

ADVANCED CRITICAL WRITING
OAKLAND UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF ENGLISH

COURSE INFORMATION

COURSE NUMBER: ENGLISH 3110

CRN: 40709

FALL 2018, ONLINE, 4 CREDITS

Course description: Focus on the process of critical thinking to develop analytical writing skills. Required for English STEP majors and minors. *Satisfies the university general education requirement for a writing intensive course in general education. Prerequisite for writing intensive: completion of the university writing foundation requirement.*

Prerequisite(s): [WRT 1060](#) with a grade of (C) or higher.

General Education Information: This course satisfies the university general education requirement for a writing intensive course in general education. Prerequisite for writing intensive includes the following: Completion of the university writing foundation requirement. As such the coursework does contain the following elements:

- Oral Language Component
- Research
- Critical Analysis
- Revision

For more information: [General Education](#)

Course format: Totally online (completely asynchronous)

INSTRUCTOR INFORMATION

Name: Rachel V. Smydra

Office Location: 322 O'Dowd

My office hours are by appointment.

Email me at smydra@oakland.edu

Instructor Expectations: I will respond to emails within 24 hours of posting and grade assignments before week's end.

LEARNING OUTCOMES

On course completion, students will be able to demonstrate the following skills and competencies:

- Demonstrate knowledge of argument structure and strengths and weaknesses of rhetorical strategies
- Recognize logical fallacies
- Develop organizational strategies to construct effective arguments and analysis
- Identify rhetorical strategies appropriate to the topic, context, purpose, and audience
- Construct effective arguments that are grounded in validity

This course seeks to build upon the basic principles of strategies for writing that you were introduced in earlier writing courses. The primary focus will be on critical thinking, particularly as it relates to formulating a strategy for making decisions about what we hear and read. By studying both contemporary and traditional techniques, we will acquaint ourselves with some of the methods and philosophies that have formed the basis for critical writing and serve as the cornerstones of a liberal education. As we do so, we will try to understand how we can use these methods within a variety of contexts.

In addition, we will employ a process methodology to our writing that begins with heuristics and continues on to drafting, revising, peer review, and proofreading. In doing so we will explore the way style and voice serve rhetorical purpose. The essays we will write will challenge you to think conceptually, and to think carefully about how those concepts influence, not only the way we acquire ideas, but also the ways in which those ideas become part of our lives as life-long learners.

GENERAL EDUCATION CROSS-CUTTING CAPACITIES

Critical Thinking: Students will explore the foundations of argument and apply knowledge to the analysis of constructed arguments.

TEXTBOOKS AND MATERIALS

Textbook: *Asking the Right Questions: A Guide to Critical Thinking*, by Neil Browne and Stuart Keeley, 12th edition, Pearson/Prentice Hall. See Moodle for link to rent or order the newest edition.

OVERVIEW OF TASKS

Students will complete the following tasks:

- **Written Assignments** will entail analysis and written responses that show a clear understanding of the chapter materials and the concepts (20 pts each)
- **Quizzes** will test the student's knowledge and mastery of chapter concepts (20 pts each)
- **Mid-term and Final** will assess the student's strengths regarding the core concepts covered over the course of the semester (100 pts each)
- **Forums** create opportunities for discussion that offers exchanges of perspectives and insights. Posts and replies required (20 pts each)

NOTE: See Moodle for due dates (subject to change). [Description, due date, grade weight, etc.]

GRADING

The assignments in the course are given a point value and the point score is calculated as a percentage. Students will be awarded points based on the demonstrated ability of the material in addition to their ability to show critical thinking in well-written responses. The percentage breakdown per task category is listed below. Students can monitor their assignments and grades on Moodle's gradebook.

- Forum 20%
- Exercises 20%
- Midterm 30%
- Final Paper 30%

OAKLAND UNIVERSITY GRADING SCALE

SCALE AS OF FALL 2018	OLD SCALE
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

USING MOODLE AND OTHER TECHNOLOGIES

This course relies strictly on access to Moodle; therefore, students will need to log in 3-5 times a week to complete the course successfully.

TECHNOLOGY BACK-UP PLAN

In the event that your computer crashes or internet goes down, it is essential to have a "backup plan" in place where you are able to log in using a different computer or travel another location that has working internet.

Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

TECHNOLOGY HELP

- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).

- For access to technology and in-person assistance, call or visit the [Student Technology Center](#)
- For general technology assistance, consult [the OU Help Desk](#)

Respect Rules of [Netiquette](#)

- a. Respect your peers and their privacy.
- b. Use constructive criticism.
- c. Refrain from engaging in inflammatory comments.

CLASSROOM AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

Academic conduct policy. ALL MEMBERS OF THE ACADEMIC COMMUNITY AT OAKLAND UNIVERSITY ARE EXPECTED TO PRACTICE AND UPHOLD STANDARDS OF ACADEMIC INTEGRITY AND HONESTY. ACADEMIC INTEGRITY MEANS REPRESENTING ONESELF AND ONE'S WORK HONESTLY. MISREPRESENTATION IS CHEATING SINCE IT MEANS STUDENTS ARE CLAIMING CREDIT FOR IDEAS OR WORK NOT ACTUALLY THEIRS AND ARE THEREBY SEEKING A GRADE THAT IS NOT ACTUALLY EARNED. FOLLOWING ARE SOME EXAMPLES OF ACADEMIC DISHONESTY:

Cheating. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.

Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

Unauthorized collaboration on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's [Academic Conduct Regulations](#).

BEHAVIORAL CODE OF CONDUCT. Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes the following:

- **Integrity.** See academic conduct policy points above.
- **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
- **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](#)
- **Responsibility.** Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](#) for details.

ACCOMMODATION AND SPECIAL CONSIDERATIONS

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website.

RELIGIOUS OBSERVANCES

Student should discuss with instructor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](#) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course.

FACULTY FEEDBACK: OU EARLY ALERT SYSTEM

[Faculty Feedback](#) is a OU's early alert system, which allows faculty to indicate whether students are at risk of not succeeding in a course. The system allows faculty to give students feedback on what issue has occurred and how they can best resolve the issue. Faculty Feedback is required for courses up to the 2000 level, but it can be used for courses at any level.

As a student in this class, you may receive "[Faculty Feedback](#)" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success.

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. [Register for Emergency Notification](#). (Link to register for emergency notification: <https://oupolice.com>)
- If an emergency arises on campus, call the OUPD at **248-370-3331**
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and at [Oakland University Police Department's Emergency Management webpage](#).
- If needed, review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).

TENTATIVE COURSE SCHEDULE

[Provide a clear list of assignments and work to be done during the course, complete with dates and noted deadlines. It is recommended to provide both styles of your calendar (list and table) to meet accessibility standards. If you use colored font to indicate emphasis, be sure that you are not relying on color alone to indicate important information to benefit colorblind students. Separate your course by units or by weeks of the semester. *Suggestion: Put course calendar on a separate page so students can keep it handy.*]

[SCHEDULE DESIGN 1 OF 2]

[This listed format helps students who use a screen reader comprehend the schedule content. See the next page for an alternative table format. If using Moodle, design your course page to match this course calendar by using weekly blocks.]

WEEK 1, DATE TO DATE

[Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency). Topics, readings, class format, due dates and any additional comments]

WEEK 2, DATE TO DATE

[Topics, readings, class format, due dates and any additional comments]

[ADD MORE WEEKS AS NEEDED.]

[SCHEDULE DESIGN 2 OF 2]

[This table format helps students visually organize information, and the use of headings eases comprehension for students who use a screen reader. Add more columns as needed.]

WEEK 1, DATE TO DATE

Topics/Activities:	Assigned Readings/Activities:	Due:
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WEEK 2, DATE TO DATE

Topics/ Activities:	Assigned Readings/Activities:	Due:
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[ADD MORE WEEKS AS NEEDED.]

[Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency). Topics, readings, class format, due dates and any additional comments]

[Be sure to note important changes in the schedule and discuss these as a class. Make a revised version of the course calendar available both digitally and as a hard copy to ensure that all students are using the most up-to-date version. Be sure these changes are also reflected on your Moodle course page.]

[May include additional separate pages for supplemental information: full assignment descriptions, marking schemes, rubrics, etc.]

[If you have questions or would like support in using this syllabus template, please contact the CETL Director, Judy Ableser, at ableser@oakland.edu.]