



ENGLISH 103 Composition and Critical Thinking, Winter 2016

Course Prerequisite: Grade of C or higher in English 101

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Online Site: http://myetudes.org	Class Hours: TTH 10:45-1:10 and online	

Course Description

This course, which meets the transfer critical thinking requirement, is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 101. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. There is an online component to this section for which you will need access to a computer and the internet. (Both are available in the library.)

Winter Session Advisory

Because winter session is so compressed, I strongly recommend that you take this class during intersession only if you earned an A or a B in English 101. Otherwise, I recommend that you take English 103 in a full 16-week semester. Also, NO LATE WORK IS PERMITTED IN WINTER SESSION.

Course Texts

Boutry, Katherine, Clare Norris-Bell and Holly Bailey-Hofmann. *The West Guide to Writing: Success from Community College to University*. Dubuque, Iowa: Kendall Hunt, 2013. **Required.**

Singer, Peter. *The Life You Can Save*. New York: Random House, 2010. **Free Online in Site.**

Student Learning Outcome

1. At the end of the course, the successful student will be able to argue a point and support it (in writing) using extensive outside sources, evaluate arguments and rhetorical fallacies for effectiveness, and detect any logical fallacies.

2. At the end of the course, the successful student will be able to research, evaluate and cite outside sources for use in the student's own writing.

CLASS POLICIES

Disabilities

If you have any learning or physical disabilities, please contact the Disabled Student Programs and Services Office in HLRC 121 at (310) 287-4450. The DSPS will then contact your instructors to notify them of needed accommodations, such as additional testing time, note taker, etc. Do not be embarrassed to seek help. Disabilities

are not a reflection of who you are, but of how your brain works. Understanding how you learn is to the first step to success.

Standards

You are responsible to buy your books, do your own work, read your syllabus, and complete the assignments. It is not my responsibility to inform you what assignments are late or missing. You have the wonderful opportunity to take a class, learn things, expand your mind, and get my feedback to help you improve your writing. Don't waste it.

- No late papers are accepted during Winter session.
- Missed exams/quizzes cannot be made up.
- You must obtain the books and do all the work for the class or you cannot pass. Missing even one essay is enough to fail you.
- If you disappear for 2 classes in a row, I will assume you are not returning and drop you.
- The college classroom is not a place to eat food or take cell phone calls. Please do these things in the hall.

But what if there are extenuating circumstances?

There always are! Nearly every WLAC student works 40 hours a week. We all have personal responsibilities: bodies that get sick, cars and computers/printers that break down, loved ones that get sick and (heaven forbid) die. Some have families and children to attend to. This is a given. That's what makes it necessary to manage time and plan ahead in order to succeed!

We all go through tough times, myself included, which is why I can sympathize with your troubles, but I cannot make exceptions. There's nothing that feels as good as a grade that you earned, despite difficulties. If your 'extenuating circumstances' become too overwhelming, withdraw and take the course at a more convenient time (if you can find one!)

Dropping the course

According to college policy, you may be excluded for excessive absences or for not following the Standards of Student Conduct (printed in the Schedule of Classes). If you drop the course, be sure to do so at the Admissions and Business Offices. Otherwise, the grade drops to a "D" or "F" and cannot be removed. Pay attention to drop dates in the Schedule of Classes.

ASSIGNMENTS

ETUDES

Because this is a hybrid class, our ETUDES site is a required component for enrolled students. (Students adding the class will have a delay in access.) This site will feature lecture content, handouts, etc. and is a helpful resource for the class. You can access our class Etudes site at: <http://myetudes.org/portal> For help logging in, contact the Distance Learning Office at 310-287-4306. Your schedule includes online work that you must complete on the days we do not meet in class together. You must submit this work online, so learn how to use Etudes right away and call Distance Learning if you have a problem.

Essays

Unlike in 101, I do not CORRECT essays. English 103 students should be able to find their own grammatical errors. This means that students are responsible for proofreading their own papers. Your instructor "evaluates" essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. With the exception of the first essay, there will be no corrective remarks on a proofreading level; only general remarks.

