

English 102 - College Reading & Composition II

Section: #0229 (9:05am - 10:30am) - CSB101

-Pearson Course ID: Maldonado15227

Section: #0230 (10:40am - 12:05pm) - CSB 101

-Pearson Course ID: Maldonado19446

Instructor: José A. Maldonado, MFA

E-mail: j.a.maldonado.mfa@gmail.com

Phone: (209) 233-1973 (email preferred)

Office hours: Tues & Thurs 12:15pm - 12:50pm (or by appointment)

Prerequisite needed to take course: English 101

Required Reading*

-The Brief and Wondrous Life of Oscar Wao - by: Junot Díaz (Harper 2006)

-Veronika Decides to Die - by: Paulo Coelho (Riverhead 2007)

-The Opposite of Fate: Memories of a Writing Life - by: Amy Tan (Putnam 2003)

*There will be additional required reading available through online links, these must be obtained by the student. These will include poems by Samuel Taylor Coleridge, Walt Whitman, and Allen Ginsberg; short stories by Edgar Allen Poe; the play *Death of a Salesman*; and as well as various articles and essays.

Materials Needed

-Research Writing Simplified 7/E & Build Your Own Course Compass & My Pearson Cafe, Clines - ISBN 1-2564-9620-0, Copyright 2012**

****This bundle has been created especially for our class; it is only available in the Campus Bookstore.** Please do not buy the Course Compass access code online, for you will not have the necessary tools for this class. Old Course Compass access codes will not suffice. This bundle includes My Pearson Café, an online program that includes My Writing Lab, Pearson Source Check (Plagiarism Check which is mandatory for the submission of your essays), and Write Click, an editing program you will use to write your papers. This is a mandatory component of this course. Submission of papers, your grade book, course tools, and materials are all found in this component. You are required to be logged in to Course Compass by the end of the first week. A lack of Course Compass access is not a valid excuse for not handing in work or being up to date with the course schedule. The bundle will include two access codes, one for our class Course Compass log in and one for My Pearson Cafe. The Course IDs for each one of these are listed at the top of this syllabus.

IMPORTANT NOTE: Purchase Course Compass and The Brief and Wondrous Life of Oscar Wao by Junot Díaz immediately. The other novels will be studied at a later time (refer to course schedule).

Registering to Course Compass

-Step One

- This course is managed through Course Compass. Your first step is to register online in your section of Course Compass. To do so, go to www.coursecompass.com
- Click the Register button for students. Follow the on-screen instructions to enter your student access code (from your bundle which you bought at the Campus Bookstore) and your instructor's course ID: SEE TOP OF SYLLABUS FOR COURSE IDs.
- The school's zip code (91342), provide contact information, and create a login name and password. Email this information to yourself. You will then see the name of your class.

Please note: Not having access to Course Compass or missing class is not an excuse for late work or not being prepared for class. Ample assignment information will be given in class. Call a classmate if you are absent. This is your responsibility.

-Step Two

- Log in to Pearson Café/My Writing Lab. Follow the instructions given to you in your bundle, and use the course ID as listed on the top of this syllabus.
- Go to: http://www.pearsoncustom.com/us/mypearsoncafe_website/
- After logging in you will see that one of the buttons is for MyWritingLab. Clicking on MyWritingLab the first time will bring up a screen asking you to "Join a Course." You then enter your Course ID. You are registered for your course.

-Step Three

- Download the course syllabus and set up a three ring binder as your portfolio. You will keep all of your syllabus, work, notes, drafts and essays in your portfolio, which will be checked on occasion. Bring your portfolio to each class.

Course Description

-This course is an introduction to critical analysis of poetry, novels, short stories, and drama. In an effort to improve critical thinking skills and to develop a greater appreciation of literary works, students will study various approaches to understanding literature and apply these to readings. We will accomplish this by, among other things, analyzing the historical and political backdrop against which these works were created, as well as studying the voices through which various narratives are conveyed. The course is also concerned with how these distinct voices engage one another and how they occasionally share ideas and motifs. We will also explore how each piece lends itself to a "national voice." In essence, this class is intended to develop a greater awareness of and appreciation for literature while improving writing and critical thinking skills.

Class Objective

- By the end of this course, students will. . .
 - 1) Define major terms and concepts in the field of literary criticism and apply concepts to individual works studied.

