

Textbooks

- Gary Colombo, *Mind: Readings*. ISBN: 0-312-39082-3
- Diane Hacker, *A Pocket Style Manual*. 4th edition. ISBN: 0-312-40684-3 (any edition will work)
- Readings and Handouts from the instructor. Available on ERes (SCU homepage → SCU Login → ERes → Riccomini → English 1A → Password: davinci).
- This course sequence satisfies the CTW 1 and CTW 2 and the STS Core Curriculum requirement (>30% scientific content understood within social context).
- **Read and remember this syllabus—it is your contract with the instructor and the university for completing the course.**

The Purpose and Nature of This Class

The purpose of this two-quarter course sequence is to improve your skills in critical thinking and writing by focusing assignments on issues involving science, technology, and society. Engineering and science do not exist in isolation: they are part of a social context that involves economic, ethical, legal, environmental, and cultural factors. It is therefore necessary for engineers and scientists to become proficient at communicating with the broad cross-section of society that is not technical. It is equally important for the non-technical, non-scientific public to become proficient at understanding the fundamentals of technology and how it impacts them. So this course will focus on coupling two modes of understanding—scientific and artistic, technological and humanistic—in order to explore their fundamental similarities and differences.

Our topics will be scientific and technical, but always within the purview of their social and cultural impact. The basis for our study will be an analysis of how we know what we know in both the scientific and humanistic domains, or what philosophers would call their “epistemology.” A mathematical equation, for example, is expressed differently than a natural language statement, yet each can express the same content; conversely, natural language can say things about reality mathematics can’t. So do mathematicians and poets understand things in the same or different ways, or both at once? Does the form of the expression influence how it is understood? If content can be the same but form different, is there any difference between the two modes of understanding? Thinking about questions like these, learning to understand reality from varying points of view, being able to think and write critically about things from different perspectives, and knowing how to communicate one’s knowledge to audiences who may hold very different perspectives, will be the focus of the course.

Course Outcomes

The following tables illustrate how the course sequence is designed to fulfill the Core Curriculum requirements for both CTW 1 and CTW 2 (**bold italics** in CTW 2 represent changes or additions to CTW 1 requirements) and the STS (Science, Technology, Society) requirement. Both the CTW 1 and 2 and the STS Core Curriculum requirements are presented in the table below, distributed according to how they fit into assignment parameters and learning instruments and methods. It should be noted that the STS component pervades all assignments and methods in the course; the assigned distribution below suggests the varying emphasis within the STS component in terms of assignments. A good way to think about CTW 1 & 2 (aka ENGL 1A & 2A) is as a single course divided over two quarters. As you will see, there is a definite continuity built into the two phases of the course.

Each Critical Thinking & Writing (CTW) sequence in SCU’s Core Curriculum focuses on a particular theme. This CTW sequence focuses on a theme related to Science, Technology and Society (STS). Please note the following important points:

- This sequence fulfills the Core CTW requirement.
- All students are welcome in this course, regardless of major or Pathway.
- Although most students will fulfill the Core STS requirement with a separate course, students in some majors (engineering, computer science) will begin to satisfy their Core STS requirement with this course. The second part of the Core STS requirement will be satisfied by a course in those majors.
- This course can begin some Pathways related to STS, such as Values in Science & Technology and Sustainability.
- See the Core website (www.scu.edu/core) or the website of the Drahnman Advising Center (www.scu.edu/Drahnman) for the list of all courses fulfilling the STS requirement, and for a list of all Pathways.

Critical Writing & Thinking 1			
Core Curriculum Learning Goal	Student Learning Objective	Learning Instruments & Methods	Assignment Parameters
<i>Critical Thinking Complexity Communication</i> <i>STS Component:</i> learn the processes of scientific inquiry; the relationship between science, technology,	Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation.	Instruction and assignments in understanding language as a system and writing as a technology.	Daily, written, analytical responses to readings of challenging texts examining the relationship between science and technology, how we know what we know, and what we can dependably say about it.

