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Office Hours: TR 11-12:15 and 4:45-5:30 or by appointment

**CRTW 201-030/3 Credit Hours**

Spring 2012

Owens 102

TR 2:00-3:15 pm

**Required Texts:**

Fukuyama, Francis. *Our Posthuman Future*.

Harris, Muriel, and Jennifer L. Kunka, eds. *Prentice Hall Reference Guide to Grammar and Usage*. 3rd Custom Ed. for Winthrop University.

Nosich, Gerald. *Learning to Think Things Through.* 4th ed.

**Materials:** In addition to the texts, you will need a dictionary, a looseleaf notebook, and four two-pocket folders to turn in your papers.

**Course Description:** CRTW 201 teaches students distinct skills and habits that foster self-reflective, critical, and self-correcting thinking strategies, including the analysis and evaluation of the logic of arguments. The course emphasizes critical reading, critical thinking, and deliberative/argumentative writing, and builds upon skills acquired in WRIT 101 and HMXP 102. Students will read, write about, and discuss mature, complex texts in an effort to further develop their skills as college writers and as critical thinkers. CRTW 201 encourages thought that is more deliberate, analytical, thorough, informed, and creative, and was incorporated into the revised General Education program as a way to ensure that students have a solid foundation in critical skills as they move into advanced coursework in their majors.

**Course Goals:**

1. To learn that the complex process of critical thinking is a part of all we do and that the process relies on such skills as observing, speaking, listening, reading, and writing.
2. To use writing, reading, speaking, and critical thinking to foster general cognitive development and intellectual growth in an academic environment.
3. To recognize critical thinking and problem solving strategies in different academic disciplines.
4. To evaluate arguments, evidence, and the contexts in which they appear.
5. To prepare for writing by carefully analyzing evidence.
6. To plan, organize, and develop essays based on introspection, general observation, deliberation, research, and the critical reading of mature prose texts drawn from varied disciplines.
7. To learn to revise effectively by completely rethinking, restructuring, and rewriting essays.
8. To recognize individual writing voices and learn how those voices can be adapted to fit different audiences and rhetorical situations.
9. To improve oral communication skills through classroom discussions and small group activities.

**Touchstone Goals:**

In addition, CRTW is a Touchstone course and was specifically designed to meet the following goals of that program:

***Goal One***: To communicate clearly and effectively in standard English.

***Goal Three*:** To use critical thinking, problem-solving skills, and a variety of research methods.

***Goal Four***: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.

***Goal Seven***: To examine values, attitudes, beliefs, and habits which define the nature and quality of life.

**Student Learning Outcomes:**

**Knowledge:** By the end of the semester, students will be able to

* identify and define filters, barriers, and impediments to critical thinking
* identify and define the elements of reasoning
* identify and define the standards of reasoning
* identify and define the character traits of a critical thinker

**Skills:** By the end of the semester, students will be able to

* apply the elements of reasoning to analyze their own thinking and the thinking of others
* apply the standards of reasoning to analyze their own thinking and the thinking of others
* use critical reading strategies to analyze a variety of texts
* plan, draft, and revise critical writing in a variety of rhetorical contexts and disciplines
* effectively discuss their thinking and the thinking of others in a variety of oral forms (e.g., discussions, group presentations, etc.)

**Attitudes:** By the end of the semester, students will be able to

* recognize and appreciate the differences between critical and noncritical thinking in both themselves and others
* integrate critical thinking character traits into their academic and personal lives

**Global Learning Initiative:**

This course participates in the Global Learning Initiative. The global learning components of this course are the following: a consideration of biotech regulation and policy in the United States, Great Britain, and Europe; and a comparison and discussion of the *Universal Declaration of Human Rights*, the *Bill of Rights*, the *Magna Carta*, and other human rights documents.

**Course Requirements:**

In-Class Verbal Participation/Reading Quizzes 10%

Essay One (FBIs) 15%

Group Presentation/Essay Two 15%

Essay Three (Elements Analysis) 15%

Research Paper/Annotated Bib./Self Analysis 25%

Final Essay Exam (*Gattaca*/Fukuyama) 10%

Thinking Journal Entries (8 – lowest grade dropped) 10%

The verbal component of the course is fulfilled by in-class small-group discussion, large-group verbal participation, and performance on reading quizzes. The Thinking Journal will be turned in by specified due dates through Turnitin

Here is a general description of the procedures we will follow regarding these course requirements:

**Essays:** You will develop 5 essays: 4 out-of-class and the final exam. You will be expected to have all but the final exam typed. All papers must be double spaced and follow standard MLA guidelines as outlined in your handbook for documentation and style as well as follow “The Correct Use of Borrowed Information.” Use Times New Roman 12 point font. I will ask you to turn in your prewriting and rough drafts with your final copy, so keep everything. I usually ask that you turn the information in using a two-pocket folder: on one side, place the prewriting, notes, drafts, and on the other, place the final copy by itself.

