

Fall 2009 **English 2: Section 0379** **Composition and Critical Thinking**
3 Credits Transfer to CSU, UC LG-P/NP HU 205 M/W 12-1:20 p.m.
Dr. Anita Johnson, Instructor

Ofc: BH103I

Ofc Hrs: 1:30-2:30 M & by appointment

Phone: 831-646-4062

Email: ajohnson@mpc.edu

Texts Required:

A World of Ideas, 8th Edition, edited by Lee Jacobus (*World*)

A writing reference or grammar handbook; I recommend *The Little, Brown Brief*
or *Compact Handbook*, by Jane E. Aaron

Readings and supplemental handouts to be provided by instructor

A 3-ring binder or notebook will be needed for course handouts and materials

COURSE SCHEDULE

*** Please note: all readings are to be prepared for the day noted.

*** All papers are due at the beginning of the class period; any papers “walking in the door” after class has been in session for ten minutes are considered “one day late” – I’ll be glad to explain this nitty-gritty and set-in-concrete rule.

WEEK ONE

8/24: Welcome to the course; outcomes and objectives; Writing sample; Syllabus overview; expectations and goals

8/26: Text Tour: Writing guidelines: The Summary as Tool & Craft
READ: Handbook review; *World* pg. 1-11

WEEK TWO

How do we know what we know and how we think?

8/31: Reading and writing critically; Writing process review

Small group conversations on the readings

READ: *World* Plato 447; summary handouts

What does it mean to be a thinking individual? Awareness and Experience

9/2: Review of the summary assignment; more conversation

READ: *World* Emerson 255; Pinker 525

WEEK THREE

9/7: NO CLASS MEETING – Labor Day Holiday
Please work on your Summary #1 Draft

9/9: Peer Review of Summary draft; please bring 2 copies of your draft
READ: Gardner 503; Review Week Two readings; handouts

WEEK FOUR

9/16: **OUT OF CLASS SUMMARY DUE:** attach all prewriting, drafts and peer reviews to the final draft
READ: Review Weeks Two & Three readings; handouts

What limits our understanding? Challenges our ability to think clearly?

9/18: Introduction to the Explanatory Synthesis
READ: *World* Bacon 579; handouts

WEEK FIVE

9/21: The art and conversation of synthesis and analysis
READ: *World* Woolf 837; handouts

9/23; Structure of the synthesis essay; development and thesis ideas
READ: *World* Lao Tzu 21; Machiavelli 37; handouts

WEEK SIX

9/28: Explanatory Synthesis essay preparation; conversations
READ: *World* Rousseau 55; handouts

9/30: **Expl. Synthesis essay outline due (2 pages typed)**
Writing workshop: Conferences & discussion
READ: Weeks Four -Six essays, handouts

WEEK SEVEN

10/5: **Expl. Synthesis essay draft due** for Peer Review: bring 2 copies
READ: Review essays; handouts

10/7: More Peer Review; Writing process and editorial guidelines review
READ: Review essays and handouts

WEEK EIGHT

10/12: **EXPLANATORY SYNTHESIS DUE with drafts, peer review & outline**

READ: review essays and handouts; writing handbook for editorial details

10/14: *Challenges to the society: Wealth and the Community*; Intro to the Critique essay

READ: *World* Carnegie 387; Galbraith 405; handouts

WEEK NINE

10/19: Overview of the Annotated Bibliography assignment

READ: *World* Leopold 745; handouts

10/21: **SUMMARY of Critique subject essay DUE**; Critique Essay Prep

READ: Weeks Eight and Nine essays; handouts

WEEK TEN

10/26: **Critique Essay draft due** for Peer Review; bring two copies

READ: Review handouts; review *World* essays

10/28: Peer Review continues

READ: Review handouts and essays

WEEK ELEVEN

11/2: **CRITIQUE ESSAY DUE, withdraft, peer reviews and plan**

How will you shape your world and society? What challenges do you want to address?

Intro to the Argumentative Synthesis essay: Logic and Argument;

READ: Handouts; *World* Jefferson 77; Stanton 201

11/4: Annotated Bibliography review: Research Guidelines

READ: *World* Becker 101; Thoreau 173; handouts

WEEK TWELVE

11/9: Small group conversations; More on Argument & Research

READ: *World* King, Jr. 211; handouts; research materials

11/11: Structure of the Argument; Arg. Plan sheet due

READ: *World* Marx 359; selected essays; handouts; research materials

WEEK THIRTEEN

11/16: **Arg. Synthesis outline due** (typed, 2 pages); logic and argument review

READ: research materials; selected essays from *World* text

11/18: Argumentative Synthesis Essay Draft workshop: bring notes & prepwork
READ: research materials; handouts