and society; and the social impact of science and technology—especially how scientific and technical ideas are communicated and understood			
<i>Critical Thinking Communication Meta-Goal: Intentional (Self-Directed) Learning STS Component:</i> learn the processes of scientific inquiry; the relationship between science, technology, and society; and the social impact of science and technology	Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.	Instructions and assignments in informal logic. Inductive, abductive, and deductive reasoning. Argumentative strategies and techniques. Kuhn's paradigms (epistemological constructs).	Five or six total essays during quarter, ranging from 4-5 pages in first part of quarter to 6-8 pages in second part.
<i>Critical Thinking Complexity Meta-Goal: Intentional (Self-Directed) Learning STS Component:</i> learn the processes of scientific inquiry, and especially how scientific and technical ideas are communicated and understood	Reflect on and/or analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.	Instruction in close reading of how, as well as what, is presented. Oral, written, and presentational communication modes. Introduction to visual rhetoric. Practice in analysis, synthesis, and evaluation of arguments textual and visual.	In-class discussion, daily critiques of reading, occasional group exercises in class. Daily critiques are specific, precise, written answers to questions posed about the reading by the instructor.
<i>Critical Thinking Complexity Meta-Goal: Intentional (Self-Directed) Learning STS component:</i> learn the processes of scientific inquiry (as manifested in critical thinking, writing, and revision)	Reflect on the writing process as a mode of thinking and learning that can be generalized across a range of writing and thinking tasks.	Instruction and assignments in a systematic method for critiquing the writing process as well as the writing product in logical as well as rhetorical phases.	Peer editing using systematic process provided by instructor to ensure commonality of evaluation criteria, objectivity, and rhetorical response.

Critical Writing & Thinking 2			
Core Curriculum Learning Goal	Student Learning Objective	Learning Instruments & Methods	Assignment Parameters
<i>Critical Thinking Complexity Communication STS Component:</i> learn the processes of scientific inquiry; the relationship between science, technology, and society; and the social impact of science and technology	Read and write with a critical point of view that demonstrates greater depth of thought and a more thorough understanding of the rhetorical situation than in CTW 1.	Instruction and assignments in understanding language as a system and writing as a technology <i>extended into considerations of document design, style, voice, and integrated graphics.</i>	Daily, written, analytical responses to readings of challenging texts examining the relationship between science and technology, how we know what we know, and what we can dependably say about it. <i>Questions, often made up by the instructor, are more probing and less direct than in CTW 1.</i>
Critical Thinking Complexity Communication Meta-Goal: Intentional Learning STS Component: learn the processes of scientific inquiry; the relationship between science, technology, and society; the social impact of science and technology; and how such impacts are understood and discussed	Write research-based essays that contain well-supported arguable these that demonstrate personal engagement and clear purpose.	<i>Advanced logical argument in multiple modes of presentation.</i> Practice in analysis, synthesis, and evaluation of arguments textual and visual. <i>Advanced argumentative strategies and techniques. Limitations of scientific method.</i>	<i>Three essays during quarter, 7-8 pages each, requiring library research, critical assessment of different arguments pro and con, publishable presentation and formatting.</i>

Complexity Communication Meta-Goal: Information Literacy <i>STS Component:</i> learn the processes of scientific inquiry and the relationship between science, technology, and society (as manifested in critical thinking and writing)	Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument.	Instruction and assignments in professional research as rigorous inductive method. Critically assessing and integrating arguments from a variety of research sources	Formal instruction in research techniques in engineering, science, and the humanities. Exercises in locating studies and articles. Annotated bibliography assignments.
Critical Thinking Complexity Meta-Goal: Intentional Learning <i>STS Component:</i> learn the processes of scientific inquiry (as manifested in communicating scientific knowledge and critical thinking, analysis, writing, and revision)	Analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.	Instruction in close reading of how, as well as what, is presented. Oral, written, and presentational communication modes. Introduction to visual rhetoric.	In-class discussion of daily reading, occasional group exercises in class. Required fifteen minute oral presentation using visual rhetoric techniques.
Critical Thinking Complexity Meta-Goal: Intentional Learning <i>STS component:</i> learn the processes of scientific inquiry (as manifested in critical thinking and writing); the social impact of science and technology	Reflect more deeply than in CTW 1 upon the writing process across a range of writing and thinking tasks.	Instruction and assignments in a systematic method for critiquing the writing process as well as the writing product in logical as well as rhetorical phases. Instruction and assignments in understanding language as a system and writing as a technology.	Peer editing using systematic process provided by instructor to ensure commonality of evaluation criteria, objectivity, and rhetorical response. Assignments requiring same content to be presented in different formats (written, visual, oral).

Course Sequence Procedures and Policies

Composition, peer editing, and final evaluation will all be according to a systematic set of principles and criteria (the acronym for which is UCLSTEPQ). Through this process you will increase your competence as a writer, and therefore, as a thinker. Part of your grade will depend on your response to specific questions about the reading either in the form of homework, pop quizzes, or the quality and quantity of your class input. A majority of the grade will depend on your performance in writing your essays.

• Grade Distribution

CTW 1		
Assignment	% of Grade	How You'll Know How You're Doing
Oral participation	10	Periodic feedback by instructor via e-mail, in person, or in conference.
Quizzes, homework, misc	10	Written comments by instructor. In-class review of student samples.
Tests	10	Written comments by instructor. Review of major issues in class.
Essays	70	Extensive written comments by instructor and by peer editor. 90% of final draft grade is on your essay. 10% is on your peer editing of another student's essay. Individual, formal conference. Informal conferences as needed.

