



## ENGLISH 103 Composition and Critical Thinking, Fall 2013

### **Course Prerequisite: Grade of C or higher in English 101**

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<b>Instructor:</b> N.D Goldberg	<b>Section:</b> 0107- class hours 1:00-3:05 pm	<b>Email:</b> goldbend@wlaac.edu
<b>Office:</b> GC 340 (after class)	<b>Office Hours:</b> TTH 3:05pm- 4:05pm	<b>Phone:</b> 310-398-8795

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### **Course Description**

This course, which meets the transfer critical thinking requirement, is designed to develop critical thinking, reading and writing skills beyond the level achieved in English 101. The course will focus on the development of logical reasoning as well as analytical and argumentative writing skills. Rhetoric and the devices associated with it will be examined with a special emphasis on fallacy and its attendant manipulation of logical process and thinking.

### **Course Texts**

Gladwell, Malcolm *The Outliers* **Required.**

No Separate MLA guide is required! This content can be found in the *West Guide to Writing*.

### **Student Learning Objectives**

To successfully complete this course, students will be able to:

- Read and critically evaluate college-level material from a variety of sources;
- Identify and analyze the structure of arguments underlying the texts read;
- Evaluate the validity and soundness of arguments; recognize and avoid logical fallacies;
- Draw sound inferences from data given in a variety of forms;
- Distinguish factual statements from judgmental statements and distinguish knowledge from opinion;
- Develop and practice the inductive and deductive skills needed for close reading and lucid writing;
- Discover, evaluate and cite outside sources for uses in the development of their own writing;
- Demonstrate continued development in writing correct and sophisticated college-level English prose; use appropriate MLA citations/works cited;
- Identify some of the deliberate abuses and manipulations of rhetoric so that they can identify them in general occurrence and avoid them in their own writing.
- Use writing to construct and communicate meaning as critical thinkers and responsible citizens.
- Learn to write effectively for different audiences and purposes, with an emphasis on argumentation and academic writing.
- At the end of the course, the successful student will be able to research, evaluate and cite outside sources for use in the student's own writing.

### **CLASS POLICIES**

Attendance – Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to

attend every class meeting, to arrive on time and stay throughout the class period. Excessive absenteeism will lower your grade, as well as will walking in and out of class. 3 tardies = 1 absence. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first week of the class.

### **Disabilities**

If you have any learning or physical disabilities, please contact the Disabled Student Programs and Services Office in HLRC 121 at (310) 287-4450. The DSPS will then contact your instructors to notify them of needed accommodations, such as additional testing time, note taker, etc. Do not be embarrassed to seek help. Disabilities are not a reflection of who you are, but of how your brain works. Understanding how you learn is to the first step to success.

### **Standards**

You are responsible to buy your book, do your own work, read your syllabus, and complete the assignments. It is your responsibility to know what assignments are late or missing.

- Missed quizzes cannot be made up.
- You must obtain the book and do all the work for the class or you cannot pass. Missing one essay puts you in jeopardy of passing.
- If you do not appear for three classes in a row, you will be dropped unless you have a doctor's note or have discussed your reasons for absence with the instructor.
- The college classroom is not a place to eat food or take cell phone calls.

### ***But what if there are extenuating circumstances?***

There's nothing that feels as good as a grade that you earned, despite difficulties. If your extenuating circumstances' become too overwhelming, discuss your circumstances with me or withdraw and take the course at a more convenient time.

### **Dropping the course**

According to college policy, you may be excluded for excessive absences or for not following the Standards of Student Conduct (printed in the Schedule of Classes). If you drop the course, be sure to do so at the Admissions and Business Offices. Otherwise, the grade drops to a "D" or "F" and cannot be removed. Pay attention to drop dates in the Schedule of Classes.

## **ASSIGNMENTS**

Daily Agendas:

Each class will begin with an Agenda, either on the board or a printed sheet, which students are to review and complete during the class. Many of these Daily Agendas will provide practice grammar and usage "mini-lessons" which will be completed and submitted by the end of class. Developing your critical thinking on a number of levels will require ascertaining the "general class level" and filling in areas that are deficient. Using this Daily Agenda approach, the strands of development that need clarification or initiation are more easily implemented.

### **Essays**

English 103 students will write many essays and become aware of their own grammatical errors. This means that students are responsible for proofreading their own and one another's papers. Your instructor "evaluates" essays

and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. Without exception, corrective remarks on grammar and logic will be provided as needed.

All essays will be evaluated on a “9” point scale. Initially, multiple drafts are encouraged, but after the second essay students are encouraged to submit one final version.

