

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Academic Literacy & Linguistics Department

SPRING 2023

CRT 100

Instructor: Prof. Barnes

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Phone: 212-220-800 ext. 1415

Office Hours: Tu 12PM-2PM (in N482 + Zoom)
We 9AM – 10AM (Zoom)

CRT-100 053W

Class Hours: 3

Credits: 3

Days/Times: Asynchronous

Course Description:

This course is designed to develop the mind and help sharpen students' ability to think clearly, logically, thoroughly, critically, and effectively. Through substantive readings, structured writing assignments and ongoing discussions, students will learn to use analytical skills in reading, writing, oral presentations, researching, and listening. Students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems, and make informed decisions in their academic, professional, and personal lives.

Mode of Instruction:

ASYNCHRONOUS ONLY

There are no live sessions. All course content will be completed ASYNCHRONOUSLY and there will not be any live sessions. All content, assignments, instruction, feedback, lectures, and exams will be posted online and completed on students' own schedule.

What makes this course a Writing Intensive Course?

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

Basic Skills:

Proficiency index above 55, and/or ACR94/ESL 94

Student Learning Outcomes:

CRT 100 Student Learning Outcomes	Samples of Measurements
Demonstrate ability to think clearly, logically, thoroughly, critically, and effectively.	<ul style="list-style-type: none">• Short informal writing assignments• Formal essay graded with rubric• Group discussion• Final exam or project

Use analytical skills in reading, writing, oral presentations, researching, and listening.	<ul style="list-style-type: none"> • Oral presentations graded with rubric • Final exam or project • Class debates/discussion graded with rubric • Formal written projects (essays, min-research projects) graded with rubric
Demonstrate ability to solve problems and make mindful decisions in academic, personal, and professional situations	<ul style="list-style-type: none"> • Analysis of case studies graded with rubrics • Journal entries/written work focusing on problem-solving
Analyze arguments critically and present a coherent, persuasive argument in writing and in oral presentations (as individuals and in groups).	<ul style="list-style-type: none"> • Case studies • Quizzes • Final exam
Recognize the credibility, appropriateness, and reliability of sources and biases, e.g., stereotypes and fallacies in thinking.	<ul style="list-style-type: none"> • Critical analysis of media, graded per guidelines outlined in the assignment
Read, summarize, and evaluate a variety of texts and media	<ul style="list-style-type: none"> • Critical analysis of media, graded per guidelines outlined in assignment

Pathways	
D. Individual and Society	
Learning Outcomes	Samples of Measurements
Students gather, interpret, and assess information about personal, professional, academic, and contemporary issues from various sources, e.g., print and online media or academic discussions.	<ul style="list-style-type: none"> • Short informal writing assignments • Group discussion, case study/ discussion method • Oral presentations graded with rubric
Students learn to recognize the credibility, appropriateness, and reliability of sources and biases, e.g., stereotypes and fallacies in thinking with regard to personal, academic and contemporary issues.	<ul style="list-style-type: none"> • Case studies/discussion method • Media analysis • Oral presentations graded with rubric • Written assignments with rubric • Reciprocal Peer Questioning
Students present coherent and persuasive arguments in writing and in oral presentations about contemporary and social issues.	<ul style="list-style-type: none"> • Formal essay graded with rubric • Oral presentations graded with rubric • Final exam or project
Students identify and apply the fundamental concepts of critical thinking to examine and analyze the relationship between the individual and society with regard to contemporary and social issues in various disciplines.	<ul style="list-style-type: none"> • Class debates/discussion graded with rubric • Discussion method • Reciprocal peer questioning
Students examine and evaluate the interaction of different societal dimensions and critical thinking in the individual in order to develop the skills necessary to arrive at well-reasoned conclusions.	<ul style="list-style-type: none"> • Analysis of case studies graded with rubrics • Journal entries/written work focusing on problem-solving.

