English 3 – Critical Reading, Writing and Thinking Reedley College SP14

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

If you had a C in English 1A, sign up for Writing Center TODAY (Engl 272)

Deborah Lapp MW 2:30-3:45 in CCI-202

deborah.lapp@reedleycollege.edu Office hours: 11-12 daily—Friday by email

Office: CCI 212 638-3641 ext. 3416 and by arrangement

Contacting Mrs. Lapp: I expect you to come to every class on time and stay the entire time (with your homework completed and ready to participate, etc). It is essential that you communicate with me if you have a legitimate reason to miss class, be late or leave early—or if you are confused or need any help. After every class, I post on BlackBoard, so you will always know what you need to do to be prepared and successful.

The best way to reach me is by email: deborah.lapp@reedleycollege.edu

Wisdom, Work and What-You-Will: Thinking Critically about the Real World

Important dates:

Jan 20 (M): no class, MLK Day

Jan 30 (Th): SF Shakespeare 7PM Forum Hall—free

Feb 8 (Sat): Literary Arts fundraiser, party and booksale in the library

Feb 14-17 (F-M): no class Monday, Presidents’ Days

Feb 19-22 (W-Sat): Lapp @ conference, but I may leave AFTER your class—stay tuned

Mar 1-2: FCA concert—Saturday’s concert will be in Reedley, Sunday in Fresno

Mar 14 (F): last day to drop a class

Mar 27 (Th): Phil Levine Forum Hall 7PM free and highly recommended

April 3 (Th): Steve Yarbrough Forum Hall 7PM free and required

April 14-17: Spring Break

April 16 (W): Carl Bernstein (of Woodward and Bernstein, All the President’s Men) 10AM Saroyan Town Hall (free for students)

May 23 (F): Commencement

Required: Disk or mini-hd for saving work

 binder or folder for saving work

 Current Issues and Enduring Questions

 Oxygen Man by Steve Yarbrough (alternatives tba?)

Recommended: What Work Is or New and Selected Poems by Philip Levine

 All the President’s Men by Woodward and Bernstein

The point is to prepare you to develop a personal philosophical point of view and to win arguments worth winning.

The goal of this course is to sharpen your critical reading, writing, and thinking skills beyond the level achieved in English 1A so you can thrive in academia and beyond. In this course I expect you to behave like a scholar and engage in the ideas of others as you develop and articulate your own. Other scholars have set their ideas down in writing, and it’s important to explore those ideas and reference them responsibly in your own writing, so you must have developed in English 1A endurance and comprehension in academic reading. In English 1A, you prepared yourself for the type of academic writing and reading you’ll need in college and university. I expect that, by virtue of passing English 1A, you have mastered documentation and citation, standard English grammar, mechanics and sentence structure, and have developed a college level vocabulary. All of us need practice writing and reading difficult material, but if you are insecure about any of these areas, you MUST sign up for the Writing Center or avail yourself of the free tutoring Reedley College offers. I will gladly help you in my office; it’s amazing how much students learn with one-on-one help. I want you to be not just comfortable reading and writing, but proud of your ability and your work. You have important ideas, and this course will help you develop and express those ideas. Just accept that you have some things to learn, make learning those things a priority, and you will learn them.

We will read a book by Steve Yarbrough and meet the author. You also have the opportunity to meet US Poet Laureate Phil Levine and Carl Bernstein of Woodward and Bernstein. Do you realize how cool this is?! You will also read handouts and readings from the text. Reading assignments are intended as models of different organizational structures or as information or inspiration for discussion or your own writing; you make sure you read them carefully, look up new vocabulary, and bring your notes to class. We will discuss what you’ve read, what you’ve written, sometimes all together, sometimes in small groups, sometimes one-on-one in conference.

Your attendance in class and in conference is mandatory (I may drop you after 4 classes), and excessive absence, tardiness, or unpreparedness will adversely affect your grade. Assignments will be announced in class and posted on BlackBoard. Budget two hours of homework for every hour in class if you plan to do well in this class.

