

1.) DATE: <b>August 3, 2013</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>CRE</b> Number: <b>101</b> Title: <b>College Critical Reading</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>MARY L. ZIMMERER</b> PHONE: <b>480-612-1747</b> FAX: <b>480-726-4048</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: <b>Literacy and Critical Inquiry (L)</b> Awareness Areas: <b>Select awareness area...</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective  Current General Studies designation(s): <b>L</b>  Effective date: <b>2013 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no <b>District-wide course competencies/outline</b>	
Chair/Director: <b>CANDACE KOMLODI</b>	Chair/Director Signature: _____

AGSC Action:      Date action taken:       Approved       Disapproved  
Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	1) Last page of this checklist 2) Syllabus with C-1 labels for assignment descriptions 3) CRE 101 Additional Clarification with C-1 labels
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".                     </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	1) Last page of this checklist 2) Syllabus with C-2 labels for assignment descriptions 3) CRE 101 Additional Clarification with C-2 labels
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">                         Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".                     </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	1) Last page of this checklist 2) Syllabus with C-3 labels for assignment descriptions 3) CRE 101 Additional Clarification with C-3 labels

ASU - [L] CRITERIA	
1.	Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
2.	Also:
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #ffff00;">                     Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".                 </div>	
C-3	

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	1) Last page of this checklist 2) Syllabus with C-4 labels for assignment descriptions
1.	Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments		
2.	Also:		
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #ffff00;">                     Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".                 </div>			
C-4			

Course Prefix	Number	Title	Designation
CRE	101	College Critical Reading	L

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. **Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</p>	<p>CRE 101 is a reading-intensive and writing-intensive class. The course focuses on argument; and the two units described in the syllabus require students to read, gather, and interpret data, analyze sources, and reflect on their learning. This is accomplished through two research projects, two presentations, and two essays, as well as three in-class short essay exams. Writing represents 70% of the entire course grade.</p>	<p>Documents: (1) Syllabus (pages 2, 5-7, sections with a red C-1) contains a table with each assignment and exam showing the breakdown of course points and percentages, which shows that 70% of the course grade is based on writing. (2) CRE 101 Additional Clarification (page 1, section with a red C-1): This provides more evidence that 70% of the course grade is based on writing assignments.</p>
<p>Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.</p>	<p>Each major writing assignment involves a research component that includes gathering and utilizing library databases to interpret, evaluate, and analyze resources. There are two substantial research projects: (1) Students will independently gather three sources related to a specific historical censorship case then will interpret, evaluate and analyze the sources according to the CRAP test. (2) Students will independently use academic databases to gather and utilize three sources with controlled studies related to their topic choice after reading the novel Flight. Students will interpret, evaluate, and analyze the controlled studies for credibility and validity.</p>	<p>Documents: (1) Syllabus (pages 3-7, sections with a red C-2) contains assignment descriptions that involve gathering, interpreting and evaluating evidence that is used in both presentations and essays. (2) CRE 101 Additional Clarification (page 2, section with a red C-2): provides specific explanations of how the presentations and essays require the gathering, interpreting, and evaluation of evidence.</p>

<p>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</p>	<p>There are at least four substantial writing/speaking tasks.</p> <p>(1) Presentation #1: After students independently research their censorship topic and gather three credible sources, they will work with a partner to synthesize their sources and create a PowerPoint, write a script, and make a 7-10 minute presentation using Screenr to present each side of the censorship case's argument.</p> <p>(2) Essay #1: Students will each write a 1500 word essay comparing/contrasting Bradbury's argument on censorship to the case they researched.</p> <p>(3) Presentation #2: Students independently research three controlled studies on their chosen topics generated through the novel Flight to assess the nature and accuracy of the evidence. They will then work with a partner to choose two studies from intertextual sources and create a 10 minute PowerPoint that focuses on the evaluation of the studies chosen.</p> <p>(4) Essay #2: Using argument form, the students will share their research topic choice generated from the novel, and support that choice through examples from the book. They will then share one research study based on the topic that they have analyzed and assess the research for purpose, bias, and the nature and accuracy of evidence.</p>	<p>Documents:</p> <p>(1) Syllabus (pages 3-7, sections with a red C-3) contains assignment descriptions of the the two presentations and two essays.</p> <p>(2) CRE 101 Additional Clarification (pages 2, section with a red C-2) explains the the substantial writing and speaking assignments with detailed descriptions.</p>
<p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. ***Intervention at earlier stages in the writing process is especially welcomed.</p>	<p>Assignments are scheduled throughout the semester so feedback can be given well before the next assignment is due so students can incorporate the feedback into their subsequent work. Essays will have a rough draft process with detailed comments on strengths and weaknesses given before the final draft is due.</p>	<p>Documents:</p> <p>Syllabus: The syllabus contains a schedule ( page 5-6, noted with a red C-4) showing due dates for major writing assignments and when feedback will be received. The syllabus assigninment descriptions (pages 3-4, sections with a red C-4) also contains notes where timely feedback will be given.</p>

**Official Course Description: MCCC CD Approval: 12-13-2011**

**CRE101 2012 Fall - 9999**

LEC 3.0 Credit(s) 3.0 Period(s) 3.0 Load  
Acad

**College Critical Reading**

Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks.

**Prerequisites:** (A grade of "C" or better in ENG101 or ENG107) and (appropriate reading placement test score or grade of "C" or better in RDG091 or RDG095).

**Course Attribute(s):**

General Education Designation: Literacy and Critical Inquiry - [L]

[Go to Competencies](#) [Go to Outline](#)

**MCCC CD Official Course Competencies:**

**CRE101 2012 Fall - Critical and Evaluative Reading I  
9999**

1. Describe the nature of critical reading and its application to life in the contemporary world. (I)
2. Apply critical reading techniques to a variety of materials and purposes for reading. (II)
3. Identify the structure of an argument. (III)
4. Evaluate textual material to ascertain tone, purpose, audience, and context. (IV)
5. Interpret assumptions, bias, author's point of view, and connotative meanings in text. (V)
6. Identify and respond to common types of reasoning and common errors in reasoning. (VI)
7. Apply critical reading skills to assess the nature and accuracy of evidence given in support of an author's argument. (VII)
8. Gather and utilize internet, database, and print resources. (VIII)
9. Interpret, evaluate, and analyze internet, database, and print resources. (VIII)
10. Synthesize ideas on related issues from intertextual sources. (IX)

[Go to Description](#) [Go to top of Competencies](#)

**MCCC CD Official Course Outline:**

**CRE101 2012 Fall - Critical and Evaluative Reading I  
9999**

- I. Nature of Critical Reading
  - A. Characteristics of critical reading
  - B. Applications
  - C. Blocks to critical reading
- II. Variation in Critical Reading Techniques

- A. According to material
- B. According to purpose
- III. Structure of an Argument
  - A. Issues
  - B. Conclusions
  - C. Reasons
- IV. Author's Stance in Written Materials
  - A. Tone
  - B. Purpose
  - C. Audience
  - D. Context
- V. Author's Use of Language
  - A. Assumptions
  - B. Bias
  - C. Author's point of view
  - D. Connotative and denotative meaning
- VI. Reasoning
  - A. Types
    - 1. Identification
    - 2. Analysis
  - B. Fallacies
    - 1. Identification
    - 2. Analysis
- VII. Evidence
  - A. Type
  - B. Accuracy
  - C. Logic and Completeness
  - D. Validity
- VIII. Research Process
  - A. Types of Sources
    - 1. Internet
    - 2. Library Database
    - 3. Print
  - B. Process
    - 1. Collection
    - 2. Evaluation
    - 3. Analysis
    - 4. Utilization
- IX. Synthesis of Ideas
  - A. Process
    - 1. Comparison/contrast
    - 2. Integration
    - 3. Final conclusion
  - B. Formats
    - 1. Substantial written project
    - 2. Substantial oral presentation

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**Chandler-Gilbert Community College**  
**CRE 101: College Critical Reading**  
**Course Syllabus for Spring 2013**

**Instructor:** Mary Zimmerer  
**Phone:** 480.857.5441  
**Room:** C101  
**Email:** mary.zimmerer@cgc.edu

**Section#:** 23288  
**Class Time:** TTh 9:50-11:05 am  
**Office:** IRN 259  
**Office Hrs:** MTW: 11:30-12:30 pm,  
Th: 12:30-1:30 pm

**Course Description:**

Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks. **Prerequisites:** (A grade of "C" or better in ENG101 or ENG107) and (appropriate reading placement test score or grade of "C" or better in RDG091 or RDG095).