**The following guidelines apply to REVISIONS.**

- In order to be revisable, the essay grade must be lower than an “5”
- The maximum number of points possible for revision is “7”.
- The revised essay must be stapled to the original, graded essay.
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**Essay Format**

The number of essays will vary as student performance requires with a range from 5 to 6. A written midterm and final in-class essay are required. Take home essays will be typed unless you are notified. Format is standard MLA: 12 point Times New Roman double-spaced, 1 inch margins. Please use no other fonts, and teach yourself how to use headers and footers and number your pages with your last name and the page number. Title pages/binders are not necessary; just head the first page in the upper right-hand corner as follows:

Student Name  
 Course  
 Professor’s Last Name  
 Date

...and remember to give each essay a title!

**MLA Format**

Your essays must follow MLA format, which was introduced to you in English 101.

**Essays without a Works Cited page will automatically be returned after the third essay.**

**Plagiarism**

Understand and avoid plagiarism – you can also refer to this website re. plagiarism:

<http://www.indiana.edu/~wts/wts/plagiarism/htm> You must turn in your own work (not a “modified” paper submitted for another class) and cite your sources appropriately, using MLA Style.

**Why Shouldn’t You Plagiarize?**

*1. An Educational Reason*

You cheat yourself out of the opportunity to develop your skills and become a better writer.

*2. A Philosophical Reason*

Cheating is stealing. Would it be ok if someone took your car, put his/her name on the song you wrote, or took credit for your project at work? What goes around comes around. Don’t tempt fate. It’s much more satisfying to take satisfaction in what you fairly accomplish. This might mean taking a C that you earn instead of an A that you steal.

*3. A Practical Reason*

There are teachers out there who don’t look closely at student work, but unfortunately for my social life, I’m not one of them. I read every essay, and I will catch you. And fail you.

**Grading**

- Essays and Final Exam = 75% of your grade.
- Quizzes, exercises and other small credit assignments =10%

- Participation, Attendance=15%

*Essay grading becomes more strict as the semester progresses. Take care to apply the instructor's suggestions and remarks in essay feedback to your work in subsequent essays. If you continue to make the same mistakes, it will cost you more each time.*

**Final Grade** is based on instructor evaluation of **all** written work (exams, quizzes, essays, etc.) as well as meaningful participation in class; therefore, it is important not only to attend as often as possible but to come prepared to discuss the readings and to write in class. Each essay assignment through the semester earns increasingly more points, based on the assumption that, over the semester and with practice, your writing/thinking/research will sharpen and improve. Research from credible sources and in-text citations, with correct MLA Style, are incorporated into/required of all writing assignments as this is expected and required at 4-year institutions. \*Quizzes and other assignments as specified also earn points toward your final grade, and, in general, cannot be made up.

### ***Honors Requirements***

Students who wish to take the class for Honors credit must do the following:

- Earn an "8" or "9" on every assignment.
- Submit papers on time.
- Conduct a class presentation by arrangement with the instructor.

### **How to Succeed in this Class**

- Attend all class sessions, do the required reading, thinking, rereading and writing. DO look up vocabulary words you're not sure of. Observe due dates. Listen carefully and follow all instructions. Seek help as needed. Challenge yourself to do the very best work that you can.
- Be sure to do the assigned readings on the Daily Agendas *before* coming to class, preferably more than once. There may be unannounced quizzes to check on your comprehension of the readings. *Quizzes cannot be made up*. Look up words you are unfamiliar with or unsure about to ensure accuracy in your understanding/comprehension.
- You are also welcome to visit the instructor during office hours to share your concerns and/or get extra help. **Office hours follow class or ask the instructor when she is available to you.**

**\*\*All the handouts that you need for the class are available from your instructor\*\***

### **English Student FAQ**

**Q: The professor must hate me since my essay is all marked up, with writing all over it.**

**A:** Every mark and/or comment on an essay is a sign of good will. These marks and comments are for your edification, to help you improve. The more marks there are, the more time she spent trying to help you improve your writing. If she hated you, she wouldn't take the time.

**Q: My essay has a grade and some comments, but only the first paragraph is marked for mistakes. How am I supposed to figure out what I got wrong if she doesn't mark my mistakes?**

A: Microsoft Word will mark your grammar mistakes before you ever hand in your essay. If you can't be bothered to proofread your own essay, be sure that the professor cannot. By English 103 you should have a command of grammar and mechanics and if you do not, it's your responsibility to seek help from the Writing Lab (HLRC first floor) or by taking a grammar class such as English 94. You can also seek me out for more help during my office hour!