- 2) Draw connections between motifs found in these works and one's own daily life including, for instance, the relationship between text and culture, politics, society, etc.
- 3) Identify and explain various literary elements in specific works studied (*ie.*, characters, setting, figurative language, reliable/unreliable narration, etc).
- 4) Engage text in a manner that allows them to formulate an argument regarding a literary work and develop an argument based on textual evidence.
- 5) Question classification itself and develop the confidence and understanding needed to challenge the idea that a work of art can be categorized in the first place.
- 6) Acquire “close reading” and analytical skills when studying text.

English 102 Student Learning Outcomes (SLOs)

- SLO 1 - Produce a 3 to 5 page essay demonstrating the ability to use literary analysis
 - *Method of Assessment: The production of an essay in response to a writing prompt.
- SLO 2 - Produce a 6 page, MLA-formatted essay or research paper that utilizes the recognized critical approach (such as Reader Response, New Criticism/Text Analysis, Deconstruction, Political, Formalist, Historical, Psychological) to develop a thesis-driven argument about one or more literary texts.
 - *Method of Assessment: The production of an essay in response to a writing prompt..

Requirements and Policies

- Punctual weekly attendance
 - I will take attendance at the beginning of every class session. Students arriving more than fifteen (15) minutes late will be considered absent (please do not take this course if your work schedule or other obligations prevent you from attending class or being on time). Students are eligible to be dropped for non-attendance on the first/second day of class and/or after two class absences. Students who do not stay in class from the beginning to the end will be considered absent. I will not miss class - except in an emergency - and I expect the same from you. Documentation will be required in the event of a serious illness or emergency resulting in multiple absences.
- Active participation in class discussion
 - This class will be a blend of lecture and discussion; preparedness and a readiness to participate in class discussions will therefore be crucial to students' success. Discussion will consist of textual analysis guided by, but not limited to, certain discussion points, some of which have been highlighted in the course calendar.
 - Active participation includes demonstrating a willingness to engage in respectful and informed conversation with fellow students.
- Computer access
 - This class requires the frequent use of a computer and internet access. If you do not have a computer use one in the LRC or public library. If you do not know how to type or use a computer, you should gain these skills before enrolling. Not

having computer access, word processing skills, or the materials needed for the course will not dismiss you from completing assignments.

-Two (2) papers of 3-5 pages in length (one of which will be a personal statement and might be shorter in length)

-All papers will be double-spaced and written in Times New Roman, 12-point font with 1-inch margins. Any papers that do not follow this format will not be accepted. They will, of course, be thoughtful, thesis-driven arguments that demonstrate originality and knowledge of class reading, lecture, and discussion.

-The content and scope of these papers will be discussed further in class.

-Two (2) exams consisting of true or false questions, textual identification, and short answer.

-The exams will be further discussed in class.

-One (1) research paper 6 pages or more in length

-Should demonstrate thorough knowledge of concepts and texts discussed throughout the course while following an original, thoughtful thesis. Paper will include MLA- style citations as well as a works cited page (bibliography).

-This assignment will be further discussed in class.

-Assigned Readings

-Being that this is a literature course, students are expected to complete all assigned readings. Reading assignments listed in the course calendar (below) imply that the particular sections and chapters assigned must be read by that day (Example: Pages 1-40 of The Brief and Wondrous Life of Oscar Wao are assigned for Week Two, Day One; therefore, students must have read these pages *before* coming into class that day since that is what will be discussed).

- You also need to set up a three-ring binder – containing the syllabus, class handouts, assignments, class work, notes, outlines, drafts, and essays – and bring it to each class.

Assignments

-Your grade will be determined as follows:

-First Paper: 15%

-First Exam: 15%

-Second Paper: 15%

-Final Exam: 20%

-Research Paper: 25%

-Participation and attendance*: 10%

*You can miss two (2) class sessions without lowering your grade. Being absent more than twice will result in a reduction of your attendance grade. I will, however, accept *documented* medical illnesses. This will be discussed further in class.

Grading

-Final grades will be based on the following scale:

A = 90-100%

B = 80-89%

C = 70-79%
D = 60-69%
F = 0-59%

VERY IMPORTANT: Late papers WILL NOT be accepted for full credit; your grade will decrease by 1/4 (25%) every day it is not turned in (every day, not just class days). All work is due *before* the beginning of class. Work e-mailed to me fifteen minutes after class begins will be considered late. Make-up dates for exams will not be provided. Students must monitor their grades and bring discrepancies to the teacher's attention before the last day of class. There will be no discussion of grades after the final day of class. Instructor will set the final weight of grades in grade book after the last day of class, so be aware that your grade book will not show the actual weight of individual grades until after the last day of class.

