

# English 205 – Critical Thinking & Composition

How to get a hold of Professor Andersen:

**In the Office:** C-202E (During office hours or by appointment)

**By Voice Mail:** (619) 388-7506

**By Email:** aanderse@sdccd.edu (This is the quickest way to send a message.)

## Required Materials:

- ❑ Atwood, Margaret. *Oryx and Crake*. New York: Anchor Books, 2004.\*
- ❑ Clauss, Patrick. iClaim. CD ROM Bedford/St. Martin's, 2005 (bundled with Lunsford) (Note: If you did not get this CD ROM with the Lunsford text, a copy is on reserve in the library.)
- ❑ Lunsford, Andrea A., John J. Ruszkiewicz & Keith Walters. *Everything's an Argument*. 3<sup>rd</sup> edition. New York: Bedford/St. Martin's, 2004.
- ❑ Orwell, George. *Nineteen Eighty-Four*. New York: Plume/Harcourt Brace, 2003.
- ❑ A college-level dictionary

\* Before purchasing Atwood's book, check pp 108-141—a printing error on some copies omits these pages.

## Course Description:

This course is designed to help students who are planning to transfer to a four-year college or university to develop critical thinking, reading, writing, and research skills beyond the level of English 101 and English 105; it is a required course within many curricula. Assignments require a total of at least 8,000 words of graded writing. The course focuses on writing argumentative prose and critically evaluating arguments. A majority of the written assignments require some research and documentation, including library research.

## Course Objectives:

This class will help you to become a more discerning consumer and producer of communication. That means, upon successful completion of the course, you will be able to:

- ✓ Apply the principles of critical reasoning to the reading and writing of complex and sophisticated material.
- ✓ Apply the principles of college-level academic writing to complex and sophisticated topics in exposition and argumentation.
- ✓ Develop and demonstrate, orally and in writing strong, focused, research-based arguments on contemporary and academic topics, addressing competing viewpoints.
- ✓ Demonstrate in writing a sophisticated integration of a variety of research sources with appropriate documentation.

## Methods of Instruction:

This class will use a combination of lecture, discussion, individual and group activities to accomplish its objectives. A variety of visual, print, and electronic media will be used to illustrate concepts and connect course material to real-world examples.

## Methods of Evaluation:

Evaluation will be based on performance of a variety of activities and assignments, including research-based essays, in- and out-of-class writing assignments, short exercises, and class discussions. Each activity is worth points toward a final grade. The percentage of the total possible points accumulated determines each student's grade in the class.

## Class Policies:

A successful class depends on student participation. This means you must be here on time and prepared for the day's lesson. However, simply showing up for each class is not enough to get a passing grade. As with any college course, students are expected to spend a sufficient amount of time preparing for class. The standard rule of thumb is 2 hours outside class work for every hour of class per week. (Pop Math Quiz: How much time should you budget outside of class for this course?) To be successful in this class you must be able to commit the necessary amount of study time. Students are expected to demonstrate their preparation by actively participating in class. Many of our sessions will involve small group work and class discussion—so everyone will have many opportunities to play an active role in class. Do your reading and homework before class—unprepared students are a drag on the class and may be asked to leave if they cannot contribute productively.

Behavior that is disrespectful, disruptive, or which otherwise interferes with our class time will not be tolerated. Some examples of such behavior include (but are not limited to) chatting during lectures, using unapproved electronic devices in class, rude or intolerant behavior toward others, or simply not being prepared for class. Students who are repeatedly disruptive in class may be asked to leave. In addition, there is no eating or drinking allowed in the classroom. Cell phones and pagers and other electronic devices should be turned off during class.

### Attendance

Because this class meet only once a week, it is important that you attend all class meetings. Missing any class means you will not receive points for any activities that day. There are no make-ups for in-class activities. Attendance is taken at the beginning of each class. If you arrive late, you must see me after class to make sure that I don't mark you as absent. Three late arrivals will count as an absence. You are allowed one absence (no excuse necessary). Two absences will put you at risk of being dropped. Missing more than two classes (or missing two classes in a row) will result in being dropped from the class.

### Due Dates

It is every student's responsibility to get work in by the assigned due date. I seldom accept late assignments. To do so is unfair to other students who work hard to complete their assignments on time. I will make exceptions for late work due to legitimate emergencies (as determined by me). However, all late essays will be reduced half letter grade for each class session beyond the due date. If you are unable to attend class on a day that an essay is due, you can either arrange to have a classmate bring it in or drop by my office by the due date. Students must keep back-up copies of all written work. I will not be responsible for lost papers.

