



## **English 103: Composition and Critical Thinking**

Fall 2014

Section 1019 (Tuesdays and Thursdays, 9:35 to 11:00 a.m. in GC 160)

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Student Drop-In Hours: Mon/Wed 10:45 – 12, Tues/Thurs 11:00-12:00, and Tues 2:30 – 3:30 in GC 280D

### **Course Description**

From the 2012-2014 *West Los Angeles College Catalogue*:

#### **103 Composition and Critical Thinking (3) UC:CSU**

*Prerequisite: English 101 with a grade of "C" or better.*

This course 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, analytical and argumentation writing skills.

We will focus on rhetorical techniques—the structure of arguments—as well as on the underlying beliefs, values, and assumptions of various written arguments. In English 101, you probably looked at opposing viewpoints, and formulated theses in response to perceived conflicts in perspectives. In this course, we will examine not just what is said, but how it is said. We will focus on logic and logical fallacies in written arguments.

### **Prerequisite Skills**

Students must have successfully completed English 101 with a grade of C or better to be eligible to register for English 103. In 101, students should have learned how to read critically and analytically. Additionally, students should have mastered the following writing skills:

- Familiarity with the conventions of academic discourse
- Limiting the scope of an argument
- Establishing a thesis and developing support
- Recognizing occasions calling for research
- Evaluating outside sources
- Citing sources
- Composing fully developed paragraphs that are unified in thought

### **Student Learning Outcome**

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.

### **Textbooks and Materials**

The following books are required:

- Boutry, Katherine, Clare Norris-Bell, and Holly Bailey-Hofmann. *The West Guide to Writing: Success from Community College to University*. Dubuque, IA: Kendall Hunt Publishing, 2012. Print. ISBN: 978-1-4652-0589-6.
- Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Ballantine, 2008. Print. ISBN: 978-0-345-47232-8.

The following materials are required:

- A three-ring binder
- A file folder
- Three green books (examination books)

The following book is recommended:

- Modern Language Association. *The MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

### **Student Success**

Skip Downing, in his book *On Course: Strategies for Creating Success in College and Life*, notes that successful students are those who:

- 1) accept personal responsibility, seeing themselves as the primary cause of their outcomes and experiences.
- 2) discover self-motivation, finding purpose in their lives by discovering personally meaningful goals and dreams.
- 3) master self-management, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
- 4) employ interdependence, building mutually supportive relationships that help them achieve their goals and dreams.
- 5) gain self-awareness, consciously employing behaviors, beliefs, and attitudes that keep them on course.
- 6) adopt life-long learning, finding valuable lessons and wisdom in nearly every experience they have.
- 7) develop emotional intelligence, effectively managing their emotions in support of their goals and dreams.
- 8) believe in themselves, seeing themselves as capable, lovable and unconditionally worthy human beings.

If you have not already adopted these choices of successful students, this course will help you to do so as you develop your writing and critical thinking skills.

### **Etudes**

As a supplement to this class, an online ETUDES-NG site will be available to 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.

### **Reading Requirement**

The reading is assigned to stimulate discussion and provide content for your essays. Therefore, it is imperative that you read the assigned texts thoroughly. In some cases this will mean reading a particular text at least twice. As you read, you should annotate your text.

### **Writing Requirement**

All students in English 103 are required to write a minimum of 10,000 words. You will achieve this word count by completing three in-class essays (including the final exam) and three out-of-class essays (including a research paper). In addition, reading responses, quizzes and writing exercises will be required.

Each of the out-of-class essays will require prewriting assignments and rough drafts. You must complete these assignments on time in order to earn full credit for the final draft. Please keep everything you do. You will submit final drafts electronically and with your prewriting assignments in a file folder. Always include your name, my name, assignment number, date and page numbers on your papers. Final drafts should be typed, double-spaced, in Arial, Calibri, Cambria, or Times New Roman 12-point font using MLA format. I will not grade essays in script fonts.

**Attendance and Participation**

Your regular attendance and active participation are crucial to your success in this class. You cannot learn if you are not in class. If you experience serious health problems or other impediments to your completing the class, please talk to me. We will discuss your options and find the best solution for your situation.

(Sometimes the best solution might be to drop the class and to take it again after your health or situation has stabilized.)

If you miss class, you are responsible for finding out from your classmates what you missed and for ensuring your work is turned in on time.

It is also important that you come to class prepared and on time. Not only does tardiness disrupt the class, it also results in your missing crucial information.

**Grading**

Since this is a writing class, most of your grade is based on the written assignments. I evaluate your writing for its cogency, support and structure, as well as if it addresses the complexities of the issue. Of lesser importance, but still a factor in your grade, are style and grammar/mechanics.

