

**READ 111: Analytical and Critical Reading****3 Units**

Semester	<b>Fall 2016</b>	Instructor Name	<b>Audrey A. Morris</b>
Course Title & #	<b>READ 111</b>	Email	<b>audrey.morris@imperial.edu</b>
CRN #	<b>10300</b>	Office	<b>2799</b>
Room	<b>2751</b>	Office Phone	<b>760 355-6354</b>
Class Dates	<b>08/15 - 12/09</b>	Dep't Secretary	<b>760 355-6224</b>
Class Days/Times	<b>Monday/Wednesday 2:00- 3:25pm</b>	Office Hours	<b>M/W 3:30 pm - 4:30 pm Office T/R 11:30 am - 12:30 pm Online</b>

*Thinking clearly and effectively does not come by nature. Hunting the truth is an art.  
We blunder naturally into a thousand misleading generalizations and false processes.  
Yet there is hardly any intelligent mental training done in the schools of the world today.  
We have to learn this art, if we are to practice it at all. – H.G. Wells*

**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 web-enhanced and uses Canvas as its online learning platform. Students must have access to a computer and The Internet. Note: You can access Canvas from the dropdown “Student” menu on the IVC homepage.

**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. (ILO1, ILO)
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. (ILO2, ILO4)
4. Identify, analyze, and critique inference and its effects. (ILO1, ILO2)

**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 and Required Materials

1. *Asking the Right Questions*, 11<sup>th</sup> Edition. (2014)  
 Publisher: Longman, Authors: Browne and Keeley  
 ISBN-10: 0321907957
2. *Reading Rhetorically*, 4<sup>th</sup> Edition. (2013)  
 Publisher: Pearson, Authors: Bean, Chappell, & Gillam  
 ISBN# 0321846621
3. *The Time Machine*  
 Author: H.G. Wells

### Course Requirements and Instructional Methods

Read 111 students are expected to come to class prepared. This means that you are responsible for completing weekly reading assignments before the first class each week and turning in all other assignment on or before the due date. Many in-class activities are based on your preparation. Class time may be spent listening to brief lectures, taking notes, answering questions, reading, thinking, writing, and collaborating on group tasks.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

I will evaluate your mastery of course objectives through six in-class exams, three projects, a final exam, and weekly online assignments. I will also collect and grade selected classwork. Aside from documented emergency situations, I will not grade late assignments or give make-up tests. \*See details below.

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

Exams (6)	30%
Projects (3)	25%
Final Exam	20%
Classwork and Preparation	10%
Weekly Online Assignments * <i>On Canvas</i>	15%

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

#### Exams

Exams are based on your reading and class instruction and include questions about vocabulary, important concepts and application of concepts.

#### Projects

The four major projects are designed to give you an opportunity to display your mastery of targeted analytical and critical reading skills. Detailed directions for each one will be posted on Blackboard.

- Project 1: Analyzing Arguments (Written / Individual)
- Project 2: Evaluating Statistics (Written / Individual or Pairs)
- Project 3: Persuading (Oral Presentation and Written Argument / Individual)

### **Final Exam**

The final exam is comprehensive, and includes both vocabulary and application questions.

### **Classwork and Preparation**

Class preparation includes assigned reading and responses to reading (e.g. argument maps, summaries, outlines, notes, and annotations). Your preparation is evaluated through your ability to answer questions and participate in collaborative in-class tasks.

### **Weekly Online Assignments**

There is an assignment due on Blackboard every Saturday at 11:59pm. These assignments are designed to help you review information and skills covered during the week.

## **Attendance**

- A student who fails to attend the first meeting of a class or to complete the first mandatory activity of an online class will be dropped by the instructor on the first official meeting of that class. 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.
- Regular attendance in all classes is expected of all students. 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. Students must notify the instructor before the missed class to turn in any assignments that are due.

## **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink is prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## **Academic Honesty**

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating 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 School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following:

- plagiarism
- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment
- use of a commercial term paper service

### **Resources**

- Canvas: This is a web-enhanced course, and Canvas will be used for communication, resources, and selected assignments. Login instructions are on the Imperial Valley College homepage.
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources. Note: There is a link to the library on the left hand menu of our Blackboard homepage.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6312 if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

<b>READ 111: Analytical and Critical Reading / Anticipated Class Schedule</b>			
	<b>Topic</b>	<b>Reading Schedule - M</b>	<b>Exams / Projects -W</b>
<b>Week 1</b> August 15/17	Syllabus & Introduction: Metacognition and Reading Strategies	RR – Ch. 1	
<b>Week 2</b> August 22/24	Rhetorical Reading	RR – Ch. 2	<b>Exam 1</b> RR: Ch. 1, 2
<b>Week 3</b> August 29/31	Listening to a Text	RR – Ch. 3 TTM – 1, 2	
<b>Week 4</b> Sept 7	Questioning a Text Critical Thinking	RR – Ch. 4 TTM – 3, 4	<b>Exam 2</b> RR: Ch. 3, 4 TTM: 1-4
<b>Week 5</b> Sept 12/14	Issue and Conclusion	ARQ – Ch. 1, 2, 3 TTM – 5	
<b>Week 6</b> Sept 19/21	Reasons	ARQ – Ch. 4 TTM – 6, 7	<b>Exam 3</b> ARQ Ch. 1, 2, 3, 4 TTM Ch. 5 - 9
<b>Week 7</b> Sept 26/28	Fallacies Deductive Arguments	ARQ – Ch. 7 TTM – 8,9	
<b>Week 8</b> Oct 3/5	Evidence: Intuition, Personal Experience, Case Examples, Testimonials, Appeal to Authority	ARQ – Ch. 8 TTM – 10-12	<b>Project 1:</b> Analyzing Arguments
<b>Week 9</b> Oct 10/12	Evidence: Personal Observation, Research Studies, Analogies	ARQ – Ch. 9	<b>Exam 4</b> ARQ Ch. 7, 8, 9 TTM Ch. 10 – 12
<b>Week 10</b> Oct 17/19	Deceptive Statistics	ARQ – Ch. 11	
<b>Week 11</b> Oct 24/26	Rival Causes	ARQ – Ch. 10	<b>Project 2 –</b> Evaluating Statistics
<b>Week 12</b> Oct 31/Nov 2	Omitted Information & Reasonable Conclusions	ARQ – Ch.12, 13	<b>Exam 5</b> ARQ 10, 11, 12, 13
<b>Week 13</b> Nov 7/9	Language & Ambiguity	ARQ – Ch. 5 TTM 7, 8	
<b>Week 14</b> Nov 14/16	Values & Assumptions	ARQ – Ch. 6 TTM 9 - 12	<b>Exam 6</b> ARQ Ch. 5, 6
<b>Nov 21/23</b>	<b>THANKSGIVING BREAK</b>		
<b>Week 15</b> Nov 29/30	Oral Arguments	RR – Ch. 6	<b>Project 3 –</b> Persuading
<b>Week 16</b> Dec 5/7	FINAL EXAM		

Note: RR = Reading Rhetorically, ARQ = Asking the Right Questions, TTM = The Time Machine