English 3 – Critical Reading, Writing and Thinking 55599 - SP15

Come out of Your Cave: Thinking Critically about the Real World

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)

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Office: CCI 212 638-3641 ext. 3416

Office hours: M 11:30-1:30, W 11:30-1:30 & 4-6, F 9-10AM via email

Required: *What You See in the Dark* by Manuel Munoz

*Current Issues and Enduring Questions* **by** Barnet and Bedau (B&B)

an electronic way to save all work

a binder or other way to save hard copies of all work

**Important dates:**

Jan 19 (Mon): Martin Luther King Day – no classes

Jan 30 (F): *Psycho* by Alfred Hitchcock 7PM Forum Hall – required

Feb 7 (Sat): Literary Arts fundraiser, party and booksale in the library (must be 21)

Feb 13-16: Presidents’ weekend

\*\*Week 6: On Feb 18 (W) no daytime class--we will meet **Thursday Feb 19 at 7PM** in the Forum Hall to meet Manuel Munoz (required)

Mar 13 (F): last day to drop a class

**Thursday Mar 19** **7PM** Forum Hall to meet Joyce Carol Oates (not required)

Mar 30-Apr 3: Spring Break

Final exam: Mon 12/14 10-noon in CCI-207 or Thu 11-1 in HUM-62

You’ll understand the Cave reference better after we read Plato. For now, know that this class is designed to open your eyes and your world to different ways of thinking. You’ll analyze how people manipulate each other and construct different kinds of arguments. 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 ideas. 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. As a scholar, you will set down your ideas in writing and share them with your classmates.

In English 1A, you learned the type of academic writing you’ll need in college and university. Having passed English 1A, you must have developed endurance and comprehension in academic reading, and 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 (**if you received a C in English 1A**, I’m talking to you), **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.

**This is very important:**

A 3-unit class is typically 3 hours in class with 6 hours of homework (9 hours per week). It will take you somewhat longer if you are a slow reader.

We will have one film *Psycho* by Alfred Hitchock on Friday January 30th and one Thursday evening speaker, Manuel Munoz, in the Forum Hall February 19th at 7PM (both required) Put them in your calendar now. You’ll also hav the opportunity to meet Joyce Carol Oates on Thursday, March 19th at 7PM.

We will read *What You See in the Dark* by Manuel Munoz and we’ll watch the film to which it refers, Alfred Hitchcock’s *Psycho*. As you are reading and watching, the question will be: WHY does each character do what he or she does? We will also read a few stories by Joyce Carol Oates with the same question in mind. 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.

Your attendance is mandatory (I may drop you after 4 absences—2 tardies= an absence).

Grades are based entirely on the writing you produce (the one-sentence summary assignment, four papers and your final). I will use the English department rubric considering content, organization, use of language, and grammar and mechanics for papers.

so you’ll know your grade at all times.

The Outcomes for English 3 are:

a. the ability to write a passing summary of a scholarly article

b. 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,

c. the ability to write a passing analysis of a scholarly essay

d. 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 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.

Plagiarism is presenting any words or ideas of someone else without attribution. The worst thing about using some one else’s ideas is the fear there will be no new ideas in the world—especially YOURS! We will cover plagiarism 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 and is reported to the Vice President.

Here’s a good deal for you: If you are struggling and have a D on a required paper, you may come in during office hours or some other time we arrange to plan a revision. You’ll then have a week to complete the revision, and you’ll come in for a second conference to hand it in. This involves more work for you (and for me), but the reward is a new evaluation and a new grade. 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.

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 SP 15

Week 1: Buy Barnet & Bedau and Munoz. close reading of “TV Isn't Violent Enough” by Mike Oppenheim and <http://www.theatlantic.com/health/archive/2013/10/why-do-some-brains-enjoy-fear/280938/>

Gerard Jones on comic violence. Begin Munoz

Week 2: MLK Monday holiday—summary. Read *What You See in the Dark* by Munoz

Week 3: <http://www.theatlantic.com/entertainment/archive/2012/12/sketching-out-psycho-production-storyboards-from-15-beloved-films/265785/>

Torture: <http://www.washingtonpost.com/opinions/marc-thiessen-democrats-lose-the-torture-debate/2015/01/05/5e5347ca-94da-11e4-927a-4fa2638cd1b0_story.html?wpisrc=nl_opinions&wpmm=1>

<http://www.washingtonpost.com/opinions/the-horrors-in-americas-dungeon-should-never-have-happened/2014/12/09/1afbf77e-7ff4-11e4-8882-03cf08410beb_story.html>

<http://www.washingtonpost.com/blogs/plum-line/wp/2014/12/09/the-gigantic-disaster-of-the-cias-torture-program/?hpid=z4>

<http://www.washingtonpost.com/blogs/post-partisan/wp/2014/12/10/the-torture-reports-one-glaring-weakness/>

<http://www.washingtonpost.com/opinions/charles-krauthammer-the-torture-report-is-a-travesty/2014/12/11/53fedf80-8168-11e4-81fd-8c4814dfa9d7_story.html>

<http://www.theatlantic.com/international/archive/2014/12/torture-is-who-we-are-cia-report/383670/>

Friday movie night –*Psycho* 7PM in Forum Hall

Week 4: summary and persona, B & B ch. 1-2, read Munoz stack o’ summaries (probably 10—depends on timing) due Wednesday

Week 5: summaries returned; draft of WHY Paper (10 points deducted if incomplete); any summary revisions due Wednesday; fallacies, “Love Is a Fallacy” on Wed.