Students articulate, defend, and assess ethical views and principles about contemporary and social issues.	<ul style="list-style-type: none"> • Oral presentations graded with rubric • Final exam or project • Formal essay graded with rubric
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General Education Learning Outcomes	Samples of Measurements
Communication skills- Students will be able to write, read, listen and speak critically and effectively.	Argumentative and reflective writing and speech
Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Reading and analysis of critical thinking theory based on classical schools of thought

WI Student Learning Outcomes:

Measurements:

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| 1. Student will be able to complete (a) formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.) | Examples of student papers |
| 2. Student will be able to generate pieces of informal writing in response to a variety of prompts, concepts, situations or reading assignments. | Examples of student writing |

Required Text(s):

There are no required textbooks for this course. Materials will be provided for students on the BMCC OpenLab and on Blackboard. This is an Open Educational Resource (OER) and Zero Textbook Cost (ZTC) course.

Use of Technology:

This is an online course, hosted on BMCC OpenLab. Instructions for joining the course on the OL will be emailed to you and posted on Blackboard. While the course site is on the OpenLab, we will use Blackboard for quizzes, essay submission, several course readings and the gradebook. Be sure to log into our course site on the OpenLab at least 3 times per week to check for updates and to keep up with the coursework. I also encourage you to visit me during my Let's Chat office hours.

Evaluation & Requirements of Students:

Introduction	1%
Reflection 1	4%
Conversation (x8, 1 lowest grade will be dropped)	16%

Quizzes (x6, 1 lowest grade will be dropped)	12%
Summary and Response (1 page)	4%
Annotated Bibliography (1 page)	5%
Midterm Exam	10%
Midterm Check-In	4%
Draft + Peer Review	6%
Outline	3%
Argumentative Essay	20%
Argumentative Essay Presentation	5%
Final Reflection	10%
Total:	100%

Outline of Topics:

*All course assignments are due by 11:59pm on **Wednesdays** except for **

Week #	Topic and what to submit	When
Week 1	Introductions Intro on Flip, Conversation 1, Quiz 1, Reflection	Wed Jan 25 – Wed Feb 1
Week 2	Language Conversation 2, Quiz 2	Wed Feb 1 – Wed Feb 8
Week 3	Bias Conversation 3, Quiz 3	Wed Feb 8 – Wed Feb 15
Week 4	Claims, Knowledge and Evidence Conversation 4, Quiz 4	Wed Feb 15 – Wed Feb 22
Week 5	Arguments Conversation 5	Wed Feb 22 – Wed March 1
Week 6	Problem-solving Conversation 6	Wed March 1 – Wed March 8

Week 7	Midterm Review, Exam, Check-In Exam and Check-In	Wed March 8 – Wed March 15
Week 8	Evaluating and Constructing Arguments Quiz 5, Summary and Response	Wed March 15 – Wed March 22
Week 9	Logical Fallacies Conversation 7, Argument Essay Draft + Outline	Wed March 22 – Wed March 29
Week 10	Peer Review Peer Review, Annotated Bibliography	Wed March 29 – Wed April 5
<i>Spring Break</i>	<i>Enjoy the break!</i>	<i>April 5-13</i>
Week 11	Breathe and Revise Argumentative Essay	*Fri April 14-Wed April 19
Week 12	Authority and Obedience Quiz 6	Wed April 19 – Wed April 26
Week 13	Morality Conversation 8	Wed April 26 – Wed May 3
Week 14	Presentations Presentation and Feedback to classmates	Wed May 3 – Wed May 10
Week 15	Reflections Final Reflection due Wed May 17th	Wed May 10 – *Tues May 16

Class Participation:

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Prof. Barnes' class participation policy: Class participation is a key to your success in this course. This means submitting assignments on a weekly basis and by the due date, contributing to our Conversation Board, checking our course site at least 3 times per week for updates and announcements. If you miss more than two weekly units (equivalent to two weeks of instruction/ 6 class hours), you may be in danger of failing the course. Please reach out to Prof. Barnes if you are falling behind so that we can come up with a plan of action.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Gender-Inclusivity

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to

change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: <https://www.bmcc.cuny.edu/student-affairs/lgbtq/>
Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.

Advocacy and Resource Center (formerly Single Stop) <https://www.bmcc.cuny.edu/student-affairs/arc/>, room S230, 212-220-8195, arc@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the ARC for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130, studentaffairs@bmcc.cuny.edu.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140, counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s.

Office of Accessibility, www.bmcc.cuny.edu/accessibility, Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).