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**Course Objectives:**

Upon completion of the course, the students will be able to:

1. Describe the nature of critical reading and its application to life in the contemporary world.
2. Apply critical reading techniques to a variety of materials and purposes for reading.
3. Identify the structure of an argument.
4. Evaluate textual material to ascertain tone, purpose, audience, and context.
5. Interpret assumptions, bias, author's point of view, and connotative meanings in text.
6. Identify and respond to common types of reasoning and common errors in reasoning.
7. Apply critical reading skills to assess the nature and accuracy of evidence given in support of an author's argument.
8. Gather and utilize internet, database, and print resources.
9. Interpret, evaluate, and analyze internet, database, and print resources.
10. Synthesize ideas on related issues from intertextual sources.



**Textbook:**

*Asking the Right Questions: A Guide to Critical Thinking*, 10<sup>th</sup> Edition, by M. Neil Browne & Stuart M. Keeley

**Required Novels:**

*Fahrenheit 451*, by Ray Bradbury

*Flight*, by Sherman Alexie

**Course Assignments and Grading**

C-1

The purpose of this course is to sharpen your critical reading skills. These skills are essential to becoming an effective and efficient college student. Included among the critical skills are the abilities to think clearly, detect bias, analyze an argument, and evaluate conclusions found in written materials.

Assignments and Essay Exams	Points	%Total Course Grade	Assignment Type
<b>ASSIGNMENT #1</b>	<b>50</b>	<b>5%</b>	
Short Essay Exam 1: Argument	50	5%	Writing
<b>ASSIGNMENT #2</b>	<b>325</b>	<b>32.5%</b>	
Fahrenheit 451 Reflection	50	5%	Writing
Library Research on Censorship Topic	75	7.5%	Research
Presentation #1: F451/Censorship	100	10%	Writing, Speaking
Essay #1: F451/Censorship Research	100	10%	Writing
<b>ASSIGNMENT #3</b>	<b>50</b>	<b>5%</b>	
Short Essay Exam 2: Fallacies	50	5%	Writing
<b>ASSIGNMENT #4</b>	<b>325</b>	<b>32.5%</b>	
Flight Reflection	50	5%	Writing
Controlled Study Research & Reflection	50	5%	Research, Writing
Short Essay Exam #3:			
Analyzing a Controlled Study	50	5%	Writing
Controlled Study Presentation	75	7.5%	Writing, Speaking
Essay #2: Flight & Controlled Study Analysis	100	10%	Writing
<b>ASSIGNMENT #5</b>	<b>100</b>	<b>10%</b>	
Final: Semester Critical Reflection	100	10%	Writing
<b>OTHER ASSIGNMENTS</b>	<b>150</b>	<b>15%</b>	
In-Class Assignments	50	5%	
Out-of-Class Assignments	50	5%	
Attendance & Participation	50	5%	
<b>TOTAL</b>	<b>1000</b>		

**Assignment Descriptions**

**ASSIGNMENT 1**

**Short Essay Exam 1: Argument:** You will read an article that discusses a topic from two perspectives. You will summarize the article, focusing on the argument from each perspective by identifying the issue, conclusion and reasons given to support. You will also give your analysis of which argument was presented better and why, using examples from the article. Finally, you will offer your own perspective on the issue, giving at least three reasons to support your conclusion. Feedback will be given the next class period regarding your ability to identify an argument in a piece of writing.

C-1

**ASSIGNMENT 2**

**Fahrenheit 451 Reflection:** After spending time reading the novel, participating in your discussion groups and sharing your individual responsibilities to the reading, you will write a reflection on the book. The reflection will include what you believe to be Bradbury's overarching argument of the novel, sharing at least five specific examples from the novel that support this argument. You will then reflect on Bradbury's argument and share a personal connection you have made regarding censorship. This reflection will be returned to you in a timely manner with feedback that will help you in writing Essay #1.

C-1

**Censorship Case Research Handout & Reflection:** After applying the CRAP test to a whole-class source, you will be spending time in the library databases finding at least four sources that apply to your assigned topic on censorship. By using the CRAP test for your sources you will evaluate the validity of those sources and analyze whether or not to use them for your presentation. You will write a reflection on the source gathering and explain why you the two sources you chose for your presentation are appropriate. You will use at least two examples from each source to support your conclusion.

C-1  
C-2

**Research Presentation: Historical Censorship Case:** Using the sources you gathered in the library databases with your partner, you will create a PowerPoint presentation, write your script, and make a 7-10 minute presentation using Screenr. This presentation will reflect the synthesis of everything we've learned regarding argument while applying your knowledge to intertextual sources. For this presentation, topics will be given to you. Feedback will be received before the rough draft of essay #1 is due, so you can incorporate the feedback in the essay.

C-3  
C-4

**Essay #1: Historical Censorship Case/Fahrenheit 451:** Your first essay will interpret the sources you have found in your censorship case and compare/contrast the historical case to *Fahrenheit 451*. You will focus on the argument in the censorship case by looking at two conflicting perspectives: The person/people being censored and the person/people doing the censoring. Not only will you present each side of the argument with reasons supported from your research, but you will discuss underlying value conflicts that arise on each side of the argument. Finally, you will compare/contrast this historic case with Bradbury's *Fahrenheit 451*, finding similarities and/or differences in the censorship addressed in each. Finally, you will reflect on this unit, what you've learned and areas you need to improve in. Feedback in the form of peer and instructor review will be provided with the rough draft in order to incorporate changes in for your final draft.

C-3  
C-4

**ASSIGNMENT 3**

**Short Essay Exam #2: Fallacies:** Building on what you've learned up to this point, you will read an article that discusses a topic from a biased perspective. You will summarize the article, focusing on the argument by identifying the issue, conclusion and reasons given to support from the author's point of view. You will analyze the article for author's bias using at least two quotes from the article to support the analysis. Using at least two examples from the article, you will discuss connotative the language used that puts the issue in a positive/negative light. Finally, you will identify two fallacies found in the article, citing the fallacy and the example from the article. Feedback will be given the next class period regarding your ability to identify bias.

C-1

**ASSIGNMENT 4**

**Flight Reflection:** After spending time reading the novel and sharing your individual responsibilities in your discussion groups, you will write a reflection on the book. The reflection will include what you believe could have been Sherman Alexie's overarching argument for writing the novel. Support your point using at least five quotes and specific events from the book. You will then reflect on Alexie's point and share a personal connection you have made regarding seeing arguments from differing perspectives. This reflection will be returned to you in a timely manner with feedback that will help you in writing Essay #2.

C-1

**Controlled Study Research & Reflection:** This research task involves independent use of academic databases to gather and utilize three sources with controlled studies related to a topic of your choice generated after reading the novel *Flight*. You will examine the controlled studies and identify the protocol, data, and possible conclusions for each source. Finally, you will interpret the credibility and validity of the journal articles by recognizing bias and value assumptions through analysis of each study. This research will be utilized in a partner PowerPoint presentation and a 1500 word essay on the controlled studies and their connection to the novel *Flight*.

C-1  
C-2

**Short Essay Exam #3: Analyzing a Controlled Study:** For this essay exam, you will read an instructor selected article and summarize, identifying the issue (question to answer), conclusion, and reasons (data) of the controlled study contained therein. You will then analyze the study for the accuracy of the argument based on the support given, using at least three specific examples from the study. Finally, you will evaluate the information and reflect on whether or not this study could be used in a research paper. Support your conclusion with specific examples from the text.

C-1

**Controlled Study Presentation:** After you have independently researched three controlled studies on your chosen topic generated through the novel *Flight* to assess the nature and accuracy of the evidence, you will work with a partner to choose two studies from your intertextual sources and create a 10 minute PowerPoint that focuses on the evaluation of the studies chosen. Peer and Instructor feedback from the presentation will be received the following week in order for you to incorporate the comments in essay #2.

