



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

Winter 2014

Section 1017 (Monday to Thursday, 10:45 – 1:20 in GC 250)

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Student Drop-In Hours: Monday to Thursday, 10 – 10:45 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):	10%
In-Class Essays:	30%
Rhetorical Analysis	(10%)
Midterm Essay Exam (Visual Analysis)	(10%)
Final Essay Exam (Comprehensive)	(10%)
Out-of-Class Essays:	40%
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:

Wednesday, January 8	Rhetorical Analysis (in-class essay; bring a green book)
Tuesday, January 14	Transfer Statement
Wednesday, January 22	Logical Fallacies
Thursday, January 23	Visual Analysis (in-class midterm; bring a green book)
Tuesday, February 4	Research Paper
February 4 and 5	Group Presentations (you must write a response to another group's presentation on the day your group is not presenting)
Thursday, February 6	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.)

#### **Monday, January 6**

Course Overview and Expectations

Critical Reading: The Three-Pass Approach

Text v. Subtext

Rhetorical Analysis: Audience, Purpose, and Tone

*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 pp. 325-336 in The West Guide*

*Do Exercise 19 (on page 337)*

#### **Tuesday, January 7**

Reading Discussion

The Toulmin Method: Claim, Support, and Warrant

Writing a Successful In-Class Essay

Think-Pair-Share: Critical Reading

*Homework: Review Chapter 22 of West*

*Bring a green book and your annotated editorial to class tomorrow*

Wednesday, January 8

**In-Class Essay: Rhetorical Analysis**

*Homework: Read Chapter 26 of West*

Thursday, January 9

Brainstorming: Desirable Qualities of a Transfer Student

Writing an Effective Transfer Statement

*In-Class Writing: Transfer Statement*

Introduction to Carol Dweck's *Mindset*

Begin Research Project

*Homework: Complete a draft of your transfer statement*

*Read Chapter 1 of Mindset*

Monday, January 13

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

Peer Critique

Revision

Reading Discussion

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

*Read Chapter 2 of Mindset*

Tuesday, January 14

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

Turn in Prewriting Folder

Reading Discussion

Establishing Groups for the Research Project

Introduction to Logic

*Homework: Read Chapter 3 of Mindset*

*Read pp. 311-320 of West*

Wednesday, January 15

Reading Discussion

Logical Fallacies

Think-Pair-Share: Spotting Fallacies

*In-Class Writing: Outline*

Peer Critique

Developing a Thesis Statement

*Homework: Begin writing logical fallacies essay*

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

*Read pp. 351-363 of West*

Thursday, January 16

Reading Discussion

Small Group Discussion: Planning the Research Project

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

Begin Research

*In-Class Writing: Logical Fallacies*

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

*Bring the results of your preliminary research to class*

Monday, January 20

**HOLIDAY: MARTIN LUTHER KING JR.'S BIRTHDAY CELEBRATED**

Tuesday, January 21

**Rough Draft of Logical Fallacies Essay Due at Start of Class**

Peer Critique Workshop

Revision

Small Group Work: Beginning the Presentation

*Homework: Revise your essay for submission; bring prewriting folder*

*Read Chapter 18 of West*

Wednesday, January 22

**Final Draft of Logical Fallacies Essay Due at Start of Class**

Turn in Prewriting Folder

Visual Analysis

*Homework: Read Chapter 20 of West*

*Bring a green book*

*Continue research*

Thursday, January 23

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

Small Group Meeting

*Homework: Complete an annotated bibliography of sources for your research paper*

Monday, January 27

**Annotated Bibliography Due**

*In-Class Writing: Organization*

Small Group Meeting

*Homework: Prepare a thesis and formal outline*

Tuesday, January 28

**Thesis and Outline Due**

Arrangement Workshop

*In-Class Writing: Drafting*

*Homework: Continue to work on research paper*

Wednesday, January 29

*In-Class Writing: Drafting*

Small Group Meeting

*Homework: Complete a draft (8-10 pages, typed, double-spaced, including works cited page) of research paper*

Thursday, January 30

**Draft Due at Start of Class**

Peer Critique Workshop: Global Revision

*Homework: Revise essay*

*Finish presentation*

Monday, February 3

**Revised Draft Due at Start of Class**

Peer Critique Workshop: Sentence-Level Revision

Small Group Work: Finalize Presentations

*Homework: Revise essay for submission*

Tuesday, February 4

**Final Draft of Research Paper Due**

**Group Presentations Begin**

Group Presentation Feedback Forms

*Homework: Read Chapter 8 of Mindset*

Wednesday, February 5

**Group Presentations End**

Group Presentation Feedback Forms

Discuss Chapter 8

Review for Final

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

Thursday, February 6

**Final Exam**

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**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: January 30, 2014

Valid only in Dr. Manner's class