CRTW 201: Critical Reading, Thinking, and Writing
Winthrop University
Fall 2014 Course Syllabus

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Office Hours: M/W 11:00 – 1:00; TR 8:30 – 11:00, and by appointment
Class Hours: MW 9:30 a.m. – 10:45 a.m.
Section Number: 003
Credit Hours: Three (3)
Class Location: Owens 207

Required Texts


Recommended Text
Either


Or


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 analytical skills as they move into advanced coursework in their majors.

Course Goals
- 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.
- To use writing, reading, speaking, and critical thinking to foster general cognitive development and intellectual growth in an academic environment.
- To recognize critical thinking and problem solving strategies in different academic disciplines.
- To evaluate arguments, evidence, and the contexts in which they appear.
To prepare for writing by carefully analyzing evidence.
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.
To learn to revise effectively by completely rethinking, restructuring, and rewriting essays.
To recognize individual writing voices and learn how those voices can be adapted to fit different audiences and rhetorical situations.
To improve oral communication skills through classroom discussions and small group activities.

Winthrop University Level Competencies (ULCs)

Competency 1
Winthrop graduates think critically and solve problems.
Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2
Winthrop graduates are personally and socially responsible.
Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3
Winthrop graduates understand the interconnected nature of the world and the time in which they live.
Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4
Winthrop graduates communicate effectively.
Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

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
Course Requirements

In-Class Verbal Participation 10%
Reading Quizzes 05%
Essay One (Critical Analysis Essay Using the Elements) 10%
Essay Two (In-Class Essay) 10%
Essay Three (Critical Analysis Essay Using the Standards) 15%
Research Paper/Standards Analysis 25%
Annotated Bibliography 05%
Final Essay Exam (Argument/Analysis) 10%
Thinking Journal Assignments (Six) 10%

The verbal component of the course is fulfilled by in-class small-group discussion and large-group verbal participation. Thinking Journal entries must be turned in on specific due dates through Turnitin. Any Thinking Journal entry submitted late to Turnitin will receive the standard late paper penalty.

Extra Credit
This semester, students will have the opportunity to earn extra credit in the class by attending one or two Hornsby Lectures featuring Carol Tavris, author of Mistakes Were Made, and submitting a one-to-two page typed response to the lecture(s). If completed, the first assignment will replace the lowest thinking journal grade. If students choose to complete both optional extra credit assignments, the second assignment will replace the lowest reading quiz grade.

Grading of Assignments
The English Department of Winthrop University has established a departmental CRTW Writing Rubric. In addition, you will be provided with a Class Participation Rubric which outlines expectations for class participation and criteria for class participation grades. Your essay grades and your final grade will be based on the following 100 point scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93%</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86 – 83%</td>
<td>B</td>
</tr>
<tr>
<td>82 – 80%</td>
<td>B-</td>
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<tr>
<td>79 – 77%</td>
<td>C+</td>
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<tr>
<td>76 – 73%</td>
<td>C</td>
</tr>
<tr>
<td>72 - 70%</td>
<td>C-</td>
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<td>69 – 67%</td>
<td>D+</td>
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<td>66 – 63%</td>
<td>D</td>
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<tr>
<td>62 – 60%</td>
<td>D-</td>
</tr>
<tr>
<td>59 – below</td>
<td>F</td>
</tr>
</tbody>
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Attendance Policy
I follow the standard Winthrop University policy on attendance, which stipulates that missing more than 25% of class meetings (7 class periods) will result in a grade of “N,” “F,” or U,” whichever is appropriate. Three absences (excused or unexcused) or less will have no effect your final grade in the course. Four absences will subtract four percentage points from your final grade, and five absences will subtract five percentage points. Six absences will subtract seven percentage points from your final grade. Certain absences, such as those for extended illnesses, family emergencies, or school-sanctioned travel, may be considered “excused” if the student provides adequate written documentation of the excused absence. Attendance will be taken at the beginning of each class period. If you arrive after roll is taken, it is your responsibility to remind me after class that you should be marked “present.” I make every effort to carefully record student attendance on a daily basis. My official record of class attendance will be the only record used to determine student attendance at the end of the semester. I will not change my record of student attendance based upon a student’s “memory” of how many classes were attended.