**Essay #2: Flight & Controlled Study Analysis:** Using argument form, you will discuss your research topic choice generated from the novel *Flight*, and support that choice through examples from the book. You will then share one research study based on the topic you have analyzed and assess the research for purpose, bias, and the nature and accuracy of evidence. Finally, you will reflect on the novel, discussing the events in the book that led you to your topic choice, share on the effectiveness of Alexie's choice to show historical events through differing perspectives. Support your point by specifically referencing quotes and/or events from the novel. Feedback will be provided with the rough draft in order to incorporate changes in for your final draft.

C-3  
C-4

### ASSIGNMENT 5

**Final: Semester Critical Reflection:** For this final you will reflect on the journey you have made this semester. The account of your journey may address such questions as... Which moments were the most challenging, meaningful, transformative, rewarding, etc. for you this semester and why? Where did you start? Where have you arrived? What did you visit along the way? Also consider what unexpected "side trips" you experienced along the way. Were those productive trips or did you find you wandering off course? How did you steer yourself back on track, if necessary? What lessons from this journey will guide you next semester?

Week	Topic(s)	Reading	MCCD Course Competencies (LO)	Writing, Other Assessments & Feedback	Mandatory Review-Criterion References
Weeks 1-2	<b>Nature of Critical Reading</b> 1) Critical Reading Strategies 2) Thinking Styles 3) Critical Thinking	Asking the Right Questions (ARQ)  Ch. 1  <i>Fahrenheit 451 (F451)</i>	1		
Weeks 3-4	<b>Identifying an Argument</b> 1) Issue 2) Conclusion 3) Reasons	ARQ Ch. 2-3  <i>F451</i>	1,2,3,8	Assignment 1    Assignment 2	C-1
Weeks 5-6	<b>Language: The Critical Reader &amp; Thinker</b> <b>Analyzing the impact of figurative language</b> 1) Denotative 2) Connotative 3) Loaded Words 4) Ambiguity	ARQ Ch. 4  Library Research: Censorship around the globe	2,4,5,8,10	Assignment 2  Reflection 3) Research Presentation (wk 5) 4) Research Presentation Feedback (wk 6) 5) Essay #1 Rough Draft (wk 6)	C-1, C-2, C-3, C-4
Weeks 7-8	<b>Value Conflicts/Assumptions</b> 1) Value Clarification 2) Influence of Values on Conclusions 3) Writer's Perspective	ARQ Ch. 5  <i>Flight</i>	2,3,4,5,9,10	Assignment 2	C-1, C-3, C-4

C-4

C-4

C-4

Week	Topic(s)	Reading	MCCD Course Competencies (LO)	Writing, Other Assessments & Feedback	Mandatory Review-Criterion References
Week 9	<b>Fallacies</b> 1) Analyze the impact of fallacies in an argument	ARQ Ch. 6 <i>Flight</i>	2,3,5,6	Assignment 3 Assignment 4	C-1
Week 10	<b>Analyzing and Evaluating Evidence</b>	ARQ Ch. 7-8  Library Research: Controlled Studies related to <i>Flight</i> topics	2,3,7,	Assignment 3 Assignment 4	C-2, C-4,
Week 11	<b>Rival Causes</b> 1) Analyzing singular and conflicting causes 2) Evidence presented	ARQ Ch. 9	2,3,4,7,8	Assignment 4	C-1, C-4
Week 12	Determine Relevance & Value of <b>Statistics &amp; Information</b> in an argument	ARQ Ch. 10-11	2,3,4,7,8	Assignment 4	C-1, C-2, C-3
Week 13	<b>Analyzing and Evaluating</b> 1) Multiple Possible Conclusions	ARQ Ch. 12	5,7,9,10	Assignment 4	C-1, C-2, C-3, C-4
Week 14	<b>Evaluating Argument Structure - Practice</b>	ARQ Review	5,7,9,10	Assignment 4	C-1, C-3, C-4
Week 15	Strategies & Standards for demonstrating <b>Effective Critical Reading &amp; Critical Thinking</b>	ARQ Final Word	10	Assignment 4 Assignment 5	C-1, C-2, C-3, C-4

C-4

C-4

C-4

Week	Topic(s)	Reading	MCCD Course Competencies (LO)	Writing, Other Assessments & Feedback	Mandatory Review-Criterion References
Week 16				Assignment 5 2) Pr	C-1, C-3, C-4

**Grading System**

Your semester grade will be determined by dividing the total points you have earned by the total possible for the class.

Grading scale: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% =F.

**Assignments**

Assignments, when collected, will be due within the FIRST FIVE minutes of the class period. The instructor *will not* accept materials after that time. When absent, you are responsible for all work missed. Check with your instructor or call a classmate for the assignments. **Missed homework will be accepted for a grade no later than one class period after you return.** Homework turned in after that time will be given up to half credit. In-class assignments *cannot* be made up.

**Attendance**

It is important for you to attend all classes and are in class when it begins. If you have more than three (3) unexcused absences, you may be withdrawn from the course. Whenever you are absent, you are expected to know forthcoming assignments and be prepared for discussions, quizzes, and exams on the day of your return

**Classroom Protocol**

Classroom participation and a spirit of cooperation have made this course an enjoyable experience. Sharing experiences and knowledge will enhance our collaborative efforts. Actions, verbal statements, or any conduct which is obstructive, disruptive, or interferes with the educational process or institutional functions will result in dismissal from (=one unofficial absence) and a possible withdrawal from the course. For example, you will be asked to leave class for sleeping, or interfering with the concentration of others.

**CRE 101: College Critical Reading – Additional Clarification for Literacy  
Spring 2013**

**College Critical Reading** is a course that fulfills the Literacy requirement for students planning to transfer to Arizona State University. This course provides students with the skills needed to apply critical inquiry skills to varied and challenging reading materials. This includes analysis, synthesis, and evaluation through substantial writing and/or speaking tasks. The prerequisites for this course are a grade of 'C' or better in ENG101 or ENG107 and an appropriate reading placement test score or a grade of 'C' or better in RDG091 or RDG095.

## C1

**Criterion 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *The group projects are acceptable only if each student gathers, interprets, and evaluates evidence and prepares a summary report.*

A full 75% of the grade in CRE 101 depends on essay exams, presentations, and essays.

<b>Assignments and Essay Exams</b>	<b>Points</b>	<b>%Total Course Grade</b>	<b>Assignment Type</b>
<b>Assignment 1</b>			
Short Essay Exam 1: Argument	50	5%	Writing
<b>Assignment 2</b>			
Fahrenheit 451 Reflection	50	5%	Writing
Library Research on Censorship Topic	75	7.5%	Research
Presentation #1: F451/Censorship	100	10%	Writing, Speaking
Essay #1: F451/Historical Censorship Case	100	10%	Writing
<b>Assignment 3</b>			
Short Essay Exam 2: Fallacies	50	5%	Writing
<b>Assignment 4</b>			
Flight Reflection	50	5%	Writing
Controlled Study Research & Reflection	50	5%	Research, Writing
Short Essay Exam 3: Analyzing a Controlled Study	50	5%	Writing
Controlled Study Presentation	75	7.5%	Writing, Speaking
Essay #2: Flight & C.S Analysis	100	10%	Writing
<b>Assignment 5</b>			
Final: Semester Critical Reflection	100	10%	Writing
<b>TOTAL</b>	<b>750/1000</b>		
	<b>Total course points</b>		



## C2

**Criterion 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence.

The two presentations and two essays involve gathering, interpreting, and evaluating evidence. Here is a summary of the research assignments that preclude each presentation and essay.

- **Censorship Case Research Handout & Reflection:**

This project requires individual students to research a case study on censorship. This research culminates in a partner PowerPoint presentation regarding their topic and a 1500 word essay on the censorship case and *Fahrenheit 451*.

- **Gather Evidence:** using library databases to locate three sources that apply to their assigned topic.
- **Interpret Evidence:** by summarizing the argument and applying the CRAP test for each source.
- **Evaluate Evidence:** by determining the accuracy and relevancy of each source based on the CRAP test.

- **Controlled Study Research & Reflection:**

This research task involves independent use of academic databases to gather and utilize three sources with controlled studies related to a topic of choice after reading the novel *Flight*. This research will be utilized in a partner PowerPoint presentation and a 1500 word essay on the controlled studies and their connection to the novel *Flight*.

