

**English 5: Advanced Composition and Critical Thinking**  
**Santa Rosa Junior College - Spring 2019**

<b>Class Information:</b> ENGL-5: Advanced Composition and Critical Thinking, 3 units Section <a href="#">6547</a> MW 5:00PM – 7:00PM Call, Room <a href="#">694</a>	<b>Instructor Contact Information:</b> Michelle Westbrook Email: <a href="mailto:mwestbrook@santarosa.edu">mwestbrook@santarosa.edu</a> Office Hours: MW 4:20-4:50, Call 680
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**General Course Information:**

Welcome to English 5! In this class, you will develop advanced college-level reading, writing, and critical thinking skills. The class is structured to build on your skills as we go, and the class moves fast since each major assignment will ask you to engage with increasingly challenging and complicated topics. We will be exploring different readings, activities, and class discussions to study how arguments are structured and how to respond to them.

The best way to be successful in this class is to come every day, do the assignments, and come to class engaged and ready to learn. You will participate in a community of peers both in groups and as an entire class. I will work alongside you and your classmates, both guiding and learning from you. By creating a respectful and academically rigorous classroom environment, we will explore the complicated ways that we make and understand arguments. Please be courteous, open, and engaged.

Our class will involve lots of discussion, which is a great opportunity for you to both engage with new topics and share your own knowledge with the class. I will expect every student to participate in our classroom discussions, which will mean being prepared with completed homework, so make sure that you set aside enough time to do the homework assignments outside of class (more on this below). Completing reading and homework assignments to prepare for each class session will allow you to not only bring your own thoughts about our reading and writing topics to class, but also practice the skills that you need to write successful essays.

In addition to reading and homework, you will also complete three major essay assignments and a final exam. Because each essay assignment is designed to allow you to work on cumulative writing skills, I will be assigning an overall topic for each essay and communicating my expectations of how you will demonstrate those skills. Within these topics and skills expectations, however, I want you to be able to choose a sub-topic or angle that interests you! If you ever want to check with me about an idea for how you want to write your essay, please let me know.

What follows is a more detailed list of expectations for the class, but keep in mind that if you are ever in doubt or run into trouble, please communicate with me! You can think of me as not only your teacher, but also your coach for this semester. While it is your responsibility to come to class, do the work, ask questions, and challenge yourself, I am here to help you to succeed.

**Official Course Description:**

A critical reasoning and advanced composition course designed to develop critical reading, thinking, and writing skills beyond the level achieved in English 1A. The course will focus on development of logical reasoning and analytical and argumentative writing skills.

**Prerequisites:**

Completion of ENGL 1A or higher (V8)

**Required Texts:**

- Cooper, Sheila, and Rosemary Patton. *Writing Logically, Thinking Critically*. 8<sup>th</sup> ed., Pearson, 2015.
- Regular access to Canvas (SRJC's online course organization platform)
- Regular access to a college-level dictionary
- A notebook with lined paper for notes
- A folder with pockets for handouts
- Other readings will be posted online or handed out in class.

**Student Learning Outcomes:**

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

A. Critical Thinking Objectives

1. Identify and analyze the structure of arguments in the reading assignments.
2. Evaluate the validity and soundness of arguments in the readings and in their own compositions.
3. Identify common formal and informal fallacies of language and thought.
4. Apply principles of inductive and deductive reasoning to their arguments.
5. Distinguish between factual and opinion statements.
6. Distinguish between and use denotative and connotative aspects of language for appropriate rhetorical ends.
7. Draw inferences from a variety of sources (print, media, Internet and electronic databases).
8. Identify propaganda and other manipulations of rhetoric--charged language and slanted facts in the readings and in their own compositions.

B. Composition Objectives

1. Write essays of varying lengths, from 1000 to 3500 words, as appropriate to assignment or writer's purpose.
2. Employ writing strategies including analysis, synthesis, and summary.
3. Employ writing strategies including causal analysis, advocacy of ideas, persuasion, evaluation, refutation, interpretation, and definition.
4. Demonstrate continued development in writing correct, sophisticated college-level prose.
5. Examine classical divisions of rhetorical appeal including ethos, logos, and pathos.
6. Employ effective writing techniques including organization for logic and coherence; revision for focus, clarity, precision, and diction; use of correct grammar, punctuation, and spelling.
7. Compile and evaluate library research for application in research papers.

