

## **English 103 Online, Section 8051.**

Instructor: Dr. Marianne Boretz  
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I will usually reply to messages within 24 hours.

Prerequisite: Grade C or better in English 101.

### **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. Based on non-fiction writings, the course will focus on the development of logical reasoning and analytical and argumentative writing skills.

### **Course Materials and Requirements:**

- Wilson, David Sloan (2008) *Evolution for Everyone. How Darwin's Theory Can Change the Way We Think About Our Lives*. New York: Bantam Dell.
- Recommended: A good writing Handbook, such as D. Hacker's A Writer's Reference.
- Other assignments as linked to in Modules and scheduled below, including, each week, a consideration of a logical fallacy in discussion in a section titled Fallacy of the Week.
- Weekly reading assignments including on-line lectures emphasizing the most important points in the readings
- Occasional Quizzes to assess your mastery of the course material.
- Participation in discussions. You will be required to make at least three contributions per week to the discussions. No late posts will be accepted for discussions once a given discussion has closed.
- Completion of Writing Assignments, that is, formal essays putting into practice three uses of critical thinking strategies being taught in the course: to inquire, to evaluate, and to persuade. Most essays will require a preliminary draft and a final version. To receive feedback on a draft essay, the essay has to be submitted on time. Late essays will not receive comments, only a grade, and will not be accepted more than one week after the due date.

- Final point breakdown: 5 papers at 100 points each = 500 points; 1 discussion at 10 points, 13 at 30 points =400; total points possible = 900.

A in the class = 810 points minimum;  
 B = 720 minimum;  
 C= 540 minimum;  
 D= 540 minimum.

- All writing must be your own work. If you use or copy material from books, the internet, or other students, whether in direct quotation or paraphrase, always cite your sources.
- Papers whose content contains significant material directly copied from online sources without proper citations will receive no credit for the assignment. A student who submits plagiarized material twice will be reported to the academic dean.
- To receive feedback on draft essays, they must be turned in on time. Late essays will receive only a grade, without any comments. No assignments will be accepted one week past due date without an extremely good reason. Final drafts missing at the end of the course will result in a failing grade for the respective essay(s).
- **Online Writing Lab:**  
Click on the above link to access this lab.
- **Student Help Desk:**  
Click on the above link for help with ETUDES, our course platform.

**Special Needs:**

Students with a verified disability who may need accommodations for this class are encouraged to notify the instructor. Also, contact Disabled Students Programs and Services (HRLC 119, 310-287-4450) as soon as possible. All information will remain confidential.

**Important Drop Date Information:**

- The deadline to drop without a "W" is the last day of Week 2 of the semester. **For Fall 20113, the deadline is Sunday, September 8th.** If you must drop a course, drop before the specified deadline for dropping a class without a grade of "W." Dropping after Week 2 will result in a "W" on your transcript.

Effective July 1, 2012 students will only have **3 attempts to pass a class**. If a student gets a "W" or grade of "D", "F", "I", or "NP" in a class, that will count as an attempt. *A student's past record of course attempts district-wide will also be considered.* Therefore, before the end of Week 2, you should carefully consider if you can

reasonably manage this course with the other factors in your life (e.g., work, family, course load). **If you think you will not be able to complete this course with a C or better, drop by Sunday, September 8th.** If you have any questions, please don't hesitate to talk to me. You may also see a counselor in the Counseling Center in AD 108.

Last day to add a class	September 9
Last day to drop a class with a full refund	September 8 online
Last day to drop a class without a "W" on record	September 8 online
Last day to drop the class with a "W" on record	November 18 online
Final Exam Essay	Due online December 12

Course Objectives:

To successfully complete this course, students will be able to:

- Read and critically evaluate college-level material from a variety of sources;
- Identify and analyze the structure of arguments underlying the texts read;
- Evaluate the validity and soundness of arguments; recognize and avoid logical fallacies;
- Draw sound inferences from data given in a variety of forms;
- Distinguish factual statements from judgmental statements and distinguish knowledge from opinion;
- Develop and practice the inductive and deductive skills needed for close reading and lucid writing;
- Discover, evaluate and cite outside sources for uses in the development of their own writing;
- Demonstrate continued development in writing correct and sophisticated college-level English prose; use appropriate MLA citations/works cited;
- Identify some of the deliberate abuses and manipulations of rhetoric so that they can identify them in general occurrence and avoid them in their own writing.
- Use writing to construct and community meaning as critical thinkers and responsible citizens.
- Learn to write effectively for different audiences and purposes, with an emphasis on argumentation and academic writing.