CTW 2		
Assignment	% of Grade	How You'll Know How You're Doing
Oral participation	10	Periodic feedback by instructor via e-mail.
Quizzes, homework, misc	10	Written comments by instructor. In-class review of student samples.
Tests	10	Written comments by instructor. Review of major issues in class.
Oral Presentation	10	Fifteen minute oral presentation. Topics vary from analysis of visual argument of a scientific or engineering topic (eg, hockey stick graph in global warming) to educating non-technical audience about technical or scientific subject (eg, whether cell phones present health hazards).
Essays	60	Extensive written comments by instructor and by peer editor. 90% of final draft grade is on your essay. 10% is on your peer editing of another student's essay. Includes critique of document design. Individual, formal conference. Informal conferences as needed.

- **Regular class attendance is required.** You are allowed two unexcused absences during the quarter. Beyond that, proactively contact the instructor if you will be missing class that day. Include a statement about what you missed, how you will make up for it, and when you will complete it.
- **Show up on time.** Tardiness is disruptive and can be easily fixed. If your tardiness is excessive, your grade will suffer.
- **Changes to syllabus.** The instructor may modify the assignments based on how the class develops. Revised syllabi will be handed out if needed, typically via e-mail. You are responsible for any class work or calendar changes missed due to absence.

- **Peer editing.** Part of the class work will involve students editing each other's drafts. The process for this requires everyone to stay up to date at all times—if you fail to provide the peer editing input to your partner, you can receive a zero for the assignment. A separate, detailed peer editing process description is available online so that you can familiarize yourself with what is expected of you.
- **Check for e-mail from me frequently** because I may on occasion change assignments that way. Contact me primarily through e-mail. I answer all e-mail from students as promptly as I can (typically within four hours, by that evening, or by early the next morning).
- **Group work**, if any, will include anonymous peer evaluation of student's participation in and support of the group.
- Individual conferences. At an appropriate point in the quarter, at the instructor's discretion, we will meet on an individual basis and review your progress.
- **Academic integrity:**
 - The *Student Handbook* states (17): "Both the University Bulletin and the Student Handbook outline the University's expectations that all members of the University community are expected to be honest in their academic endeavors. Engaging in any form of academic dishonesty or other acts generally understood to be dishonest by faculty or students in an academic context subjects a student to academic and judicial action. For the full text of the academic integrity protocol, go to the Provost's Web site at www.scu.edu/provost and look for the link to Academic Policies and Procedures."
 - This policy includes plagiarism. If you are in doubt about using a source, either in quotes or in paraphrase, footnote it. University policy on plagiarism is: "The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University. Students, who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to similar disciplinary action."
- **Disability accommodation policy:** To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.
- **No cell phones, beepers, or pagers allowed. Turn them off before class starts. No laptops. No eating.**
- **Communication.** Outside of class, **contact instructor using e-mail** (driccomini@scu.edu), not by phone; come by on scheduled office hour; or make an appointment. If you are having problems that could impede your progress in the class, contact the instructor sooner rather than later. Stay on top of your e-mail. Changes and new assignments are often communicated that way. Communicate any problems or issues to the instructor immediately. Do not let a small problem turn into a big one. Manage the instructor's expectations and awareness of you proactively.
- **Grading.**
 - Will be on sustained improvement over time. Second half of the quarter will count more than the first half.
 - All assignments must be turned in to get credit for the class. Assignments not turned in on time can receive a zero. If you receive more than one zero, you can, at the instructor's discretion, receive an "F" for the course.
 - Final grade will be determined by entering grades from all assignments into a spreadsheet and calculating the proportional contribution of each grade to obtain the final grade.
- If there is a **serious obstacle to getting your assignment in on time**, contact the instructor immediately.
- **Format** all papers as follows (see also formatting instructions handout on ERes):

Name	Class
Instructor	Date
Title	
Start text here. . . .	

