



English 103: Composition and Critical Thinking

Fall 2013

Section 1019 (Tuesday/Thursday, 9:35 – 11 a.m. in GC 160)

Dr. Kimberly Manner

Email: mannerke@wlaac.edu

Office Phone: (310) 287-4551

Student Drop-In Hours: Tues. 2:30 – 6:30 and Wed. 5 – 6:30 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 which 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
- Two 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. Expect to read an average of 100 pages a week. Periodically, you will be required to write 300- to 500-word responses to questions posed on the assigned reading. You should also expect reading quizzes.

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 two in-class essays (including the final exam) and four 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. I realize that people fall ill and that medical appointments sometimes cannot be scheduled outside the three hours a week reserved for this 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%
Reading Responses:	10%
Midterm Essay Exam (Visual Analysis):	10%
Final Essay Exam (Comprehensive):	10%
Out-of-Class Essays:	50%
Critique	(10%)
Logical Fallacies	(10%)
Transfer Statement	(10%)
Research Paper	(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:

Thursday, September 12	Critique
Thursday, September 26	Transfer Statement
Tuesday, October 22	Logical Fallacies
Thursday, October 31	Visual Analysis (in-class midterm; bring a green book)
Thursday, November 21	Research Paper
November 21 to December 3	Group Presentations (you must write a response to another group's presentation for each of the days your group is not presenting)
Tuesday, December 10	Final Exam 10:15 a.m. to 12:15 p.m. (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—August 27

Course Overview and Expectations

Week 1.2—August 29

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)

Week 2.1—September 3

Think-Pair-Share: Critical Reading

Rhetorical Analysis: Audience, Purpose, and Tone

*Homework: Read pp. 294-306 of *The West Guide to Writing (West)**

Do Exercise 19

Week 2.2—September 5

The Toulmin Method: Claim, Support, and Warrant

Arrangement Workshop

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

*Review Chapter 22 of *West**

Week 3.1—September 10

Rough Draft Due at Start of Class

Peer Critique Workshop

Homework: Revise essay for submission

Bring prewriting folder to class

*Read Chapter 26 of *West**

Week 3.2—September 12

Final Draft of Critique Due at Start of Class

Turn in Prewriting Folder

Brainstorming: Desirable Qualities of a Transfer Student

Introduction to Carol Dweck's *Mindset*

*Homework: Read Chapter 1 of *Mindset**

*Read Chapter 26 of *West**

Week 4.1—September 17

Reading Discussion

Writing an Effective Transfer Statement

Homework: Complete a Draft of Your Transfer Statement

Week 4.2—September 19

Rough Draft of Transfer Statement Due at Start of Class

Peer Critique: Global Revision

Homework: Revise your transfer statement

Week 5.1—September 24

Revised Draft of Transfer Statement Due at Start of Class

Peer Critique: Sentence-Level Revision

Homework: Revise transfer statement for submission; bring prewriting folder

Read Chapter 2 of Mindset

Week 5.2—September 26

Final Draft of Transfer Statement Due at Start of Class

Turn in Prewriting Folder

Homework: Read Chapter 3 of Mindset

Week 6.1—October 1

Introduction to Logic

Reading Discussion

Homework: Read pp. 281-294 of West

Week 6.2—October 3

Logical Fallacies

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

Week 7.1—October 8

Reading Discussion

Finding Fallacies

Homework: Identify logical fallacies in “What Fathers Do Best” (pp. 292-294)

Week 7.2—October 10

Think-Pair-Share: Fallacies

Homework: Prepare a thesis and formal outline (typed)

Week 8.1—October 15

Arrangement Workshop

Establishing Groups for the Research Project

Homework: Complete a draft (typed, double-spaced) of logical fallacies essay

Week 8.2—October 17

Rough Draft of Logical Fallacies Essay Due at Start of Class

Peer Critique Workshop

Homework: Revise your essay for submission

Week 9.1—October 22

Final Draft of Logical Fallacies Essay Due at Start of Class

Turn in Prewriting Folder

Small Group Work: Beginning the Presentation

Homework: Read Chapter 18 of West

Week 9.2—October 24

Visual Analysis

Homework: Read Chapter 20 of West

Week 10.1—October 29

Writing an In-Class Essay

Homework: Bring a green book

Week 10.2—October 31

In-Class Essay: Analyzing an Advertisement

*Homework: Review Chapter 21 of West
Begin Research*

Week 11.1—November 5

Small Group Meeting

Homework: Continue Research

Week 11.2—November 7

Small Group Meeting

Homework: Prepare a thesis and formal outline

Week 12.1—November 12

Arrangement Workshop

Homework: Complete a draft of research paper

Week 12.2—November 14

Rough Draft Due at Start of Class

Peer Critique Workshop

*Homework: Revise essay
Finish presentation*

Week 13.1—November 19

Finalize Presentations

Homework: Revise essay for submission

Week 13.2—November 21

Final Draft of Research Paper Due

Group Presentations Begin

Group Presentation Feedback Forms

Week 14.1—November 26

Group Presentations Continue

Group Presentation Feedback Forms

Week 14.2—November 28

THANKSGIVING—CAMPUS CLOSED

Week 15.1—December 3

Group Presentations End

Group Presentation Feedback Forms

Homework: Read Chapter 8 of Mindset

Week 15.2—December 5

Review for Final

Homework: Bring a green book for the final exam

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

[THIS PAGE INTENTIONALLY LEFT BLANK]

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 26, 2013

Valid only in Dr. Manner's class