- **Gather Evidence:** by exploring academic databases to find three journal articles containing controlled studies.
- **Interpret Evidence:** by examining the controlled studies and identifying the protocol, data, and possible conclusions for each source.
- **Evaluate Evidence:** through interpreting the credibility and validity of the journal articles by recognizing bias and value assumptions through analysis of each study.

## C3

**Criterion 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

CRE 101 includes at least four substantial assignments that require in-depth writing, speaking, or both. In addition to the syllabus, here is additional clarification:

- ***Fahrenheit 451* Reflection:** This reflection is worth 5% of the total course grade. After spending time reading the novel, spending time in discussion groups, and sharing individual responsibilities to the reading, students will write a reflection on the book. The reflection will include what they believe to be Bradbury's overarching argument of the novel, sharing at least five specific examples from the novel that support this argument. Students will then reflect on Bradbury's argument and share a personal connection they have made regarding censorship.

- **Censorship Research Presentation:** This presentation is worth 10% of the overall grade. Using the sources gathered individually in the library databases, you and your partner will create a PowerPoint presentation, write a script, and make a 7-10 minute presentation using Screnr. This presentation will reflect the synthesis of everything learned regarding argument while applying knowledge to intertextual sources. For this presentation, topics will be assigned to pairs of students.
- **Essay #1: Historical Censorship Case/*Fahrenheit 451*:** Essay #1 is 10% of the students' final grade. Your first essay will have you interpreting the sources you have found in your censorship case and comparing/contrasting the historical case to *Fahrenheit 451*. You will focus on the argument in the censorship case by looking at two conflicting perspectives: The person/people being censored and the person/people doing the censoring. Not only will you present each side of the argument with reasons supported from your research, but you will discuss underlying value conflicts that arise on each side of the argument. Finally, you will compare/contrast this historic case with Bradbury's *Fahrenheit 451*, finding similarities and/or differences in the censorship addressed in each. Finally, you will reflect on this unit, what you've learned and areas you need to improve in.
- ***Flight* Reflection:** This reflection is 5% of the students' overall grade. After reading the novel, spending time in discussion groups, and sharing individual responsibilities to the reading, students will write a reflection on the book. This reflection will focus on the main character's perspective on life and an argument made for his decision to enter the bank. Students will reflect on how values, bias, and context shaped Zit's decision-making, and share a time in their life where they made a decision with negative consequences. Students will explore the values, bias, and context that led to those choices.
- **Controlled Study Presentation:** This presentation is 10% of the overall grade for the course. Students independently research three controlled studies on their chosen topics generated through the novel *Flight* to assess the nature and accuracy of the evidence, they will work with a partner to choose two studies from intertextual sources and create a 10 minute PowerPoint that focuses on the evaluation of the studies chosen.
- **Essay #2: *Flight* & Controlled Study Analysis:** The essay is worth 10% of the students final grade. Using argument form, the students will share their research topic choice generated from the novel *Flight*, and support that choice through examples from the book. They will then share one research study based on the topic that they have analyzed and assess the research for purpose, bias, and the nature and accuracy of evidence.

**CRE 101: College Critical Reading**  
**Detailed Descriptions of Assignments & Rubrics**

### ***Fahrenheit 451* Reflection**

**50 pts**

After spending time reading the novel, participating in your discussion groups and sharing your individual responsibilities to the reading, you will now write a reflection on the book.

- Before reflecting, share the basic premise of the novel, focusing on three major events the you found important
- The reflection will include what you believe to be Bradbury's overarching argument of the novel.
- Through quotes or paraphrasing, share at least five specific examples from the novel that support this argument.
- Reflect on Bradbury's argument and share a personal connection you have made regarding censorship. Your personal connection should focus on showing, not telling – think of it as storytelling.
- The reflection should be a minimum of 750 words, or roughly three pages, Times New Roman, double-spaced.
- This reflection will be returned to you in a timely manner with feedback that will help you in writing Essay #1.

**CRE 101: College Critical Reading**  
**Grading Standards for Reflections, In-Class Assignments & Homework**

Remember, reflections, in-class assignments and homework are practice for and the basis of the larger assignments/grades to come, which is why they are worth 20% of your total grade.

FYI: The points below are for a 10 point assignment. If your assignment is worth '50' points, then you would multiply the number by five.

**10 points:** This work is thorough and complete, meaning it addresses all parts of the assignment including page numbers, specific passages/references, and thoughtful discussion of all elements as required by the directions. It stands out in terms of **excellent** critical thinking and insightfulness in that all points/examples are fully explained, giving the work a sense of depth throughout.

**9 points:** In this work, one minor aspect of the assignment may be missing or undeveloped, but the work is **consistently strong** overall; it shows uniform development and thought.

**8 points:** In this work, more than one minor aspect of more than one part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought.

**7 points:** This work shows uneven quality and thoroughness; answers may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**.

**6 points or lower:** This work typically lacks thoroughness and completeness; it is **below expectations** and/or doesn't follow the assignment directions.

**CRE 101: College Critical Reading**  
**Censorship Case Research**  
**Expanding the CRAP Test: Questions for Rhetorical Analysis of Any Source**

Directions:

Read the source assigned to the class. Then use the questions below to write a coherent paragraph for each category. The paragraph should make sense on its own; no one should have to see this sheet or the assigned source to follow your meaning.

Content/genre

What type of a source is this (book, letter, website...)?

Is it a primary text (first-hand source of information) or a secondary text (second-hand source of information)?

Where/how/by whom was this originally published (website, newspaper, book...)?

What is the specific topic?

Is the information fact or opinion?

Context/recency

When was this written?

Where was this written? Is the location relevant to our understanding of the text?

What was happening in the time and place this source was written (historical context)?

Author

Who is the author of this source (person or organization)?

What are the author's or organization's qualifications (credential) to write on this subject?

What biases does/might the author bring to the information?

Why is the author writing about this subject? Explain.

Audience

Who is the author's intended audience (and how do you know or infer this audience)?

Purpose

What purpose is the author attempting to achieve with the intended audience? Inform? Persuade? Entertain? (Again, consider if the information is fact or opinion as well as why the author is writing about this subject.)

How do you know (or infer) the author's purpose?

**CRE 101: College Critical Reading  
Censorship Case Research Handout & Reflection**

**Directions:**

You will be spending time in the library databases finding at least four sources that apply to your assigned topic on censorship. By using the CRAP test for your sources you will evaluate the validity of those sources and analyze whether or not to use them for your presentation.

- You will be using the document below for FOUR sources. Copy and paste the template three more times before filling in.
- After finding a source from the library database, fill in information below for each of your sources. For this activity, you'll be writing short notes for each area.
- Use the questions as a guide, but not all the questions will be answered.
- After applying the CRAP test to your sources, choose two sources that will work best for your presentation.
- Type a two paragraph reflection (one for each source) on the source gathering and explain why you the two sources you chose for your presentation are appropriate. You will use at least two examples from each source to support your conclusion.

**Source #\_\_\_:**

**MLA Citation:**

**Content/genre:**

What type of a source is this (book, letter, website...)?

Is it a primary text (first-hand source of information) or a secondary text (second-hand source of information)?

Where/how/by whom was this originally published (website, newspaper, book...)?

What is the specific topic?

Is the information fact or opinion?

**Context/recency:**

When was this written?

Where was this written? Is the location relevant to our understanding of the text?

What was happening in the time and place this source was written (historical context)?

**Author:**

Who is the author of this source (person or organization)?

What are the author's or organization's qualifications (credential) to write on this subject?

What biases does/might the author bring to the information?

Why is the author writing about this subject? Explain.

**Audience:**

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**Purpose:**

What purpose is the author attempting to achieve with the intended audience? Inform? Persuade? Entertain? (Again, consider if the information is fact or opinion as well as why the author is writing about this subject.)

How do you know (or infer) the author's purpose

**CRE 101: College Critical Reading**  
**Grading Standards for Reflections, In-Class Assignments & Homework**

Remember, reflections, in-class assignments and homework are practice for and the basis of the larger assignments/grades to come, which is why they are worth 20% of your total grade.