Draft and Revision Policy
I will be happy to comment on and provide feedback on drafts submitted to me in my office or in class up to 24 hours prior to the paper’s due date. I will not accept drafts for review one day or less before the paper is due. I will make every attempt to return drafts to you within 48 hours of receiving them. I can’t proofread or make sentence-level corrections on your papers, but I will comment on any weaknesses or strengths I see in the draft. You may submit either Essay One or
Essay Three (Impediments or News Show/Standards) as a revision at the end of the semester. On revisions, the new grades are averaged with the original paper grades. You will be given specific guidelines for optional essay revisions.

Late Paper Policy
All due dates are noted in the syllabus and on paper assignments. Students will lose one-half letter grade (5 points) for each calendar day an essay is turned in late. **All essays must be submitted to Turnitin by midnight on the day they are due in class. No paper will be graded that has not been successfully submitted to Turnitin.** All Thinking Journal entries are subject to a late paper policy and will have three percentage points deducted for every calendar day they are submitted past the due date.

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)

Plagiarism and Academic Honesty
Plagiarism refers to the act of presenting someone else’s thoughts, words, ideas, or lines of argument as your own. Plagiarism is a serious academic offense which can result in failure in a course and, whether intentional or not, is a violation of the Code of Student Conduct (see [http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm](http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm)). The English Department’s document *The Correct Use of Borrowed Information* thoroughly explains the scope of this academic violation ([http://www.winthrop.edu/cas/english/default.aspx?id=21084](http://www.winthrop.edu/cas/english/default.aspx?id=21084)). This document is also included in your Prentice Hall Handbook.

Use of Technology
Students **must subscribe to the class listserv by the second class period of the course.** I will frequently use the class listserv to distribute assignments, reading selections, and important reminders for the course. Students are responsible to print, read, and bring to class all materials and documents distributed through the class listserv. **All cell phones should be set to “vibrate” and should be kept in your backpacks during class. No texting or cell phone use is allowed in class.**

Turnitin.com
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.** Make sure you know how to use and submit papers on Turnitin before the first paper is due. Please do not inform me at the end of the semester that your Thinking Journal entries “didn’t go through” on Turnitin and ask to submit them late. If you do so, you will anger the Internet gods and risk assimilation by Daleks. **Normal late paper penalties will apply to all Thinking Journal entries at all times.** Student tutorials for using turnitin.com are available at [http://www.winthrop.edu/dacus/About/studentTIInstructions.htm](http://www.winthrop.edu/dacus/About/studentTIInstructions.htm).

Turnitin Class I.D.: 8473120
Turnitin Class Password: Nosichrocks

Students with Disabilities
Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Writing Center
The Writing Center, located in 242 Bancroft Hall, provides free consultation and tutoring. You are encouraged to seek assistance there when drafting or revising your essays. Please call the Writing Center to schedule an appointment well in advance of your assignment due date (x2138); you may access the Writing Center website at [www.winthrop.edu/wcenter](http://www.winthrop.edu/wcenter).
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.

Instructor Availability
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. While I do check my email and voicemail regularly, I do not necessarily check them late in the evening. 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.

Expectations for Classroom Behavior/Safe Zones Statement
The classroom environment should provide a safe environment for exploring ideas and challenging assumptions. Students are expected to listen respectfully to the voices of other individuals and to share their own opinions and values in a positive, respectful manner. Students and the instructor are expected to treat each member of the class with respect, civility, care, and kindness. Classroom behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of the class will not be tolerated in this course. Students who engage in disruptive behavior will be subject to sanctions as specified in the Student Conduct Code.

Final Examinations
Winthrop University policy requires that all classes meet during their scheduled final examination period. Winthrop university policy specifies that personal conflicts such as travel plans and work schedules do not warrant a change in examination time. The final exam will be held in our regular classroom at 11:30 a.m. on Tuesday, December 16th, 2014.