Spell Check can be turned on in Microsoft Word at Tools>>Options>>Spelling and Grammar. You are welcome to visit me in my office for a line-by line-correction of your essay.

The following guidelines apply to REVISIONS.

- Only 1 revision is possible in Winter session.
- In order to be revisable, the essay grade must be lower than a 75 C.
- The maximum amount of points possible for revision is 6.
- The revised essay must be stapled to the original, graded essay.
- You must bring the revision (with attached original) to my office and explain to me what you revised.

Essay Format

There will be two 6-8 page take-home essays in Winter session. All essays must be typed. Format is standard MLA: 12 point Times New Roman double-spaced, 1 inch margins. Other fonts will not be accepted. Please teach yourself how to use headers and footers and number your pages with your last name and the page number. Title pages/binders are not necessary; just head the first page in the upper left corner as follows:

Student Name
Date
Course
Professor's Last Name

...and remember to give each essay a title!

There are many valuable resources for essay formatting, including sample student essays, in *The West Guide*, for your convenience. See page 5.

MLA Format

Your essays must follow MLA format, which was introduced to you in English 101, and which we will review together. **Essays without a Works Cited page will automatically have 10 points subtracted.**

Plagiarism

Understand and avoid plagiarism – you can also refer to this website re. plagiarism:

<http://www.indiana.edu/~wts/wts/plagiarism/htm> You must turn in your own work (not a “modified” paper submitted for another class) and cite your sources appropriately, using MLA Style. We will go over MLA Style, but you are also expected to refer to your handbook for details relating to in-text citations and Works Cited. **Plagiarism is unacceptable and will result in a failing grade for the assignment.**

Why Shouldn't You Plagiarize?

1. An Educational Reason

You cheat yourself out of the opportunity to develop your skills and become a better writer.

2. A Philosophical Reason

Cheating is stealing. Would it be okay if someone took your car, put his/her name on the song you wrote, or took credit for your project at work? What goes around comes around. Don't tempt fate. It's much more satisfying to take satisfaction in what you fairly accomplish. This might mean taking a C that you earn instead of an A that you steal.

3. A Practical Reason

There are teachers out there who don't look closely at student work, but unfortunately for my social life, I'm not one of them. I read every essay, and I will catch you. And fail you.

Grading

- Essays = 60% of your grade.
- Quizzes, worksheets, homework paragraphs and other written assignments =30%
- Participation, Attendance=5%
- Online Discussion Participation=5%

Grading Note:

Essay grading gets stricter as the semester progresses. Take care to apply the instructor's suggestions and remarks in essay feedback to your work in subsequent essays. If you continue to make the same mistakes, it will cost you more each time. This is not to frighten you, but simply to motivate you!

Final Grade is based on instructor evaluation of **all** written work (exams, quizzes, essays, etc.) as well as meaningful participation in class; therefore, it is important not only to attend as often as possible but to come prepared to discuss the readings and to write in class. Each essay assignment through the semester earns increasingly more points, based on the assumption that, over the semester and with practice, your writing/thinking/research will sharpen and improve. Research from credible sources and in-text citations, with correct MLA Style, are incorporated into/required of all writing assignments as this is expected and required at 4-year institutions. *Quizzes and other assignments as specified also earn points toward your final grade, and, in general, cannot be made up.

Honors Requirements

You may not take my Winter 103 for Honors credit.

How to Succeed in this Class

- Attend all class sessions, do the required reading, thinking, rereading and writing. DO look up vocabulary words you're not sure of. Observe due dates. Listen carefully and follow all instructions. Seek help as needed. Challenge yourself to do the very best work that you can.
- Be sure to do the assigned readings on the syllabus *before* coming to class, preferably more than once. There may be unannounced quizzes to check on your comprehension of the readings. *Quizzes cannot be made up*. Look up words you are unfamiliar with or unsure about to ensure accuracy in your understanding/comprehension.
- You are also welcome to visit the instructor during office hours to share your concerns and/or get extra help. **Office hours are the hours that the instructor is available to you**. Often you might catch me in early afternoons during "unposted" times as well. Ring my phone and see if I'm there.

