

Imperial Valley College
Syllabus: English 111- Analytical and Critical Reading
Fall 2013

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CRN: 20683 Room: 2727
Day/Time: M/W 1:30 – 2:55pm
CRN: 20684 Room: 1603
Day/Time: T/R 10:15 – 11:40am

Office Hours: Mondays, 3 – 4pm; Tuesdays/Thursdays, 1 – 2 pm; Wednesdays 12 – 1pm

Read not to contradict and confute, not to believe and take for granted,
not to find talk and discourse, but to weigh and consider.
Some books are to be tasted, others to be swallowed,
and some few to be chewed and digested.

~Sir Francis Bacon

Course Description

This course is designed to help adequate readers become superior readers. It is recommended for college transfer students who wish to develop the critical reading and thinking skills necessary for all types of college level reading and includes substantial practice in analysis and criticism of opposing stands on perennial social issues.

This course is web-enhanced and will require the use of a computer and The Internet to submit selected assignments and access class announcements and information.

Student Learning Outcomes

Upon completion of this course, you will be able to:

1. Identify the three main persuasive appeals in selective texts. (ILO1, ILO2)
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college transfer level. (ILO1, ILO2)
3. Identify persuasive techniques in print or visual or aural media. (ILO1, ILO2)
4. Identify, analyze, and critique inference and its effects. (ILO1, ILO2)

Course Objectives

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.

Required Texts and Equipment

- *Asking the Right Questions with Readings: A Guide to Critical Thinking* by M. Neil Browne & Stuart M. Keeley (2011). ISBN 10: 0-205-64928-9
- *How We Decide* by Jonah Lehrer (2009). ISBN 978-0-547-24799-1
- Lined paper, notebook, pens, pencils, erasers, portfolio cover
- Access to a computer and the Internet

Attendance and Participation

In English 111, subject matter and skills are introduced and practiced in class, so attendance and participation are mandatory. You are allowed to miss the equivalent of one week of school. This translates to *2 absences for a class that meets two times a week*. If you exceed this number, you may be dropped from the class. Arriving late or leaving early counts as a partial absence. If you are not present for the first class will be dropped, otherwise, *it is your responsibility to drop before the deadline.*

Evaluation: Class Preparation and Assignments

You are responsible for knowing and observing due dates for all assignments, and I expect you to come to class prepared, as many in-class activities are based on your preparation. I will evaluate your preparation by collecting and grading selected written assignments and also by giving impromptu quizzes. Aside from documented emergency situations, I will not grade late assignments or give make-up tests.

Plagiarism, using someone else's writings, ideas and/or words and passing them off as your own, is a form of cheating and will result in an "F" on the assignment, test, or lab activity and a visit to the dean. If it is repeated, the student will fail the course and can be expelled from the college. See student handbook for policy.

Evaluation: Grades

A final grade will be based on your weighted average in the following categories:

Chapter Exams	30%
Midterm and Final	30%
Projects	20%
Online Journal	10%
Online Vocabulary	5%
Preparation & Participation	5%

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F.

**See Blackboard for more information about the assignments and due dates.*

Successful Students

In this class, you will be given the opportunity to learn vital reading, thinking, and reasoning skills that will prepare you for future academic and life pursuits. You will make the most of this opportunity if you:

- **Read** the syllabus and the tentative semester schedule, noting changes or additions as the semester progresses
- **Take notes** and **write down** any instructions given orally
- **Ask questions** about assignments and check Blackboard before due dates
- **Set aside plenty of time** to do the necessary reading and thinking for this course.
- **Know when to ask for help!**

If you suspect you have a disability that may impact your ability to achieve the objectives of this course, please notify your instructor or contact the DSPS staff in the Health Services Building at 355-6312. All information and documentation is confidential.

Just a note...

Students in ENGL 111 are expected to focus on their learning and the learning of others. Disruptive behavior including tardiness, texting, disrespectful language or repeatedly coming unprepared to class will not be tolerated, since it interferes with the educational process. Intervention may include a verbal warning, dismissal from class, and a visit to the Dean.

**ENGL 111 TENTATIVE* Semester Schedule
Spring 2013**

Online Journals and Vocabulary are due every Thursday at 11:00pm.

Week	Reading Schedule	Assessment
1 Jan 14 - 20	Metacognition: "Thinking About Thinking" ARQ Ch. 1: The Benefit of Asking the Right Questions	M/T W/R
2 Jan 21 - 27	ARQ Ch. 2: Critical Thinking as Social Activity ARQ Ch. 3: What Are the Issue and the Conclusion?	M/T W/R – Quiz 1: Chapters 1 & 2
3 Jan 28- Feb 3	ARQ Ch. 4: What Are the Reasons? HWD: Introduction	M/T W/R – Project #1 DUE
4 Feb 4 - 10	ARQ Ch. 5: What Words or Phrases Are Ambiguous? HWD Ch.1	M/T - Quiz 2: Chapters 3 & 4 W/R
5 Feb 11 - 17	ARQ Ch. 6: What Are the Value and Descriptive Assumptions? HWD Ch. 2	M/T- W/R –Project #2 DUE
6 Feb 18 - 24	ARQ Ch. 7: Are There Any Fallacies in the Reasoning? HWD Ch. 3	M/T- Quiz 3: Chapters 5 & 6 W/R
7 Feb 25- Mar 3	ARQ Ch. 8: How Good is the Evidence? Intuition, Personal Experience, Testimonials, and Appeals to Authority.	M/T – Quiz 4: Chapter 7 W/R
8 Mar 4 - 10	ARQ Ch. 9: How Good is the Evidence? Personal Observation, Research Studies, Case Examples, and Analogies.	M/T – W/R-

	HWD Ch. 4	
9	MIDTERM	M/T- Midterm (Chapters 1 – 9)
Mar 11 - 17	HWD Ch. 5	W/R
10	ARQ Ch. 10: Are There Rival Causes?	M/T
Mar 18 - 24	HWD Ch. 6	W/R
11	ARQ Ch. 11: Are the Statistics Deceptive?	M/T-Quiz 5: Chapters 10 & 11
Mar 25 - 31	HWD Ch. 7	W/R
Apr 1-7	SPRING BREAK	
12	ARQ Ch. 12: What Significant Information is Omitted?	M/T – Project #3 DUE
Apr 8 - 14	HWD Ch. 8	W/R
13	ARQ Ch. 13: What Reasonable Conclusions Are Possible?	M/T-Quiz 6: Chapters 12 & 13
Apr 15 - 21	HWD “Coda”	W/R
14	ARQ Ch. 14: Overcoming Obstacles to Critical Thinking	M/T
Apr 22 - 28		W/R-
15	Choice of Topic (Groups)	M/T – Project #4 DUE
Apr 29- May 5		W/R
16	FINAL EXAM	M/T
May 6- May 10		W/R

*Due dates are approximate. Changes and additional information can be found on Blackboard.