Week 6: **WHY Paper due Mon**, Read “Myth of the Cave.” no class Wednesday (trade-out for Thursday eve)

Thursday 7PM MEET MANUEL MUNOZ in the Forum Hall 7PM (required)

Week 7: intro analysis—choose and outline analysis

Week 8: outline due Mon and draft due Wed (10 points deducted if either is incomplete)

Week 9: analysis paper due Monday; revisit Cave—look at images; begin Toulmin Argument to someone IN the cave—claim/warrants/support)

Week 10: review fallacies (so as not to commit—what fallacies are common with your topic?) gather supportrevision of analysis

Week 11: <http://www.theatlantic.com/national/archive/2012/10/the-painful-truth-about-affirmative-action/263122/>

Toulmin argument (claim, warrant support) due Wed

Week 12: thesis question for Rogerian arg—a topic your cave dwellers argue about, but which you are willing mediate as the wise judge

Week 13: research and annotated bibliography

Week 14: needs and concerns of each side

Week 15: analysis, persona, compromise--introduction last **Rogerian argument due Wed**

Week 16: discussion about…

Week 17: *Truman Show* movie in order to compare it to Plato and your journey into the light (and back into the cave)

Week 18: final Wednesday 2PM

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|  | Content | Organization | Conventions |
| A | Strong, original, and arguable thesis statement  Strong topic sentences in all body paragraphs  Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis  Each example is developed fully and equally  Thoughtfully, critically, and logically addresses the essay prompt  Demonstrates a complex, sophisticated treatment of the topic | Strong essay structure with informative introduction, body paragraphs, and conclusion  Strong paragraph structure  Strong use of transitions within the paragraphs and between paragraphs  A strong sense of logic in the paragraph’s organization | Sophisticated, varied sentence structure  Excellent control of sentence structure  Sophisticated choice of vocabulary and appropriate level of formality  Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  Accurate, precise word choice  MLA formatting followed correctly for parenthetical source citations and Works Cited  Quotations are always chosen effectively and integrated into the essay correctly and smoothly  Textual evidence has strong signal phrases |
| B | Clear, arguable thesis statement  Clear topic sentences in all body paragraphs  Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis  Each example is developed equally  Clearly and logically addresses the essay prompt with some degree of depth  Meets most of the essay’s requirements | Good essay structure, with a clear introduction, body paragraphs, and conclusion  Good paragraph structure  Good use of transitions within the paragraphs and between paragraphs  Good sense of logic in organization | Complex and varied sentence structure  Good control of sentence structure  Appropriate choice of vocabulary and level of formality  Few surface errors that do not hinder understanding  MLA 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 smoothly  Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors |
| C | Clearly-defined but simplistic arguable thesis statement  Adequate topic sentences in most paragraphs  Adequate supporting examples/details/reasons that support the thesis  Each example is developed equally  Adequately addresses the essay prompt  Meets many of the essay’s requirements | Adequate introduction, body paragraphs, and a conclusion  Adequate paragraph structure  Some use of transitions within the paragraphs and between paragraphs  A basic sense of organization, perhaps with some discrepancies in logic | Attempts made at times to vary sentence structure  Adequate control of sentence structure, although there may be errors  Simple vocabulary and adequate level of formality  Some surface errors that do not hinder understanding  Some word choice errors that do not hinder understanding  MLA formatting followed adequately  Quotations are often (though not always) chosen effectively and integrated into the essay correctly and smoothly  Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors |
| D | Unclear or confused thesis statement  Missing or unclear topic sentences  Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced  Examples are not developed equally  Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt  Does not meet most of the essay’s requirements | Weak essay organization  Weakly organized paragraph structure  Few or improperly used transitions  Little sense of organization, with major discrepancies in logic | Simplistic sentence structure  Limited control over sentence structure  Simple or inappropriate vocabulary  Significant surface errors that may hinder meaning  Significant word choice errors that may hinder meaning  MLA formatting followed inadequately  Quotations are seldom chosen effectively or integrated into the essay correctly and smoothly  Errors in following citation rules  Most of the textual evidence used are missing signal phrases |
| F | No thesis  No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic  Essay is incomplete or doesn’t address the prompt | No sense of organization  Major errors in essay and/or paragraph organization  No use of transitions | Lack of control over sentence structure  Major problems with surface errors that obscure meaning  Frequently inappropriate  Numerous and significant word choice errors that obscure meaning  No MLA formatting  Lack of citations or major mistakes  No signal phrases used before quotations (or no textual evidence provided) |

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