Overview:
This transfer-level composition course is intended to enhance students' ability to think analytically and to write well-developed, cogent, and responsive papers. As the instructor, I'm to offer a framework within which you can (a) construct careful arguments and explanations, (b) think critically about college-level reading and writing, and (c) adopt conventions and habits of mind crucial for success in academic study. As the student, you're to gain proficiency in a broad range of conceptual and communicative skills. These include selecting appropriate writing strategies and patterns of development; employing disciplined forms of inductive and deductive thinking; drawing sound inferences; recognizing errors in reasoning; analyzing arguments; synthesizing and evaluating ideas.

Course Description: Students further develop their logical, argumentative and analytical thinking and writing skills. The course will utilize various fiction and non-fictional readings.

Student Learning Outcomes: (1) The student’s essay writing will be free of major grammar/usage errors and follow MLA guidelines. (2) The student’s essay writing will be logically organized and focused on a single unifying idea. (3) The student will demonstrate critical thinking practices such as: use of qualified generalizations, syllogistic reasoning, analysis, inference, evaluation, and synthesis. ALSO SEE OFFICIAL ADDENDUM (ATTACHED).

Readings:
The two required textbooks are Writing Material: Readings from Plato to the Digital Age, by Evelyn Tribble and Anne Trubek (issued in only one edition) and The Art of Asking Essential Questions (5th edition, 2009), by Linda Elder and Richard Paul. Several ADDITIONAL readings will also be required — some to be handed out in class, some distributed online. You may further wish to refer to a composition handbook such as Rules for Writers (Hacker and Sommers, 2016).

Procedures, Attendance, and Grading:
The course involves plenty of reading, some of it quite challenging. In class, we won't be able to cover everything assigned (or even everything important), yet you're always responsible for coming to class fully prepared. An outline of readings, and handouts identifying and explaining any out-of-class assignments, will always be available at the course web site: http://lacitycollege.edu/Faculty/belikil/English-103/Outline. Most class meetings will involve selective reviews and discussions of materials previously assigned. Everyone's expected to participate helpfully, as by contributing thoughtful responses to the material and asking sincere questions to enhance the class discussion.

Assignments submitted on time (take-home or in-class essay, quiz, test, exercise, whatever) will be graded and awarded a certain number of points out of an allotted maximum. Please assume that everything counts, that nothing’s optional, that there are no make-ups, that there’s no extra credit. I will accept one “late” paper from any given student, but the late paper (a) must be submitted ONLY at the time of the final exam, and (b) will be marked down by 20%. Excessive absence, here defined as “missing any more than a week’s worth of class time,” including any late arrivals or early exits, may result in exclusion. Any academic dishonesty (see “Other Notes” below) will produce, minimally, a drastically lowered course grade.

At the end of the term, I'll convert scores to percentages, decide how much everyone’s participation has been worth, and determine the overall grades. However, I reserve the right to adjust grades slightly upward, and not only downward, depending on my sense of each student’s genuine achievement. Although I'm confident that all can benefit from (and that most can succeed in) the course, I can't protect anyone's GPA or ensure that everyone passes. The framework for grading involves a weighting as follows: take-home assignments, 120 points for 45%; in-class assignments, 120 points for 35%; oral presentation(s) — with written outline — 20 points for 10%; in-class participation, 10 points for 10%. Note that what matters is the percentage attained within each category, not the number of points as such. Overall course grades will be assigned this way: 90% and above, "A"; 80%-89%, "B"; 70%-79%, "C"; 60%-69%, "D"; and 59% or lower, "F."
Papers and Other Projects:
Three take-home papers, numerous in-class responses, and an in-class final essay will be required, in addition to the weekly reading assignments and an oral presentation. Although paper topics and other specifications will be given in writing, each new assignment is also a cumulative test evaluating your grasp of principles covered earlier in the course. Essay revisions are by invitation only: if I believe something deserves revision, I'll let you know.

