

**English 3 - 52614, 52623 - Critical Reading and Writing** (online)  
Spring 2021 - Ryan LaSalle  
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### **On Critical Reading/Writing...**

This class is about *thinking*. Not the everyday routine thinking that travels our minds at a dull pace, but rather, the active vital critical thinking that leads to complexity, growth, and understanding. My assumption about critical thinking/writing is that most students do not like to write, or for that matter, think beyond the routine ruts or habits of thought they have already established. This class aims at pushing students out of their routine thinking patterns in the hope of jumping the long-driven channels, cresting self-made obstacles, and turning the wheel of their minds to objectively analyze information, issues, and arguments.

The class will require students to read and critically evaluate college-level non-fiction material and write synthesized and documented, critical analysis essays. As a class and as individuals, we will embark on projects that will pose provocative and intellectually demanding questions. Though answered simply by most, we will instead look behind the surface to better understand the content at hand. We will work with ideas and arguments presented by others in order to comprehend and dissect them. We will learn to identify and analyze different argument techniques, errors in reasoning, and forms of logic. Thinking critically will eventually lead us to forming our own ideas and constructing our own arguments in essay form.

### **Student Learning Outcomes:**

- Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes: a sophisticated introduction, multiple body paragraphs, and a conclusion; an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter; supporting details that exhibit critical thinking and use credible, multiple secondary sources; researched and evaluated sources for use in the development of their own writing; correct usage of MLA format with correct use in-text citations and a works cited page; illustrates appropriate and purposeful use of quotations; causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose; an annotated bibliography of multiple sources; correct citations (therefore avoiding plagiarism); identification of logical fallacies in other's writing and avoid them in their own writing; details related to main point and with complex analysis; evidence of self-editing for errors and revise compositions; use of third person/universal point-of-view; awareness of writing for a scholarly audience; controlled and sophisticated word choice; sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments; use of denotative and connotative aspects of language
- Demonstrate an ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas; distinguish between valid and sound arguments and invalid and unsound arguments; recognize deductive and inductive language; distinguish factual statements from judgmental statements and knowledge from opinion,

identifying the deliberate abuses and manipulations of rhetoric; make logical inferences from information presented; recognize denotative and connotative aspects of language.

- Be able to communicate issues, supporting their comments with reference to texts or other materials, in class (and/or group) discussions.

*Student Learning Outcomes are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student. In addition, the assessment of Student Learning Outcomes is done by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.*

**Course navigation:**

1. **Announcements** will provide important direction for all aspects of the course. Announcements will be used to introduce assignments, provide reminders, and will point students to other parts of the Canvas course for information (think of it as the compass to the course).
2. **Modules** will include lectures, instructions, essay readings, and other items that will be used as materials or supplementary information for assignments (including important details to assignment requirements).
3. **Assignments** will include assignment prompts (with requirements) that must be completed and turned in. Due dates will be listed here and the link to submit assignments is located here as well.
4. **Discussion (Board)** will be used to discuss readings and assignments as a group.
5. **Course Information** (first module) will provide syllabus, textbook, and submission guidelines.

**Book: Current Issues and Enduring Questions, 12<sup>th</sup> Edition** (by Sylvan Barnet, Hugo Bedau, and John O'Hara)

**Policies:** Late work may be accepted for partial credit with instructor's approval (5% deduction for each day late). All due dates are until midnight of the day it is due. However, if assignments provide a due date with "no exceptions" as in the case of the "final" paper (or its preceding elements: rough draft, annotated bibliography) then no late work allowed. In the event of plagiarism (see Schedule of Courses for more information) the student will fail the assignment or the class at the discretion of the instructor (depending on the nature and severity of the offense).

**Final drop date:** Friday, March 12, 2021

**Grading:** Grading will be based on a point system.  
90%A 80%B 70%C 60%D 50%F (of total points available in class)

# of assign.	Description	pts.
(3)	<b>1. Main papers</b>	<b>10</b>
(1)	<b>2. Argument/research final paper (MLA)</b>	<b>20</b>
	<b>w/annotated bibliography</b>	<b>10</b>
(1)	<b>3. Rough draft of final paper</b>	<b>10</b>
(1-4)	<b>4. Quizzes</b>	<b>2-5</b>
(1-3)	<b>5. Light Papers</b>	<b>5</b>
	<b>6. Participation</b>	<b>5</b>
	(use of discussion board, turning in assignments on time, accessing course materials, following class requirements)	

\*instructor reserves the right to make changes in this syllabus as deemed necessary or appropriate.

\*Accommodations for Students with Disabilities:

If you have special needs as addressed by the Americans with Disabilities Act (ADA, including alternate media requests, please notify me immediately. Reasonable efforts will be made to accommodate your special needs.