**Course Expectations:**

### *Participation*

You will receive a grade for your daily participation in class exercises and discussion. Attendance is mandatory. If you are absent from too many classes you may be withdrawn from the course, but more importantly, if you don't come to class, you won't learn! The number one reason why students don't pass the class is because they stop attending. Please plan on coming to *every class meeting*. This will give you the best chance at improvement and success.

Part of your grade is determined by your participation in class discussions, and you will not receive participation credit for days that you miss class. You are allowed *one excused* absence and *one unexcused* absence. All excused absences *must be cleared with me before the class meeting*.

Class begins on the hour. Tardiness will also negatively affect your participation grade. You will lose 1/3 of your participation points for the day if you are late.

Cell phone use is not allowed. If you distract yourself or your classmates by using your cell phone during class, you will surrender your participation points for the day.

### *Academic Freedom and Classroom Environment*

Each class meeting will include exercises and discussion. You are both welcomed and expected to participate in exercises, workshops, and discussion. The purpose of discussion is to give you an outlet to engage with the texts and ideas through conversation with your fellow students and myself. It gives us the opportunity to focus on specific themes and questions that are particularly interesting to the class. Think of topics that you find exciting, controversial, or confusing while you study the texts, and practice close reading and annotation when completing homework in order to bring these thoughts to class.

In any classroom that includes discussion and critical thinking, there are many different viewpoints. These differences enhance the learning experience and create an atmosphere in which students and instructors alike will be encouraged to think and learn. On sensitive and controversial topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students *will be respectful of all views expressed* during classroom discussions. If you are disrespectful, you will be asked to leave, and will thereby forfeit your participation points for that day.

We will conduct ourselves in a manner which reflects our awareness of common standards of decency and the rights of others. All students are expected to know the [Student Conduct Policy](#) and adhere to it in this class. Students who violate the code may be suspended from 2 classes and may be referred to the Conduct Dean for discipline.

### *Accommodations for Students with Disabilities:*

If you need disability-related accommodations for this class, such as access to notes, test taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to the instructor as soon as possible. You may speak with the instructor privately during office hours about your accommodations. Please contact DRD if you have not received authorization for accommodations. DRD is located in the Bertolini Student Center on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.

### *Readings and Homework*

Since we spend 4 hours in class per week, expect to spend at least 8-12 hours outside of class each week completing reading, homework, and writing assignments. Homework will consist of reading responses, metacognitive exercises, and writing practice.

All readings and assignments are required. Complete the readings *before* class. In addition to normal discussion participation, I will call on each of you periodically (the “cold call”) to contribute to the discussion. Come to class prepared with annotated readings and you will have something to add. Make sure to *always bring the texts of the assigned readings to class* as we will be looking closely at them during our discussions.

Your homework assignments will be posted to the Calendar, Assignments, and Syllabus pages in Canvas and communicated to you at the end of each class meeting. Unless otherwise stated, you will submit all homework assignments to Canvas through the Assignment page for the day the homework is due. You will therefore need a computer with reliable internet access to complete your homework. There are computers with the internet in the library and the writing center for your use.

I will not be grading your homework, but you will be expected to complete it as preparation for both your class participation and your formal writing assignments. I will give you feedback on fully completed homework, so the more effort you put into practicing your writing, critical thinking, and analysis skills in your homework assignments, the more prepared you will be for your graded essays.

The fact that I am not grading your homework does not mean that it isn’t required. If I get the sense that not grading homework is leading to a lack of preparation for class discussions and essays, I will start grading each homework assignment as part of each essay unit grade.

### *Essays*

You will be writing formal essays in this class. *Each essay must be turned in on time at the beginning of class, typed and in the correct format.* If you turn in an essay (or another assignment) after the beginning of class on the day it is due, it will be considered late. Your grade for each essay will include prewriting, outlining, peer and tutor review, a rough draft, and a final draft.