**Q: The professor didn't say anything to me about my frequent tardiness, so it's probably no big deal. Maybe she didn't even notice.**

A: The professor is not going to stop class to rebuke you; your wasted time is your business. But she does see latecomers and mark them tardy, whether or not she says so. This will be reflected in attendance and participation points. If you want to know what your status is, come to office hours and find out.

**Q: When I asked the professor what my grade is, she said she didn't know. How can she not know?**

A: The professor has hundreds of students. Unless she is looking directly at your scores, and averaging them together (which she will do at the end of the semester to compute your final grade) it is unreasonable to expect that she would be able to remember the approximate grade of hundreds of people at once.

**Q: The professor refused to talk to me at the beginning of class. Is this fair?**

A: The professor's responsibility is to teach students during the lecture hour, and to do her job effectively, she must do this in a punctual and consistent manner. She has provided a weekly 'office hour' during which you are free to stop in, and you can also email her to arrange an alternate time. Since she has many students, it is your responsibility to accommodate her, not vice versa.

**Q: My printer stopped working on the morning the essay was due, and the professor refused to accept it on disk.**

A: Plan to print your essay a day ahead of time, to prepare for such contingencies. Furthermore, there are computers and printers available in the campus library, and at local businesses such as Staples and Kinko's. **Q: I have a full-time job and kids and a spouse and the professor should understand that and make exceptions for me.**

A: The professor treats all students equally. When you sign up for a class, make sure the work is clear to you so you can assess the level of your commitment, given your personal and professional responsibilities. When life is too complicated, sometimes a student may decide to drop a class and retake it another time.

English 103 TTH Course Schedule through week 4  
N.D.Goldberg

Fall 2013 WLAC

<u>During Class</u>	<u>Homework Due for Next Class</u>
<u>Week 1</u> T 9/24 Syllabus. Daily Agenda	Take notes on article for class Thursday.

<p>Review "Zero Tolerance" article Gladwell General Discussion on Critical Thinking</p> <p>Th 9/26 Introduce: Logos, Pathos &amp; Ethos Discuss Rhetorical Triangle <u>Discuss essay topic: Uniforms in School</u> <u>Assignment of topic</u></p>	<p>Choose an advertisement from the New Yorker Magazine...analyze for logos, pathos and ethos for class presentation on Tuesday First draft of "Uniforms in School" essay</p>
<p><b><u>Week 2</u></b> T 10/1 Agenda In groups students review each other's Essay (15 mins) Evaluation based on: Clarity of Argument Adherence to form Vocabulary &amp; grammar</p> <p>Mini lesson - phrases and clauses...focus on clauses Provide students with the 1<sup>st</sup> paragraph of an essay titled : Critical Thinking they will then write the next paragraph as homework for Thursday.</p> <p>Th 10/3 Pass back evaluated "Uniforms in School" essay...Remind students about their Grade sheets! Read together "The Only Child" by John Leonard as an introduction to Mental Health in America essay</p>	<p><i>Complete clauses handout and Critical Thinking 2<sup>nd</sup> paragraph.</i></p> <p><i>Find three sources on the Internet on Autism...take notes for submission at our next class</i></p>
<p><b><u>Week 3</u></b> T 10/8 Agenda Write 3 complex sentences –with; when, if, that Discuss autism...pass in your notes Begin your Mental Health in America essay...I Will be available for consultations Reading exercise handout – Judge Logos etc.</p> <p>Th10/10 Begin The Outliers Take a quiz on the Introduction Close read Chapter 1 of The Outliers together Mini lesson on parts of speech Exercise on 10 words</p>	<p>Complete your essay at home; come prepared to share and discuss it. Complete reading handout and submit and the Introduction to The Outliers... Remember to bring your Outliers text on Thursday</p> <p>Reread The Outliers assignment Take notes Complete Parts of Speech practice</p>
<p><b><u>Week 4</u></b> T 10/15 Components of Success from Gladwell's view. Clauses and Phrases – the difference and why it matters! Exercise Introduce Infinitives and the Phrase mnemonic GAPPI</p> <p>Th10/17Correct phrases homework ...Discuss and Examine the rhetoric of President Obama's reopening of the U.S. government. How many incidences of logos, pathos and Ethos can you find as you watch his speech again over the weekend (homework) Mini lesson on "sentence types"</p>	<p>.Rereading of assigned chapters of The Outliers is essential. This book will base your next in-class essay so your notes and clear comprehension of its content are very important! Handout on phrases....homework</p> <p>Rewatch the President's speech on reopening the government...take notes...for submission.</p>

