

Syllabus: Reading 111

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|-------------------|------------------------------|---------------------|---|
| Semester: | Fall 2023 | Instructor Name: | Audrey A. Morris |
| Course Title & #: | READ 111 | Email: | audrey.morris@imperial.edu |
| CRN #: | 11093 | Webpage (optional): | None |
| Classroom: | Online | Office #: | Home |
| Class Dates: | Aug 14 – Dec 10, 2023 | Email Office Hours: | M: 4-5 pm / T:5-6 pm / W&R: 7-8 pm |
| Class Days: | Online | Office Phone #: | 760 355-6354 |
| Class Times: | Online | Emergency Contact: | 760 355-6224 |
| Units: | 3 | Class Format: | Asynchronous Online |

“To read without reflecting is like eating without digesting.” – Francis Bacon

“The important thing is not to stop questioning.– Albert Einstein

Course Description

Designed to help adequate readers become superior readers. Recommended for college transfer students who wish to develop the critical reading and thinking skills necessary for all types of college level reading. Includes substantial practice in analysis and criticism of opposing stands on perennial social issues. (Formerly ENGL 111) (CSU)

This course is an asynchronous online course. Students must have access to a computer and The Internet. All instruction can be found on Canvas, which you can access from the dropdown “Student” Menu on the IVC Webpage.

Course Prerequisite(s) and/or Corequisite(s)

ENGL 105 or
ENGL 110 and
READ 019 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the three main persuasive appeals in selective texts.
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college-transfer level.
3. Identify persuasive techniques in print or visual or aural media.
4. Identify, analyze, and critique inference and its effects.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Locate, paraphrase, and outline the main idea and supporting detail and supporting detail of expository prose.
2. Demonstrate the ability to take accurate notes from textbooks.
3. Identify patterns of development in expository prose.
4. Accurately analyze and criticize both inductive and deductive arguments.
5. Recognize and identify common fallacies in argumentation.

6. Demonstrate an ability to criticize argumentation by identifying hidden premises and assumed values in argumentation.
7. Show an understanding of techniques used to persuade.
8. Develop speed and a flexibility of reading skills appropriate to university demands.
9. Show growth in the ability to distinguish and identify word meanings.

Textbooks & Other Resources or Links

Required

Barnet, Sylvan, Hugo Bedau and John O'Hara. *From Critical Thinking to Argument: A Portable Guide*.

- Paperback: ISBN 978-1-319-19443-7
- Digital: Visit www.macmillanlearning.com/college/us/englishdigital
- Ebook: Visit www.macmillanlearning.com/ebooks

Nisbett, Richard E. *The Geography of Thought*. ISBN 978-0-7432-1646-3

Optional

Browne, M. Neil and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*; 12th Edition. ISBN 978-0-13-443199-4

Course Grading Based on Course Objectives

I will evaluate your mastery of course objectives through a variety of assignments including discussions, reading responses, projects, and quizzes. Your final grade will be weighted according to the categories below:

- Reading Projects (40%)
 - Project 1: Visual Analysis (10%)
 - Project 2: Rhetorical Analysis (10%)
 - Project 3: Argument (20%)
- Reading Responses (15%)
- Discussions (20%)
- Assignments (15%)
- Quizzes (10%)

Total = 100%

Grading system: 90 + = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D, 59 – 0 = F

Course Policies

Read 111 students are responsible for completing weekly reading assignments at the beginning of each week and turning in all assignments on or before the due date. Learning activities include listening to brief lectures, reading, taking notes, answering questions, collaborating on group tasks, and creating written analyses and essays.

Out of Class Assignments: The Department of Education policy states that each (1) credit hour should represent one hour in class and not less than (2) hours out-of-class work each week, which is a total of three (3) hours for each unit. WASC has adopted a similar requirement. Since this is a three (3) unit asynchronous online course, the minimum amount of time that should be dedicated to this class each week is nine hours (3 x 3 = 9 hours). That amount is an estimate. If you are still working on pre-requisite skills, you may need to commit more time.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class.
- It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. A student whose continuous, **'unexcused'** absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
 - Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as **'excused'** absences, as will absences due to medical emergencies.
- Acceptable indications of attendance are:
 - Student submission of an academic assignment or discussion
 - Student submission of an exam
 - Student participation in an instructor-led Zoom conference
 - Documented student interaction with class postings, such as a tutorial or computer-assisted instruction
 - An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Note: Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Netiquette

- Netiquette is a set of guidelines for behaving properly online and includes internet manners, online etiquette, and digital etiquette.
- Students should comply with the following when emailing or taking part in discussions:
 - Identify yourself by first and last name
 - Include a subject line
 - Respect others' opinions and privacy
 - Use appropriate language (think PG or PG-13)
 - Do not use ALL CAPS or multiple exclamation marks (!!!!)

Academic Honesty

Academic honesty requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.



IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

See Canvas for the details of weekly assignments, including discussions, reading responses, and quizzes.

| Week | Content | Read | Quizzes & Major Assignments |
|-------------------------|--|---|---|
| Week 1 Aug. 14 - 19 | What does it mean to think critically? Metacognition Critical Thinking Asking Questions | <ul style="list-style-type: none"> Syllabus Orientation Lecture | |
| Week 2 Aug. 21 - 26 | Thinking through multiple perspectives Obstacles to Critical Thinking Counterarguments | <ul style="list-style-type: none"> <i>Critical Thinking</i> – Ch. 1A. (3-15) (AtRQ* – Ch. 1 & 2) | |
| Week 3 Aug 28-Sep 2 | Generating Ideas Responding to Issues Classical Topics & Invention | <ul style="list-style-type: none"> <i>Critical Thinking</i>– Ch. 1B. (16-34) (AtRQ* - Ch. 3) | Week 3 Quiz: <i>Critical T</i> , Ch. 1 |
| Week 4 Sep. 5-9 | What does it mean to read analytically? Prereading Reading & Annotating | <ul style="list-style-type: none"> <i>Critical Thinking</i> – Ch. 2A. (40-63) <i>Geography</i>, Introduction | |
| Week 5 Sep. 11-16 | Post Reading Summarizing Defining Terms Ambiguity | <ul style="list-style-type: none"> <i>Critical Thinking</i>– Ch. 2B (64-84) <i>Geography</i>, Ch. 1 (AtRQ* - Ch 4) | Week 5 Quiz: <i>Critical T</i> , Ch. 2 |
| Week 6 Sep. 18-23 | What does it mean to read critically? Appeals (Logos, Pathos, Ethos) Induction & Deduction Sound Arguments | <ul style="list-style-type: none"> <i>Critical Thinking</i> – Ch. 3A (85-98) | Week 6 Quiz: <i>GT</i> , Intro & Ch. 1 |
| Week 7 Sep. 25-30 | Definitions Assumptions Types of Evidence Non-Rational Appeals | <ul style="list-style-type: none"> <i>Critical Thinking</i> – Ch. 3B (98-135) <i>Geography</i>, Ch. 3 (AtRQ* - Ch. 7,8,10) | Week 7 Quiz: <i>Critical T</i> , Ch. 3 |
| Week 8 Apr 3 – Apr 9 | What does it mean to “read” and analyze an image? Uses of Visual Images Analysis of Images | <ul style="list-style-type: none"> <i>Critical Thinking</i> – Ch. 4A (136-148) <i>Geography</i>, Ch. 4 | Week 8 Quiz: <i>GT</i> , Ch. 3 & 4 |
| Week 9 Oct. 9-14 | Levels of Images Responding to Ads, Photographs, & Political Cartoons Writing about Images | <ul style="list-style-type: none"> <i>Critical Thinking</i> – Ch. 4B (149 -176) | Project 1: Image Analysis (Due Saturday) Week 9 Quiz: <i>Critical T</i> , Ch. 4 |



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| Week | Content | Read | Quizzes & Major Assignments |
|---------------------------|---|---|--|
| Week 10 Oct. 16-21 | What steps should a reader follow to analyze an argument? Focus on the author Identify the structure | <ul style="list-style-type: none"> • <i>Critical Thinking</i>, Ch. 9B (370-396) • <i>Geography</i>, Ch. 5 | Week10 Quiz: <i>Critical T</i> , Ch. 9B |
| Week 11 Oct. 23-28 | Identify the author's reasoning Identify & avoid Fallacies | <ul style="list-style-type: none"> • <i>Critical Thinking</i>, Ch. 5A (177-187) • <i>Geography</i>, Ch. 6 • (AtRQ* Ch. 6, 9, 11) | Week 11 Quiz: <i>GT</i> , Ch. 5 & 6 |
| Week 12 Oct. 30-Nov.4 | Organize your findings Present the author's argument Present YOUR argument | <ul style="list-style-type: none"> • <i>Critical Thinking</i>, Ch. 5B (188 – 198) • <i>Geography</i>, Ch. 8 | Project 2: Rhetorical Analysis (Due Saturday) Week12 Quiz: <i>Critical T</i> , Ch. 5 |
| Week 13 Nov. 6-11 | What steps should a reader follow to compose an argument? Planning an Argument | <ul style="list-style-type: none"> • <i>Critical Thinking</i> Ch. 6 • <i>Geography</i>, Epilogue | Week13 Quiz: <i>GT</i> , Ch.8 & Epi. |
| Week 14 Nov. 13-18 | Drafting an Argument Using Sources | <ul style="list-style-type: none"> • <i>Critical Thinking</i> Ch. 7 | Week14Quiz: <i>Critical T</i> , Ch.6&7 |
| | THANKSGIVING WEEK | NO SCHOOL | |
| Week 15 Nov. 27-Dec. 2 | The Toulmin Model: Claims, Grounds, Warrants, Backing, Rebuttals | <ul style="list-style-type: none"> • <i>Critical Thinking</i>, Ch. 8 | Week 15 Quiz: <i>Critical T</i> , Ch. 8 |
| Week 16 Dec. 4 – 9 | Presenting the Views of Others Presenting Your Own Views Putting it All Together | Critical Thinking "Appendix" (SG1-SG11) | Project 3: Classical Argument |

- *Critical Thinking* or *CT* = *From Critical Thinking to Argument* (Barnet, Bedau, and O'Hara). This is our main textbook. It includes information on critical thinking, academic reading, and writing strategies.
- *Geography* = *The Geography of Thought* (Nisbett). This is a full-length argument about the differences in cross-cultural thought.
- *AtRQ** = *Asking the Right Questions* (Browne and Keeley) *OPTIONAL. This optional text includes simple explanations and additional examples for many of the concepts in our main text.

****Subject to change without prior notice****