WEEK FOURTEEN

11/23: **Argument Synthesis Draft due for Peer Review**; bring 2 copies
Logic and Argument Quiz
READ: Review writing process/revision information, handouts

11/25: Peer Review continues; conferences
READ: research materials; handouts

*** Please note: Thanksgiving Holiday, Nov. 26-27 – College closed

WEEK FIFTEEN

11/30: Technical Peer Review on Argument Synthesis Draft; bring revised draft
Annotated Bibliography due
READ: Handouts, Research materials

12/2: **Research Skills, Logic and Argument TEST**
READ: handouts; research materials

WEEK SIXTEEN

12/7: **Argument Synthesis Essay DUE with all preparatory work, drafts, and peer reviews, etc. attached.** Presentations begin
READ: Research materials; review editorial guidelines in writing handbook

12/9: Presentations continue

WEEK SEVENTEEN *FINAL EXAM WEEK*
PLEASE NOTE: SCHEDULE CHANGES FOR ALL CLASSES

12/14: 1:00 p.m. **FINAL EXAM SESSION**
Presentations continue; Course wrap-up

Thank you for all your thoughtful and analytical work!

Final course grades will be available from Admissions/Records within a week or so.

Monterey Peninsula College

English 2 Composition and Critical Thinking

Fall 2009

Section: 0379 3 Units, LG or CR/NC

MW 12-1:30 p.m.

Instructor: *Dr. Anita Johnson*

Ofc: BH 103I

Phone: 831-646-4062

Ofc Hours: 1:30-2:30 M

Email: ajohnson@mpc.edu

& by appointment

Syllabus

OVERVIEW

Welcome to an opportunity for thoughtful composition, critical exploration of ideas, and conversation about research and argumentation. English 2 is the advanced study of and practice in writing within academic contexts and includes the planning, researching, writing and revision of essays, including the integration of appropriate scholarly resources. Along the way, you will be introduced to metacognitive practices, the use and evaluation of objective and reliable evidence, ways to identify logical fallacies, and strategies to assess sources based on semantics, potential bias, and authenticity as you develop projects which explore a wide and sometimes conflicting range of issues and ideas. As we practice the skills necessary for academic and analytical writing we will also examine the steps required for careful critical thought and the development of logical, well-reasoned arguments through readings in the *World of Ideas*, discussion and classroom activities. Other readings may be drawn from your interests, suggestions and the events of the day.

Writing assignments will include summaries, analytical and argumentative essays, informal in-class writings, and self-assessment reflective pieces. It is my expectation that you are coming in to this class with a strong foundation for writing, and we will turn to the writing reference texts for review and to practice your technical skills. Each writing assignment will be explained in class and handouts will provide guidelines for each specific assignment. All assignments **MUST BE TYPED**. Any drafts prepared for an assignment must be attached to the final version. Peer Review comment sheets are an integral part of the learning process and the development of your written work, and review sheets **must** be attached to the final drafts for full credit on the assignment. A Works Cited list must be included with every essay.

Our focus will be on your growth and skill-building through the entire research, development and writing process for each assignment, and the grade will be based on your full participation in each step of the process and meeting all the deadlines along the way. If you plagiarize material you will be held accountable; you may fail English 2 and the plagiarism will be reported. We will work hard to clarify the proper documentation and organizational formats to insure the appropriate use of various sources in coordination with your original work. Please note the MPC English Department policy below:

English Department Plagiarism Policy:

“Derived from the Latin word *plagiarius* (‘kidnapper’ and also ‘plagiarist’ in the modern sense), plagiarism is defined by Alexander Lindley as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own’ (Plagiarism and Originality [New York: Harper, 1952], p. 2). Plagiarism may take the form of repeating another’s sentences as your own, paraphrasing someone else’s argument as your own, or even presenting someone else’s line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use other person’s words and thoughts, they must be acknowledged as such.” MLA Handbook, 1977

Plagiarism is grounds for expulsion. In the event of instructor leniency, a student may be dropped from the class and receive a “W” before the final drop date or an “F” after that date. The instructor may issue a “0,” NC, or “F” for the work in which the plagiarism appears, or the instructor may issue a written warning, or the instructor may refer the student to the Vice President for Student Services for disciplinary action.

COURSE OBJECTIVES AND GOALS

Through our classroom activities and your reading/writing activities you will have the opportunity to expand your communication skills, practice critical thinking, relate the course content to your experience and other coursework, and integrate the various skills and ideas into your own perspective and plans. Composition courses can provide you with resources and approaches to learning that will be applicable in many other academic and professional settings.