You are responsible for assignments whether you are in class or not. You have BlackBoard and your classmates as resources. You know how to get ahold of me.

Grades are based entirely on the writing you produce in three portfolios (which will be evidence of comprehension of the reading and depth of your thinking) and your final. The portfolios will be worth 300 points each (based on three 100-point assignments), and the final is worth 100.

All 100-point grades will be posted on BlackBoard, 3 at a time, week 5, 10, and 15. You’ll lose 10 points any time you don’t have a draft on a workshop day or are unprepared or absent for a discussion or presentation. There really isn’t any extra credit.

I will use the English department rubric considering content, organization, use of language, and grammar and mechanics. Even in the portfolio, the assignment grades are of equal weight and are posted on BlackBoard under My Grades (so, three 100-point grades at week 5; 3 100-point grades at week 10 (bring your portfolio in during week 9 if you are unsure about your status by the drop date); three 100-point grades at week 15, and the 100-point final. At any point, you can refer to the total: 90% is an A; 80% is a B; 70%, the lowest passing grade, is a C; 60% is the lowest D. I may add or substitute other essays or projects as the semester progresses.

The Outcomes for English 3 are:

the ability to write a passing summary of a scholarly article

the ability to write a passing argument—we’ll focus on Toulmin style--with proper attribution of sources (the documentation we’ll use is MLA style), which demonstrates the ability to read and analyze college level writing,

the ability to write a passing analysis of a scholarly essay

the ability to write a synthesis of four or more sources with proper attribution of sources—we’ll model this after a Rogerian style argument

You’ll have multiple chances to accomplish some of these, but you must pass all four to pass the class, no matter how many points you accumulate. All submitted writing will be typed, double-spaced and scholarly in appearance—no folders, please, or fancy fonts. Present yourself and your work to me as the scholar I expect you to be. The form of documentation we use, called MLA style, is explained on the Purdue OWL website. I expect portfolios already printed out and stapled at the beginning of the hour they are due.

Here’s a good deal for you: If you have produced drafts and participated in workshop and conference, but have still received a D on the week 5 or week 10 portfolios (not the week 15 or the final), you may prepare a written proposal within the week outlining a revision plan. I am happy to help you with this plan, and usually it makes sense to work on this in my office. If I accept your proposal (which I will, if it is earnest), you will have one week to revise your paper. You’ll hand in all old drafts, my comment sheet or profile, and your approved proposal with the revision stapled on top. This involves more work for you (and for me), but the reward is a new evaluation and a new grade. If you received a D because of deducted points, you may not revise. If you receive a C or better, you MAY NOT revise your porfolio (it’s passing; learn from your mistakes and hopefully you’ll get a better grade next time). If you receive an F, you MAY NOT revise, but you will only receive an F if you do not do the work, do not attend class, or plagiarize.

Plagiarism is presenting any words or ideas of someone else without attribution. We will cover this explicitly in the first few weeks of class even though I know you covered this in English 1A. Pay attention: the penalties range from 0 on the assignment to an F in the class reported to the Vice President.

You must keep all of your work for the semester (notes, drafts, and final graded copies) both on disk and on hard paper copy in a binder. This is important because your final will be based on your accumulated binder of work.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Syllabus – English 3 Lapp SP14

Three Progressions: Wisdom, Work, and What-You-Will

These headings are copied and pasted from the text—some we’ll cover briefly, some in depth.

Weeks 1-5 Wisdom

 Portfolio due 2/12

Practice summaries—keep everything!

Practice analyses—keep everything!!

Practice arguments—keep everything!!!

(you’ll COMPLETE one of each for your portfolio)

1 Critical Thinking

Thinking about Drivers’ Licenses and Photographic Identification

Analyzing and Evaluating Multiple Perspectives

Idea Prompt:  Understanding Classical Topics

A Checklist for Critical Thinking

A Short Essay Illustrating Critical Thinking

Harlan Coben, The Undercover Parent

Letter of Response by Carol Weston

A Checklist for Evaluating Letters of Response

Examining Assumptions

A Checklist for Examining Assumptions

\*Jena McGregor, Military Women in Combat: Why Making It Official Matters

Five Exercises in Critical Thinking

28 What Is Happiness?

Thoughts about Happiness, Ancient and Modern

Daniel Gilbert, Does Fatherhood Make You Happy?

