

## English 3 (Honors) Essay and Argument: Critical Reading and Writing

Prerequisite: C or better in English 1A: fulfills critical thinking requirement

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Required: Current Issues and Enduring Questions 5<sup>th</sup> edition

Recommended: a college-level dictionary

**? Utopia or Dystopia ?** This semester offers an opportunity that comes once in a thousand years. We will focus in this course on analysis of social and scientific predictions - what thinkers thought would happen, what happened and what will happen in the next hundred years - or next thousand years if you are brave enough to tackle that. At the end of your study, research, analysis and discussion, you will present your logical and objective predictions, with reference to the works we have studied and seen. You will have a wide latitude in the type of progress (or regress) you want to study: science (space, bioethics, etc); social (families, governments, tribes, etc.); arts and humanities (mass communications and individual freedom, etc.) Will the Force be with us?

**Course Description:** This course is designed to sharpen your critical reading, writing, and thinking skills beyond the level achieved in English 1A. You will write critical essays in response to text readings, films, field events, and class discussions. You will expand your critical vocabulary, employing terms and concepts related to logic and other rhetorical aspects of fiction and non-fiction works. You will also write a research paper on a text of your choice (within parameters). In some cases you will work in groups to achieve these goals.

### Course Requirements:

**Attendance:** Roll is taken each day. You may be dropped after missing the equivalent of two weeks of classes. The instructor can be fairly liberal on class absence if contact is made, whenever possible in advance. If you must miss a class, keep up with the work. Co-operate with other students in keeping all apprised of all assignments, approaching tests, etc.

*drop date*



**Grading:**

The course grade will be based as closely as possible on the following percentages:

Non-graded in-class, group, and reading response assignments: 20%  
(If all assignments in this category are completed the students receives an A for this category. If all but one are completed, the student receives a B.)

Short Tests on Critical Terms: 20%

Research/Assessment Paper: 30%

Essays (may be rewritten for higher grade): 30%

**IN-CLASS, GROUP WORK, ETC.** The student receives credit for keeping up with film, presentation, and reading assessment assignments intended to sharpen critical skills. Though not given a letter grade, some of these may be return for rewriting for credit.

**SHORT TESTS ON CRITICAL TERMS:** The student will take at least three objective/definition/ exemplification tests on rhetorical analysis terms encountered in the readings and presentations. There will be a preview of specific material for all such tests.

**ESSAYS:** The student will write at least two essays in response to issues read about and discussed in class. The essays will be graded on grammar, usage, organization, and correct use of critical terms and concepts. As stated above, these essays may be rewritten for higher grades.

**RESEARCH/ASSESSMENT PAPER:** The student will write a research/assessment paper based on his or her study of a work of fiction or non-fiction and research on the significance of the work, including biographies, reviews, films, sequels, and reinterpretations. This paper will be at least ten pages and include biographical information.

*"What's past is prologue."*