Exams

-As mentioned above, there will be two major examinations in this class. Both the midterm and final examinations will concentrate on material that has been emphasized in the lecture portion of the class. The questions will provide you an opportunity to demonstrate your mastery and understanding of what we discussed in class. The following is an explanation of how these exams will be graded:

- A Grade - reflects a comprehensive and detailed knowledge of the assigned reading and the discussions that the readings generated. In spite of a time limit, the student's writing demonstrates an inclination to use a variety of sentence structures as a reflection of the complexity of the student's insight.
- B Grade - shows that the student has a thorough understanding of a variety of the materials under consideration. The quality of the writing is sufficient to meet the expectations derived by the time limit for the response to questions posed.
- C Grade - scattered and uneven understanding of the material addressed by the exam. Responses may occasionally lapse into vague or trite phrases that provide poor insight.
- D Grade - indicates that the student has acquired some small measure of knowledge of the text but only at a surface level. Answers fail to explore deeper elements of work, focusing on irrelevant or incoherent points.
- F Grade - ignores the questions in a variety of ways. Identification of ID shows that student is quite unfamiliar with works studied. Student may simply attempt to bluff their way toward answers and talk about something else of which he/she has little knowledge.

Papers

-Writing a paper is one of the most effective ways of expressing your thoughts in an academic setting. Spelling, punctuation, and grammar will be expected to be consistently correct and you are expected to turn in your papers on time. The following details how your papers will be assessed:

- A Grade - an excellent essay and is free from careless grammatical, spelling, and organizational errors. It begins with a clear thesis, has seamless transitions from paragraph to paragraph, and never loses sight of its focal point. Writer draws a logical conclusion that answers a problem stated in the thesis and takes advantage

of the process of argument and counter-argument. The essay meets the length requirement of the assignment and contains an original point of view that is lively and interesting to read. It has no format errors and is turned in on time. An “A” represents a writing level of unusual polish and style, and often takes a surprising angle in developing the thesis. This level of writing is rare because it shows consistent excellence while surpassing assignment expectations.

-B Grade - a good essay that has many of the qualities found in an “A” paper, but it might have one too many writing errors. It often lacks the depth of explanation and originality seen in an “A” paper and usually minimizes any evidence that might contradict or undermine the strength of the writer's assertion (in other words, it fails to address any counter-arguments). It represents solid, readable writing that does what the assignment asks. “B” level writing exhibits concrete support for claims, fine organization, and substantive thoughtfulness.

-C Grade - an adequate essay. It may have errors but not enough to hurt its clarity. It shows some of the qualities of an “A” or a “B” paper, but it does not develop the idea to its fullest. It is adequately organized but is rather simplistic. It satisfies all of the requirements of the assignment, but it lacks sufficient, concrete support needed to illustrate its assertions or prove its point. It also shows lapses in editing proficiency and contains careless errors.

-D Grade - inadequate. It contains some of the following problems; it is too short, has many errors, lacks clarity and focus, lacks logical organization, rambles, is too general, or doesn't satisfy the requirements of the assignment. The argument is unconvincing or vague to the point of being difficult to read.

-F Grade - paper is off topic, poorly written, and contains too many errors.

Accommodations and Needs

-Students requiring support services should consult the school's DSP & S office to inquire about assistance programs offered to students with unique needs.

Financial Aid and Tutoring

-LAMC is dedicated to the successful completion of your classes, as such it provides you with many resources at your disposal. For academic assistance please contact LAMC's Learning Center. It offers labs and tutoring for science, mathematics, reading, and writing for all students regarding of the discipline they are in. For these, you may visit the Academic Success Center Writing Lab, Math Center, or the Science Success Center. Because LAMC is a firm supporter of the idea that everyone deserves an advanced education regardless of one's economic situation, some students are eligible for receiving help with paying for their courses; please refer all questions to LAMC's Financial Aid & Scholarships Office.

Dropping This Class

-A student who decides to drop this class will need to fill out and submit the required paper work to Admissions by the published deadlines (check schedule of classes). Failure to do so before the deadlines will lead to an “F” for this class. Please keep in mind that the college has adopted a three attempt policy, meaning that you can only take a course three times before being barred from registering for it again; Ws (withdrawals) also count

toward this total.