Course objectives and goals

- to use writing to learn and analyze concepts
- to develop and practice writing skills appropriate to the academic community
- to demonstrate an understanding of various rhetorical strategies, organizational formats, and approaches to writing used by professional and academic writers
- to develop and practice an effective writing process, incorporating research skills, prewriting, outlining, drafting, revising and editing steps
- to develop and use critical thinking and argumentative skills in analysis and writing of essays
- to develop skills at finding research resources and documenting sources with appropriate documentation styles

Reading is the foundation for good writing, and the reading requirements for the course are substantial. There will be many opportunities to write in response to the readings, in both formal and informal ways, and there will be small group conversations to discuss the readings. It is crucial that you are well prepared for class; I will be counting on it and your small group needs you to be ready to discuss the ideas and expressions in the readings. The readings will also provide starting points for essay topics and research.

ATTENDANCE POLICIES

With all the material we have to cover, ATTENDANCE IS VERY IMPORTANT. We build on skills and processes at every session, and we depend on each other for effective small group interaction and discussion. We will miss you if you are absent! If you are absent, please call the college or email me and leave me a message. If you are absent, **YOU ARE RESPONSIBLE FOR ANY INFORMATION PRESENTED THAT DAY AND ASSIGNMENTS DUE.** Make arrangements with another student to get notes or to turn in paperwork for you. If you miss three days of class in a row without contacting me I will assume that you have **DROPPED** the class. If you want to return to class you must make arrangements for a conference with me. **After FOUR UNEXCUSED ABSENCES I may DROP YOU FROM THE CLASS.** Please communicate with me if you have a schedule conflict, family situation or personal circumstance that may keep you from class. I can be very sympathetic and understanding, but I can only make arrangements with you if you communicate with me about your schedule. Please note: three “late arrivals” or “early departures” will turn into an “Absence.” We have lots to accomplish every day and need every minute of class time.

EVALUATION

Evaluation is based on your participation in class and your written work. Your final grade will be based on the points listed below:

Summaries (2) (2-3 pages each)	30 points
Explanatory Synthesis (8 pages)	90 points
Critique Essay (6 pages)	60 points
Annotated Bibliography (12 entries)	40 points
Argument/Research Skills Test	25 points
Argumentative Synthesis (10+ pages)	120 points
Participation & preparation, including group work, in-class writes, quizzes, discussion, etc.	35 points
 Total points possible	 400 points

English 2 may be taken for a Letter Grade or on a Pass/No Pass basis. You must apply for the P/NP status for the class by Sept. 18th. To pass the class, you must earn a minimum of a “C” in the course and meet all assignment requirements and deadlines.

All deadlines must be met for full credit on written assignments, and assignments must be ready to be turned in within the first ten minutes of class on the deadline day. Papers coming in after the first ten minutes will be considered one day late. Preparatory work and rough drafts are required with every paper. Papers will be accepted up to one week after a deadline, but the grade will be lowered by 5 points for **every weekday** past the “Draft Due” deadline. I do not accept assignments by email, although we may exchange ideas about a work in progress via email. Please come and see me if you have any questions about any assignments or evaluative comments on your assignments.

CLASSROOM COMMUNITY AND CONDUCT

Our classroom will be an opportunity for you to participate in the life of the mind and the exploration of ideas college can provide. We may discuss controversial and challenging topics, and the course content is based on the understanding that you will approach ideas with a willingness to listen to a wide range of views, with a mature and adult perspective. You are expected to be prepared, thoughtful, respectful and open to the ideas and experiences of the course activities. Out of consideration for others and the learning environment, please turn your cell phones and iPods off, pay attention to the course activity, refrain from disruptive conversation, and treat others as you would choose to be treated. Any conduct that is negatively impacting another student's learning because of distraction or disturbance is unacceptable and will result in the disruptive student being removed from the classroom.

The syllabus and course information provided establishes our shared understanding of how the class will be conducted, our common objectives, and your responsibilities as a successful student. Please let me know if you have any questions about the policies or guidelines detailed in the syllabus.

Monterey Peninsula College is dedicated to your success as a student. We have many resources here at the college to assist you in your academic and personal endeavors. The Student Services office has much to offer: tutoring services, counseling, support for learning needs, ESL referral services and more. The English Study Skills Center in the lower level of the Library has tutors available to help you develop and fine-tune your written work. Call 646-4070 for more information on support for you and your success.

Please let me know if you have any other questions or concerns about writing, reading, research or college life in general. I am always happy to meet with you and discuss individual assignments. Please let me know if the office hours do not work with your schedule and we will find another time to talk together. Working with you and reading your writing is something I value as a trust and a privilege – I look forward to our exploration of the world of ideas together.