****All the handouts that you need for the class are available in the Etudes shell.*****

Helpful *West Guide* Chapters for Writing an Essay

Location of Items	2013 Edition
Fragments	Ch. 6 p.121
Prewriting& Brainstorming	Ch. 10, p.183
Writing the Draft	Ch. 11 p. 191
Thesis Statements	Ch. 11 p. 191
Topic Sentences	Ch 11 p.197
Transitions	Ch. 11 p. 201
Introductions	Ch. 13 p. 223
Evidence	Ch 12 p. 207
Conclusion	Ch. 14 p. 233
Documenting Your Sources using MLA format	Ch. 22 p. 385
(This chapter includes sample Works Cited page and sample MLA- formatted student essay.)	
Essay Format (how it should look)	p. 260
Sample Student essays	p. 300, p.305, p.332. p.459, p.463
List of Signal Verbs	p. 361
“The author argues... ”	
Integrating Quotations	p. 359-363
In-text or parenthetical citation and attribution (when you attribute a quote to an author)	p. 387-391
Summarizing and Paraphrasing	Ch. 8 and p. 386
Revising and Polishing	p. 251
Rubric for Self-grading	p.255
Sample Transfer Application Essays	p.477
Sample Resume	p.481
Writing about Literature	Ch. 25

English 103 Winter 2015 Tentative Course Schedule (Subject to Change)

Each in-class meeting will use the following schedule:

10:45 – 11:50 Class

11:50 – 12:00 Break

12:00 – 1:10 Class

Week 1: Fallacies

Mon. 1/4 Online

Online Work: Read Syllabus and look around site.

Read “Start Here” module and the content in it.

Buy the textbook, *The West Guide*, if you are on campus.

Feel free to begin any other reading or assignments.

Introduce yourself in the Discussion Area if you want to.

Tues. 1/5 Classroom

In Class: Session 1: Intro to Syllabus, Etudes, etc./ Argument Analysis Diagnostic.

Session 2: Lesson on Logical Reasoning.

Homework: Read Reading 1 on “Brainology” (link in Modules> Readings) and complete writing response in Assignments by Thurs., 1/8, 10:45am (*before class.*)

Wed. 1/6 Online

Online Work: (1) Read *West Guide* Ch. 19 through p.320.

(2) Read Argument Fallacies modules in Modules (watch the Fallacies video in Modules.)

(3) Look over the Fallacies and Logical Reasoning assignments, and prepare any questions on the topic for class on Thursday. Ask these questions in class where all can benefit from them.

(4) Read Reading 2 on Bioreactions (link in Modules> Readings) and write a one paragraph (minimum) response before class tomorrow.

Thurs. 1/7 Classroom

In Class: Session 1: Discuss fallacies. Session 2: Discuss reading.

Homework: (1) Submit Fallacies assignment by Sunday night, 11:59pm.

(2) Submit Logical Reasoning assignment by Sunday night, 11:59pm.

(3) Check Monday’s online work and complete it, along with *The Life You Can Save*, Preface through Ch. 3, before class on Tues.

(4) *An Extra Credit Fallacies thread* in the Discussion Area is available to you until Sunday night, 11:59pm.

Week 2: MLA

Mon. 1/11 Online

- Online Work:
1. Read Ch. 22 of *West Guide* about MLA and documentation.
 2. Complete Ch. 22 MLA worksheet and bring it to class with you. We will correct it.
 3. Make sure you have read along with *The Life You Can Save*, Preface through Ch. 3, before class on Tues.
 4. Review Unsolved Problems assignment and bring questions to class tomorrow. It is due Tuesday night at 11:59pm.

Tues. 1/12 Classroom

In Class: Session 1: MLA questions. / Session 2: Discuss *The Life You Can Save*, Preface - Ch. 3

Homework: (1) Finish Unsolved Problems assignment by 11:59pm.
(2) Read *The Life You Can Save* Ch. 4 and write/submit online a 2-paragraph double-spaced reaction by class on Thursday.

Wed. 1/13 Online

- Online Work:
- (1) View Essay 1 prompt in Assignments. Prepare questions for class tomorrow. Begin outlining.
 - (2) Make sure you have read *The Life You Can Save* Ch. 4 and submitted online a 2-paragraph double-spaced reaction by class on Thursday.
 - (3) Bring your laptop or Ipad to class tomorrow. Pen and paper is fine too.