Internet and Keyboarding:
College students are expected to have some familiarity with using the Internet for e-mail and browsing the Web, and to have the typing/keyboarding/word-processing skills necessary to complete assignments and perform basic tasks using the computer. If you lack such proficiency, you should resolve the problem without delay. You may wish to enroll in one of our CAOT Department's typing/keyboarding classes, or to practice on your own elsewhere.

If you don't have Internet access at home, try the English Department Writing Center, or the LACC Library, or even your local library. Visit the course web site about once a week to check for any new announcements, revisions to the class assignments, or online handouts.

Academic Accommodations Statement:
Students with verified disability may seek reasonable accommodation(s) for this class. They are expected to contact the Office of Special Services (323-953-4000, x2270) at once to make the needful arrangements. All information will remain confidential.

Etiquette:
Any student wishing to take notes using an electronic device (e.g., laptop, iPad, tablet, smart phone, whatever) must sit where I can see precisely what he or she is doing. Meanwhile, during class time, the use of such a device for other than note-taking purposes will be treated as disruptive. Any student who is behaving inappropriately will be asked to leave and may be placed on suspension from the class.

Safety: The campus Sheriff’s Office is Room 111 in the Administration building. In an emergency, call (323) 953-2911 or dial 2911 from any campus phone. For non-emergencies, such as the Lost and Found Service and the Safety Escort Service, call (323) 953-4005.

Financial Aid:
If you need help paying for books and other college expenses, check with the Financial Aid Office at (323) 953-4000, extension 2010.

Dropping Without a "W"
District policy is that no student may attempt any course more than three times. If you think you will not be able to complete this course with a "C" or better, be sure to drop during the first couple of weeks. Dropping after Monday, February 18, 2019 will result in a "W" on your transcript and will count as one of three "attempts," possibly with very serious consequences for you later on.

Contact Information:
I'll be available for conferencing from 3:00pm to 3:30pm on Tuesdays in Life Sciences 105. However, I am on campus throughout the week, and you can reach me at (323) 953-4000, ext. 2963, to make an appointment for another time. Preferably, send e-mail to BOTH (not either) lblacc@sbcglobal.net AND belikil@lacitycollege.edu.

Other Notes:
Please approach the class and the coursework with a sense of open-mindedness, sincerity, and even professionalism, striving for your very best.

Also understand that LACC codes addressing classroom behavior will be strictly enforced, together with all policies regarding matters such as theft, abuse of college resources, invasion of privacy, disruption of the educational process. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Penalties may include a grade of zero or "F" on an
exam or paper, or even suspension from the College. In addition, *whenever absences in hours exceed the number of
hours the class meets per week, the student may be excluded from class by the instructor.* See the sections titled
“Policies: Student,” “Standards of Student Conduct,” and “Policies: Academic” in the LACC Course Catalog.

During the semester, strive routinely to provide evidence that you're performing at the appropriate level of technical
competence, intellectual engagement, and academic seriousness. (Remember, some of your hardest-won
achievements in the course will benefit you intellectually, and perhaps also in other ways, for the rest of your life.)

Suggestions

**Study-Skills:**
1. Make sure your study environment is conducive to learning and retention.
2. Read, and keep with your notes, anything handed out in class.
3. Develop the habits of previewing and reviewing.
4. Show up, pay attention, and participate.

**Note-Taking:**
1. Find a methodical system that works well for you.
2. Record your questions about the material.
3. Review and edit your notes regularly.

**Reading:**
1. Pre-read.
2. Don’t just read but **RE-READ** everything, certainly any difficult passages, AT LEAST twice.
3. After the initial reading(s), mark up and annotate the text.
4. Reformulate (in your own words) the most important ideas.
5. Study anywhere appropriate - but especially near dictionaries, encyclopedias, the Internet.

**Assistance:**
By all means refer to the online resources linked to the course web site. Request tutoring at the English/ESL
Department’s Writing Center and/or check with the Learning Skills Center.

