

Mt. San Antonio College
Department of English, Literature, & Journalism
ENGL 1C: Critical Thinking & Writing
Spring 2004

Instructor: Sandra Alagona
Section: 059183, TTh 4-5:30 p.m.; 059185, TTh 5:30-7 p.m.
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Course Description

Engl 1C "develops critical thinking, reading, and writing skills beyond the level achieved in English 1A. [It] increases the student's capacity for logical analysis and argumentative writing."

Course Texts

REQUIRED:

Scholes, Comely, and Ulmer: *Text Book: Writing through Literature*, 3rd ed.
Aristotle, *Poetics*
Joseph Campbell, *The Hero with a Thousand Faces*
Friedrich Nietzsche, *Beyond Good and Evil*
Beowulf
Everyman
Shakespeare, *Richard III*
Virginia Woolf, *Orlando*
JRR Tolkien, *The Lord of the Rings: The Return of the King*
Walker Percy, *Lancelot*
A good college dictionary
Additional critical essays to be distributed in class

Companion website for Text Book:

<http://www.bedfordstmartins.com/textbook>

RECOMMENDED:

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th ed.

Course Requirements

1. Three essays (4-6 pages, **minimum** 1,000 words, each) with appropriate documentation
2. Three group-led discussion presentations (facilitated by reading journal)
3. One reading journal
4. One term paper (10-12 pages) requiring 6 or more documented sources and works cited page
5. All assigned readings and exercises
6. Homework & quizzes
7. Active participation in class discussion (facilitated by reading journal) & peer draft workshops
8. Final exam essay

Course Objectives

This course aims to develop your ability to think and write *critically*. You will study the structure and validity of argumentation, analyze readings (traditional, modern, and contemporary) and films, and develop the ability to express and support your ideas and points of view through the logical argumentation of a thesis.

Policies & Procedures

A. Attendance

*Attendance is mandatory for the **first** and **second** days of this class.* Plan to attend all scheduled class sessions. An absence or tardiness will be excused for illness or personal emergency **ONLY**. The English Department adheres to the College's policy on attendance and requires that any student missing six (6) class hours be dropped from the course. Any student missing **four** consecutive classes without making an effort to contact me beforehand will be dropped. Keep in mind, however, that three tardies (**5 minutes is tardy**) **OR** three times leaving class early (**15 minutes is early**) are equivalent to one absence. Any information you miss is your responsibility to attain. If excessive absences occur after the final day to withdraw from the course, the student will receive a failing grade in the course.

B. Pagers/Beepers and Cellular Phones

Learning academic skills is the priority of this class. Therefore, any unnecessary interruptions are both out of place and inconsiderate. Ensure that any electronic communication devices being carried are set in some form of inaudible mode before beginning the class. **I reserve the right to answer ANY phone calls made to your cell phone received during class time.**

C. Appropriate Student Conduct

R-E-S-P-E-C-T. This is college, not high school and I expect students to conduct themselves accordingly. Any student who disrupts our learning environment will be given ONE verbal warning. If disruptions continue, such students will be told to leave the classroom and will be reported to the Chair of the English Department as well as the Dean of Students; appropriate action will then be taken by the College. Just as you expect me to respect you, I expect you to respect me and respect your fellow classmates. **I will not tolerate anything less.**

D. Late Work

Because life is unpredictable, it may be inevitable that you may feel the need to turn in an assignment after its due date. However, this is highly discouraged. As a compromise, I will accept papers in my mailbox (26D-211) or email inbox until 6 p.m. of the following day when an assignment is due. For example, if essay 3 is due on Tuesday, September 12, the latest you may turn this in is by 6 p.m. on Wednesday, September 13. I will not accept any papers after this. Any assignments due during an absence will be due on the day you return to class. For your benefit, please let me know if you are going to miss class.

D. Quizzes

I reserve the right to quiz you on any material presented or discussed in class or assigned as homework. Expect a quiz at every class period. Quizzes **cannot** be made up.

E. Group-Led Discussion Presentations

Three times during the semester, you and your group members will have the chance to lead the class's discussion on the assigned reading(s) of the day with your

questions, thoughts, insights, and/or issues with the reading(s). Each group member will be responsible for contributing two questions/insights to the presentation. Each class session will begin with a group-led discussion. The rest of the class will also be required to bring in their own questions and issues with the reading(s) in response to the group leading the discussion that day. These presentations will be exercises in critical and analytical reading and thinking.

F. Rough Drafts

In response to a question provided by the instructor, students will write a draft of an essay and submit it for in-class peer review. The draft should be a polished argument meant to persuade an audience. Here writers demonstrate their argumentative skills. Rough drafts may be typed or handwritten, but MLA format must be used regardless (**standard** 12 pt. font, double-spacing) and MLA style citations. Drafts must be a **minimum** of three complete pages. Drafts must include a minimum of one quote from the assigned readings pertaining to that topic. Parenthetical citations must be used to identify the quotes, and quotes must be referenced on a works cited page. Late drafts will not be accepted. Drafts that do not meet the minimum requirements will not be accepted. Students who do not submit drafts for peer review will not be allowed to submit that essay for a grade. Students who do not participate in the peer review workshop will not be allowed to submit an essay on that topic.

