Course Description
Critical Reading and Writing is designed to develop critical reading and writing abilities. Most of the readings are non-fiction pieces that explore controversial issues. Students are asked to determine the central point or thesis, to identify supporting ideas, and to assess the effectiveness of the writer’s argument. Students are also required to express their own reasoned, researched opinions on the course material in writing.

Our work will be focused in four areas: critical reading, critical writing, grammatical usage, and using sources.

Learning Outcomes

• **Reading Outcomes:** Students will be able to respond critically to the claims/ideas of an argument. Students will be able to identify and analyze the rhetorical strategies of an argument. Students will be able to evaluate the effectiveness of an argument.

• **Writing Outcomes:** Students will be able to write grammatically correct essays that analyze and evaluate the rhetorical effectiveness of an argument. Students will be able to write grammatically correct essays that argue a position on an issue, using specific evidence to support its claims. Students will be able to identify appropriate sources and incorporate them effectively in an argument using correct documentation.

Required Materials


Additional readings will be made available to you on Blackboard. Please refer to the daily syllabus for information about when to read the correct materials.

Additionally, *keep copies of your papers ready and available*, as we’ll be doing occasional writing and revision exercises that grow out of your already-produced work. You may bring these to class as hard copies or electronic files.

And of course, always have materials on hand for writing.

Coursework
You will be evaluated on the following assignments:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation and rough draft credit</td>
<td>5</td>
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<tr>
<td>Short responses (4 total)</td>
<td>20</td>
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<tr>
<td>Major Essays (3 total @ 25% each)</td>
<td>75</td>
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<tr>
<td>Total</td>
<td>100</td>
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Attendance
You are expected to attend class daily, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class editing, revising, and discussion sessions. Your voice is crucial to creating a classroom community, and when you haven’t read the material, you cannot contribute to class discussion. You are allowed five absences in this course before penalty results. For each successive absence, your final grade will drop one letter. Failing this course due to absences is a possibility. Use your absences wisely! If you find that an unavoidable problem prevents you from attending class, please discuss the problem with me.

Late Assignments and Drafts
Papers, drafts, and other out-of-class assignments will be turned in at the beginning of the class period in which they are due. Late papers will not be accepted. If you cannot attend class on the date an assignment is due, arrange to have it dropped off during scheduled class time, or email the assignment to me. There is no makeup of in-class work. In the event that a serious complication interrupts your work, please contact me before the assignment is due to inquire about working out a more flexible arrangement.

Format of Papers
Let professionalism be your guide. Rough drafts and final drafts of all out-of-class papers must be typewritten. Double space the lines in your paper, and use 1 inch margins all the way around the text. Use 12 point or smaller font of Times New Roman or equivalent type. Clip your pages together. Be sure that your formatting is neat, and also adhere to MLA guidelines.

Format of Peer Reviewed Drafts
Papers for peer review must typed. Failure to meet the guidelines will result in dismissal from class on that day and will count as an absence. Always bring a hard copy and an electronic copy of your work for peer review.

Grades
Your short writing assignments will be graded on a ten-point scale, and each will be worth 2.5 percentage points. Your major essays will each be worth one-fourth of your grade. I will calculate your final semester grade using the following scale:


Writing Assistance
Writing assistance is available within the Office of Writing and Learning Services (OWLS), located inside the Pan-American Life Student Success Center (Monroe Library, second floor). Writing tutors can assist student writers at any stage of the writing process from brainstorming to revising. Tutors do not write or edit papers, but they do help student writers improve their own writing, strengthen their critical thinking skills, engage in writing as a process, and begin to understand the importance of revision to the writing process. Tutoring is free. Visit us on the second floor of the Monroe Library, call us at 865-2990, or make an appointment at https://loyno.mywconline.com/.
Miscellany
Thanks in advance for silencing your cell phones before entering the classroom.

Please avoid the temptation to use social media, to text, to check email, and to engage in other unrelated online activities during class time. I reserve the right to count you as absent for the day if you are involved in these activities.