### *Late Assignments and Make Ups*

Late essays will have 5% of the final grade reduced for each class meeting that they are late. You have one late pass to use to avoid a late penalty up to one week after the assignment is due (see below).

Late essay drafts, except peer reviews, can be turned in for half credit until the submission of the final draft.

In class peer review will be part of each essay grade. If you miss a peer review class meeting or come to class without a copy of your draft that a peer reviewer can read and comment on, you cannot make up this part of your essay grade.

There will be no make ups for exams or quizzes, except in the case of an emergency. In the case of an emergency, *you must clear your absence with me before the beginning* of the exam or quiz and provide sufficient documentation.

### *Academic Integrity*

All assignments must be your own ideas, your own work, stated in your own words. Plagiarism is the act of claiming someone else's words or ideas as your own (e.g., copying directly from another text, including friends' papers or sources found online; hiring someone else to write your papers; or having your mother, friend, etc. over-correct your work). Plagiarism will result in a failing grade on that assignment and will be reported. Students who plagiarize or cheat may be suspended – for one or two class meetings by the instructor – and referred to the Conduct Dean for discipline sanction, in cases of egregious violation. Please see [Policy 3.11 for Academic Integrity](#).

Do not put off work until the last minute, and if you start to panic about your grade or the workload, please talk to me instead of resorting to plagiarism. It is *never* a good idea.

### *Grade Breakdown*

Participation: 10%

Essay 1: 15%

Essay 3: 30%

Essay Reflections: 5%

Essay 2: 20%

Final exam: 20%

You may be asked to attend tutoring or workshops in order to be prepared to pass this class.

### *Required Course Work*

The course requirements consist of:

1. Multiple drafts of 3 major essays
2. A final exam
3. Homework and informal writing assignments, grammar exercises, and workshops
4. Active participation in peer groups and class discussions, including taking notes
5. Assigned readings in the texts
6. Home writing/practice assignments and other homework
7. Regular attendance

### *Enrollment Policy*

You cannot rely on no attendance as a way of dropping the class. Please be aware that should you wish to drop the class, you must do so yourself. Do not assume that you have been dropped because you've stopped attending. If you remain on the roll, I am required to give you a letter grade (A-F), whether or not you've actually been in class.

### *Study Groups*

Working with a study group can be a great way to learn and retain information. At the very least, it is important to have the contact information of a couple of classmates so that you can ask questions about homework, assignments, or clarifications. Use the space below to record the contact info of 3 classmates.

Classmate 1	Email	Phone
Classmate 2	Email	Phone
Classmate 3	Email	Phone

**Late Passes**

You may use each of these passes *once* to turn in one late assignment up to one week after its due date with no grade penalty. Be aware that papers turned in late may have limited feedback comments. Remember that quizzes and exams cannot be made up except in case of a documented and previously communicated emergency.

Let me know if you plan to use one of these passes by the due date of the assignment in question. I will keep track of which passes you have used, so you don't need to give me the late pass here.

<p>Good for:</p> <p>One late pass for one essay assignment.</p> <p>Must be turned in within one week of the original due date.</p>	<p>Good for:</p> <p>One late pass for one essay draft assignment.</p> <p>Must be turned in within one week of the original due date. Peer review cannot be made up.</p>	<p>Good for:</p> <p>One late pass for one essay reflection assignment.</p> <p>Must be turned in within one week of the original due date.</p>
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**Important Dates**

(Subject to change. Possibility of additional quizzes)

January 28: First class meeting

January 30: Syllabus quiz

February 4: Last day to drop with refund

February 13: Last day to add class with add code

February 13: Last day to drop class without W

February 18: Presidents Day (no class)

March 4: Paper 1 due

March 18-23: Spring Break

April 8: Paper 2 due; paper 1 reflection due

April 16: Last day to withdraw from class with a W

May 8: Final exam. Paper 3 and paper 2 reflection due