1. Reading: Analyze and critically evaluate college-level material from a variety of sources, including fiction, theoretical non-fiction film, video, etc.; distinguish between the use of inductive and deductive reasoning; draw sound inferences from data given in a variety of forms; identify common formal and informal fallacies of language and thought; analyze the structure and weaknesses in arguments in critical readings; analyze, synthesize and evaluate ideas and ideologies found in a variety of works.
2. Writing: Write a number of extended essays employing such writing strategies as analysis, synthesis and summary, and emphasize such writing tasks as causal analysis, argumentation, persuasion, evaluation, refutation, interpretation, comparison/contrast and definition.
3. Writing process: Conduct substantial revision of essays and research papers, and achieve greater understanding of advanced techniques of revision and rewriting.
4. Research: Conduct research using a variety of sources to support opinion, theories, and interpretations and to explicate literary and other cultural texts in terms of their social, political, historical, religious, aesthetic, or critical cultural context.
5. Syntax and Stylistics: Demonstrate continued development in writing conventionally correct and stylistically sophisticated college-level prose.
6. Grammar: Demonstrate continued development in writing Standard English Prose

### **Schedule of Weekly Readings and Assignments:**

Class Schedule is tentative and may be revised; do not rely on a printed copy. We will notify you if we make changes.

You may print out the Readings and Assignments if you are uncomfortable reading them online. You may also copy/paste them into your word processing program and readjust typeface and size to suit yourselves. Since quotation and/or reference to details is important, it's good to have Readings and Assignments open in tabs when discussing them. Use an Internet search engine like Google to look up any references in the Readings and Assignments that you don't understand.

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### **Week 1 8/26**

Read/watch introductory video and other materials (Review syllabus and schedule, post your introduction and respond to 2 others.)

Wednesday, 8/28: Primary Introduction post due.

Evaluation assignment available in Assignments, Tests and Surveys

Saturday Sept 1: Deadline for participation in Discussion 1, 23:55.

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### **Week 2 9/2**

(This is an atypical week. Week 2 starts Tuesday 9/3 since Monday is a holiday.)

Sunday, 9/1: Discussion 2 opens.

#### **Readings:**

*Evolution for Everyone (E for E)* Chapters 1-3

Module 1 Critical Analysis

Module 2 Close Reading

Module 11 Avoiding Plagiarism and Citing Sources

Thursday, 9/5: Deadline for first post.

Saturday, 9/8: Deadline for participation in Week 2 Discussion, 23:55

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### **Week 3: 9/9**

#### **Readings:**

*Evolution for Everyone*, ch 4-6

Taylor Mali, "Totally, Like, Whatever"

Module 3: Public Discourse in the USA

- Deborah Tannen, "The Triumph of the Yell" (Module 3.1)
- Northrup Frye, "Don't You Think It's Time to Start Thinking (Module 3.2)
- George Orwell, "Politics and the English Language" (Module 3.3) (optional)

Sunday, 9/8: Week 3 Discussion opens.

Monday, 9/9: Evaluation essay due, 23:55.

Wednesday, 9/12: Deadline for first post.

Saturday, 9/14: Deadline for participation in Week 3 Discussion, 23:55.

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### **Week 4: 9/16**

#### **Readings:**

E for E, ch 7-9

Module 4 – Nova Presents "What Darwin Never Knew" and "Becoming Human"

Sunday, 9/15: Week 4 Discussion opens.

Wednesday, 9/18: Deadline for first post.

Saturday, 9/21: Deadline for participation in Discussion 4, 23:55.

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## **Week 5: 9/23**

### **Readings:**

E for E = Ch 10-12

Module 5 Resources and readings about *Evolution for Everyone*,

- 5.5 Robert Sapolsky, "[Are Humans Hard Wired for Racial Prejudice?](#)"
- 5.7 John Roach, "[Why Some Like It Hot](#)"

Sunday, 9/22: Week 5 discussion opens.

Wednesday, 9/25: Deadline for first post.

Essay 2: Wilson Summary-Response assignment available in Assignments, Tests and Surveys.

Saturday, 9/28: Deadline for participation in Discussion 5, 23:55.

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## **Week 6: 9/30**

### **Readings:**

Module 6—Writing Essays, Reporting Research

E for E 13-15

Sunday, 9/29: Discussion 6 opens.