Reporting An Absence

-If you are absent, please contact a classmate so that you will be up to date on required homework and assignments when you return to class. Even if you are absent, you still have the responsibility of fulfilling all requirements. Email the instructor only if the absence will be more than two class meetings.

College-Level Issues

- The goal of a college education is to help students be objective and analytical about positions and beliefs which may be in contrast to their own. All students are expected to approach course materials in an open-minded and objective manner. Political, religious, and other personal belief systems may not be used as an excuse for being exempted from activities, discussions, and assignments. If you are uncomfortable with viewpoints which may differ from your own, you should consider taking another class. Also, given the language and content of some of the texts read, this class is not appropriate for minors.

Class Conduct

-All cell phones must be off (or silent) and hidden from view during class.
-Eating in class should be limited to "quiet" foods.
-Laptop computers are allowed for any activities pertaining to the class only; such activities as browsing the internet or checking e-mail are disruptive and thus prohibited.
-In an effort to make this a safe, comfortable learning environment for everyone, students are expected to be respectful to their classmates. Personal attacks, hurtful statements, or otherwise inappropriate conduct will not be tolerated. You will be asked to leave the room if your behavior is inconsistent with this institution's expectations. Feel free to contact me if you have any questions.

Plagiarism

-Failing to provide citation and passing work as your own is known as plagiarism; in essence, it is using someone else's words as if they were your own. It is unacceptable and unallowable; therefore, any instances of plagiarism will be directed to and dealt with by the university's proper authorities. It may be punishable by failure of the course, suspension, or even expulsion from the university. Students with inquiries regarding this issue should consult the instructor or the school's catalog.

Submitting Your Work

-As a personal permanent record of the work that you do in this class, you are asked to send a copy of your work to your private email as you complete portions of written assignments and when you complete your paper. If your computer crashes, therefore, or if you forget your printed paper at home, you can print out your work from the school library by downloading your paper from your personal email. All work must be in MLA format and include in-text citations in addition to a works cited page. Failing to adhere to this policy will result in an "F" for your paper. Check with me if you're not sure what "MLA format" means. Please do not send me e-copies of your work over the

internet and do not leave copies of your essays anywhere for me to pick up; they will not be accepted.

-Papers will be:

1. Drafts: written and edited in Pearson Café using Pearson Source Check.
2. First draft: sent to Pearson Tutor for review by a tutor.
3. Final draft:

-Submission Step One: Send final copy to Pearson Source Check for plagiarism check. This will take at least 48 hours, so make sure that you allow ample time before the due date to submit your paper to the plagiarism check. If you finish your paper on the day it is due, you will not have time to include your Plagiarism Source Check! You will receive a report back, which you are asked to copy and paste to the bottom of your paper. If your plagiarism receipt is not at the bottom of your paper, your paper will not receive a grade.

-Submission Step Two: Upload your paper (including your Pearson Source Check summary) via the hotlink in Course Compass. Please save your paper as a Word Document 97-2003 or Rich Text Format (rtf) document. Make sure you hit the submit button. Papers that are not correctly submitted or show a blank or inaccessible document will not receive a grade. It is your responsibility to make sure that your paper is correctly uploaded ready for me to read in Course Compass by the due date. Without Course Compass and Pearson Cafe, you will not be able to hand in work or receive grades.

-Again, all papers are graded in Course Compass. If your paper is not submitted to Course Compass in the required manner, you will not receive a grade.

-As you work on an assignment, save your work in your personal email. This is your insurance policy. If your computer crashes, you will not lose your work. Malfunctioning computers are not a valid excuse for not getting work in on time. Do not wait for the last minute to get assignments done.

Academic Standards

-It is up to each student to uphold the integrity of this course and institution. As such, it is your responsibility to review and abide by the school's official policy governing issues of respect, cooperation, cheating, and plagiarism. Disruptive students, furthermore, will be subject to exclusion from class for two sessions and asked to meet with the instructor and/or an administrator prior to re-entering the class. Violating this school's standards can lead to a student receiving a "Fail" and/or be excluded from the class/campus (see LAMC Catalog for details).

Final Note

-This syllabus is a guide to use throughout the course and is subject to change at the instructor's discretion. Do not hesitate to ask for assistance; your success is our goal here at LAMC.