G. Peer Review

Students will submit drafts of essays for peer review. In-class peer review workshops will start promptly at the beginning of class. It is imperative that the entire class participates in the peer review process. Students who do not participate in the peer review workshop will not be allowed to submit an essay on that topic.

H. Essays

Essays will be due at the beginning of class on the day due. Essays must be accompanied by the comments made during the peer review process. Essays must be a **minimum** of four complete pages and all final drafts and its citations must be formatted in MLA format according to the standards outlined in the *MLA Handbook* 6th edition (drafts submitted in a different size font will not be graded—and I **will** know!)

I. Term Paper

Students will submit a final essay that includes additional research from a minimum of six different sources. This research paper must be accompanied by the workshop critiques and must be typed in MLA format. Research papers must be a **minimum** of ten complete pages. Parenthetical citations must be used to identify the quotes, and quotes must be referenced on a works cited page. Late research papers will not be accepted.

J. Rewrites & Extra Credit

I do not allow rewrites after a final draft has been submitted and graded. Similarly, I do not allow extra credit, so please do not ask for any.

K. Reading Journal

To facilitate and improve your reading comprehension and critical analysis, you are required to keep a reading journal to record your thoughts, questions, reactions, and ideas raised by reading assignments.

L. Plagiarism

Plagiarism is unacceptable and seriously treated in this class. Plagiarism is an intentional representation of the words or ideas of another as if they are your own. It not only cheats the author of his/her ideas, but it cheats you as well. Plagiarism will carry the penalty of automatic failure for the assignment and possible failure for the course. In addition, any instances of plagiarism will be reported to the English department and to the Student Affairs Office as per the Mt. SAC bulletin. A substantial difference in a student's writing raises suspicion of plagiarism. To avoid plagiarism, therefore, quote when necessary and **ALWAYS** acknowledge your source—this includes direct quotes, indirect quotes and paraphrasing.

NOTE: I HAVE ZERO TOLERANCE FOR THIS ACT.

Grading

In evaluating your work, I will assess mastery in the following areas:

- clearly stated & thoroughly supported thesis
- sophistication of interpretation & analysis
- coherence & organization of essay as a whole
- college-level command of language & mechanics

Essays	45% of final grade
Research paper	20% of final grade
Presentations	15% of final grade
Quizzes	5% of final grade
Homework & Reading Journal	5% of final grade
Final exam	10% of final grade

GRADE SCALE

A (4.0)	90-100%
B (3.0)	80-89%
C (2.0)	70-79%
D (1.0)	60-69%
F (0)	any grade below 60%

Note: A grade of Incomplete (I) is given only in a documented emergency situation which prevents you from taking the final exam. Be prepared to document this emergency by both a physician and a dean of the college or school in which you are enrolled.

Use of Computers: Plan to use your word processing skills when writing. Because word processing software facilitates revision, using one will enhance your ability to revise and may improve your grade. Computers are available for student use in the Humanities Computer Lab located in 26D-106. As an added precaution, **save** all your work to floppy disk in labs as well as to hard-drive on home computers.

Note: The Humanities Computer Lab has printers available to you as well, so there is no excuse for not having your paper available when it is due. Also, if you have a corrupted floppy disk and cannot retrieve your paper, the Humanities Computer Lab also has a program that will retrieve your paper intact.

Tutoring: English tutoring is available *free of charge* to Mt. SAC students in the WRAC (26D-102-106) and also in the Tutoring Center (bldg. 6). **I require you to make use of this free service when revising rough drafts.**