### Plagiarism

You will also have many opportunities to practice gathering and incorporating outside sources into your writing. However, presenting someone else's words and/or ideas without giving appropriate credit is a form of academic theft called plagiarism. In this class, plagiarists will face severe consequences, the least of which is receiving zero credit on the offending assignment and having a report of the incident sent to student affairs. After that, future assignments for the plagiarist may contain additional requirements or restrictions to promote honesty. Miramar College takes the issue of academic honesty very seriously and keeps records of students who are caught plagiarizing. We will spend time discussing the proper ways to include other people's ideas in your essays. If you have questions regarding this serious issue, please see me.

## Assignments:

I want to see every student in my class succeed. Regular attendance, participation, and completion of work assignments are vital to passing this class. Here are the major assignments:

### 4 Essays

Expect to write three 5-page essays and one 10-page essay. Most essays will require research and the integration of outside material to support your ideas. All essays should conform to MLA style. You must bring a complete draft of each essay for peer editing on designated days.

The final essay in this class will be more substantial—10 pages—and will serve as the culminating project of the session. This paper will also be the basis for an in-class presentation. Several graded components will be part of this assignment: in addition to the essay's proposal (50 pts.), there will be a one-on-one conference (worth 20 pts.), and an in-class presentation based on your work (worth 20 pts.). In all, this project will be worth up to 190 points.

## Assignments continued:

### Short Writing Assignments & Other Homework

Students will complete short in-class writing assignments, CDROM exercises, reading checks and other homework based on class discussions and readings. Most will be credit/no credit. Generally, these exercises will be reviewed and checked off with minimal comments, if any. The exact number of these assignments will be determined by our needs. Successful completion of all of this work will be worth 100 points.

### Participation/Preparation

Finally, I assign 50 points based on the level and quality of your participation in class activities. I also look at how well-prepared you are for each meeting.

### A Note on Scores:

All writing assignments will be scored holistically, meaning each essay will be evaluated as a whole and scored by how successfully it achieves its purpose and the overall impression it makes. Writing should demonstrate, in a variety of ways, an understanding of the material and concepts covered in class and in the assigned readings. All work should be proofread and properly formatted per MLA style. (See Chapter 20 in *Everything's an Argument* for some help.)

## Revising Essays

You will be given opportunities to have others comment on and help you with your ideas during peer editing workshops. On workshop day, bring three typed copies to class (worth 25 points) to share with your group. After each workshop, use your classmates' questions and comments to improve your essay. If you do not come prepared on workshop days, you will get no credit for your proposal and may be dismissed from class for that evening. During workshops, I will be available to speak with students about the assignment and provide help in brief, one-on-one conferences.

After the final draft of each take-home essay has been graded and returned, you have a one time option of revising it for a possible higher grade within two weeks of getting it back. This is up to you; if you are satisfied with your grade, you need not revise your essay. However, revisions are recommended for grades of C or lower. I reserve the right to require revision of essays that are not yet ready to be scored. In any event, you must talk to me beforehand to discuss your revision plans if you wish to exercise this option. NOTE: Higher grades will be given only for significant revision of content, organization, and grammar—not for minor edits or corrections.

### Keeping Track of Your Grade

If you keep an up-to-date record, you will be able to track your current grade in the class at any point. Your letter grade in the class is assigned based on the points you earn relative to the total number of points possible.

For example, if you accrued 470 points out of a total of 540 (87%), your letter grade at that point of the course would be a B.

Grade Breakdown:

700-630	=	A
629-560	=	B
559-490	=	C
489-420	=	D
419-0	=	F

### Project

Short Writes, Homework,  
Reading Checks, and  
Exercises  
Essay #1 Peer Edit  
Essay #1  
Essay #2 Peer Edit  
Essay #2  
Essay #3 Peer Edit  
Essay #3  
Essay #4 Proposal  
Conference  
Presentation  
Essay #4  
Preparation & Participation

### Score

### Possible

(Exact number to  
be determined)  
100 points  
25 points  
100 points  
25 points  
100 points  
25 points  
100 points  
50 points  
20 points  
20 points  
100 points  
35 points

### A final note on grades:

I don't "give" grades; I record and report the grade you earn.

Total points

700 points

## **If You Need Additional Help**

Don't be afraid to ask questions. If you feel that something is unclear or needs further explanation, chances are good that other people are wondering about the same thing. Your willingness to ask questions helps everybody learn. If I've assumed that you understand something that remains confusing, stop me.