FYI: The points below are for a 10 point assignment. If your assignment is worth '50' points, then you would multiply the number by five.

**10 points:** This work is thorough and complete, meaning it addresses all parts of the assignment including page numbers, specific passages/references, and thoughtful discussion of all elements as required by the directions. It stands out in terms of **excellent** critical thinking and insightfulness in that all points/examples are fully explained, giving the work a sense of depth throughout.

**9 points:** In this work, one minor aspect of the assignment may be missing or undeveloped, but the work is **consistently strong** overall; it shows uniform development and thought.

**8 points:** In this work, more than one minor aspect of more than one part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought.

**7 points:** This work shows uneven quality and thoroughness; answers may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**.

**6 points or lower:** This work typically lacks thoroughness and completeness; it is **below expectations** and/or doesn't follow the assignment directions.



**CRE 101: College Critical Reading**  
**Project Presentation Unit #1: Censorship in History**

You have just finished researching the library databases for your topic on a historical censorship case. For this first project you will be working with a partner who has the same topic as you to present on the one specific case of censorship and book burning/destruction in history.

Presentation Overview:

Working in pairs, you will create an 5-7 min. PowerPoint presentation with Screenr voiceover (I'll show you how to do this in class—it's fun and easy). In your presentation, you will **synthesize** the sources the two of you have gathered for your topic to explain the censorship case to the class. The presentations will be shown in class.

Your presentation will address:

- The background to the case---what was going on at the time that led to the censorship/destruction. Think about the WHO, WHAT, WHERE, WHEN, and WHY.
- What were the intentions of those involved—intentions to preserve and/or to censor.
- What were the consequences of the censorship or destruction. Think about both intended consequences and unintended consequences.
- Any similarities and/or differences between *Fahrenheit 451* and your case.

Presentation structure:

- You may choose to start with an introduction that provides an overview of the presentation or an engaging lead into the case.
- You may choose to provide background information for the case next.
- Then tell the story of the case in chronological order, using all the sources provided to explain who did what (and to whom), when/where, and why.
- Conclude with your discussion of the consequences and/or the broader significance of the case.
- Your final slide should be your Works Cited, but in-text parenthetical citations for all information should be included throughout the slides. Put all direct quotations in quotation marks. Your presentation should be primarily in your **OWN WORDS**. If you choose to quote any statements from the materials, you must use quotation marks in the slides in addition to the in-text citations required for all borrowed ideas, but **keep quotations to a minimum**.

Presentation Preparation:

- Before you create the Screenr for your presentation, you will need to type up a script for each slide to use as you are recording. Delineate who will be speaking for each slide.
- The script will need an okay before you can record. Feedback on areas of strength and need for improvement before recording.

Suggestions:

- You are encouraged to include images.
- Use no more than two font styles and avoid fussy animations and a cluttered or busy appearance.
- Attempt to follow the 6x6 rule: no more than six words per line and six lines per slide.
- Complete sentences may not always be necessary.

**Grading:**

Using the class grading rubric, you will be evaluated on content as well as on appearance and correctness of spelling and grammar (60 points), on correctness of MLA source documentation style (10 points), and on individual contribution and positive collaboration with partner (10 points). Your script will also be graded for accuracy of completeness and accuracy of content. (20 points).

While correctness of MLA source documentation style is worth only 10 points, students with incorrect documentation (5 points or fewer) or with plagiarized passages (example: direct quotations presented without quotation marks or citations) will receive a grade of "0" on this assignment.

**CRE 101: College Critical Reading:  
Grading Standards for Presentation #1**

**Content, Appearance, and Audio Quality**

**60 points:** This work is thorough and complete, meaning it fully addresses all parts of the assignment as required by the directions. It stands out in terms of **excellent** critical thinking and insightfulness in that all points/examples are explained specifically, giving the work a sense of depth throughout, and goes far beyond the “typical” information. It demonstrates an effective integration of the sources as well as integration of well-chosen visuals with the sources; all visuals are planned for specific purpose and illustrate a specific point. The presentation demonstrates appropriate use of grammar and mechanics and careful proofreading. Organization of information/slides is clear and easy to follow. The time requirement has been met and the time is filled with quality presentation. The audio is polished and smooth, with few distractions.

**52 points:** In this work, more than one minor aspect of more than one part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought. Some parts of the presentation are less informative than others. It demonstrates a good integration of the sources and integration of the sources with chosen visuals; visuals are clearly related to presentation, but may not always demonstrate a specific point. Minor errors of grammar and mechanics may be present but are not distracting or confusing. Organization of information/slides is clear, with minor areas of disjointedness. Most of the required time is filled with quality presentation. The audio is clear and easy to understand, with only minor distractions.

**44 points:** This work shows uneven quality and thoroughness throughout; the information may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**. Only the basics are covered; information may be general. Chosen visuals and passages from the sources may be of poor quality or may not be integrated well; the connections between them may be unclear. Errors of grammar and mechanics may distract or confuse the audience. Organization of information/slides is hard to follow in multiple places, suggesting some parts are out of logical order. The presentation may fall short of the time requirement. Audio may be unclear, making parts of the information hard to follow.

**36 points or lower:** This work typically lacks thoroughness and completeness; it is **below expectations** and/or doesn't follow the assignment directions. Passages from the sources and/or visuals may be of poor quality and/or seem unrelated; they don't add any real meaning to the presentation. Errors of grammar and mechanics interfere with the clarity of ideas. Organization of information/slides detracts from the presentation, making it difficult for the audience to follow. Presentation falls short of time requirement due to lack of depth and/or coverage. Audio is unclear, making the information hard to follow.

**MLA Documentation**

While correctness of MLA source documentation style is worth only 10 points, students with incorrect documentation (5 points or fewer) or with plagiarized passages (example: direct quotations presented without quotation marks or citations) will receive a grade of “0” on this assignment.

**9-10 points:** Citations and documentation are placed and formatted correctly throughout the presentation, including the works cited page.

**8 points:** Citations and documentation are placed and formatted correctly as needed, with only a few minor errors.

**7 points:** Citations and documentation may contain frequent minor errors or occasional major errors.

**6 points or lower:** Citations and documentation contain major errors not expected of college-level work.

**Individual Contribution and Positive Collaboration with Partner**

**5 points:** Excellent

**4 points:** Good

**3 points:** Fair

**2 points:** Poor

**1 point:** Minimal

## CRE 101: College Critical Reading

### Essay #1

For Literature Circle #3, you have already written about (or will be writing about) one important connection between the novel *Fahrenheit 451* and the historic case of book censorship/ destruction that you are presenting to the class. That connection may lie in (a) the circumstances that brought about the censorship in the historic case and in the novel, (b) the motives or rationale for the censorship in the historic case and in the novel, (c) the methods used to censor or destroy materials in the historic case and in the novel, and/or (d) the results or consequences of the censorship in the historic case and in the novel.

**Essay prompt and purpose:** In essay #1, you will elaborate upon any one-two significant connections between your historic case of censorship/book destruction and the novel. You should consider these connections or contrasts from the perspectives of both those who censored or destroyed books and of those who were censored or whose books/materials (or even whose lives) were destroyed. The connections or contrasts that you identify should lead readers to a deeper understanding of the causes and/or effects of censorship/book destruction; this is your ultimate purpose in writing the essay. Your other—closely related—purpose (as a student writer) is to demonstrate your own understanding of the novel, the case, and the significance of the connections between them.

**Audience:** While in practical terms, you are writing for your fellow students and instructors, in order to be a successful academic writer and thus fully demonstrate the depth of your understanding, you should imagine that ANY reader at CGCC might read your paper. This means any professor or student should be able to pick up your essay and follow it, even if they are unfamiliar with the book and with the case. As you are providing background information or explaining details, keep in mind that when you write for any reader in the academic community, you truly “show what you know.”