**(Some) Recommended Reference Materials:**
- Any standard or college dictionary (English/English)
- Any thesaurus (to be used in conjunction with the dictionary)
- *Writing Well* by Hall and Birkerts (an older text but excellent as a “first year composition” resource)
- *The Elements of Style* by Strunk and White (helpful if English is already your first language)
- *Clear and Simple as the Truth*, 2nd. ed., by Thomas and Turner (on “classic” writing style)
Course: ENGLISH 103
Title: Composition And Critical Thinking

Course Description
Students further develop their logical, argumentative and analytical thinking and writing skills. The course will utilize various fiction and non-fictional readings.

Units/Transferability
3 units  Lecture Hours: 3  Lab Hours: 0  Transferrable to CSU: Yes  Transferrable to UC: Yes

Prerequisites/Co-requisites/Advisories
Prerequisite: English 101

Course Student Learning Outcomes
1. The student's essay writing will be free of major grammar/usage errors and follow MLA guidelines. 2. The student's essay writing will be logically organized and focused on a single unifying idea. 3. The student will demonstrate critical thinking practices such as: use of qualified generalizations, syllogistic reasoning, analysis, inference, evaluation, and synthesis.

Grading Scale or Criteria
A - Excellent  F - Failing
B - Good  P - Pass; at least equivalent to a “C” grade or better
C - Satisfactory  NP - Not Pass; equal to “D” or “F” grade
D - Less than satisfactory

Drop and Repeats
Effective July 1, 2012 students are allowed three (3) attempts to pass a single class within the Los Angeles Community College District. If a student gets a "W", "D", "F", or "NP" as a grade in a class, that counts as an attempt. If you think you will not be able to complete this course with a C or better, please drop by the due date.

For all important dates make sure to visit http://www.lacitycollege.edu/services/admissions/dates.html

Attendance Policy
Students who are registered and miss the first time the class meets may lose their right to a place in the class. Whenever students are absent more than 10% of the total meeting days of the class, the instructor may exclude them from class. If the instructor determines that there are no mitigating circumstances that may justify the absences, the instructor may exclude a student from the class. Students are responsible for officially dropping a class that they stop attending.

Financial Aid
If you need help paying for books and other college expenses, call the Financial Aid Office at (323) 953-4000 ext.2010 or email finaid@lacitycollege.edu.

Accommodations
Students with a verified disability who may need authorized accommodation(s) for this class are encouraged to notify the instructor and the Office of Special Services (323-953-4000, ext.2270 or email oss@lacitycollege.edu) as soon as possible, and at least two weeks before any exam or quiz. All information will remain confidential.

Student Code of Conduct
Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade (see LACCD Board Rule 9803.28). Penalties may include a grade of zero or “F” on an exam or paper, or even suspension from the College.
Prohibited Discrimination

The policy of the Los Angeles Community College District is to provide an educational, employment and business environment free from Prohibited Discrimination, as defined by Board Rule 15003. Employees, students, or other persons acting on behalf of the District who engage in Prohibited Discrimination as defined in this policy or by State and Federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract. The specific rules and procedures for reporting allegations of Prohibited Discrimination and for pursuing available remedies are included in Administrative Regulation C-14. A copy may be obtained from the Title IX Coordinator or from the District’s Office for Diversity, Equity, and Inclusion.

Any member of the Los Angeles City College community, which includes students, faculty, and staff, who believes, perceives, or actually experiences conduct that may constitute prohibited discrimination, has the right to seek the help of the College. Every employee has the responsibility to report such conduct to the Title IX Coordinator or other designee(s) of the College President when it is directed toward students. Potential complainants are advised that administrative and civil law remedies, including but not limited to injunctions, restraining orders or other orders, may be made available. For assistance, contact the Title IX Coordinator at (323) 953-4000, Ext. 2758, or the Office of Diversity, Equity, and Inclusion, at (213) 891-2315.
Defining Critical Thinking

Critical thinking is a rich concept that has been developing throughout the past 2500 years. The term "critical thinking" has its roots in the mid-20th century. We offer here overlapping definitions, together which form a substantive, transdisciplinary conception of critical thinking.