Name 2

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| <p>Formatting instructions:</p> <ul style="list-style-type: none"> • 1" margins all around • number each page • repeat name top of each page • first page as shown • no folders, binders, cover sheets, etc. • staple pages together • 10 point Times New Roman or Arial font • all assignments must be word processed • left justification only (ragged right margin) • double-space all essays & assignments • style sheet: MLA |
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CTW 1 Calendar – Fall 2009		v090109				
Legend: M, <i>Mind</i>						
HO – handouts on ERes to print out, read carefully, and bring to class. Length definition: 250 words = 1 page double-spaced, 1" margins all around, 10-12 point Arial or Times New Roman font. To reach ERes: SCU Homepage; Current Students; ERes; Riccomini; ENGL 1A						
Day	Class Content & Purpose	Assignments Due	Assign Essay	Rough Draft Due in Class	Edited Draft Due	Final Essay Due
9/21	Class purpose and procedure. -Review syllabus, calendar, learning outcomes. -Nature of CTW vs. traditional composition and rhetoric class.					
9/23	Review of the practice of writing. Rhetorical situation. Criteria of good writing. Writing processes. Evaluation tools and techniques.	HO: print out from ERes, read, & bring to class: -Basic communication model -CATUCLSTEPQ -Principles of writing -WEF-B. Possible in-class inference exercise. Homework assigned today: -St. Ignatius perspectives. 200 words max.				
9/25	Continue roll-up & roll-out process & schematic discussion. -10-step writing process – Theory of critical thinking and writing: -the nature of paradigms -breaking paradigms as key to critical thinking. Assign Essay 1.	HO: print out from ERes, read, & bring to class: -10-step writing process -Kuhn-Emory -Paradigm visuals Homework due today: -St. Ignatius perspectives. 200 words max.	Essay 1			
9/28	Paradigms of perception: man and nature. Group work possible.	M: Percy, "Loss of the Creature," 119-132. Homework question due today: -Why is the essay in two sections? 125 words max on homework question. Consider the question thoughtfully, and be specific.				
9/30	Logic unit. -Inductive logic as "roll-up" (possible in-class assignment). -Francis Bacon & induction: the scientific method. -Begin deductive logic.	HO: print out from ERes, read, & bring to class: -Toulminian Logic As Sentence & Analytical Tool -Bacon's Idols Homework question due today: -How might Toulmin's approach to logical thinking be considered Baconian, or not? 250 words max.				
10/2	Logic unit. -Deductive syllogisms, law of necessity, fallacies. -Enthymemes. Analyze Quammen, logical fallacies examples, in class. -Toulminian logic: qualifier as connector. -Employing feedback loops: extending the scientific method.	HO: print out from ERes, read, & bring to class: Quammen - Persian carpet (Instructor will provide all other materials for this unit.)		Essay 1		
10/5	Analysis of Cole's overview of paradigms in perception.	M: Cole, "Seeing Things," 75-92. Homework question due today: -Cole's argument seems to say everything is relative. What principle does she propose to avoid this situation? How does it fit into her argument's logic? 150 words max.			Essay 1	
10/7	Scientific and literary paradigms -Connotation and denotation -Ladder of abstraction. Assign Essay 2.	HO: print out from ERes, read, & bring to class: -ladder of abstraction -denotation and connotation -Frost, "Stopping by Woods on a Snowy Evening" -Stevens, "Anecdote of the Jar." Essay 1 due.	Essay 2			Essay 1
10/9	Begin coherence module. -In-class analysis of sample paragraphs (as appropriate) -Essay 1 feedback. -Test 1 preparation.	HO: printout from ERes, read, and bring to class: -Coherence graph.				
10/12	Coherence, continued. -Possible in-class analysis of sample paragraphs -Essay 1 feedback. -Other handouts TBD.					