When consulting with your classmates and instructor, be kind, respectful and engaging. Extend to others the sort of treatment that you would like to receive. Check your ego at the door.

Weekly Plan

Please be advised that it is your responsibility to check the weekly plan on a daily basis in order to keep up with assignments. You will be turning in many written assignments, especially in the first half of the semester, and you will be responsible for many readings as well. I may not issue an in-class reminder about all work; however, each assigned task is noted on the syllabus, and you will be responsible for submitting your work on the day it is due.

Week 1 (8/20 – 8/22)
T Diagnostic exam

R Syllabus. Understanding rhetoric. Assignment: Read “The Myth of Education and Empowerment” (RA 107) and John Taylor Gatto’s “Against School” (RA 114).

Week 2 (8/27 – 8/29)
T Discussion of readings. Assignment: Read Turkle, “Education: Attentional Disarray” (178) and “Learn Different” (Link available through Blackboard: Course Materials).

R Discussion of readings. Assignment: Read “From Social Class and the Hidden Curriculum of Work” (136). Short Response 1 due on Thursday, 9/5.

Week 3 (9/3 – 9/5)
T Discussion of readings. Assignment: Read “Choosing a School for my Daughter in a Segregated City” (152).

R Discussion of readings. Assignment: Read “The Coddling of the American Mind” (Link available through Blackboard: Course Materials).

Week 4 (9/10 – 9/12)
T Discussion of readings. Assignment: Read “I Just Wanna Be Average” (123)

R Discussion of readings.

Week 5 (9/17 – 9/19)
T Putting it all together – building Essay 1. Thesis and claims.
Week 6 (9/24 – 9/26)
T Peer review. Essay 1 due Thursday.

R Essay 1 due. Rhetorical analysis unit begins – analyzing Coca Cola. Assignment: Do some digging. What can you tell me about Coca Cola’s marketing strategies? Can you find some great journalism online that offers insight into Coca Cola’s marketing techniques? What can you tell me about the marketing strategies of other well-known brands?

Week 7 (10/1 – 10/3)
T Analyzing commercial imagery. Assignment: Do some thinking. How do top brands capture millenials’ attention? Can you find some solid journalism that explores this topic?

R Analyzing commercial imagery. Assignment: Keep thinking. What are your top brands? What story are they telling you that you find yourself willing to buy into? Why? Also read: “Two Ways a Woman Can Get Hurt” (545).

Week 8 (10/8 – 10/10)
T Analyzing commercial imagery. Short Response 2 due Thursday, 10/10.

R Analyzing commercial imagery.

Week 9 (10/15 – 10/17)
T Fall Break – no class

R Putting it all together – building Essay 2.

Week 10 (10/22 – 10/24)
T Putting it all together – building Essay 2. Rough draft due Thursday, 10/24.

R Peer review day. Essay 2 due Tuesday, 10/29.

Week 11 (10/29 – 10/31)
T Essay 2 due. Discussion of readings. Assignment: Read “Have Smartphones Destroyed a Generation?” (257) and “Let’s Get Lost” (270).

R Discussion of readings. Assignment: Read “Raised by YouTube” and “Something Is Wrong on the Internet” (Links available through Blackboard: Course Materials).
Week 12 (11/5 – 11/7)
T Discussion of readings. Read “Zoe and the Trolls” (285) and “Twitter and White Supremacy: A Love Story” (298).

R Discussion of readings. Read “How We Sold Our Souls – and More – to the Internet Giants” (315) and “You Will Lose Your Job to a Robot – and Sooner Than You Think” (322). Short Response 3 due Tuesday, 11/12.

Week 13 (11/12 – 11/14)
T Discussion of readings.

R Developing Essay 3.

Week 14 (11/19 – 11/21)
T Writing workshop.

R Writing workshop. Short Response 4 due Tuesday, 11/26.

Week 15 (11/26)
T Writing workshop.

R Thanksgiving Break – no class

Week 16 (12/3 – 12/5)
T Writing workshop. Essay 3 due Thursday, 12/5.

R Essay 3 due.