Course Calendar

subject to change

Week One

[Tuesday, August 28th] - No assigned reading

[Tuesday, August 30th] - No assigned reading

Discussion Points: Course outline, goals, assignments, general introduction, overview of texts, talk about art and creativity, mention themes we may find, discuss the idea of expectations, categorizations, stereotypes, conformity

Week Two

[Tuesday, September 4th] - *Assigned Reading:* Begin reading ...Oscar Wao (pg. 1-40)

[Thursday, September 6th] - *Assigned Reading:* ...Oscar Wao (pg. 40-75)

Discussion Points: What is meaning? Poetry: reader response criticism literary devices: unreliable narration, use of history in text, discuss first paper, note taking while reading, critical thinking: what is it?

Week Three

[Tuesday, September 11th] - *Assigned Reading:* ...Oscar Wao (pg. 75-113)

Death of a Salesman (1949) -pg 1-50

[Thursday, September 13th] - *Assigned Reading:* ...Oscar Wao (pg. 114-151)

Death of a Salesman - pg 1-75 (up to the line that reads "The girl exits. . .admiration")

Discussion Points: Choices authors have to make: narrator, reader's perception of perception of characters (author's intent), what is gained and lost through POV, discuss first paper, elements of strong writing, finding your voice/style

Week Four

[Tuesday, September 18th] - *Assigned Reading:* ...Oscar Wao (pg. 152-201)

Finish Death of a Salesman

[Thursday, September 20th] - *Assigned Reading:* ...Oscar Wao (pg. 205-233)

Read Logical Fallacies (8 page article)

Discussion Points: New Criticism and deconstruction, the role of postcolonialism

Week Five

[Tuesday, September 25th] - *Assigned Reading:* ...Oscar Wao (pg. 233-275)

Read "Myths of Writing"

[Thursday, September 27th] - *Assigned Reading:* ...Oscar Wao (pg. 276-307)

Assignments Due: First Paper Due (9/27)

Discussion Points: Reading fiction contextually: biographical, historical, and New Historical Criticism, for whom is text written?

Week Six

[Tuesday, October 2nd] - *Assigned Reading:* ...Oscar Wao (pg. 311-End)

Read "The Speech of Miss Polly Baker" (1747)

[Thursday, October 4th] - *Assigned Reading*: Finish . . .Oscar Wao if you haven't yet

Read "Young Goodman Brown" (1835)

Discussion Points: Political criticism, introduce second paper, ideas, approaches, aspects of early American literature

Assignments Due: **UC Personal Statement Revision**

Week Seven

[Tuesday, October 9th] - *Assigned Reading*: "Kubla Khan" (1797)

"Composed Upon Westminster Bridge, Sept. 3, 1802" (1802)

"Daffodils" (1804)

Read first half of "Song of Myself" (1855) - up to pg. 54, stanza 32

[Thursday, October 11th] - *Assigned Reading*: Begin reading Veronika. . . (pg. 1-36)

Discussion Points: Psychological Criticism, continue discussion of second paper,

Transcendentalism, inspiration through surroundings

Week Eight

[Tuesday, October 16th] - *Assigned Reading*: Veronika. . . (pg. 37-71)

Finish "Song of Myself"

[Thursday, October 18th] - *Assigned Reading*: Veronika. . . (pg. 72-103)

Discussion Points: Elements of drama, what is meta? translated works, conformity, choices we make/choices characters make

Assignments Due: **Second Paper (10/18) - 3-5 pages**

-CUT OFF FOR MIDTERM READING-

Week Nine

[Tuesday, October 23rd] - *Assigned Reading*: Veronika. . . (pg. 104-136)

[Thursday, October 25th] - *Assigned Reading*: Veronika. . . (pg. 137-171)

Discussion Points: What to expect on first exam, how to prepare, writer's presence, projecting the future

Week Ten

[Tuesday, October 30th] - *Assigned Reading*: No assigned reading

Assignments Due: **First Exam (10/30) - In class (For readings up to Week 8)**

[Thursday, November 1st] - *Assigned Reading*: Veronika. . . (pg. 172-199)

"The Fall of the House of Usher" (1839)

Discussion Points: Accepted methods of treatment (what is 'accepted?'), Gothic tale, psychoanalysis, setting as character

Week Eleven

[Tuesday, November 6th] - *Assigned Reading*: Veronika. . . (pg. 200-End)

[Thursday, November 8th] - *Assigned Reading*: Sui Sin Far, Begin Opposite of Fate

Read "Mrs. Spring Fragrance" (1912)

"Road Not Taken" (1915)