10/14	Continue coherence. -Spectrum of argument, logic and rhetoric, rhetorical effects.	HO: printout from ERes, read, and bring to class: Poe, "Philosophy of Composition." Homework question due today: -What techniques and logical approach does Poe use to make his argument? 250 words max		Essay 2		
10/16	Narrative, logical argument, and scientific discourse.	HO: printout from ERes, read, and bring to class: Fisher – "Narrative and the Logic of Scientific Discourse" Homework question due today: -How, exactly, does Fisher relate narrative (story telling) to argument (logical causality)? 150 words max each			Essay 2	
10/19	Student conferences in instructor's office.	Bring previous papers to office meeting. Essay 2 due.				Essay 2
10/21	Student conferences in instructor's office. Assign Essay 3.	Bring previous papers to office meeting.	Essay 3			
10/23	Critical reading of Snow. Review for test 1.	HO: print out from ERes, read, & bring to class: Snow: "Two Cultures," 1-22 Homework question due today: -Is Snow's argument more or less true today than he claims it was when he gave his lecture in 1959? 250 words max				
10/26	Critical reading of Singer. Review for test 1.	M: Singer, "Equality of Animals," 608-623. Philosophical-ethical paradigm. Homework question due today: -What is Singer's most basic logical fallacy and why? 150 words max		Essay 3		
10/28	Test 1.					
10/30	Critical reading of Shepard	M: Shepard, "Rights & Kindness: A Can of Worms," 624-639. Scientific-biological paradigm. Homework question due today: -Write a 100 word abstract of Shepard's argument. It must be complete, correct, and exactly 100 words by MS Word's "Word Count" feature.			Essay 3	
11/2	Critical reading of Patterson & Gordon. Assign Essay 4.	M: Patterson & Gordon, "Personhood of Gorillas," 592-607. Bridging humanist and scientific paradigms. Homework question due today: -What techniques of logic, rhetoric, and critical thinking make P & G's argument weak or strong? 250 words max. Essay 3 due.				Essay 3
11/4	Critical reading of Nussbaum. Narrative/literary paradigm. Assign essay 4. Narrative as argument; argument as narrative.	M: Nussbaum, "Narrative Imagination," 416-427. Homework question: -In what ways does Nussbaum's view of literature differ from Poe's? 200 words max.	Essay 4			
11/6	Critical reading of Hawthorne.	HO: print out from ERes, read, & bring to class: Hawthorne, "The Birthmark." Homework question due: (do only <i>one</i>) -What is Hawthorne's view of science and scientists? -How does Hawthorne's story illustrate Nussbaum's argument about the purpose of literature? 200 words max.				
11/9	Critical reading of Gibson.	Gibson, "Johnny Mnemonic," 703-717. Homework question due today: -Why does it take Molly's "culture shock" to kill "little tech"? What does Gibson mean by "culture shock"? What is Gibson's underlying message? 150 words max.				
11/11	Critical reading of Poe.	HO: print out from ERes, read, & bring to class: -Poe, "The Purloined Letter" Homework question due (do only <i>one</i>) -Why can't the Prefect figure out where the purloined letter is on his own? -In what ways does this story reflect Kuhn's theory of paradigms and knowledge creation? -To what extent does Poe's story utilize the techniques he describes in "The Philosophy of Composition"? 150 words max each.		Essay 4		
11/13	Critical reading of Borges.	HO: print out from ERes, read, & bring to class: Borges, "Garden of Forking Paths." Homework question: (do <i>both</i> questions) -Why does Borges include the footnote at the bottom of the first page? -In what ways does Borges play with the idea of story or narrative in this piece? 125 words max each			Essay 4	

11/16	Visual rhetoric.	HO: print out from ERes, read, & bring to class: -Hart, Hitler (found in visual rhetoric folder) -Tufte, Challenger or Cholera Essay 4 due.				Essay 4
11/18	Science, values, behavior. New technology and challenges to existing paradigms of behavior. Assign Essay 5.	HO: print out from ERes, read, & bring to class: -Milgram, "The Perils of Obedience." Homework question due today: -According to Milgram, what underlying cause is responsible for people's willingness to do evil even though they are good people otherwise? 150 words max.	Essay 5			
11/20	Technology's challenge to the human. Assign Essay 6 (optional essay).	M: Stoll, "Isolated by the Internet," 648-654. Homework question due today: -How would you characterize Stoll's tone? Is his tone effective or not in supporting his argument? Why or why not? 125 words max (provide specifics) M: Ullman, "Out of Time," 656-666 Homework question due today: -What is the primal attraction of the computer to the engineer, and why is it, in her mind, associated mostly with male engineers? What underlying observation is she making about males and females?				
11/23	HOLIDAY					
11/25	HOLIDAY			Essay 5		
11/27	HOLIDAY				Essay 5	
11/30	Technology's challenge to the human. Students to provide proposal for topic of choice and to arrange peer editing exchange independently. Assign optional paper 6. Proposal due to instructor via e-mail by 11/24.	M: Caudill, "Measure of Mankind," 736-752. Homework question due today: -Why does Caudill rely so heavily on rhetorical questions to make her point? Is this technique successful or not, and why? Essay 5 due.				Essay 5
12/2	Technology's challenge to the human.	M: Wertheim, "Cyber Soul Space," 764-777. Homework question due today: -How and why does Pythagorean philosophy enable Wertheim to connect technology and culture, science and spirituality? Based on this linkage, what is her basic point about "cyber soul-space"? 250 words max. Course evaluations. Essay 6 due (optional).				Essay 6 (opt)
12/4	Test 2					