Henry David Thoreau, Selections from Walden

Darrin M. McMahon, In Pursuit of Unhappiness

Epictetus, from The Handbook

Bertrand Russell, The Happy Life

The Dalai Lama and Howard C. Cutler, Inner Contentment

C. S. Lewis, We have No "Right to Happiness"

Danielle Crittenden, About Love

Judy Brady, I Want a Wife

2 Critical Reading: Getting Started

Active Reading

\*Summarizing and Paraphrasing Contrasted with Patchwriting

\*Paraphrase, Patchwriting, and Plagiarism

\*A Checklist for a Paraphrase

Last Words (Almost) about Summarizing

Susan Jacoby, A First Amendment Junkie

Summarizing Jacoby, Paragraph by Paragraph

A Checklist for Getting Started

JIGSAW:

19 College Education: What Is Its Purpose?

\*Andrew Delbanco, 3 Reasons College Still Matter

Patrick Allitt, Should Undergraduates Specialize?

Letters of Response by Carol Geary Schneider and Ellis M. West

\*Carlo Rotella, No, It Doesn’t Matter What You Majored In

\*Alina Tugend, Vocation or Exploration? Pondering the Purpose of College

Mark Edmundson, Education’s Hungry Hearts

Marty Nemko, America’s Most Overrated Product: The Bachelor’s Degree

Charles Murray, Should the Obama Generation Drop Out?

Letters of Response by Charles Axilbund, Jacques Jimenez, Jeff Adler, Lillian Hoodes, Larry

Hoffner Sandra Sherman, and Michel Dedina,

Louis Menand, Re-imagining Liberal Education

Part Two

Critical Writing

5 Writing an Analysis of an Argument

Analyzing an Argument

Idea Prompt:  Drawing Conclusions and Implying Proof

A Checklist for Analyzing an Author’s Audience

A Checklist for Analyzing a Text

An Argument, Its Elements, and a Student’s Analysis of the Argument

Nicholas D. Kristof, For Environmental Balance, Pick Up a Rifle

Betsy Swinton (student essay), Tracking Kristof

An Analysis of the Student’s Analysis

A Checklist for Writing an Analysis of an Argument

Arguments for Analysis

Jeff Jacoby, Bring Back Flogging

Gerald Jones, Violent Media Is Good for Kids

\*Justin Cronin, Confessions of a Liberal Gun Owner

Peter Singer, Animal Liberation

8 A Philosopher’s View: The Toulmin Model

The Claim

Grounds

Warrants

Backing

Modal Qualifiers

Rebuttals

\*Idea Prompt: Constructing a Toulmin Argument

Putting the Toulmin Method to Work: Responding to an Argument

\*Responding to an Argument

\*James E. McWilliams, The Locavore Myth: Why Buying from Nearby Farmers Won’t Save the

Planet

Thinking with Toulmin’s Method

A Checklist for Using the Toulmin Method

9 A Logician’s View: Deduction, Induction, Fallacies

Deduction

Induction

Fallacies

Fallacies of Ambiguity

Fallacies of Presumption

Fallacies of Relevance

A Checklist for Evaluating an Argument from a Logical Point of View

Exercise: Fallacies--Or Not?

Feb 12 –“Love Is a Fallacy”

Portfolio=perfect summary, critical analysis, argument with claim/warrant/support

Weeks 6-10 Work

 Portfolio due 3/19

Practice summaries—keep everything!

Practice analyses—keep everything!!

Practice arguments—keep everything!!!

(you’ll write one summary on demand, you’ll COMPLETE one analysis and one rebuttal argument for your portfolio)

*Oxygen Man* and Phil Levine (what do they say about the world of work?)