Discussion Points: Orientalism, objectification, elements of poetry

Week Twelve

[Tuesday, November 13th] - *Assigned Reading*: Opposite of Fate (pg. 1-40)

Read "Yellow Wallpaper" (1892)

[Thursday, November 15th] - *Assigned Reading*: Opposite of Fate (pg. 41-97)

Discussion Points: What is an artist? Writer's methodology, feminism

Week Thirteen

[Tuesday, November 20th] - *Assigned Reading*: Opposite of Fate (99-121)

Read "Wasteland" (1922)

"Howl" (1955)

[Thursday, November 22nd]

THANKSGIVING DAY - NO CLASS

Discussion Points: Perspective, choices writer's make, what is 'American'?

End of the world, WWI, modernism, postmodernism, beatnik movement, anti-establishment, disillusionment

Week Fourteen

[Tuesday, November 27th] - *Assigned Reading*: Opposite of Fate (pg. 123-204)

Read "A Good Man is Hard to Find" (1953)

[Thursday, November 29th] - *Assigned Reading*: Opposite of Fate (pg. 207-279)

Assignments Due: **Research Paper Due (11/29) - 6 pages**

Discussion Points: What happened vs. how it felt, limits we put on others/ limits put on us, where does writing come from? How does critical thinking fit into all of this? Introduce final exam, Southern gothic, real world

Week Fifteen

[Tuesday, December 4th] - *Assigned Reading*: Opposite of Fate (pg. 280-333)

Read "The Man I Killed" (1990)

"Ambush" (1990)

"Good Form" (1990) in this order, please

[Thursday, December 6th] - *Assigned Reading*: Opposite of Fate (pg. 334-398)

Read "Abandoned Newborn" (1987)

"I Think Back to May 1937" (1987)

Discussion Points: Wrap Opposite, overview of course, discuss final exam, Truth, exploring the self

Week Sixteen – Class Final [TBA]

This course supports the LAMC Institutional Program Learning Outcomes (PLOs).

PLEASE NOTE: You will be surveyed towards the end of the semester to garner how well we have met these outcomes. As a result of the English or Speech course that should be able to:

- a) Research information
- b) Evaluate information
- c) Solve problems and use logical reasoning (critical thinking) and to develop strategies for solutions
- d) Analyze global issues from multiple perspectives
- e) Communicate the merits of works of art, music, or literature
- f) Make value judgments and ethical decisions

Here are the PLOs and how your courses meet these PLOs.

Institutional PLOs	How English addresses these PLOs
<p>Written and Oral Communication Students will demonstrate the interactive nature of communication involving speaking, writing, listening and reading. Evidence will be the student’s ability to make a clear, well-organized verbal presentation employing appropriate evidence to support the arguments or conclusions and to write a clear, well-organized paper using documentation and quantitative tools when appropriate.</p>	<p>PLO 1: Analyze written text to identify underlying logic and point of view Develop a well-organized paper which develops cogent main ideas stated in a thesis and which has adequate support for statements made.</p>
<p>Information Competency Students will demonstrate information competency by combining aspects of library literacy, research methods and technological literacy. It includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. Evidence will be the ability to find, evaluate, use, and communicate information in all its various formats.</p>	<p>PLO 2: Utilize diverse sources of information, to research a topic. Attribute quotes and other information gleaned from print and electronic sources, according to MLA style</p>
<p>Problem Solving Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.</p>	<p>PLO 3: Evaluate arguments for validity, objectivity and soundness Argue a point after having gathered and synthesized relevant information, data and evidence.</p>
<p>Aesthetic Responsiveness Students will demonstrate aesthetic responsiveness by taking a position on and communicating the merits of specific works of art, music and literature and how those works reflect human values. Evidence will be written or oral communications that articulate a personal response to works of art, explain how personal and formal factors shape that response and connect works of art to broader contexts.</p>	<p>PLO 4: Critique text in terms of style and relate a text to the period in which it was written.</p>
<p>Ethics and Values applied to decision-making: Students will demonstrate facility in making value judgments and ethical decisions by analyzing and formulating the value foundation/framework of a specific area of knowledge in its theory and practice or in a professional context. Evidence will be the ability to identify own values, infer and analyze values in artistic and humanistic works as well as scientific and technological developments and to engage in values-inflected and ethical decision-making in multiple contexts.</p>	<p>PLO 5: Distinguish fallacies in arguments and be able to recognize the validity or lack of validity of various points of view.</p>