Textbooks

- Shakespeare, William. *Hamlet*. Washington Square Press. ISBN: 0-7434-7712-X
- Appignanesi, Richard & Vieceli, Emma. *Manga Shakespeare: Hamlet*. Abrams Books. ISBN: 978-0810993242
- Tufte, Edward. *Visual & Statistical Thinking: Displays of Evidence for Making Decisions*. Graphics Press. ISBN: 0-9613921-3-4
- Tufte, Edward. *The Cognitive Style of Power Point. 2nd ed.* Graphics Press. ISBN: 0-9613921-6-9
- A handbook of your choice.
- Readings and Handouts on ERes (SCU homepage: SCU Login: ERes: Riccomini: English 2A: Password: davinci).
- This course satisfies the second phase of the CTW 1 & 2 sequence and half of the the STS Core Curriculum requirement (>30% scientific content understood within social context) for engineering majors.
- **Read and remember this syllabus—it is your contract with the instructor and the university for completing the course.**

The Purpose and Nature of This Class

This class continues the analysis of the relationship between technology and culture begun in the first course. Our emphasis in the second course will be to deepen your critical thinking and writing skills by writing fewer, but longer, and researched, papers. These papers will be written with the goal of assembling them into a final project document at the end of the term. The final document will also serve as the basis for an oral presentation on the student’s findings. A key element, therefore, is for students to select an area of inquiry that can be sustained over the quarter and examined in increasing depth or from different but related perspectives. As in the first course, our topics will be scientific and technical, but always within the purview of their social and cultural impact. A particular focus is an ongoing study of how technology and culture, science and art, allow us to understand things from different but complementary perspectives.

Course Goals and Outcomes

The following tables illustrate how the course fulfills the 2009 Core Curriculum requirements for CTW 2 (**bold italics** in CTW 2 represent changes or additions to CTW 1 requirements) and the STS (Science, Technology, Society) requirement.

Each Critical Thinking & Writing (CTW) sequence in SCU’s Core Curriculum focuses on a particular theme. This CTW sequence focuses on a theme related to Science, Technology and Society (STS). Please note the following important points:

- This sequence fulfills the Core CTW requirement.
- All students are welcome in this course, regardless of major or Pathway.
- Although most students will fulfill the Core STS requirement with a separate course, students in some majors (engineering, computer science) will begin to satisfy their Core STS requirement with this course. The second part of the Core STS requirement will be satisfied by a course required in those majors.
- This course can begin some Pathways related to STS, such as Values in Science & Technology and Sustainability.
- See the Core website (www.scu.edu/core) or the website of the Drahmman Advising Center (www.scu.edu/Drahmann) for the list of all courses fulfilling the STS requirement, and for a list of all Pathways.

Critical Writing & Thinking 2			
Core Curriculum Learning Goal	Student Learning Objective	Learning Instruments & Methods	Assignment Parameters
<i>Critical Thinking</i> <i>Complexity</i> <i>Communication</i> STS Component: learn the processes of scientific inquiry; the relationship between science, technology, and society; and the social impact of science and technology	Read and write with a critical point of view that demonstrates greater depth of thought and a more thorough understanding of the rhetorical situation than in CTW 1.	Instruction and assignments in understanding language as a system and writing as a technology <i>extended into considerations of document design, style, voice, and integrated graphics.</i>	Daily, written, analytical responses to readings of challenging texts examining the relationship between science and technology, how we know what we know, and what we can dependably say about it. <i>Questions, often made up by the instructor, are more probing and less direct than in CTW 1.</i>
Critical Thinking Complexity Communication Meta-Goal: Intentional Learning STS Component: learn the processes of scientific inquiry; the relationship between science, technology, and society; the social impact of science and technology; and how such impacts are understood and discussed	Write research-based essays that contain well-supported arguable these that demonstrate personal engagement and clear purpose.	<i>Advanced logical argument in multiple modes of presentation.</i> Practice in analysis, synthesis, and evaluation of arguments textual and visual. <i>Advanced argumentative strategies and techniques. Limitations of scientific method.</i>	<i>Three essays during quarter, 7-8 pages each, requiring library research, critical assessment of different arguments pro and con, publishable presentation and formatting.</i>

Complexity Communication Meta-Goal: Information Literacy <i>STS Component:</i> learn the processes of scientific inquiry and the relationship between science, technology, and society (as manifested in critical thinking and writing)	Independently and deliberately locate, select, and appropriately use and cite evidence that is ample, credible, and smoothly integrated into an intellectually honest argument.	Instruction and assignments in professional research as rigorous inductive method. Critically assessing and integrating arguments from a variety of research sources	Formal instruction in research techniques in engineering, science, and the humanities. Exercises in locating studies and articles. Annotated bibliography assignments.
Critical Thinking Complexity Meta-Goal: Intentional Learning <i>STS Component:</i> learn the processes of scientific inquiry (as manifested in communicating scientific knowledge and critical thinking, analysis, writing, and revision)	Analyze the rhetorical differences, both constraints and possibilities, of different modes of presentation.	Instruction in close reading of how, as well as what, is presented. Oral, written, and presentational communication modes. Introduction to visual rhetoric.	In-class discussion of daily reading, occasional group exercises in class. Required fifteen minute oral presentation using visual rhetoric techniques.
Critical Thinking Complexity Meta-Goal: Intentional Learning <i>STS component:</i> learn the processes of scientific inquiry (as manifested in critical thinking and writing); the social impact of science and technology	Reflect more deeply than in CTW 1 upon the writing process across a range of writing and thinking tasks.	Instruction and assignments in a systematic method for critiquing the writing process as well as the writing product in logical as well as rhetorical phases. Instruction and assignments in understanding language as a system and writing as a technology.	Peer editing using systematic process provided by instructor to ensure commonality of evaluation criteria, objectivity, and rhetorical response. Assignments requiring same content to be presented in different formats (written, visual, oral).

