

Chaffey College
English 1B-Online
Advanced Composition and Critical Thinking
Summer 2018--Section 00142
(three units)

Instructor Jonathan Ausubel, Ph.D.

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Office hours By arrangement only

Course Remind Text "@engl1b" (no quotation marks) to 81010 or send a blank e-mail to engl1b@mail.remind.com

Moodle <http://moodle.chaffey.edu>

Access may not be possible until after Noon on the first day of classes.

Prerequisite: English 1A or equivalent with a minimum grade of C.

Required Computer Equipment and Skills Students should have functioning desktop- or laptop computers capable of connecting to the Internet. *This course cannot be completed successfully on a smartphone.* A home Internet connection is strongly advised. Students should be skilled in basic computer operations (copy & paste, create folders and file systems, file back-up, upload / download files, word processing, e-mail).

Required Text—*Used immediately and extensively!*

Rottenberg, Annette T., and Donna Haisty Winchell. The Structure of Argument. Eighth ed. NY: Bedford / St. Martin's, 2015. ISBN 978-1-4576-6235-5

OR

Ninth ed. NY: Bedford / St. Martin's, 2018. ISBN 978-1-319-05662-9

A college-level dictionary.

Course description Using primarily non-fiction reading models, students emulate and incorporate various rhetorical strategies in the development of written analysis and researched argumentation. Focus on logical analysis (e.g., inductive and deductive reasoning) and effective reasoning, establishing credibility, and emotional appeals to develop persuasive arguments. Course is writing intensive with a minimum production requirement of 6,000 words. May be offered as an Honors course.

Specific course objectives

Upon completion of English 1B, the students will:

Evaluate college-level materials, from a variety of sources, for main idea, thesis, and deductive reasoning

Recognize inferences, inductive and deductive reasoning.

Analyze evidence in support of claims.

Draw and articulate sound inferences about the intention of the writer, based on observations of diction and style (including mood, tone and figurative language).

Comment on the effect of diction, metaphor, connotative and denotative language.

Recognize the influence of style and voice on purpose.

Determine both stated and unstated assumptions

Distinguish between fact and opinion, based on an understanding of the nature of the "fact".

Identify and analyze the structure of arguments, evaluate their validity, and refute objections, identify common fallacies of language and thought.

Construct sound arguments by avoiding logical fallacies, supplying sufficient support for claims, using outside sources, employing correct citation and documentation, and using various diction levels and stylistic approaches.

Identify and analyze the structure of arguments underlying the texts read.

Write essays (totaling at least 6,000 words) that effectively employ such writing strategies as analysis, synthesis, and summary, and that emphasize such writing tasks as causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, and definition.

Student Learning Outcomes

Understand the relationship between purpose and audience for a given subject.

Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading) to any given writing assignment both in the academic and professional spheres.

Respond critically to reading assignments.

Develop ideas through reflection and synthesis.

Write essays that synthesize information to support analysis or argument.

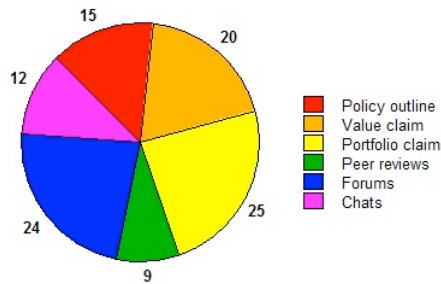
Support an argumentative thesis with persuasive evidence and reasoning.

Demonstrate mastery in evaluating, integrating, and documenting sources.

Class organization Our class is entirely online; no face-to-face meeting is required and none is planned. Students access and discuss amongst students and instructor the assigned readings and complete the assigned activities via our class Moodle site. The course relies heavily on student participation in discussion forums and chats. This course is NOT self-paced: Each Sunday, the Moodle site will be updated for the following week; in general, classwork will be due each Thursday and Sunday.

Attendance While no face-to-face meeting is required for this class, every student must participate regularly on our Moodle site as participation points are awarded regularly and cannot be made up. *Students who do not log in for seven days, weekends included, may be dropped for non-attendance.*

Grade determination



Policy Claim Outline = 15 points

Value Claim research paper = 20 points

Fact/Value/Policy Claim research "portfolio" paper = 25 points

Peer review of each assignment above @ 3 per peer edit = 9 points

Reading and Skills forums on Moodle @ 2 each = 24 points

Chats @ 3 per round = 12 points

Grade Determination Notes

- 1) Research papers will be evaluated on the quality of thesis and supporting argument; on MLA-style integration of reliable, relevant, sufficient supporting evidence; and on the quality of written expression.
- 2) I will subtract one letter grade for each day a paper is late, weekends included, no exceptions.
- 3) Peer reviews, forums, and chats will be conducted on Moodle; these will have specified deadlines and may not be submitted late for credit.
- 4) "Extra" credit is built directly into the course. 105 points are available, as shown below. There is no extra extra-credit.

Grade Scale--in points

+ or -	A	B	C	D	F
+	97-105	87-89	77-79	67-72	not awarded
	93-96	83-86	73-76	63-66	0-59
-	90-92	80-82	not awarded	60-62	not awarded

Plagiarism Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one's own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.

Students in English 1B have passed English 1A (Freshman Composition) or the equivalent and are thus expected to observe the norms and practices of academic documentation of sources—MLA style.

See the Moodle site for a **detailed class schedule**.

Student Services and Resources @ Chaffey Chaffey College provides an array of services for students; in addition to the reading and writing, campus Success Centers provide support in nearly every discipline. Further, offices like Disability Programs & Services, EOPS & CARE, the Veterans' Resource Center, Student Health Services, the Career Center, and many, many more provide assistance to eligible students if the student asks. See the Campus Resources and Services for Students file on Moodle for additional information.