and Assignments Due

- Readings and Lecture by 8/20
- Discussion: initial post by 8/24 and reply post by 8/26
- Start Here module by 8/26
- Getting to Know Survey by 8/26
- Library Research Essentials by 8/26

Week 2, 8/27-9/2

Topics: Module 2: Obstacles to Critical Thinking; Issue Development Tasks and Assignments Due

- Readings and Lecture by 8/27
- Obstacles to Critical Thinking and Cognitive Biases Quiz by 8/27
- Discussion: initial post by 8/31 and reply post by 9/2
- Agents of Change Project (ACP) Issue Development by 9/2

Week 3, 9/3-9

Topics: Module 3: Value and Descriptive Assumptions; Change Theory

Tasks and Assignments Due

- Readings and Lecture by 9/3
- Value and Descriptive Assumptions Quiz by 9/3
- Discussion: initial post by 9/7 and reply post by 9/9
- Worldview Essay Introduction and Worldview Origins Analysis by 9/9

Week 4, 9/10-16

Topics: Module 4: Issue, Conclusion, and Reasons; Research: Historical Analysis Tasks and Assignments Due

- Readings and Lecture by 9/10
- Issue, Conclusion and Reasons Quiz by 9/10
- Worldview Essay Issue Overview and Stance by 9/16
- Week 4 Survey by 9/16

Week 5, 9/17-23

Topics: Module 5: Research: Historical Analysis and Power Mapping; Building Power Tasks and Assignments Due

- Readings and Lecture by 9/17
- Discussion: initial post by 9/21 and reply post by 9/23
- ACP Research by 9/23

Week 6, 9/24-30

Topics: Module 6: Building Power; Strategies and Tactics Tasks and Assignments Due

- Readings and Lecture by 9/24
- Discussion: initial post by 9/28 and reply post by 9/30
- ACP Best Solution/s and Action Plan by 9/30
- Week 6 Survey by 9/30

Week 7, 10/1-7

Topics: Module 7: Evidence; Strategies and Tactics Tasks and Assignments Due

- Readings and Lecture by 10/1
- Evidence Quiz by 10/1
- Discussion: initial post by 10/5 and reply post by 10/7
- Worldview Essay Opposing Viewpoints Summaries by 10/7

Week 8, 10/8-14

Topic: Module 8: Campaign Implementation Tasks and Assignments Due

- Readings and Lecture by 10/8
- Discussion: initial post by 10/12 and reply post by 10/14
- ACP Campaign Implementation Report by 10/14

Week 9, 10/15-21

Topics: Module 9: Bias and Media Bias Types Tasks and Assignments Due

- Readings and Lecture by 10/15
- Extra Credit: Article Annotations by 10/15
- Bias and Media Bias Types Quiz by 10/15
- Discussion: initial post by 10/19 and reply post by 10/21
- Worldview Essay Opposing Viewpoints Analysis 1 by 10/21

Week 10, 10/22-28

Topics: Module 10: Fallacies
Tasks and Assignments Due

- Readings and Lecture by 10/22
- Extra Credit: Article Annotations by 10/22
- Fallacies Quiz by 10/22
- Discussion: initial post by 10/26 and reply post by 10/28
- Worldview Essay Opposing Viewpoints Analysis 2 by 10/28
- Week 10 Survey by 10/28

Week 11, 10/29-11/4

Topics: Module 11: Rival Causes and Reasonable Conclusions
Tasks and Assignments Due

- Readings and Lecture by 10/29
- Extra Credit: Article Annotations by 10/29
- Rival Cause and Reasonable Conclusions Quiz by 10/29
- Discussion: initial post by 11/2 and reply post by 11/4
- Worldview Essay Draft and Reflection by 11/4

Week 12, 11/5-11

Topics: Module 12: Worldview Essay; Campaign Implementation
Tasks and Assignments Due

- Readings and Lecture by 11/5
- Worldview Essay Draft Peer Review by 11/9 (In class)
- Discussion: initial post by 11/9 and reply post by 11/11
- Worldview Essay Final by 11/11

Week 13, 11/12-18

Topics: Module 13: Campaign Implementation and Evaluation
Tasks and Assignments Due

- Readings and Lecture by 11/12
- Discussion: initial post by 11/16 and reply post by 11/18
- ACP Campaign Implementation and Evaluation Report by 11/18
- Week 13 Survey by 11/18

Fall Break, 11/19-25

Week 14, 11/26-12/2

Topics: Module 14: ACP Report and Reflection
Tasks and Assignments Due

- Readings and Lecture by 11/26
- ACP Report and Individual Reflection by 12/2

Week 15, 12/3-9**Topic: Module 15: ACP Presentation
Tasks and Assignments Due**

- SOQ by 12/8
- ACP Presentation by 12/9
- ACP Survey by 12/9

Week 16 (Finals), 12/10-16**Topic: Module 16: ACP Presentation Peer Review
Tasks and Assignments Due**

- ACP Presentation Peer Review by 12/12
- Make up work by 12/14
- Extra credit: Letter to a future student by 12/14