Thurs. 1/14 Classroom

In Class: Session 1: Advanced MLA topics: Annotated Bibliography
Session 2: Discuss *The Life You Can Save* Ch. 4

Homework: Write Essay 2. Use Ch. 16 to guide you in revising it before submitting it online in Assignments. There is also a "Seven Rules of College Level Writing" chapter (15) in *The West Guide* and modules in the Modules area to help you with every aspect of the essay in case you haven't written one in awhile.

Submit Essay 1 by Sunday night, 11:59pm.

Week 3: Research

Mon. 1/18 Online

FYI: Campus is Closed Today for King Holiday

Online Work: 1. Read Research Ch. 21, pages 351-363.

2. Watch Instructor Research Lecture Video in Modules.

3. Review Research Scavenger Hunt and Wikipedia assignments. They are due Sun. night so prepare any questions you have for class on Tues.

4. Read *The Life You Can Save* Chs. 6-7 by tomorrow. (We are skipping Ch.5). Reading quiz in class.

Tues. 1/19 Classroom

In Class: Session 1: Essay Feedback. Session 2: Discuss *The Life You Can Save* Chs. 6-7.

Homework: Begin Research Scavenger Hunt and Wikipedia assignments. They are due online by Sunday, 1/24, 11:59pm.

Wed. 1/20 Online

Online Work: (1) Read [Reaction to *The Life You Can Save*] (link in Modules>Readings) and complete the assignment online by class tomorrow.

(2) Complete the Library Database worksheet online.

(3) Post to this week's discussion thread in the Discussion Area. It is due by Sunday night 11:59pm.

Thurs. 1/21 Classroom

In Class: Session 1: Discuss Reaction article / Session 2: TBA

Homework: (1) Complete Scavenger Hunt and Wikipedia assignment by Sunday night at 11:59pm.

(2) Read *The Life You Can Save* Chs. 9-10 (we skipped 8) and write a 2-paragraph, double-spaced reaction to each chapter (total of 4 paragraphs) by class Tues.

(3) Post to discussion thread by Sunday night, 11:59pm.

Week 4

Mon. 1/25 Online

- Online Work: (1) Read *West Guide* pgs. 326-7, 330, 332-337 and do exercise on 337.
 (2) Work through CSU Toulmin module (linked in Wk 4 Module). Complete a Toulmin outline of student essay "Landscaping That Makes Sense for the West" and bring it to class tomorrow (due at 10:45am).
 (3) Make sure you have read *The Life You Can Save* Chs. 9-10 (we skipped 8) and written a 2-parag. reaction to each chapter (total of 4 paragraphs) by class Tues.

Tues. 1/26 Classroom

In Class: Discuss Readings 12 and 13. Review Toulmin homework.

Homework: Read *West Guide* pgs. 327-8, 331.

Wed. 1/27 Online

- Online Work: (1) Complete Rogerian module, video, and read (short) sample Rogerian essays in Week 4 Module.
 (2) Read TBA

Thurs. 1/28 Classroom

In Class: Rogerian style. Essay 2 Prep.

Homework: Write Essay 2. Apply any relevant suggestions from Essay 1 feedback. Use Ch. 16 to guide you in revising it before submitting it online in Assignments.

Submit Essay 2 by Sunday night, 11:59pm.

Week 5

Mon. 2/1 Online

Online Work: Read *TBA Reading*; write a 1-paragraph summary by class tomorrow.

Tues. 2/2 Classroom

In Class: Discuss *TBA Reading*.

Homework: Read *TBA Reading*; write a 1-paragraph summary by class tomorrow.

Wed. 2/3 Online

Homework: (1) Review all course materials to study for final exam.
(2) Post to this week's discussion thread in the Discussion Area. It is due by **Saturday** night.

Thurs. 2/4 Classroom

Final Exam. Bring Scantron 882-E.

Homework: Post to this week's discussion thread in the Discussion Area by **Saturday** night 11:59pm.