**Daily Participation:**This grade may include class participation, leading discussion, and/or quizzes.

**Syllabus Change Policy:** Sometimes, over the course of the semester, it is necessary to make changes to the course calendar or the syllabus. I will make any such changes to the copy of the calendar and syllabus on my web site; I will also announce them in class, but in case you miss the announcement you should check the web site regularly for changes. **The documents posted on my web site will be considered the official versions.**

**Grading Policies:**

The English Department of Winthrop University has established a departmental *CRTW Writing Rubric,* available at http://www2.winthrop.edu/english/WritingProgram/CRTWRubric.htm. All essays will be graded in accordance with this published rubric. In addition, you will be provided with a *Class Participation Rubric* which outlines expectations for class participation and criteria for class participation grades. This class **will** use the plus/minus grading system. In this class, the following numerical equivalents for grades are used:

A = 93-100 C = 73-76

A- = 90-92 C- = 70-72

B+ = 87=89 D+ = 67-69

B = 83-86 D = 63-66

B- = 80-82 D- = 60-62

C+ = 77-79 F = 59 and bellow

**Final Examinations:** The final examination for this class is scheduled for Thursday**, April 26th at 3:00 pm.** Winthrop University policy requires that all classes meet during their scheduled final examination period. This schedule can be found on the Records and Registration website. Winthrop University policy specifies that personal conflicts such as travel plans and work schedules do not warrant a change in examination time. You are responsible for checking the time of your final examination and for making arrangements to be there.