Critical Thinking as Defined by the National Council for Excellence in Critical Thinking, 1987


Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to behavior and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. Critical thinking — in being responsive to variable subject matter, issues, and purposes — is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills ("as an exercise") without acceptance of their results.

Critical thinking varies according to the motivation underlying it. When grounded in selfish motives, it is often manifested in the skillful manipulation of ideas in service of one's own, or one's group's, vested interest. As such it is typically intellectually flawed, however pragmatically successful it might be. When grounded in intransigent and intellectually integrity, it is typically of a higher order intellectually, though subject to the charge of "idealism" by those habituated to its selfish use.

Critical thinking of any kind is never universal in any individual: everyone is subject to episodes of undisciplined or irrational thought. Its quality is therefore typically a matter of degree and dependant on, among other things, the quality and depth of experience in a given domain of thinking or with respect to a particular class of questions. No one is a critical thinker through-and-through, but only to such-and-such a degree, with such-and-such insights and blind spots, subject to such-and-such tendencies towards self-delusion. For this reason, the development of critical thinking skills and dispositions is a life-long endeavor.

Another Brief Conceptualization of Critical Thinking

Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers — concepts and principles that enable them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest. They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society. At the same time, they recognize the complexities often inherent in doing so. They avoid thinking simplistically about complicated issues and strive to appropriately consider the rights and needs of relevant others. They recognize the complexities in developing as thinkers, and commit themselves to life-long practice toward self-improvement. They embody the Socratic principle: The unexamined life is not worth living, because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world.

~ Linda Elder, September, 2007

Why Critical Thinking?

The Problem

Everyone thinks, it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

A Definition

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.
The Result
A well cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks openmindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.


Critical Thinking Defined by Edward Glaser

In a seminal study on critical thinking and education in 1941, Edward Glaser defines critical thinking as follows: “The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one’s patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life.” (Edward M. Glaser, An Experiment in the Development of Critical Thinking, Teacher’s College, Columbia University, 1941).
SLO FOR ENGLISH 103

Objectives: A student will plan and write an essay of 2,000+ words

Criteria: To the following standards:

-- Focused, logically organized, and developed structure, with introduction, thesis, body paragraphs, and conclusion
-- Insightful analysis
-- Use of critical thinking techniques and research
-- Coherent interpretation of concepts
-- Appropriate citation, quotation, and bibliographic conventions

Assessment: As measured by the following methods:

Embedded assessment: Random samples of student work will be examined by a group of faculty from the department.

Rubric: And scored by the following rubric:

Exemplary:
A paper in this category has the following criteria:
-- effectively addresses writing task with a strong argumentative thesis
-- argument is well organized and thoughtfully developed
-- responds cogently with well-chosen examples
-- claims presented with analytical and insightful reasoning
-- research supports argument well
-- word choice is apt and sentences are effective, often sophisticated
-- conventions of written English observed
-- effectively uses research with correct citation and documentation evident

Acceptable:
A paper in this category has the following criteria:
-- effectively addresses writing task with an argumentative thesis
-- argument is organized and developed
-- uses appropriate examples and sensible reasoning
-- paper shows research that generally addresses argument
-- has a less fluent and complex style
-- varies sentence shape and structure effectively
-- observes conventions of written English though has occasional errors
-- adequately researched with citation

Unacceptable:
A paper in this category has the following criteria:
-- lacks an argumentative thesis
-- lacks purposeful development
-- fails to use appropriate examples from research, or lacks research
-- lacks stylistic command
-- does not observe conventions of written English
-- does not cite source materials correctly
Introduction

- How does the author support those points?
- How is the essay organized? What logic underlies the essay's structure?
- Do I agree with the argument of this essay?
- Who might disagree with what the author is saying?
- Why has the author chosen to write it in this way? Why did the author choose that style/that tone?
- Do I have any experiences that are relevant to this essay?
- How does this essay relate to other essays I have read?
- Does the author refer to other writers?