March 27 7PM Forum Hall - Levine

April 3 7PM Forum Hall - Yarbrough

**3 Critical Reading: Getting Deeper into Arguments**

Persuasion, Argument, Dispute

\*Idea Prompt: Establishing Trustworthiness and Credibility

Reason versus Rationalization

Some Procedures in Argument

Definition

Idea Prompt:  Ways to Give Definitions

A Checklist for Evaluation Statistical Evidence

Nonrational Appeals

Does All Writing Contain Arguments?

A Checklist for Analyzing an Argument

An Example: An Argument and a Look at the Writer’s Strategies

George F. Will, Being Green at Ben and Jerry’s

George F. Will’s Strategies

Arguments for Analysis

Stanley Fish, When "Identity" Politics is Rational

Gloria Jiménez (student essay), Against the Odds, and Against the Common Good

Anna Lisa Raya (student essay), It’s Hard Enough Being Me

Ronald Takaki, The Harmful Myth of Asian Superiority

\*Kayla Webley, Is Forgiving Student Loan Debt a Good Idea?

\*Alfred Edmond Jr., Why Asking For a Job Applicant’s Facebook Password Is Fair Game

\*Sherry Turkle, The Flight From Conversation

Studs Terkel? “To Be of Use” Marge Piercy

**24 Immigration: What Is To Be Done?** David Cole, Five Myths about Immigration

Barry R. Chiswick, The Worker Next Door

John Tierney, Angels in America

Victor David Hanson, Our Brave New World of Immigration

Cardinal Roger Mahony, Called by God to Help

**25 Service: A Duty? A Benefit? Or Both, or Perhaps Neither?**

Barack Obama, Commencement Address

Peter Levine, The Case for "Service"\*Thomas E. Ricks

Dave Eggers, Serve or Fail

**Part Six**

**26 What Is the Ideal Society?**

Thomas More, From Utopia

We’ll supplement with essays on work and service based on your interest

Portfolio=on demand summary, critical analysis, argument based on rebuttal

Weeks 11-15 What-You-Will

 Portfolio due 4/30

Free-choice topic, focusing on Rogerian argument

Practice summaries—keep everything!

Practice analyses—keep everything!!

Practice arguments—keep everything!!!

(you’ll write an annotated bibliography, one analysis and one Rogerian argument for your portfolio)

**10 A Psychologist’s View: Rogerian Argument**

Rogerian Argument: An Introduction

Carl R. Rogers, Communication: Its Blocking and Its Facilitation

A Checklist for Analyzing Rogerian Argument

Edward O. Wilson, Letter to a Southern Baptist Minister

**6 Developing an Argument of Your Own**

Planning, Drafting, and Revising an Argument

A Checklist for a Thesis Statement

A Checklist for Imagining an Audience

Idea Prompt:  Using Transitions in Argument

\*A Last Word about Outlines

\*A Checklist for Organizing an Argument

\*Idea Prompt: Varying Tone

A Checklist for Attending to the Needs of the Audience

Peer Review

A Peer Review Checklist for a Draft of an Argument

A Student’s Essay, from Rough Notes to Final Version

Emily Andrews, Why I Don’t Spare "Spare Change"

The Essay Analyzed

**e-Pages** A Moralist’s View: Ways of Thinking Ethically

Amoral Reasoning

Immoral Reasoning

Moral Reasoning: A Closer Look

Criteria for Moral Rules

A Checklist for Moral Reasoning

Peter Singer, Famine, Affluence, and Morality

Garret Hardin, Lifeboat Ethics: The Case against Helping the Poor

Randy Cohen, Three Letters (to an Ethicist)

Ursula K. Le Guin, The Ones Who Walk Away from Omelas

Helen Prejean, Executions are Too Costly, Morally

***All the President’s Men* week 13**

SPRING BREAK **Carl Berenstein at Saroyan, free for students 4/16**

**4 Visual Rhetoric: Images as Arguments (if we have time)**

Some Uses of Images

Appeals to the Eye (And Thus to the Emotions)

Are Some Images not Fit to be Shown?

Politics and Pictures

Exercises: Thinking about Images

Reading Advertisements

A Checklist for Analyzing Images (Especially Advertisements)

Writing about a Political Cartoon

A Checklist for Analyzing Political Cartoons

Idea Prompt:  Analysis of a Political Cartoon

Jackson Smith (student essay), Pledging Nothing?

