

English 3 – 53300 – Critical Reading and Writing

Spring 2024

Ryan LaSalle – TTH 9:30-10:45am – PHY 75

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Final: Thursday, May 16, 9am Final drop date: March 9

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 to push 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.

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 different argument techniques, errors in reasoning, and forms of logic. Thinking critically will eventually lead us to form our own ideas and construct our own arguments in essay form.

The Plan: (typical class period)

1. Class business, general discussion.
2. In class lecture/reading/discussion/writing. Assignments will be from prompts that will be provided.
3. Out of class reading/writing. Usually tied to the in-class assignments.

Textbook: Current Issues and Enduring Questions (12th edition) by Sylvan Barnet, Hugo Bedau, and John O'Hara

Policies: 4 absences allowed without penalty. Subsequent absences result in a loss of participation points (however, further absences may be excused for medical/health reasons—contact instructor ASAP when requiring further excused absences). Late work will be accepted for partial credit with a 5% deduction for each week late. Note: this does not apply to the final paper or its components (“rough draft” of final and the annotated bibliography). If a quiz is not taken by the due date, the quiz may be unlocked by contacting the instructor and requesting a makeup attempt. 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).

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)	1. Main papers	10
(1)	2. one synthesis/research main paper (MLA) w/annotated bibliography and rough draft	20
(1-2)	3. Light Papers	5
	4. Homework Exercises	1-3
	5. Quizzes	2-5
	5. Participation	5

*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.

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.