#### Suggestions for structuring your essay

- By the end of your introduction, the following should be clear to your readers:
  - What the novel and the case are
  - What connection(s) and/or contrast(s) you will be focusing on
  - What makes the connection(s) and/or contrast(s) significant
- After your intro, before you present your comparison or contrast of the connection(s) you have identified, provide readers with at least two paragraphs of background information: one summarizing the important details of the novel and one summarizing the important details of the case. In the paragraph summarizing the case, make sure to address the argument of the case by looking at conclusions from both sides of the argument for or against the book destruction/burning. Support the reasons for and against the topic by using specific quotes or examples from your sources.
- Develop and support your comparison or contrast of the connection(s) you have identified with specific details, examples, and quotations from both the novel and from the case
- End your essay with a discussion of what these two examples—case and novel—reveal about the causes and/or effects of censorship/book destruction and why they matter. In other words, discuss what important insights or lessons about censorship the case and novel teach us.

#### Assignment requirements

- All borrowed ideas (summary, quotation, paraphrase) must be cited in correct MLA style; manuscripts must be formatted in MLA style as well.
- You are required to use at least three sources found while researching the case and *Fahrenheit 451*.
- Minimum suggested length: 1500 words (word count does not include the Works Cited). Longer papers are always welcome.

**Essay #1 Evaluation Key:**

**UC**=Under Construction, 4 points; **IP**=In Progress, 5.5 points; **P**=Proficient (passing), 7 points; **E**=Effective, 8.5 points; **O**=Outstanding, 10 points

	UC	IP	P	E	O
<b>Assignment requirements:</b> Author responds to the specific prompt. Paper follows MLA manuscript style and meets or exceeds the minimum length (1500 words, excluding Works Cited).					
Papers begin with an engaging <b>title</b> and <b>introduction</b> appropriate to the author's purpose and audience. Introduction presents a clear thesis statement that serves as the controlling idea for the essay.					
<b>Audience:</b> Information is <b>adequate and appropriate for a general CGCC audience.</b>					
Author develops and supports ideas with <b>well-chosen, relevant details from the required sources</b> , including at least two of the case study sources.					
<b>Source integration:</b> Author integrates information from multiple sources through summary, paraphrase, and/or quotation.					
<b>Organization:</b> Ideas are sequenced logically, using transitions where necessary to show how ideas are connected in a clear progression of thought.					
<b>Diction and sentence fluency:</b> Word choice and sentence structure are accurate, artful, appropriate to the purpose, and varied—communicating the author's ideas clearly and fluently.					
<b>Proofreading and editing:</b> The paper is free of typos and errors of spelling, grammar, mechanics, punctuation, etc.					
<b>In-text citations</b> are included for all borrowed information; <b>Works Cited</b> includes all sources of borrowed information. All documentation follows correct <b>MLA style.</b>					
<b>Process: Reflection questions are answered in specific, accurate, thoughtful detail</b> —assessing strengths and identifying strategies for improvement—and the final draft shows that <b>the author has used the writing process and others' feedback to revise effectively.</b>					

Unit Portfolios are graded pass/fail:

59% or lower: 0-59/100 points

60-69%: 65/100 points

70% or higher: 100/100 points

## ESSAY GRADING RUBRIC

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**Outstanding, 10 points:** This paper meets assignment requirements in an outstanding way. The writer focuses on a purpose, develops ideas thoughtfully and thoroughly with that purpose in mind, and consistently addresses the audience's needs. The paper begins in an engaging way. The writer effectively develops and supports positions and assertions with relevant details from well-chosen, appropriate sources. It moves beyond summarizing or reporting to integrating the writer's ideas with those of others, as appropriate. Ideas are sequenced logically, with artful transitions that enhance unity and help the reader understand the progression of thought. The conclusion encourages insight, reflection, or action. The paper may "come alive" as a result of vivid or creative written expression. The writer varies sentence structure effectively and uses grammar and mechanics appropriately. The paper reflects careful proofreading on the part of the writer. Citations and documentation are placed and formatted correctly, as needed.

**Effective, 8.5 points:** This paper meets assignment requirements successfully. The writer's purpose may not be consistently clear but may be implied. While most ideas are developed in detail, some may be developed only generally or without sharp focus. The paper begins with an adequate introduction. Positions and assertions are supported with details from appropriate sources. The paper includes some analysis, synthesis, or evaluation to integrate the writer's ideas with those of others, as required. Common transitions are used, but the reader may not always clearly follow the progression of thought. The conclusion does more than summarize the paper. Word choice is accurate and descriptive; sentence structure is varied. Minor errors of grammar and mechanics are not distracting or confusing. As needed, citations and documentation are placed and formatted correctly, with only minor errors.

**Proficient, 7 points:** This paper meets assignment requirements adequately. The reader may be forced to assume the writer's purpose. Thinking may appear to be superficial or illogical, and ideas may be developed only generally. The paper may begin without engaging the reader. It may lack relevant supporting details from appropriate sources. Ideas of others may only be summarized without analysis, synthesis, or evaluation. Transitions may be used unevenly throughout the paper; the sequence of ideas may be disorganized or hard to follow. The conclusion may only summarize the paper. Word choice may be reasonably accurate but not descriptive. Sentence structure may lack variety and/or effectiveness. Errors of grammar and mechanics may distract or confuse the reader. If citations and documentation are required, there may be frequent minor errors or occasional major errors.

**In Progress, 5.5 points:** This paper is less than adequate and may not be a fully revised final draft. The writer's purpose is lost or unclear. Ideas remain undeveloped assertions without supporting detail. The paper shows little or no thinking beyond the obvious and general. The writer does not effectively analyze, synthesize, or evaluate the ideas of others. The paper may lack transitions and a clear progression of thought. Conclusion may be missing or inappropriate. Word choice and sentence structure may be awkward. Errors of grammar and mechanics may be so frequent that they overwhelm the reader. Citations and documentation may be incorrect or lacking.

**Under Construction or No Credit, 4-0 points:** This paper lacks evidence of process, does not respond to the assignment, is unintelligible, or demonstrates evidence of plagiarism. Students will receive no credit for assignment outcomes or requirements that are missing or simply not met.

**CRE 101: College Critical Reading**

***Flight* Reflection**

**50 points**

After spending time reading the novel and sharing your individual responsibilities in your discussion groups, you will write a reflection on the novel, *Flight*, by Sherman Alexie.

- The reflection will include what you believe could have been Alexie's overarching argument for writing the novel. (This argument may speak to his purpose in writing the book.)
- Support your point using at least five quotes and specific events from the book.
- After learning about Alexie's background and events that had a significant impact on his life, what do you believe may be some underlying value assumptions he may have had when writing this novel?
- Think about some of the events that took place in the book. Which two stuck out to you? Why? What issues can these events connect with in lives today? Do you believe these issues are important to know about? Why/why not. Be specific in your response.
- Finally, reflect on Alexie's point and share a personal connection you have made regarding seeing arguments from differing perspectives.
- This reflection should be at least 750 words, or three pages typed, double-spaced, with Times New Roman font.
- This reflection will be returned to you in a timely manner with feedback that will help you in writing Essay #2

**CRE 101: College Critical Reading**  
**Grading Standards for Reflections, In-Class Assignments & Homework**

Remember, reflections, in-class assignments and homework are practice for and the basis of the larger assignments/grades to come, which is why they are worth 20% of your total grade.

FYI: The points below are for a 10 point assignment. If your assignment is worth '50' points, then you would multiply the number by five.

**10 points:** This work is thorough and complete, meaning it addresses all parts of the assignment including page numbers, specific passages/references, and thoughtful discussion of all elements as required by the directions. It stands out in terms of **excellent** critical thinking and insightfulness in that all points/examples are fully explained, giving the work a sense of depth throughout.

**9 points:** In this work, one minor aspect of the assignment may be missing or undeveloped, but the work is **consistently strong** overall; it shows uniform development and thought.

**8 points:** In this work, more than one minor aspect of more than one part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought.

**7 points:** This work shows uneven quality and thoroughness; answers may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**.

**6 points or lower:** This work typically lacks thoroughness and completeness; it is **below expectations** and/or doesn't follow the assignment directions.



**CRE 101: College Critical Reading  
Controlled Study Research and Reflection**

This research task involves independent use of academic databases to gather and utilize three sources with controlled studies related to a topic of your choice generated after reading the novel *Flight*.