Although you may have been told not to do this in the past, one of the best ways to read critically is to actually write in your books (marginalia has a long and storied history)—though we don't recommend this practice with books borrowed from the library or from your friends. By writing while reading, you become an active participant in the creation of knowledge and meaning rather than a passive receptacle of information.

The following techniques may help you write while reading:

- Underline key phrases.
- Circle key terms.
- Write three to five words summing up the main point of each paragraph or section.
- Write questions to the author (such as, "What is the purpose of this example?").
- Write responses to the author (such as, "That happened to me, too" or, "I disagree!").
- Write definitions of specialized terms in the margins of the text.

Reading as a Process

Reading, like writing, is best done in stages. Just as drafting and revising help you write a good essay, reading in stages improves comprehension. Although every reader will go through this process differently, you can identify four key stages of critical reading. The first is pre-reading, or looking at the introduction and examining the context and biographical information about the author. To pre-read this book, read the introductions that precede each selection and suggested grouping. The second stage is scanning, or looking quickly through the essay to get a sense of the structure and contents of the piece. The third stage is active reading, working through the essay from beginning to end, writing in the margin as you go, asking questions, defining terms, summarizing key points, and making comments. The fourth stage is re-reading, or returning to the essay with a more distanced perspective and considering the major points the author is making and your major reactions to the piece. Writing a short note to yourself about your final reflections on the piece is a good strategy for completing this reading process.

Let's take an example of how you might follow this process to read Jay Bolter's "The New Dialogue" (p. 76). You would start with the introduction, which states that Bolter is a professor of new media. This piece of information suggests that the essay will be written for a specialized audience and will probably shed a positive light on new media. The introduction goes on to say that Bolter has degrees in classics and computer science—a pretty unusual combination. This gives you a clue about the historical framework in which Bolter places his work. Later the introduction states that "Bolter... speculates that hypertext's multi-vocal, non-linear structure is similar to a Platonic dialogue." This sentence gives you two key pieces of information: one, it suggests Bolter's purpose, to analyze hypertext and compare it to an older writing form; and two, it lets you know the essay will draw upon specialized and specific terms, such as "multi-vocal," "non-linear," and "Platonic dialogue."

After reading the introduction, go through the essay quickly to get a sense of the main points. This stage often involves seeing the reading visually as much as reading words (and some of the authors, such as Walter Ong and Bolter himself, actually address the very topic of writing as a visual artifact). Look for section titles, beginning and ending paragraphs of sections, and topic sentences of paragraphs. Bolter uses section titles: "The Reading Path," "Platonic Dialogue," "From Dialogue to Essay," "The End of the Line," "The New Dialogue." The titles and their order suggest that Bolter will be discussing how we read, a transition from dialogues to essays and the creation of a new dialogue form. They give you a sense of the general purpose and structure of the piece. Remembering this general outline will help later on should you get bogged down in details.

Now you're ready to start reading the body of the text. Bolter begins with a strong statement: "A written text is a structure in space that implies a structure in time: writing turns time into space. In this respect a verbal text is like a musical score." What does this mean? If you started trying to figure this point out, you might never get through the whole piece. But only by getting through the whole piece will you be able to understand that first sentence. At this point you might write in the margin, "Is that true?" "Why does he start this way?" or even, "Huh?" When you complete the essay, you can return to the opening better equipped to understand it. Although you may not understand all the material the first time you read it through, scanning (or, perhaps, to take a term from one of the essays in this book, "hyper-reading") quickly through the readings may help you glimpse the main points of the book. However, it will take more work for you to really digest larger, conceptual issues like the relationship between writing, space, and time that Bolter presents in his opening. You should try to figure out the meaning of specialized vocabulary primarily through context, although if this strategy fails, you should look up unfamiliar words in a dictionary.