Course Sequence Procedures and Policies

Composition, peer editing, and final evaluation will all be according to a systematic set of principles and criteria (the acronym for which is UCLSTEPQ). Through this process you will increase your competence as a writer, and therefore, as a thinker. Part of your grade will depend on your response to specific questions about the reading either in the form of homework, pop quizzes, or the quality and quantity of your class input. A majority of the grade will depend on your performance in writing your essays.

• Grade Distribution

CTW 2		
Assignment	% of Grade	How You'll Know How You're Doing
Oral participation	10	Periodic feedback by instructor via e-mail.
Quizzes, homework, misc	10	Written comments by instructor. In-class review of student samples.
Tests	10	Written comments by instructor. Review of major issues in class.
Oral Presentation	10	Fifteen minute oral presentation. Topics vary from analysis of visual argument of a scientific or engineering topic (eg, hockey stick graph in global warming) to educating non-technical audience about technical or scientific subject (eg, whether cell phones present health hazards).
Essays	50	Extensive written comments by instructor and by in-class peer editor. Includes critique of document design. Essays account for 50% of final grade.
Final Project	10	Project document will be evaluated for how coherently it frames and connects the three essays. Grade treated separately from grades for essay.

- **Regular class attendance is required.** You are allowed two unexcused absences during the quarter. Beyond that, proactively contact the instructor if you will be missing class that day. Include a statement about what you missed, how you will make up for it, and when you will complete it.
- **Show up on time.** Tardiness is disruptive and can be easily fixed. If your tardiness is excessive, your grade will suffer.
- **Changes to syllabus.** The instructor may modify the assignments based on how the class develops. Revised syllabi will be handed out if needed, typically via e-mail. You are responsible for any class work or calendar changes missed due to absence.
- **Peer editing.** Part of the class work will involve students editing each other's drafts. The process for this requires everyone to stay up to date at all times—if you fail to provide the peer editing input to your partner, you can receive a zero for the assignment. A separate, detailed peer editing process description is available online so that you can familiarize yourself with what is expected of you.
- **Check for e-mail from me frequently** because I may on occasion change assignments that way. Contact me only through e-mail or an office visit. I answer all e-mail from students as promptly as I can (typically within twelve hours).
- **Group work**, if any, will include anonymous peer evaluation of student's participation in and support of the group.
- **Individual conferences.** At an appropriate point in the quarter, at the instructor's discretion, we will meet on an individual basis and review your progress.
- **Academic integrity:**
 - The *Student Handbook* states (17): "Both the University Bulletin and the Student Handbook outline the University's expectations that all members of the University community are expected to be honest in their academic endeavors. Engaging in any form of academic dishonesty or other acts generally understood to be dishonest by faculty or students in

an academic context subjects a student to academic and judicial action. For the full text of the academic integrity protocol, go to the Provost's Web site at www.scu.edu/provost and look for the link to Academic Policies and Procedures."

- This policy includes plagiarism. If you are in doubt about using a source, either in quotes or in paraphrase, footnote it. University policy on plagiarism is: "The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University. Students, who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to similar disciplinary action."
- **Disability accommodation policy:** To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.
- **No cell phones, beepers, or pagers allowed. Turn them off before class starts. No laptops. No eating.**
- **Communication.** Outside of class, **contact instructor using e-mail** (driccomini@scu.edu), not by phone; come by on scheduled office hour; or make an appointment. If you are having problems that could impede your progress in the class, contact the instructor sooner rather than later. Stay on top of your e-mail. Changes and new assignments are often communicated that way. Communicate any problems or issues to the instructor immediately. Do not let a small problem turn into a big one. Manage the instructor's expectations and awareness of you proactively.
- **Grading.**
 - Writing will be graded on a zero-defect basis.
 - Any error, however small or large, will count against your performance proportionately. The goal is to write as though the reader matters—and with a recognition that in professional life, readers look for excuses not to read your work. So set your goal to produce professional quality writing.
 - Will be on sustained improvement over time. Second half of the quarter will count more than the first half.
 - All assignments must be turned in to get credit for the class. Assignments not turned in on time can receive a zero. If you receive more than one zero, you can, at the instructor's discretion, receive an "F" for the course.
 - Late assignments will have grades reduced for tardiness. How much the grade will be reduced is entirely the instructor's discretion.
 - Final grade will be determined by entering grades from all assignments into a spreadsheet and calculating the proportional contribution of each grade to obtain the final grade.
- If there is a **serious obstacle to getting your assignment in on time**, contact the instructor immediately.
- **Format** all papers as follows (see also formatting instructions handout on ERes):