Wednesday, 10/2: Deadline for first post.

Saturday, 10/4: Deadline for participation in Discussion 6, 23:59.

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## **Week 7: 10/7**

### **Readings**

E for E Ch16-18

Module 7 Examining Lies and Secrets:

- 7.1 Sissela Bok, "Lies for the Public Good"

Sunday, 10/6: Discussion 7 opens.

Monday, 10.7: Draft of Essay 2 due

Wednesday, 10/9: Deadline for first post, 23:55.

Saturday, 10/12 : Deadline for participation in Discussion 7, 23:55.

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## **Week 8: 10/14**

### **Readings:**

E for E 19-21

Module 7 Examining Lies and Secrets, cont'd:

- 7.2 Raffi Khatchadourian, "No Secrets"
- 7.3 James Bamford, "They Know Much More Than You Think"
- 7.4 David Brooks, "The Solitary Leaker"

Sunday, 10/13: Discussion 8 opens.

Monday, 10/15: Draft of Essay 2 due, 23:55.

Wednesday, 10/16: Deadline for first post, 23:55.

Saturday, 10/19: Deadline for participation in Discussion 8, 23:55

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### **Week 9: 10/21**

#### **Readings:**

Module 7 Examining Lies and Secrets, concluded:

- 7.5 [Bayard Webster, "Guile and Deception: The Evolution of Animal Courtship"](#)
- 7.6. ["In Conversation with David Buss"](#)
- 7.7 ["Sexual Selection and the Mind, A Talk with Geoffrey Miller"](#)

Module 11: Evaluating arguments and their bases

Module 14: Research Reports from Prior Semesters

Sunday, 10/20: Discussion 9 opens.

Wednesday, 10/23: Deadline for first post, 23:55.

#### **Research paper proposal assignment available in Assignments, Tests and Surveys (Essay 3)**

Saturday, 10/26: Deadline for participation in Discussion 9, 23:55

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### **Week 10: 10/28**

**Readings:**

Module 8 Garret Hardin and His Detractors

Module 8.1 Garrett Hardin, "Lifeboat Ethics" & 8.2 "The Tragedy of the Commons"

Sunday, 10/27: Discussion 10 opens.

Monday, 10/28: Essay 4 assigned,, and final draft of essay 2 due.

Wednesday, 10/30: Deadline for first discussion post, 23:55.

Saturday, 11/2: Deadline for participation in Discussion 10, 23:55

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**Week 11: 11/4****Readings:**

E for E Ch 22-24

Module 12.4, 12. 5: Hardin's Detractors

Sunday, 11/3: Discussion 11 opens

Monday, 11/4: Essay 3, Research Paper, proposal due, 23:55.

Wednesday, 11/6: Deadline for first discussion post, 23:55.

Saturday, 11/9: Deadline for participation in Discussion 11, 23:55.

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**Week 12: 11/11**

## **Readings**

E for E ch 25-27

Hardin's Detractors, concluded: Module 8.6 and 8.7

Sunday, 11/10: Discussion 12 opens

Monday, 11:11: Final draft of Essay 2 due.

Wednesday, 11/13: Deadline for first post, 23:55.

Saturday, 11/16: Deadline for participation in Discussion 12, 23:55

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## **Week 13: 11/18**

### **Readings:**

E for E ch 28-30

Sunday, 11/17: Discussion 13 opens

Monday, 11/18: Draft of research paper, Essay 3, due, 23:55.

Wednesday, 11/20: deadline for first post, 23:55.

Saturday, 11/24: deadline for participation in Discussion 13,23:55

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## **Week 14 11/25**

**Readings:**

E for E 31-33

Other readings TBA

Sunday, 11/24: Optional Discussion 14 opens

Monday, 11/25: Hardin summary Essay 4, part 1, due

Wednesday, 11/27: Deadline for first post, 23:55.

Saturday, 11/30: Deadline for participation in Discussion 14, 23:55

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**Week 15: 12/2**

Readings:

E for E 34-35

Sunday, 12/1: Discussion 15 opens.

Monday, 12/2: Research paper, Essay 3, final draft due

Wednesday, 12/4: Deadline for first post, 23:55.

Saturday, 12/7: Deadline for Discussion 15, 23:55

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**Week 16: 12/9 – Final Exam Week**

Sunday, 12/8: Final Exam available.

Monday, 12/9: Hardin essay, Essay 4, Part 2, due. 23:55

Saturday, 12/14: Final exam due, 23:55.

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