

## English T122-Critical Reading and Writing

Ms. Jeanfreau

Office: Bobet 451 Office hours: WF 10:30-11:30 and by appointment

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**Course Objectives:** This course is intended to teach you to read, write, and think more critically through close analysis of written texts and of your service learning experience. You will demonstrate your critical thinking skills in discussion, reflection, service, and the composition of well-supported, argumentative essays.

**Service Learning:** This term indicates an academic course in which active, community-based learning is an integral part of achieving course goals. The service component for this section includes a commitment of twenty hours and it is required.

### Required Texts:

Anderson, Chris and Lex Runciman, eds. *Open Questions: Readings for Critical Thinking and Writing*. Boston: Bedford-St. Martin's. 2005

Graff, Gerald and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. 2<sup>nd</sup> ed. New York: Norton, 2010.

### Course Requirements:

1. Five analytical essays- 50% of your grade

All essays must be at least 800 words in length and formatted according to MLA guidelines. For each day that a paper is late, the grade will be lowered by a third. For example, a B will become a B- if the paper is one day late. Note that the days we do not meet, including weekend days, count. Also, if a paper is not turned in at the beginning of class, in person, on the day it is due, the paper is late.

2. Attendance and participation-15% of your grade

It is imperative that you attend class regularly and participate in discussion. Much of the work for this class is done through group discussion. For this reason, **class attendance is required**. If you miss more than six classes, you will receive an F in this course. Three tardies equals one absence. If you are ten minutes or more late, you will be counted absent. I evaluate your attendance and participation at your service learning, as well, when I calculate this portion of your grade.

3. Homework and Quizzes-10% of your grade

You will have a short quiz or homework assignment to complete on each of the readings. These are intended to help you improve your critical reading skills

4. Service Learning- 15%

See your contract for particulars. Your grade will be determined according to your level of commitment and your supervisor's evaluation.

5. Journals- 10%

You are assigned three journals for the semester. These should be brief (at least 250 words), typed reflections on your experience with your chosen service organization. In these reflections, you must also relate your service learning to the readings. I will distribute suggestions for topics.

6. Extra points

You earn extra points for attending SLAM sessions coordinated by the Office of Service Learning

**Grading Scale:** See the attached sheet regarding grading criteria for individual essays and journals.

**Revisions:** You may revise essays 1, 2, and 3. If the new grade is lower than the first, I will not count it. You must turn in the revision and the original graded paper within a week of receiving the graded draft. I strongly encourage you to get help from the tutors in the WAC lab or from me before you turn in a revision.

**Plagiarism:** When you take any ideas or words from an outside source, you must cite that source. If you fail to do so, your work is plagiarized. The penalty for plagiarism is an F in this course and a referral to the dean for disciplinary action, including possible expulsion from the university.

**Disability Services:**

If you have a disability and wish to receive accommodations, please contact Sarah Mead Smith, Director of Disability Services at 504- 855-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Monroe Hall 405.

**Emergency Procedures:**

In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on *Blackboard* within 48 hours after cancellation. All students are required to sign on to *Blackboard* and to keep up with course assignments within forty-eight hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under “course materials.” Students should be familiar with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site:

<http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Additional emergency-planning information is also available - <http://academicaffairs.loyno.edu/emergency-planning>

**Classroom decorum:**

The use of cell phones, lap tops, ipods, or similar electronic devices during class is prohibited. You may be asked to leave the class if you choose to use the aforementioned.

Daily Schedule

**Introduction**

Introduction to the course and to service learning

Visual Argument

Last Day to Add

Carl Rogers article and “Letter From a Birmingham Jail” OQ 682-695

Reflection on visual argument due

**Service Learning Fair-12:00-2:00 St. Charles Room, Danna Student Center**

TSIS 1-29, ex. 1 on pg. 28, tools of persuasion, persuasion activity

Harvey “Unlearning Our Privilege” (handout), Carville

**Where Are You Coming From?**

TSIS 30-40, ex. 1 on pg. 40, Saenz “Exile: El Paso, Texas” OQ 20-27

**Service Learning Placement Confirmations Due to Bobet 113**

TSIS 42-50, Vowell “Shooting Dad” OQ 29-34

TSIS 55-77, ex. 1 p. 75, Abinader “Profile of an Arab Daughter” OQ 36-40

Coles “I Listen to My Parents and I Wonder What They Believe” OQ 58-70, TSIS 78-101, sample

Essay one due for peer review

**Are We Responsible for Others?**

Final draft of **Essay one due**, McCoy “The Parable of the Sadhu” OQ 102-109, Tarzan and Jane

TSIS 105-120, ex. 1 p. 119, Carter “Welcoming the Stranger” OQ 111-121 #2 p. 121, in class #3  
TSIS 121-137, ex. 2 p. 138, Hardin “Lifeboat Ethics” OQ 130-140, sample journal  
Early Warning Posted

**Journal one due**

TSIS 141-155

**Are We Our Bodies?--Judging Based on Appearance**

Staples “Black Men and Public Spaces” OQ 289-292

Sanders “Looking at Women” OQ 294-304, Luciano “Male Body Image in America” OQ 306-312

Discuss *Tough Guise* video (watch it before you come to class on physical reserve or e-reserve)

Cofer “The Story of My Body” OQ 323-332, Mairs “On Being a Cripple” OQ 333-342

Essay two due for peer review

**Can We Transcend Race?**

Final draft of **Essay two due**

Introduction to new unit

**Journal two due**, Bambara “The Lesson” OQ 510-516

Ellis “Studs Terkel” OQ 568-576, Obama speech BB

Elliott video

**Service Learning Timesheets due in Bobet 113**

Discuss Elliott, Allan Johnson “Our House is On Fire” BB

Pitts “Let’s Talk About What Works for Black Children” BB, read the first one and the one you are individually assigned

Essay three due for peer review

**Why Do We Need Education Reform?**

Final draft of **Essay Three Due**

Library—Meet in Library Instruction Room on the second floor of the library

*Waiting for Superman*, **Journal three due**

*Waiting for Superman*

Finish *Waiting for Superman* and discuss

Kozol “The Human Cost of an Illiterate Society” BB, rules for quoting

Gatto “Seven Lesson Schoolteacher and Jesness, “Why Johnny Can’t Fail” BB

Rose “I Just Wanna Be Average” BB

Essay four due for peer review

**What Should You Do?**

Final draft of **Essay Four due**, Kidder “The Good Doctor” OQ 645-659

Ascher “On Compassion” OQ 658-659

Singer “The Singer Solution to World Poverty” OQ 661-666

Solnit “The Silence of the Lambswool Cardigans” OQ 668-670, Evaluations

**Service Learning Timesheets are due in Bobet 113**

Essay Five due for peer review

**Essay five due in Bobet 318 by 2:00 pm**

Final grades posted