

ENGLISH 3: CRITICAL READING AND WRITING
FALL 1999

Reedley College
Instructor: M. Valgusson
email: mjv17@csufresno.edu
voice mail: ext. 3803
conferencing by appt. only

COURSE OBJECTIVES:

Welcome. The course intention is to further sharpen your college-level critical reading, writing, and thinking skills. The primary focus will be on such fundamentals as the academic argument essay, critical reading comprehension, analysis, and evaluation, honing of the necessary critical skills required for substantive written response, and finally practice in the kind of vigorous verbal discussion that is crucial in most college classrooms. In addition, however, you will be required to maintain a level of commitment in participation, attendance, and coursework that is reflective of education beyond the high school level. Please be warned that this places the entire responsibility of your class status in your own hands, for it is this instructor's solid belief and experience that college and university classrooms are built around self direction and motivation.

REQUIRED TEXTS:

Barnet, Sylvan and Hugo Bedau. Current Issues & Enduring Questions: A Guide to Critical Thinking an Argument, with Readings. Boston: Bedford/St. Martin's, 1999.

A college-level paperback dictionary.

COURSE SCHEDULE:

Because I feel very strongly that what we do in the classroom and when it is done should be in direct response to what each particular class needs and desires, you will receive a schedule of readings, assignments, and due dates bi-weekly. If at any time you find yourself unsure of what is required of you, it is your responsibility to inquire.

*drop date
grading*

ATTENDANCE:

You are allotted a total of 6 absences, which equals a total of 2 weeks of class time. Please be advised that the most important experience of this class is the time we spend together, so if you reach 7 absences you will be dropped from the course regardless of the circumstances.

SOME IMPORTANT POINTERS:

***ABSOLUTELY NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES. IF YOU WILL NOT BE ABLE TO MAKE CLASS, PLEASE ADVISE ME IMMEDIATELY AND MAKE ALTERNATE ARRANGEMENTS TO GET ME THE WORK.**

***VERBAL PARTICIPATION IN CLASS DISCUSSION IS ESSENTIAL. SHYNESS, WHILE I AM SYMPATHETIC TO IT, MUST NOT PREVENT YOU FROM PROGRESSING AT THE SAME LEVEL AS THE REST OF THE CLASS.**

***IT IS ALWAYS, FIRST AND FOREMOST, YOUR RESPONSIBILITY TO KEEP TABS ON YOUR OWN PROGRESS AND STATUS IN CLASS. DO NOT WAIT FOR ME TO REMIND YOU OF ANYTHING, BECAUSE I WILL NOT. SUCCESSFUL COLLEGE STUDENTS BUILD CONFIDENCE AND EXCELLENT PERFORMANCE ONLY WHEN THEY TAKE PERSONAL RESPONSIBILITY FOR THEIR EDUCATION.**

***ALL WORK BEYOND THE ASSIGNMENTS IN THE TEXTBOOK MUST BE TYPED, ESPECIALLY THE PAPERS. THERE WILL BE NO EXCEPTION TO THIS. WHILE I UNDERSTAND THAT RESOURCES ARE LIMITED TO MANY OF US AT HOME, THE COLLEGE HAS A COMPUTER LAB THAT YOU MUST ALLOW TIME TO VISIT.**

Course ID:
ENGL 3

Course Title: Critical Reading and Writing

Course Outcomes /Objectives:

List major objectives in terms of the observable knowledge and/or skills to be attained as a result of completing this course.

Students will:

- A. read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas.
- B. identify and analyze the structure of arguments underlying the texts they read.
- C. evaluate the validity and soundness of arguments.
- D. identify common formal and informal fallacies of language and thought.
- E. distinguish and use deductive and inductive reasoning.
- F. distinguish factual statements and judgmental statements and knowledge from opinion.
- G. draw sound inferences from information presented.
- H. distinguish and use the denotative and connotative aspects of language.
- I. research and evaluate outside sources for use in the development of their own writing.
- J. receive direct instruction in the writing strategies of summary of a single source, critical analysis of a single source or of two sources with a unified approach, and synthesis of multiple sources.
- K. write assigned essays that employ the strategies of summary, critical analysis, and synthesis and that emphasize such tasks as causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation.
- L. demonstrate continued development in writing correct college-level prose by attention to essay structure, organization, and development and to diction and mechanics (punctuation, spelling, and grammar).
- M. participate in supervised sessions of individual and group peer review, editing, and revision of writing assignments.
- N. identify some of the deliberate abuses and manipulations of rhetoric so they can identify them in general usage and avoid them in their own writing.