- Since you will be gathering information regarding three controlled studies, you will need to copy and paste the template below two more times *before* filling out.
- Complete the template below for each of your studies. Remember, this is time to take notes – you don't need complete sentence, but give yourself enough information to remind you of the specifics of the study.
- When you have completed the research, type a three paragraph reflection. Each paragraph will interpret the credibility and validity of one controlled study by focusing on sample, protocol, possible bias and possible value assumptions of the researchers.
- This research will be utilized in a partner PowerPoint presentation and a 1500 word essay on the controlled studies and their connection to the novel *Flight*, so your thoroughness with this research will help you in your upcoming assignments!

**Article Search: Academic OneFile—Journal Articles/Studies**

In Academic OneFile, go to the **Journal** tab and check “peer-reviewed”. Find a research study, **preferably a controlled study**, related to the topic explored above. You might also do a key-word search under the “home” page.

What subtopic/search terms did you use? \_\_\_\_\_

Identify article (author(s)/title): \_\_\_\_\_

**MLA Documentation:**

- Who is the researcher(s)? Is he/she or they qualified to write about this topic? Explain.
- Evaluate the study's methodology. Who is the target population for this study?
- How did the author/authors select the sample? Consider size, randomness, and representativeness. Do you think this sample is representative of what you believe should be the target population? Why or why not?
- What was the author's/authors' method for conducting the study? Be very specific. (Think following a recipe)
- What were the main findings/conclusions?
- In what way is the study responsible/well-done?
- What is a concern or weakness or question you have about the study?
- Based on your analysis, is this study credible enough to support the conclusions made by the authors? Explain.
- Is this a controlled study that you would like to use in your presentation? (Remember, you can analyze a BAD study in your presentation!) Why?

**CRE 101: College Critical Reading**  
**Grading Standards for Reflections, In-Class Assignments & Homework**

Remember, reflections, in-class assignments and homework are practice for and the basis of the larger assignments/grades to come, which is why they are worth 20% of your total grade.

FYI: The points below are for a 10 point assignment. If your assignment is worth '50' points, then you would multiply the number by five.

**10 points:** This work is thorough and complete, meaning it addresses all parts of the assignment including page numbers, specific passages/references, and thoughtful discussion of all elements as required by the directions. It stands out in terms of **excellent** critical thinking and insightfulness in that all points/examples are fully explained, giving the work a sense of depth throughout.

**9 points:** In this work, one minor aspect of the assignment may be missing or undeveloped, but the work is **consistently strong** overall; it shows uniform development and thought.

**8 points:** In this work, more than one minor aspect of more than one part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought.

**7 points:** This work shows uneven quality and thoroughness; answers may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**.

**6 points or lower:** This work typically lacks thoroughness and completeness; it is **below expectations** and/or doesn't follow the assignment directions.

**CRE 101: College Critical Reading**  
**Project Presentation Unit #2: Controlled Study Analysis**

You have just finished researching the library databases on your chosen topic related to the novel *Flight*. For this second project you will be working with your chosen partner to present two of the controlled studies you have discovered.

Presentation Overview:

Working in pairs, you will create a 7-10 min. PowerPoint or Prezi presentation. In your presentation, you will **evaluate and analyze** two of the controlled studies you have gathered for your topic to share with the class.

Your presentation will address:

- The background on your topic: Why did you choose it? What part of the novel you inspired you to choose this topic?
- For each controlled study you will inform us of the following:
  - The academic journal where the study was found.
  - Who conducted the study.
  - Your thoughts on who should be the target population.
  - Sample: who, how many, how chosen.
  - Analysis: Target vs. Sample
  - Controlled Study Protocol: Think of this as following a recipe – how was the study conducted? Be very specific.
  - Protocol Analysis: Strengths of the protocol. Weaknesses. If you could conduct the study, what would you do differently?
  - Data: What data did they collect? How was it collected? What were the results?
  - Data Analysis: Strengths? Weaknesses? Were the conclusions drawn from the data appropriate? Why or why not?
  - Study Sponsorship? If given, explain. Share any bias this may represent.
  - Final analysis: Could this study be used to convince someone to take a course of action? To change attitudes? Beliefs? Why or why not?

Presentation structure:

- You may choose to start with an introduction that provides an overview of the part in the novel that led you to choose the topic.
- You may choose to provide background information for the topic next.
- Explain each controlled study in chronological order, starting with the question being addressed and ending with protocol and data.
- Conclude with your analysis of the consequences and/or the broader significance of the controlled study.
- Your final slide should be your Works Cited, but in-text parenthetical citations for all information should be included throughout the slides. Put all direct quotations in quotation marks. Your presentation should be primarily in your **OWN WORDS**. If you choose to quote any statements from the materials, you must use quotation marks in the slides in addition to the in-text citations required for all borrowed ideas, but **keep quotations to a minimum**.

Presentation Preparation:

- Before you present to the class, you will need to type up a script for each slide to use as a guide for your presentation. Delineate who will be speaking for each slide.
- The script will need an okay before you can present. Feedback on areas of strength and need for improvement before recording.

### Suggestions:

- You are encouraged to include images.
- Use no more than two font styles and avoid fussy animations and a cluttered or busy appearance.
- Attempt to follow the 6x6 rule: no more than six words per line and six lines per slide.
- Complete sentences may not always be necessary.

### Grading:

Using the class grading rubric, you will be evaluated on content as well as on appearance and correctness of spelling and grammar (60 points), on correctness of MLA source documentation style (10 points), and on individual contribution and positive collaboration with partner (10 points). Your script will also be graded for accuracy of completeness and accuracy of content. (20 points).

While correctness of MLA source documentation style is worth only 10 points, students with incorrect documentation (5 points or fewer) or with plagiarized passages (example: direct quotations presented without quotation marks or citations) will receive a grade of “0” on this assignment.

## CRE 101: College Critical Reading:

### Grading Standards for Presentation #2

#### Presentation Content, Appearance, and Presenter Quality

**60 points:** This work is thorough and complete, meaning it fully addresses all parts of the assignment as required by the directions. It stands out in terms of **excellent** critical thinking and insightfulness in that all points/examples are explained specifically, giving the work a sense of depth throughout, and goes far beyond the “typical” information. It demonstrates an effective integration of the sources as well as integration of well-chosen visuals with the sources; all visuals are planned for specific purpose and illustrate a specific point. The presentation demonstrates appropriate use of grammar and mechanics and careful proofreading. Organization of information/slides is clear and easy to follow. The time requirement has been met and the time is filled with quality presentation. The presenters are polished and smooth, with few distractions.

**52 points:** In this work, more than one minor aspect of more than one part of the assignment may be missing/undeveloped. Overall, the work shows **good** development and thought. Some parts of the presentation are less informative than others. It demonstrates a good integration of the sources and integration of the sources with chosen visuals; visuals are clearly related to presentation, but may not always demonstrate a specific point. Minor errors of grammar and mechanics may be present but are not distracting or confusing. Organization of information/slides is clear, with minor areas of disjointedness. Most of the required time is filled with quality presentation. The presenters are clear and easy to understand, with only minor distractions.

**44 points:** This work shows uneven quality and thoroughness throughout; the information may be very general, vague, or off-target; parts may be missing. Overall, this work is **adequate**. Only the basics are covered; information may be general. Chosen visuals and passages from the sources may be of poor quality or may not be integrated well; the connections between them may be unclear. Errors of grammar and mechanics may distract or confuse the audience. Organization of information/slides is hard to follow in multiple places, suggesting some parts are out of logical order. The presentation may fall short of the time requirement. The presenters may be unclear, making parts of the information hard to follow.

**36 points or lower:** This work typically lacks thoroughness and completeness; it is **below expectations** and/or doesn't follow the assignment directions. Passages from the sources and/or visuals may be of poor quality and/or seem unrelated; they don't add any real meaning to the presentation. Errors of grammar and mechanics interfere with the clarity of ideas. Organization of information/slides detracts from the presentation, making it difficult for the audience to follow. Presentation falls short of time requirement due to lack of depth and/or coverage. The presenters are unclear, making the information hard to follow.

#### MLA Documentation

While correctness of MLA source documentation style is worth only 10 points, students with incorrect documentation (5 points or fewer) or with plagiarized passages (example: direct quotations presented without quotation marks or citations) will receive a grade of “0” on this assignment.

**9-10 points:** Citations and documentation are placed and formatted correctly throughout the presentation, including the works cited page.