Your final grade will be determined by your performance in each of the following categories:

Homework/Classwork (Quizzes/Peer Critiques/Prewriting Exercises/Drafts):	10%
Group Presentation:	10%
In-Class Writing Exercises (graded credit/no credit):	5%
Logical Fallacies Exercise:	5%
In-Class Essays:	20%
<i>Midterm Essay Exam (Visual Analysis)</i>	(10%)
<i>Final Essay Exam (Comprehensive)</i>	(10%)
Out-of-Class Essays:	50%
<i>Transfer Statement</i>	(10%)
<i>Argumentative Essay</i>	(10%)
<i>Rhetorical Analysis</i>	(10%)
<i>Research Paper</i>	(20%)

**Important Deadlines**

All assignments count toward your final grade; however, some assignments count more significantly than others. The essays are worth a combined total of 70% of your semester grade. Here are the deadlines for final drafts of each essay and other major assignments (logical fallacies exercise and group presentations):

Tuesday, September 16	Transfer Statement
Tuesday, September 30	Argumentative Essay
Thursday, October 16	Critique/Rhetorical Analysis
Thursday, October 23	Logical Fallacies Exercise
Thursday, October 30	Visual Analysis (in-class midterm; bring a green book)
Thursday, November 20	Research Paper
November 20 through December 4	Group Presentations (you must write a response to another group's presentation on the days your group is not presenting)
Tuesday, December 16	Final Exam (in-class essay; bring a green book)

I will collect (and record points for) prewriting assignments for each essay in class on the day the essay is due. Please put your prewriting materials in a file folder with your name on it. You will use the same file folder for each essay.

### **Late Work Policy**

I do not accept late work. If you cannot make it to class, please arrange for someone else to turn your work in. I will not accept final drafts of essays if you have not done the prewriting exercises and rough drafts.

I will make an exception to my late work policy one time, with the No Questions Asked coupon found at the end of the syllabus. If you choose to use your NQA coupon, you will have until the next class meeting to turn in your late work.

### **Academic Dishonesty**

Plagiarism—passing off another’s work as your own, **either intentionally or unintentionally**—is a very serious offense; it is also easy to detect. If you plagiarize, you will receive a zero on the assignment and your essay will be forwarded to Student Services for disciplinary action. If you do not remember how to cite sources, consult your *MLA Handbook* or Chapter 22 in your textbook for a review. I would rather mentor than police; please ask me for help if you are having problems with an assignment.

### **Classroom Conduct**

Please do not text during class. Not only does this distract you from learning, it also disrupts the learning of those around you. If an emergency arises, you should leave the classroom to deal with it. Please respect your fellow students.

### **Students with Disabilities**

Students with disabilities--whether physical, learning, or psychological--who believe that they may need accommodations in this class are encouraged to contact Disabled Students Programs & Services (DSP&S) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made. The phone number for DSP&S is (310) 287-4450, and they are located in SSB 320.

### **And finally...**

I look forward to working with each of you this term. If you have any questions, please ask. If I don’t know the answer, one of your classmates will.

### **Schedule of Assignments and Activities**

*Note: Schedule subject to change--changes will be announced in class*

(Be sure to look ahead at the schedule, as some assignments will take longer than others to complete.)