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| **Plagiarism Policy:** Plagiarism is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")–whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will **not be tolerated**, whether intentional or not. It is also a violation of section V, "Academic Misconduct," under the Winthrop Student Conduct Code [(http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm](http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm)). The English Department has prepared *The Correct Use of Borrowed Information* to explain plagiarism (see [www.winthrop.edu/english/plagiarism.htm](http://www.winthrop.edu/english/plagiarism.htm) .) **You will be required to print out this statement, sign the last page, and bring it to class when required by your instructor.** Ignorance or failure to consult this material is no excuse.  In this course, the plagiarism policy ranges from a failing grade on the particular assignment in question to failing the course and being subject to the school’s disciplinary action, depending upon the nature and severity of the offense. **If you intentionally plagiarize a paper, you will receive a failing grade in the course**.  **Intentional plagiarism** is the deliberate attempt to claim another person’s ideas or written work as your own work.  **Student Code of Conduct:** As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online *Student Handbook* ([http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf](file:///C:\studentaffairs\handbook\StudentHandbook.pdf)).  **Turnitin.com:** We will be using Turnitin.com for all Thinking Journals and essays written outside of the classroom. Instructions for creating an account and enrolling in this class will be provided before the due date for the first paper. In order to be graded, papers must be submitted to Turnitin.com by midnight on the day the paper is due in class. “I couldn’t get Turnitin to work” does not constitute an excuse for late submission of a paper. The normal late paper policy will apply to all papers not submitted to Turnitin on time. Student tutorials for using turnitin.com are available at http://www.winthrop.edu/dacus/About/studentTIIinstructions.htm.  **Late Paper/Assignment Policy:** This policy varies with the type of assignment:   * Informal assignments such as in-class activities and quizzes cannot be made up. * **Thinking Journals will not be accepted late.** The procedure for posting/turning in these assignments will be spelled out on the assignment announcements. * For formal essays, the work is due in-class according to the dates on the schedule. Any work not handed in during the first five minutes of class will be penalized a half-letter grade for being late, and then one letter grade for each day late thereafter. (This includes weekends, and days run from 12AM to 11:59PM). For example, if a paper is due in class on Tuesday at 5:00, and you’re not there but show up at my office at 6:30, your paper will receive a half-letter grade deduction. However, if I do not receive the paper until Wednesday, it will receive a letter and a half grade deduction: half a grade for not having it in class on Tuesday, and an additional letter grade for it being a day late. **After three days (including weekends), the paper will not be**   **accepted.**   * **Failure to turn in any assigned paper will result in an F in the course.** * Any paper not submitted to Turnitin.com by the deadline will receive a five-point penalty.   Three additional notes: 1) I consider the paper being turned in when I receive the paper copy directly in my hands. Slipping work under my door should then be avoided as there is no way to verify the time. 2) When I refer to work, I am referring to the hard copies; I generally will not accept assignments via email unless I have given prior approval. 3) Assignments may be turned in early (in fact, I encourage it).  **Note:** If some kind of unforeseeable medical or legal situation arises, notify me as soon as possible. Depending upon the severity of the situation and the nature of the documentation provided, this late policy may be adjusted.  **Duplicate Submission of Papers:** You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved *in advance*. This is to conform to the *Student Code of Conduct*, §V, which states: "Academic misconduct includes but is not limited to … presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved." (*Student Code of Conduct* §V: [http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm](http://www2.winthrop.edu/studentaffairs/Judicial/judcode.htm) )  **Draft Policy:** I will be happy to comment on and provide feedback on drafts submitted to me in my office or in class up to 72 hours prior to the paper’s due date. I will not accept drafts for review three days (or less) before the paper is due. I will make every attempt to return drafts to you within 48 hours of receiving them. I will not proofread or make sentence-level corrections on your papers, but will comment on any weaknesses or strengths I see in the draft.  **Instructor Accessibility:** You can expect me to be available as a resource from which to draw and to obtain feedback. I am very responsive to email questions as long as I know who the email is from and have all information necessary to provide a complete answer. Please be sure to “sign” your emails as oftentimes email names are confusing at best (e.g., brownb1@winthrop.edu could be Bob Brown or Beth Brown). Please make sure to speak slowly and comprehensibly if leaving a voicemail so that I can decipher the name, message, and return phone number as well.  What you cannot expect of me is to be available 24/7. While I do check my email and voicemail regularly, including weekends (if I am in town), I do not necessarily check them more than once a day or late in the evenings. Therefore, if you procrastinate on an assignment, you may not have the information you need to complete the assignment appropriately. Please plan your time accordingly to maximize the probability that you will receive a response in time for it to be useful.  **Students with Disabilities:** If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at **323-3290** (or **ext. 3290** from campus), as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations well before the first assignment.  **Safe Zones Statement:** I consider this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.  **Attendance Policy:** In this class, I will follow the standard Winthrop policy, which states: “Students are expected to attend classes and should understand that they are responsible for the academic consequences of absence. The student is responsible for all requirements of the course regardless of absences. Instructors are obligated to provide makeup opportunities only for students who are absent with adequate cause such as incapacitating illness, death of an immediate family member, or authorized representation of the university. The instructor will be responsible for judging the adequacy of cause for absence. The student is responsible for providing documentation certifying the legitimacy of the absence to his or her instructor in advance of such absences. In health-related or family emergency cases where advance notice is not possible, documentation should be provided to the instructor no later than the date the student returns to class. . . . If a student’s absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the previous section, a grade of F or U shall be assigned.” **28 class meetings are scheduled, so 25% or more = 7 or more absences**.  Despite the high number of absences technically possible under the above policy, your success in Writing 101 will depend heavily on class discussion and information presented during class time. A high number of absences will be reflected in the loss of points for daily grades and probably in the quality of your essay assignments. **For these reasons, I expect you to attend and be on time for all classes**.  - 3 tardies of more than 5 minutes will result in an absence. I need everyone here so we can make full use of our time. Make sure you are in your desk and ready at the time class is supposed to start.  - Sleeping in class will result in an absence.  - Text messaging or other electronic disturbances during class will result in an absence. **TURN OFF YOUR PHONES BEFORE COMING TO CLASS.**  **Writing Center:** The Writing Center provides support for all students in all Winthrop classes free of charge. It is located in 242 Bancroft (x-2138). Check its web page [www.winthrop.edu/wcenter](http://www.winthrop.edu/wcenter) for current hours.  **Academic Success Center:** Winthrop’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.  **E-mail List Serves:** Winthrop automatically generates a listserv for each class using the Winthrop e-mail addresses of all students enrolled in a class on the first day of instruction. If you add the class late or if you prefer to use an alternate e-mail address, you must personally enroll in the listserv. You can find the instructions for doing so at <http://www.winthrop.edu/acc/imailsrv.asp>.  **Handheld Technology Policy: Laptops are not permitted**. Exceptions are made for students with documented disabilities.   |  | | --- | |  | |
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