It is your responsibility to obtain handouts and keep track of homework if you miss a class.

Make an appointment to come by my office (C-202E) to discuss any questions or concerns.

You can contact me by email at [aanderse@sdccd.edu](mailto:aanderse@sdccd.edu) if you have any questions related to our work in class. I'll do my best to respond quickly to all student messages. I do not accept assignments by email, however.

You may also leave messages for me on my voicemail: (619) 388-7535. I generally check my voicemail in the morning, Mondays through Thursdays. (Email is a quicker way of reaching me)

### **Student Services**

The PLACe – Personal Learning Assistance Center (Room D-106)

Specially trained tutors can provide you with assistance on a variety of subject—not limited to writing. Drop in or call (619) 388-7852 to check summer hours and make an appointment. To get the most out of your visit, be sure that you bring your assignment and draft you are working on, as well as any specific questions you have.

Independent Learning Center – ILC (Room I-130)

This is the best place to work on computers on campus. Word processing, Internet access and other tools are all available here. Printing is also available for a fee. Call (619) 388-7365 for hours.

Students with disabilities who may need academic accommodations should see me during the first two weeks of class so we may discuss the options that are available.

Alternate media versions of this syllabus and class handouts are available upon request.

## Tentative Schedule WEDNESDAYS

Here is the tentative plan for the session. Additional exercises may be announced. Some dates and assignments listed below might be changed as we progress through the session. It is your responsibility to keep track of all coursework and due dates. **IMPORTANT:** The reading listed for a particular day must be completed before class on that day. Expect periodic reading checks. Students who do not keep up with the readings will lose points toward their final grade.

(Readings in [brackets] are only suggestions to keep you on track. These pages will be discussed later on.)

- August 27** Overview of text, materials, class policies, and expectations. Ice breaker activity.
- September 3** Is Everything an Argument? / Readers and Contexts / 3 Bases for Arguments / Essay #1 assigned  
📖 *Everything's an Argument*, Ch 1 (pp 1-44)  
[📖 *Nineteen Eighty-Four*, 1-29]
- September 10** Thinking Rhetorically / Pathos / Ethos  
Do Tutorials 1 & 2 on *iClaim* disc. (Print out your answers)  
📖 *Everything's an Argument*, Chapters 2, 3, & 5 (pp 45-77 & 102-34)  
📖 Handout: "Can Rosa Parks Sell Pickup Trucks?"  
[📖 *Nineteen Eighty-Four*, 30-65]
- September 17** Arguments Based on Facts / Structuring Arguments / Peer Workshop  
Final Paper (Essay #4) overview / Essay #1 peer editing (Bring just 1 copy of your ad.)  
Read Tutorials 3 & 4 on *iClaim* disc; answer questions for Sims ad in Tutorial 3.  
📖 *Everything's an Argument*, Chapters 4 & 6 (pp 78-101 & 102-34)  
[📖 *Nineteen Eighty-Four*, 65-106]
- September 24** Arguments Consider Multiple Viewpoints / *Nineteen Eighty-Four*, discussion of Part I  
Essay #1 due; Essay #2 assigned  
📖 *Nineteen Eighty-Four*, pp 1-106  
Do first part of tutorial 5 on *iClaim* disc (print your answers)  
[📖 *Nineteen Eighty-Four*, pp 107-150]
- October 1** Arguments of Definition  
📖 *Everything's an Argument*, Chapters 8 (pp 217-249 & 323-326)  
[📖 *Nineteen Eighty-Four*, pp 150-183]
- October 8** Causal Arguments; *Nineteen Eighty-Four*, discussion of Part II  
📖 *Nineteen Eighty-Four*, pp 107-230  
📖 *Everything's an Argument*, Chapter 10 (pp 285-314)  
[📖 *Nineteen Eighty-Four*, pp 231-284]
- October 15** Logic and Fallacies  
Essay #2 peer edit (bring three copies)  
📖 *Everything's an Argument*, Chapter 17 (pp 491-513)  
[📖 Finish *Nineteen Eighty-Four*. Begin reading *Oryx and Crake* pp 3-92]
- October 22** Proposals as Arguments / *Nineteen Eighty-Four*, discussion of Part III  
Final Research Paper (Essay #4) Proposal due  
Essay #2 due, Essay #3 assigned; Do tutorial 6 on *iClaim* disc (print answers)  
📖 *Nineteen Eighty-Four*, pp 284-337  
📖 *Everything's an Argument*, Ch11 (pp 327-350)  
[📖 *Oryx and Crake* pp 93-147]
- October 29** Activity to be announced
- November 5** Individual Conferences / Independent Study
- November 12** 📖 *Oryx and Crake*, Parts 1-6 (pp 3-144); Guest Speaker  
[*Oryx and Crake* pp 147-198]
- November 19** 📖 *Oryx and Crake*, Parts 7-10 (pp 147-261) Essay #3 peer edit (3 copies)  
[*Oryx and Crake* pp 265-374]
- December 3** 📖 *Oryx and Crake*, Parts 10-15 (pp 265-374); Essay #3 due
- December 10** Presentations; Essay #4 Due
- December 17** Activity to be announced