#### **Week 1.1—September 2**

Course Overview and Expectations

Effective Reading Strategies

*Homework: Read Chapter 26 of The West Guide to Writing (West)*

#### **Week 1.2—September 4**

Reading Discussion

Brainstorming: Desirable Qualities of a Transfer Student

Writing an Effective Transfer Statement

*Homework: Complete a Draft of Your Transfer Statement*

*Review Chapter 16 (West)*

#### **Week 2.1—September 9**

**Rough Draft of Transfer Statement Due at Start of Class**

Peer Critique: Global Revision

Establishing Class Norms

Introduction to Carol Dweck’s *Mindset*

*Homework: Revise your transfer statement and read Chapter 1 of Mindset*

Week 2.2—September 11

**Revised Draft of Transfer Statement Due at Start of Class**

Peer Critique: Sentence-Level Revision

Reading Discussion

*Homework: Revise transfer statement for submission; bring prewriting folder*

*Read Chapter 2 of Mindset*

Week 3.1—September 16

**Final Draft of Transfer Statement Due at Start of Class**

Turn in Prewriting Folder

Reading Discussion

Begin Argumentative Essay

Class Brainstorm

*Homework: Review Chapter 21 (West)*

*Begin Research*

*Prepare a preliminary bibliography*

Week 3.2—September 18

**Preliminary Bibliography Due at Start of Class**

Small Group Discussion

Prewriting Exercise

*Homework: Prepare a Points-to-Make List*

Week 4.1—September 23

**Points-to-Make List Due at Start of Class**

Arrangement Workshop

Devil's Advocate: Considering the Complexity of the Issue

Drafting

*Homework: Review Chapter 22 (West)*

*Complete a draft of Argumentative Essay (including works cited page)*

Week 4.2—September 25

**Completed Draft of Argumentative Essay Due at Start of Class**

Peer Critique Workshop

*Homework: Revise draft for submission*

*Read Chapter 3 of Mindset*

Week 5.1—September 30

**Final Draft of Argumentative Essay Due at Start of Class**

Turn in Prewriting Folder

Reading Discussion

Begin Group Research Project

Critical Reading: The Three-Pass Approach

Text v. Subtext

*Homework: Find an editorial or op-ed piece written within the last 90 days*

*Do a Three-Pass Approach Reading of the article (and annotate)*

*Read Chapter 4, 5, 6, or 7 of Mindset (depending on your interest)*

Week 5.2—October 2

Think-Pair-Share: Critical Reading

Rhetorical Analysis: Audience, Purpose, and Tone

*Homework: Read “Three Traditional Modes of Argumentation,” “Classical Argument,” “Toulmin Argument,” “Rogerian Argument,” and Sample Toulmin Essay in West Do Exercise 19*

Week 6.1—October 7

**Exercise 19 Due at Start of Class**

The Toulmin Method: Claim, Support, and Warrant

Arrangement Workshop

In-Class Writing: Using a KWL Chart to Develop Research Questions

Small Group Discussion: Planning the Research Project

*Homework: Begin a written critique of your op-ed/editorial (typed, double-spaced)  
Begin Research*

Week 6.2—October 9

Small Group Meeting

*Homework: Complete your written critique  
Prepare preliminary bibliography of at least five sources*

Week 7.1—October 14

**Rough Draft Due at Start of Class**

**Preliminary Bibliography for Mindset Essay Due at Start of Class**

Peer Critique Workshop

*Homework: Revise essay for submission  
Bring prewriting folder to class*

Week 7.2—October 16

**Final Draft of Critique Due at Start of Class**

Turn in Prewriting Folder

Introduction to Logic

Reading Discussion

*Homework: Read Ch. 19, “Introduction to Logical Argument, Deductive Reasoning, Inductive Reasoning, and Logical Fallacies” in West*

Week 8.1—October 21

Logical Fallacies

Finding Fallacies in a Speech by David Duke

Think-Pair-Share: Fallacies

*Homework: Complete Logical Fallacies Exercise Table*

Week 8.2—October 23

**Logical Fallacies Exercise Due at Start of Class**

Small Group Work: Beginning the Presentation

*Homework: Read Chapters 18 and 20 of West*

Week 9.1—October 28

Visual Analysis

Writing an In-Class Essay

*Homework: Bring a green book*

Week 9.2—October 30

**In-Class Essay: Analyzing an Advertisement**

*Homework: Complete Annotated Bibliography for Mindset Essay*

Week 10.1—November 4

**Annotated Bibliography Due at Start of Class**

Small Group Meeting

Organizing Sources and Support

*Homework: Prepare a thesis and formal outline*

Week 10.2—November 6

**Thesis and Formal Outline Due at Start of Class**

Arrangement Workshop

*Homework: Complete a draft of research paper*

Week 11.1—November 11

**VETERANS DAY—CAMPUS CLOSED**

Week 11.2—November 13

**Rough Draft Due at Start of Class**

Peer Critique Workshop

*Homework: Revise essay*

*Finish presentation*

Week 12.1—November 18

Finalize Presentations

*Homework: Revise essay for submission*

Week 12.2—November 20

**Final Draft of Research Paper Due**

**Group Presentations Begin**

Group Presentation Feedback Forms

Week 13.1—November 25

**Group Presentations Continue**

Group Presentation Feedback Forms

Week 13.2—November 27

**THANKSGIVING—CAMPUS CLOSED**

Week 14.1—December 2

**Group Presentations Continue**

Group Presentation Feedback Forms

Week 14.2—December 4

**Group Presentations End**

Group Presentation Feedback Forms

*Homework: Read Chapter 8 of Mindset*

Week 15.1—December 9

Reading Discussion

Week 15.2—December 11

Review for Final

*Homework: Bring a green book for the final exam*

The final exam will be held on **Tuesday, December 16 at 10:15 a.m.** Please bring a green book.

**NO QUESTIONS ASKED COUPON**

This coupon entitles the bearer to turn in one homework assignment late one class period, no questions asked. One coupon per student. The coupon must be turned in on the day an assignment is due. The assignment must be turned in the following class period to earn credit. Unused coupons may be redeemed for extra credit at the end of the semester.

Used by: \_\_\_\_\_

Used for: \_\_\_\_\_

Expires: November 25, 2014

Valid only in Dr. Manner's class