<p>Handout on rhetorical devices, fallacies etc. for reference and review over the week end.</p>	
<p><b>Week 5</b>  T 10/22 Using a modern political speech, for example FDR's "Day of Infamy" speech...we will apply the rhetorical devices provided in the hand-out from last Thursday and analyze the speech for them.  Class discussion on The Power of Rhetoric  Mini lesson – review GAPPI phrases  Phrases exercise  Homework – Begin outlining your next essay the topic of which will be "Success and the Outlier: an analysis of Gladwell's views."  Th 10/24 Discuss the essential components for your Outlier essay...take notes  Complete your essay in class – I'll be available for consultation and insight.  Take your essay home and complete it.  Essay due at start of class November 5<sup>th</sup>.</p>	<p>Go on Youtube and review FDR's speech; do you consider it was a success? Which of the 3 main appeals do you think he depended upon the most? Come prepared to discuss your conclusions on Thurs.</p> <p>Outline your ideas for your next essay.  "Success and the Outlier; an analysis of Gladwell's Views"</p> <p>Complete your final version of your analysis essay; it must be typed with appropriate references noted.</p>
<p><b>Week 6</b>  T 10/26 Complete grammar handout...Submit your Outlier essay  In groups of 4 or 5, read and evaluate one another's essays. Judge them on:  1) effective analysis  2) reasonable expression  3) clarity of thought  4) mechanics (vocabulary and grammar)  Close read an article on the dangers of modern science – for a future essay  Th 10/28 Examine the fallacy, its implications and rhetorical use. Proceed to other rhetorical devices (use reference sheet previously handed out).  Discuss the influence of "Pills" on America's Health and attitude toward addiction.  Complete a 'Bubble graph' in search of the Components for a future in-class essay  In honor of Halloween, write a paragraph on a time you were most frightened – pass in...  Share some "scary" personal times...  Homework – summarize a chapter of Outliers</p>	<p>Go on the internet and review 2 articles on problems that modern science hopes to solve. Take note (They will be submitted with your essay).  Try Scientific American for possible articles.  (Preparation for future in-class essay on "Pills")</p> <p>Go on the internet and review Rhetoric; fallacy. Familiarize yourself with the contrived logic behind fallacy and be prepared to participate in a reading that should clarify for you exactly what fallacy means.</p> <p>Consider your prompt for the in-class essay based on "Pills" Outline it and bring it to class on 11/5 along with your chapter summary from The Outliers.</p>
<p><b>Week 7</b>  T 11/5 Complete exercise on compound/complex</p>	

<p>sentences – Write 5 of them with fallacy as your subject. <b>Underline subjects once; Verbs twice...remember you need at least 3 of each to have a compound/complex sentence!!</b></p> <p><b>Review your prompts for Thursday’s essay I’ll go over them to ascertain that argument form is being addressed.</b></p> <p><b>Handout – Fallacies and why they matter</b></p> <p><b>Th11/7</b></p> <p><b>Final approval on your prompt – I check</b></p> <p><b>Begin your in-class essay – you will have 45 minutes to complete your essay. Use ink! Use my paper and use no electrical devices using the test.</b></p> <p><b>Class discussion on...What it takes to be a modern parent...</b></p> <p><b>Mini lesson - Why does sentence variety affect our written expression?</b></p> <p><b>More on parenting....in groups of 4 or 5 with one notetaker, discuss what is the essence of good parenting? Pass in your group notes</b></p> <p><b>Continue discussion with the entire class.</b></p> <p><b>Read handout – “It Takes a Village”- Start to Outline your essay on Modern Child Rearing</b></p> <p><b>I am available for consultation...</b></p>	<p>On the Internet, research Drug use in various cultures. Be prepared to discuss your findings.</p> <p>Complete your review of Fallacies, as well as Toulmian, Rogerian and Classical Reasoning (Handout)</p> <p>Complete a ‘Bubble graph’ on Parenting – turn in 11/12</p> <p>Reread “Village” handout</p> <p>Research on the Internet – Dr. Benjamin Spock</p> <p>Baby Doctor Guru of the 20<sup>th</sup> century – Take notes</p>
<p><b><u>Week 8</u></b></p> <p><b>T 11/12</b> Complete grammar exercise...correct</p> <p>Discussion – Should Parents consider their Children as extensions of Themselves, Ever? Regarding the hockey player in Outliers, did fany fathers ‘live’ through their children? Review the chapter(s) of The Outliers that concern children -</p> <p>Discuss the conclusions the author, Malcolm Gladwell arrives at that affect children. Does he focus much on children?</p> <p>Relate Gladwell’s ideas to children and critical thinking...</p> <p>What does he do different than most authors?</p> <p><b>Th 11/14</b> Remind yourselves of the various ideas and examples of parenting that you examined since Tuesday.</p> <p>Pick that area of thought that most fascinates you. Compose your own prompt; it must be either an argument or analysis essay form.</p>	<p>Consider how you were raised. Did you grow up in a nuclear family? Or a multi generational family setting? Are your grandparents living near you? Great grandparents?</p> <p>Why do you think families prefer modern nuclear living?</p> <p>Be prepared to discuss your answers and take notes in class on 11/14</p> <p>Work on your 1<sup>st</sup> draft of your Parenting essay...</p>