## Tentative Schedule THURSDAYS

Here is the tentative plan for the session. Additional exercises may be announced. Some dates and assignments listed below might be changed as we progress through the session. It is your responsibility to keep track of all coursework and due dates. **IMPORTANT:** The reading listed for a particular day must be completed before class on that day. Expect periodic reading checks. Students who do not keep up with the readings will lose points toward their final grade.

(Readings in [brackets] are only suggestions to keep you on track. These pages will be discussed later on.)

- August 28** Overview of text, materials, class policies, and expectations. Ice breaker activity.
- September 4** Is Everything an Argument? / Readers and Contexts / 3 Bases for Arguments / Essay #1 assigned  
📖 *Everything's an Argument*, Ch 1 (pp 1-44)  
[📖 *Nineteen Eighty-Four*, 1-29]
- September 11** Thinking Rhetorically / Pathos / Ethos  
Do Tutorials 1 & 2 on *iClaim* disc. (Print out your answers)  
📖 *Everything's an Argument*, Chapters 2, 3, & 5 (pp 45-77 & 102-34)  
📖 Handout: "Can Rosa Parks Sell Pickup Trucks?"  
[📖 *Nineteen Eighty-Four*, 30-65]
- September 18** Arguments Based on Facts / Structuring Arguments / Peer Workshop  
Final Paper (Essay #4) overview / Essay #1 peer editing (Bring just 1 copy of your ad.)  
Read Tutorials 3 & 4 on *iClaim* disc; answer questions for Sims ad in Tutorial 3.  
📖 *Everything's an Argument*, Chapters 4 & 6 (pp 78-101 & 102-34)  
[📖 *Nineteen Eighty-Four*, 65-106]
- September 25** Arguments Consider Multiple Viewpoints / *Nineteen Eighty-Four*, discussion of Part I  
Essay #1 due; Essay #2 assigned  
📖 *Nineteen Eighty-Four*, pp 1-106  
Do first part of tutorial 5 on *iClaim* disc (print your answers)  
[📖 *Nineteen Eighty-Four*, pp 107-150]
- October 2** Arguments of Definition  
📖 *Everything's an Argument*, Chapters 8 (pp 217-249 & 323-326)  
[📖 *Nineteen Eighty-Four*, pp 150-183]
- October 9** Causal Arguments; *Nineteen Eighty-Four*, discussion of Part II  
📖 *Nineteen Eighty-Four*, pp 107-230  
📖 *Everything's an Argument*, Chapter 10 (pp 285-314)  
[📖 *Nineteen Eighty-Four*, pp 231-284]
- October 16** Logic and Fallacies  
Essay #2 peer edit (bring three copies)  
📖 *Everything's an Argument*, Chapter 17 (pp 491-513)  
[📖 Finish *Nineteen Eighty-Four*. Begin reading *Oryx and Crake* pp 3-92]
- October 23** Proposals as Arguments / *Nineteen Eighty-Four*, discussion of Part III  
Final Research Paper (Essay #4) Proposal due  
Essay #2 due, Essay #3 assigned; Do tutorial 6 on *iClaim* disc (print answers)  
📖 *Nineteen Eighty-Four*, pp 284-337  
📖 *Everything's an Argument*, Ch11 (pp 327-350)  
[📖 *Oryx and Crake* pp 93-147]
- October 30** Activity to be announced
- November 6** 📖 *Oryx and Crake*, Parts 1-6 (pp 3-144); Guest Speaker  
[*Oryx and Crake* pp 147-198]
- November 13** Individual Conferences / Independent Study
- November 20** 📖 *Oryx and Crake*, Parts 7-10 (pp 147-261) Essay #3 peer edit (3 copies)  
[*Oryx and Crake* pp 265-374]
- December 4** 📖 *Oryx and Crake*, Parts 10-15 (pp 265-374); Essay #3 due
- December 11** Presentations; Essay #4 Due
- December 17** Activity to be announced