**8 points:** Citations and documentation are placed and formatted correctly as needed, with only a few minor errors.

**7 points:** Citations and documentation may contain frequent minor errors or occasional major errors.

**6 points or lower:** Citations and documentation contain major errors not expected of college-level work.

#### Individual Contribution and Positive Collaboration with Partner

**5 points:** Excellent

**4 points:** Good

**3 points:** Fair

**2 points:** Poor

**1 point:** Minimal

## CRE 101: College Critical Reading

### Essay #2

You have already spent time talking about *Flight* in your discussion groups and spent time writing a reflection for the novel. Your discussions and reflection focused on Alexie's overarching argument regarding why he wrote the book and making personal connections with the story. You deliberately chose a topic from the novel that interested you and followed with research, and a presentation on controlled studies related to the topic from the novel.

**Essay prompt and purpose:** Using argument form, you will discuss your research topic choice generated from the novel *Flight*, and support that choice through examples from the book. You will then share one research study based on the topic you have analyzed and assess the research for purpose, bias, and the nature and accuracy of evidence. Finally, you will reflect on the novel, sharing how the events in the book that led you to your topic choice. You will then address the effectiveness of Alexie's choice to show historical events through differing perspectives. Support your point by specifically referencing quotes and/or events from the novel.

**Audience:** While in practical terms, you are writing for your fellow students and instructors, in order to be a successful academic writer and thus fully demonstrate the depth of your understanding, you should imagine that ANY reader at CGCC might read your paper. This means any professor or student should be able to pick up your essay and follow it, even if they are unfamiliar with the book and with the topic and controlled study. As you are providing background information or explaining details, keep in mind that when you write for any reader in the academic community, you truly "show what you know."

#### Suggestions for structuring your essay

- By the end of your introduction, the following should be clear to your readers:
  - What the novel is about how the novel ties into your controlled study topic
  - A brief introduction to the controlled study and how it is related to your topic.
  - Your argument regarding the effectiveness of Alexie writing from differing perspectives and events in history.
- After your intro, provide readers with at least two paragraphs of background information: one summarizing the important details of the novel and one summarizing the important details of the topic you chose. In the paragraph summarizing the topic choice, make sure use quotes and examples from the book that support your choice as well as historical background about the topic.
- Explain the controlled study in detail, giving us ample details in understanding the study. Analyze the effectiveness of the study using specific examples from the study to support your analysis.
- End your essay with a reflection on the events of the novel and connect that to your topic choice. End with your point on whether or not Alexie's choices for the novel were effective. Use at least three quotes/examples from the novel to support your point.

#### Assignment requirements

- All borrowed ideas (summary, quotation, paraphrase) must be cited in correct MLA style; manuscripts must be formatted in MLA style as well.
- You are required to use at least three sources found while researching topic and *Flight*.
- Minimum suggested length: 1500 words (word count does not include the Works Cited). Longer papers are always welcome.

**Essay #2 Evaluation Key:**

**UC**=Under Construction, 4 points; **IP**=In Progress, 5.5 points; **P**=Proficient (passing), 7 points; **E**=Effective, 8.5 points; **O**=Outstanding, 10 points

	UC	IP	P	E	O
<b>Assignment requirements:</b> Author responds to the specific prompt. Paper follows MLA manuscript style and meets or exceeds the minimum length (1500 words, excluding Works Cited).					
Papers begin with an engaging <b>title</b> and <b>introduction</b> appropriate to the author's purpose and audience. Introduction presents a clear thesis statement that serves as the controlling idea for the essay.					
<b>Audience:</b> Information is <b>adequate and appropriate for a general CGCC audience.</b>					
Author develops and supports ideas with <b>well-chosen, relevant details from the required sources</b> , including at least three sources.					
<b>Source integration:</b> Author integrates information from multiple sources through summary, paraphrase, and/or quotation.					
<b>Organization:</b> Ideas are sequenced logically, using transitions where necessary to show how ideas are connected in a clear progression of thought.					
<b>Diction and sentence fluency:</b> Word choice and sentence structure are accurate, artful, appropriate to the purpose, and varied—communicating the author's ideas clearly and fluently.					
<b>Proofreading and editing:</b> The paper is free of typos and errors of spelling, grammar, mechanics, punctuation, etc.					
<b>In-text citations</b> are included for all borrowed information; <b>Works Cited</b> includes all sources of borrowed information. All documentation follows correct <b>MLA style.</b>					
<b>Process: Reflection questions are answered in specific, accurate, thoughtful detail</b> —assessing strengths and identifying strategies for improvement—and the final draft shows that <b>the author has used the writing process and others' feedback to revise effectively.</b>					

Unit Portfolios are graded pass/fail:

59% or lower: 0-59/100 points

60-69%: 65/100 points

70% or higher: 100/100 points

## ESSAY GRADING RUBRIC

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**Outstanding, 10 points:** This paper meets assignment requirements in an outstanding way. The writer focuses on a purpose, develops ideas thoughtfully and thoroughly with that purpose in mind, and consistently addresses the audience's needs. The paper begins in an engaging way. The writer effectively develops and supports positions and assertions with relevant details from well-chosen, appropriate sources. It moves beyond summarizing or reporting to integrating the writer's ideas with those of others, as appropriate. Ideas are sequenced logically, with artful transitions that enhance unity and help the reader understand the progression of thought. The conclusion encourages insight, reflection, or action. The paper may "come alive" as a result of vivid or creative written expression. The writer varies sentence structure effectively and uses grammar and mechanics appropriately. The paper reflects careful proofreading on the part of the writer. Citations and documentation are placed and formatted correctly, as needed.

**Effective, 8.5 points:** This paper meets assignment requirements successfully. The writer's purpose may not be consistently clear but may be implied. While most ideas are developed in detail, some may be developed only generally or without sharp focus. The paper begins with an adequate introduction. Positions and assertions are supported with details from appropriate sources. The paper includes some analysis, synthesis, or evaluation to integrate the writer's ideas with those of others, as required. Common transitions are used, but the reader may not always clearly follow the progression of thought. The conclusion does more than summarize the paper. Word choice is accurate and descriptive; sentence structure is varied. Minor errors of grammar and mechanics are not distracting or confusing. As needed, citations and documentation are placed and formatted correctly, with only minor errors.

**Proficient, 7 points:** This paper meets assignment requirements adequately. The reader may be forced to assume the writer's purpose. Thinking may appear to be superficial or illogical, and ideas may be developed only generally. The paper may begin without engaging the reader. It may lack relevant supporting details from appropriate sources. Ideas of others may only be summarized without analysis, synthesis, or evaluation. Transitions may be used unevenly throughout the paper; the sequence of ideas may be disorganized or hard to follow. The conclusion may only summarize the paper. Word choice may be reasonably accurate but not descriptive. Sentence structure may lack variety and/or effectiveness. Errors of grammar and mechanics may distract or confuse the reader. If citations and documentation are required, there may be frequent minor errors or occasional major errors.

**In Progress, 5.5 points:** This paper is less than adequate and may not be a fully revised final draft. The writer's purpose is lost or unclear. Ideas remain undeveloped assertions without supporting detail. The paper shows little or no thinking beyond the obvious and general. The writer does not effectively analyze, synthesize, or evaluate the ideas of others. The paper may lack transitions and a clear progression of thought. Conclusion may be missing or inappropriate. Word choice and sentence structure may be awkward. Errors of grammar and mechanics may be so frequent that they overwhelm the reader. Citations and documentation may be incorrect or lacking.

**Under Construction or No Credit, 4-0 points:** This paper lacks evidence of process, does not respond to the assignment, is unintelligible, or demonstrates evidence of plagiarism. Students will receive no credit for assignment outcomes or requirements that are missing or simply not met.



# ASKING THE RIGHT QUESTIONS

A GUIDE TO  
CRITICAL THINKING  
TENTH EDITION



M. NEIL BROWNE  
STUART M. KEELEY

## Description

Used in a variety of courses in various disciplines, *Asking the Right Questions* helps bridge the gap between simply memorizing or blindly accepting information, and the greater challenge of critical analysis and synthesis. Specifically, this concise text teaches how to think critically by exploring the components of arguments--issues, conclusions, reasons, evidence, assumptions, language--and on how to spot fallacies and manipulations and obstacles to critical thinking.

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