<p>You have 20 minutes to complete your prompt and turn it in. I will evaluate your prompt and make suggestions. You will have the weekend to compose, edit and type your "Parenting" essay. 1<sup>st</sup> draft is due on 11/19</p> <p>Homework – Write 5 Complex sentences with each having one of the GAPPI phrases – underline subjects once; verbs twice and phrases 3 Times.</p>	<p>Complete grammar assignment...</p>
<p><b>Week 9</b>  T 11/19 Pass in homework..  Complete sentence type exercise – correct  Discussion:  Rhetoric: its Pitfalls and Appeals  Handout on Fallacies analysis – Discussion  Read together "Love is a Fallacy"  Discuss the humor and success of the story's goal to demystify the fallacy – Does it succeed?  View the video – clever student film</p> <p>Th 11/21  Quick Write – Why we should all fear texting...  Write for 20 minutes and pass in your writing.  (Honors student, Ayetheri Mon will present a chapter from Blink, another Gladwell text on 12/5  Class will evaluate her presentation)  Class discussion on "Blink" - Compare this book to Gladwell's other texts...how valid are his observations about our society?  Read/listen to another of Gladwell's books...  What the Dog Saw...  Comments...Insights  Does culture influence a man's perception of Success? Final thought for your consideration</p>	<p>Go on the internet and research:  The effect of "texting" on American expression  Come prepared to examine the horrors of texting on Thurs.</p> <p>Consider the advantages and disadvantages of thinking outside "the box". What makes for an original thinker? Are you one? Can you recall an episode in your life when divergent thinking, critical thinking, made a huge difference? Give this some thought, you'll be writing to Brave Thinking next Tuesday at the start of class.</p>
<p><b>Week 10:</b>  T 11/26 Write for 20 minutes on:  The importance of Original Thought  Exchange with a partner and evaluate the Written expression of your partner's paper.  Explore: What prompts people to original Ideas? (take notes)  What is the difference between Critical and Original Thought?  Where does Logic come in?  Does gender affect Original thought?</p>	<p>Research on the internet, the world's 3 most original Thinkers...only three – Be prepared to discuss them and their contributions specifically in class on 12/3</p>

<p>Th 11/28 Thanksgiving – no class</p>	
<p><b>Tues. 12/3</b>  <b>List the 3 most original thinkers in Human History</b></p> <p><b>Who heads the list? Why?</b>  <b>Another foray into intellectual leaps forward –</b>  <b>Discuss...</b>  <b>Complete a brief grammar exam..."I have a Little Shadow" Pass in your completed exam.</b></p> <p><b>Discussion: The Value of Opinion...</b></p> <p><b>"Bubble graph" Opinion (copy graph)</b></p> <p><b>Thursday 12/5</b></p> <p><b>Write for 20 minutes on:</b>  <b>Considered Opinions: Whose do you Choose?</b>  <b>Pass in Quick Write...</b></p> <p><b>Honor student presentation on Blink by Gladwell</b>  <b>Ayetheri Mon</b>  <b>Class evaluation of this presentation</b>  <b>(handout)</b>  <b>General Discussion of the Final Exam and the success of this class.</b></p>	<p>Review your grammar materials...let's see how much those mini-lessons helped!</p> <p>Think about the least appealing person you know...do you trust his or her opinion? Do we equate acceptability with trust? What components comprise our acceptance of a nother's opinion?</p>

**FINALS WEEK: Dec. 10-16**

**Our final will be: Tues. December 12 , 2013 at 1:45 pm to 3:45 pm in our classroom.(GC 340)**

**Bring 2 blue books and 2 pens.**