Schedule of Assignments

I reserve the right to make changes to this syllabus as I deem necessary

Week	Date	Topics/Readings
1	Jan. 13	Introductions & Re-acquaintance Introductions; intro to course; MLA review; plagiarism; <i>TB</i> : Ch. 1, Texts as Representation What makes a "good story"?; Introduction to Ch. 1 <i>TB</i> : from Ch. 1, Pratt, "Natural Narrative"
	Jan. 15	<i>TB</i> : from Ch. 1, The "Literary" Anecdote, pp. 12-18 Continuing discussion on what makes a "good story" Looking ahead to Aristotle and Campbell
2	Jan. 20	Aristotle's <i>Poetics</i>
	Jan. 22	Campbell, "The Monomyth," pp. 3-46; "The Hero as Warrior," pp. 334-341
3		Beginning this week, begin reading in Campbell, Part 1, The Adventure of the Hero, pp. 49-243 on your own
	Jan. 27	<i>Beowulf</i> , Prologue through Canto 21, pp. 23-69
	Jan. 29	<i>Beowulf</i> , Canto 22-43, pp. 69-121
4	Feb. 3	<i>Everyman</i>
	Feb. 5	<i>Everyman</i> Campbell, "The Hero as Saint" Essay 1 assigned
	Feb. 7	Last day to withdraw from a course without a "W"
5	Feb. 10	Wrap <i>TB</i> , Ch. 1, readings through week 4 Getting reading for rough draft essay 1
	Feb. 12	DUE: Rough draft Essay 1
6	Feb. 17	<i>TB</i> : Ch. 2, Texts, Thoughts, and Things Linguistics, defining categories and metaphors; Introduction to Ch. 2 <i>TB</i> : from Ch. 2, Brown, "What Words Are: Reference and Metaphor"; Parker, "Symbolism"; Poetic Uses of Metaphor, pp. 87-88
	Feb. 19	DUE: Essay 1 <i>TB</i> : from Ch. 2, Lakoff and Johnson, "Concepts We Live By" Nietzsche, <i>Beyond Good and Evil</i> , Ch. 1 & 2
7	Feb. 24	Nietzsche, Ch. 3-6

	Feb. 26	Nietzsche, Ch. 7-9, "From the Heights"
8	Mar. 2	Shakespeare, <i>Richard III</i> , Acts 1 & 2
	Mar. 4	<i>Richard III</i> , Acts 3 & 4 Essay 2 assigned
9	Mar. 9	<i>Richard III</i> , Act 5 Campbell, Part 1: The Adventure of the Hero
	Mar. 11	Film: Ian McKellen, <i>Richard III</i> Campbell: The Hero as Emperor and as Tyrant, pp. 345-349
10	Mar. 16	Wrap <i>TB</i> , Ch. 2, readings week 6-9, Campbell thus far Getting ready for rough draft essay 2
	Mar. 18	DUE: Rough draft Essay 2 Start reading Virginia Woolf's <i>Orlando</i>
11	Mar. 23	<i>TB</i> : Ch. 3, Texts and Other Texts Introduction to Ch. 3; Transforming Texts, p. 157 <i>TB</i> : from Ch. 3, Queneau, "From Transformations"; Sleeping Beauties, pp. 161-176
	Mar. 25	DUE: Essay 2 Sleeping Beauties cont'd; transforming Briar Rose; Grimm vs. Disney Virginia Woolf, <i>Orlando</i> , Ch. 1 & 2
	Mar. 26	Last day to withdraw from Spring semester
12	Mar. 30	<i>Orlando</i> , Ch. 3 & 4
	Apr. 1	<i>Orlando</i> , Ch. 5 & 6 <i>TB</i> : from Ch. 3, On Interpretation, pp. 207-213 Campbell, Ch. 4, The Keys; from Part 2, "Within Space— Life"; "Folk Stories of Creation"; "Womb of Redemption"; "The Hero as Lover" Essay 3 assigned
13	Apr. 6	Wrap <i>TB</i> , Ch. 3, readings week 11-12, Campbell thus far Getting ready for rough draft essay 3
	Apr. 8	DUE: Rough draft Essay 3
14	Apr. 13	No Class—Spring Break Start reading Walker Percy, <i>Lancelot</i>
	Apr. 15	No Class—Spring Break

- 15 Apr. 20 *TB*: Ch. 4, Texts and Research: The Mystory
Introduction to Ch. 4, pp. 240-248; Looking forward to
the term paper; Identification, Names and the Hero's
Identity
TB: from Ch. 4, The Signature, Shakespeare, from
Romeo and Juliet; Roback, "Names and Professions"
Start reading JRR Tolkien, *The Return of the King*
- Apr. 22 **DUE: Essay 3**
TB: from Ch. 4, Ellison, from *Hidden Name and Complex
Fate*; Spender, "The Male Line"; Writing from
Signatures, pp. 324-325
- 16 Apr. 27 Character study: Walker Percy's, *Lancelot*, Ch. 1-4
- Apr. 29 *Lancelot*, Ch. 5-9
- 17 May 4 Character study: JRR Tolkien's *The Return of the King*,
Synopsis, Book 5
- May 6 *Return of the King*, Book 6
- 18 May 11 Wrap *TB*, Ch. 4, readings week 15-17
Campbell, "The Hero as World Redeemer"; "Departure of
the Hero"; "The Function of Myth, Cult, and Meditation";
"The Hero Today"
- May 13 **DUE: Term paper**
Preparing for the final
Wrapping up our semester's journey
- 19 May 18 Final Exam
Final: Critical Evaluation, The Hero's Identity and
Acceptance of It
4:30-7 p.m. (TTh 4-5:30 section)
- May 20 Final Exam
Final: Critical Evaluation, The Hero's Identity and
Acceptance of It
4:30-7 p.m. (TTh 5:30-7 section)

Have a great summer!