Name Instructor	Class Date
Title	
Start text here. . . .	

	Name 2
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| Formatting instructions: <ul style="list-style-type: none"> • 1" margins all around • number each page • repeat name top of each page • first page as shown • no folders, binders, cover sheets, etc. • staple pages together • 10 point Times New Roman or Arial font • all assignments must be word processed • left justification only (ragged right margin) • double-space all essays & assignments • style sheet: MLA |
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Date	Class Activity	Assignment Due - Get handouts from ERes
1/4	Class purpose, structure. -E1A thematic & conceptual map (review) -E2A thematic & topical plan -Assignment structure & schedule. -Umbrella topics. Research techniques.	None.
1/6	Schedule conferences. Assign research topic proposal. Due 1/13.	Polanyi, “Knowing & Being” Sanders, “The Inheritance of Tools”
1/8	Doing Research. Librarian lecture.	Meet in library. Attendance required. Turn in “Walking Tour.”
1/11	Assign Essay 1.	Library assignment (“Finding Scholarly Journals”) due. Crawford, “Shop Class as Soul Craft”
1/13	Language and narrative as basis for both science and art.	Proposal for project, essay topic. Turner, “Mathematics & Narrative” Batt, “Diagrammatic Thinking in Literature and Mathematics”
1/15	Conferences.	Be prepared to explain proposal and research plan to instructor.
1/18	HOLIDAY. Martin Luther King Day.	
1/20	Poe	Poe, “Murders in the Rue Morgue”
1/22	Borges	Borges, “The Library.”
1/25	Peer editing.	Essay 1 In-class Peer Editing. Attendance required.
1/27	Science, technology, and Shakespeare.	Bacon, “Idols & Induction” (review)
1/29	<i>Hamlet</i>	<i>Hamlet</i> . Act 1
2/1	<i>Hamlet</i>	<i>Hamlet</i> . Act 2
2/3	<i>Hamlet</i> . Assign Essay 2	<i>Hamlet</i> . Act 3. Essay 1 Due
2/5	<i>Hamlet</i>	<i>Hamlet</i> . Act 4
2/8	<i>Hamlet</i> . Test 1 (take home).	<i>Hamlet</i> . Act 5
2/10	Peer editing.	Essay 2 In-Class Peer Editing. Attendance required. Test 2 due 2/13 at 5:00 PM via e-mail. See assignment sheet for details.
2/12	McCloud: comic art technique. Eyman: intertextuality & hypertextuality. Stodt: Manga. Mori: Uncanny Valley.	Mori, “Uncanny Valley” McCloud, “Art of Comics” Eyman, “Kristeva, Intertextuality, Hypertextuality”
2/15	HOLIDAY. Presidents’ Day.	
2/17	<i>Manga Hamlet</i> . Assign Essay 3	<i>Manga Hamlet</i> . Acts 1-5.
2/19	Tufte: visual display of data.	Tufte: <i>Visual Display of Evidence</i> . Read Challenger analysis. Essay 2 Due
2/22	Tufte: cognition & visual design.	Tufte: <i>Cognitive Style of PowerPoint</i> . Read entire pamphlet.
2/24	Science & Propaganda	Friedlander – “Origins of Nazi Genocide”
2/26	Peer editing.	Essay 3 In-Class Peer Editing. Attendance required.
3/1	Oral Presentation - Attendance required.	In-class evaluations of speaker’s performance (graded exercise).
3/3	Oral Presentation - Attendance required.	In-class evaluations of speaker’s performance (graded exercise).
3/5	Oral Presentation - Attendance required.	In-class evaluations of speaker’s performance (graded exercise). Essay 3 Due assembled w/Essays 1 & 2, & Exec summary.
3/8	Oral Presentation - Attendance required.	In-class evaluations of speaker’s performance (graded exercise).
3/10	Oral Presentation - Attendance required.	In-class evaluations of speaker’s performance (graded exercise).
3/12	Test 2 (in class)	