Reading Visuals

You will also encounter a number of visual "readings," as well as images placed throughout the book. Images need to be read as critically as verbal texts. In fact, the very power of images makes it all the more imperative that we understand how they are constructed and used. In a culture as awash in images as ours is, viewing them critically is important to understanding the "rhetoric" (purpose and effect) of images. For example, images have become a predominant
"Cargoes" by John Masefield (1878 – 1967)

Quinquireme of Nineveh from distant Ophir,  
Rowing home to haven in sunny Palestine,  
With a cargo of ivory,  
And apes and peacocks,  
Sandalwood, cedarwood, and sweet white wine.

Stately Spanish galleon coming from the Isthmus,  
Dipping through the Tropics by the palm-green shores,  
With a cargo of diamonds,  
Emeralds, amethysts,  
Topazes, and cinnamon, and gold moidores.

Dirty British coaster with a salt-caked smoke stack,  
Butting through the Channel in the mad March days,  
With a cargo of Tyne coal,  
Road-rails, pig-lead,  
Firewood, iron-ware, and cheap tin trays.

Adaped from “Strategies for Critical Reading” (Tribble and Trubek 3-4):

1. What prompted the writing of this essay?  
2. Who is the audience for this essay?  
3. What are the author’s major points?  
4. How does the author support those points?  
5. How is the essay organized? What logic underlies the essay’s structure?  
6. Do I agree with the argument of this essay?  
7. Who might disagree with what the author is saying?  
8. Why has the author chosen to write it in this way (including in this style, and in this tone)?  
9. Do I have any experiences that are relevant to this essay?  
10. How does this essay relate to other essays I have read?  
11. Does the author refer to other writers?  
12. How does this essay shape our understanding of the media-communication-thought relation?
### Sample thesis statements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Question</th>
<th>Sample thesis statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definitional</strong></td>
<td><strong>Voter ID laws</strong></td>
<td>Are new voter identification laws a form of voter suppression?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Voter identification laws are/are not a form of voter suppression.</td>
</tr>
<tr>
<td><strong>Analytical</strong></td>
<td><strong>News media</strong></td>
<td>As new methods of gathering and reporting news are developed, do newspapers continue to remain relevant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Although methods of gathering and reporting have changed, newspapers continue to remain relevant.</td>
</tr>
<tr>
<td><strong>Causal</strong></td>
<td><strong>Global climate change</strong></td>
<td>What are the possible causes of global climate change?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial carbon emissions are/are not the primary cause of global climate change.</td>
</tr>
<tr>
<td><strong>Predictive</strong></td>
<td><strong>The Affordable Care Act</strong></td>
<td>What are the potentially positive/negative consequences of the Affordable Care Act on the health and economy of the United States?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Affordable Care Act will have positive/negative effects on the health and economy of the United States.</td>
</tr>
<tr>
<td><strong>Evalutative</strong></td>
<td><strong>The electoral college</strong></td>
<td>Is the electoral college a fair and effective way to conduct presidential elections?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The electoral college is/is not a fair and effective way to conduct presidential elections.</td>
</tr>
<tr>
<td><strong>Proposal</strong></td>
<td><strong>Childhood obesity</strong></td>
<td>What should schools do to curb the childhood obesity epidemic?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To combat the growing rate of childhood obesity, schools should organize daily physical activities, offer healthy meals in the cafeteria, and counsel parents on healthy eating habits.</td>
</tr>
<tr>
<td>Presentation Order</td>
<td>Week Due</td>
<td>Assigned Text</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>1A 1B</td>
<td>03</td>
<td>Bolter</td>
</tr>
<tr>
<td>2A 2B</td>
<td>04</td>
<td>from <em>Sundiata</em></td>
</tr>
<tr>
<td>3A 3B</td>
<td>04</td>
<td>Elbow</td>
</tr>
<tr>
<td>4A 4B</td>
<td>05</td>
<td>Ong</td>
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<tr>
<td>5</td>
<td>05</td>
<td>Parker</td>
</tr>
<tr>
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