Visuals as Aids to Clarity: Maps, Graphs, Tables, and Pie Charts

A Checklist for Charts and Graphs

A Note on Using Visuals in Your Own Paper

A Note on Formatting Your Paper: Document Design

Additional Images for Analysis

Nora Ephron, The Boston Photographs

Portfolio=annotated bibliography, one analysis and one Rogerian argument

Final—Monday 5/19 2-4

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|  | Content | Organization | Conventions |
| A | Strong, original, and arguable thesis statementStrong topic sentences in all body paragraphsStrong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis Each example is developed fully and equallyThoughtfully, critically, and logically addresses the essay promptDemonstrates a complex, sophisticated treatment of the topic | Strong essay structure with informative introduction, body paragraphs, and conclusionStrong paragraph structure Strong use of transitions within the paragraphs and between paragraphsA strong sense of logic in the paragraph’s organization | Sophisticated, varied sentence structureExcellent control of sentence structureSophisticated choice of vocabulary and appropriate level of formalityFew if any surface errors (spelling, mechanics, punctuation) that do not interfere with understandingAccurate, precise word choiceMLA formatting followed correctly for parenthetical source citations and Works CitedQuotations are always chosen effectively and integrated into the essay correctly and smoothlyTextual evidence has strong signal phrases  |
| B | Clear, arguable thesis statementClear topic sentences in all body paragraphsClear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis Each example is developed equallyClearly and logically addresses the essay prompt with some degree of depthMeets most of the essay’s requirements | Good essay structure, with a clear introduction, body paragraphs, and conclusionGood paragraph structure Good use of transitions within the paragraphs and between paragraphsGood sense of logic in organization | Complex and varied sentence structure Good control of sentence structureAppropriate choice of vocabulary and level of formalityFew surface errors that do not hinder understandingMLA formatting followed correctly or nearly correctly for parenthetical source citations and Works Cited Quotations are often chosen effectively and integrated into the essay correctly and smoothlyTextual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors |
| C | Clearly-defined but simplistic arguable thesis statementAdequate topic sentences in most paragraphsAdequate supporting examples/details/reasons that support the thesisEach example is developed equallyAdequately addresses the essay promptMeets many of the essay’s requirements | Adequate introduction, body paragraphs, and a conclusionAdequate paragraph structure Some use of transitions within the paragraphs and between paragraphsA basic sense of organization, perhaps with some discrepancies in logic | Attempts made at times to vary sentence structureAdequate control of sentence structure, although there may be errorsSimple vocabulary and adequate level of formalitySome surface errors that do not hinder understandingSome word choice errors that do not hinder understandingMLA formatting followed adequatelyQuotations are often (though not always) chosen effectively and integrated into the essay correctly and smoothlyMost of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors |
| D | Unclear or confused thesis statementMissing or unclear topic sentencesSupporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalancedExamples are not developed equallyAttempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the promptDoes not meet most of the essay’s requirements | Weak essay organization Weakly organized paragraph structureFew or improperly used transitionsLittle sense of organization, with major discrepancies in logic | Simplistic sentence structureLimited control over sentence structureSimple or inappropriate vocabularySignificant surface errors that may hinder meaningSignificant word choice errors that may hinder meaningMLA formatting followed inadequatelyQuotations are seldom chosen effectively or integrated into the essay correctly and smoothlyErrors in following citation rulesMost of the textual evidence used are missing signal phrases |
| F | No thesisNo specific evidence provided or most of the example, reasons, and details are very weak and/or off topicEssay is incomplete or doesn’t address the prompt | No sense of organizationMajor errors in essay and/or paragraph organizationNo use of transitions | Lack of control over sentence structureMajor problems with surface errors that obscure meaningFrequently inappropriateNumerous and significant word choice errors that obscure meaningNo MLA formattingLack of citations or major mistakesNo signal phrases used before quotations (or no textual evidence provided) |

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FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_