**English 3: Critical Reading and Writing**

**Subject Prerequisites: English 1A or 1AH. (A, CSU-GE, UC, I)**

***It is your responsibility to check your***

***REEDLEY COLLEGE email and our Black Board website daily***

***to ensure that you do not miss any important announcements.***

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Office Hours: F 10:00-1:00

**CHANGES TO THE SYLLABUS/CALLENDAR:**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the calendar. Missing class or not checking Blackboard is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Catalog description—**A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction in a variety of media.

**COURSE OUTCOMES—**Upon completion of this course, students will be able to:

1. Write a synthesized and documented, critical analysis of at least 1500 words which includes:
	* sophisticated introduction, multiple body paragraphs, and a conclusion
	* an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
	* supporting details that exhibit critical thinking and use credible, multiple secondary sources
	* researched and evaluated sources for use in the development of their own writing
	* correct usage of MLA format with correct use in-text citations and a works cited page
	* appropriate and purposeful use of quotations
	* causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
	* an annotated bibliography of multiple sources
	* correct citations (therefore avoiding plagiarism)
	* identification of logical fallacies in others’ writing and avoid them in their own writing
	* details related to main point and with complex analysis
	* evidence of self-editing for errors and revise compositions
	* use of third person/universal
	* awareness of writing for a scholarly audience
	* controlled and sophisticated word choice
	* sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
	* use of denotative and connotative aspects of language
2. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
	* Distinguish between valid and sound arguments and invalid and unsound arguments
	* Recognize deductive and inductive language
	* Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
	* Make logical inferences from information presented
	* Recognize denotative and connotative aspects of language
3. Discuss issues, supporting their comments with reference to texts

**COURSE OBJECTIVES—**In the process of completing this course, students will:

1. Produce a synthesized and documented, critical analysis of at least 1500 words which:
	* exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion
	* expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
	* shows supporting details that exhibit critical thinking and use credible, multiple secondary sources
	* identifies researched and evaluated sources for use in the development of their own writing
	* demonstrates correct usage of MLA format with correct use in-text citations and a works cited page
	* illustrates appropriate and purposeful use of quotations
	* employ causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
	* employs an annotated bibliography of multiple sources
	* differentiate plagiarism from cited source material and correctly employ in-text citations
	* locate logical fallacies in others’ writing and avoid them in their own writing
	* match details to main point and with complex analysis
	* recognize errors and revise compositions
	* demonstrate awareness of third person/universal
	* demonstrate awareness of a scholarly audience
	* apply controlled and sophisticated word choice
	* recognize and employ sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
2. Demonstrate and ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
	* recognize the difference between valid and sound arguments and invalid and unsound arguments
	* classify deductive and inductive language
	* recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
	* propose logical inferences from information presented
	* identify and employ denotative and connotative aspects of language
3. Be able to communicate analysis/synthesis through class (and/or group) discussions

**Cheating and Plagiarism**

The following is adapted from Fresno City College’s website on cheating and plagiarism and will be enforced in this class.

CHEATING—Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include but are not limited to:

* Copying or allowing another to copy a test, paper, project or performance.
* Using unauthorized materials during a test, for example, notes, formula lists or "cheat
* sheets.”
* Taking a test for someone else or permitting someone to take a test for you.

PLAGIARISM—Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes but is not limited to:

* Incorporating the ideas or words of another's work without giving appropriate credit.
* Representing another's artistic or scholarly works, such as musical compositions, computer programs, photographs, etc., as one's own.
* Merely changing a few words or making a few structural changes to another’s work is
* still plagiarism when passed off as one’s own work.

PENALTIES—Penalties for cheating and plagiarism are severe and can follow you the rest of your college career. At the minimum, you will receive an F on the assignment and a warning, but plagiarizing may also result in an immediate F for the class and a write-up for your student record. You may also be liable for more severe penalties, such as expulsion from the college. The college and I take this very seriously and so should you. By taking this class, you are acknowledging that you have read and understand the cheating and plagiarism. Plagiarism will not be tolerated.

**Required Texts and Materials**

1. *Structure Of Argument* (W/ Apa/Mla Updates), by *Rottenberg*. Publisher: St. Martin. Edition: 6. ISBN: 0-312-69215-3.

**Reedley College Important Dates**

* January 10 (M) Spring 2011 instruction begins
* February 11 (T) Last day to change a spring class to/from a Pass/No-Pass grading basis
* January 17 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)
* January 21 (F) Last day to drop a full-term class for a refund for Spring 2011
* January 28 (F) Last day to register for a full-term fall class for Spring 2011
* January 28 (F) Last day to drop a fall full-term class to avoid a “W” for Spring 2011
* February 18 (F) Lincoln Day (no classes held, campus closed)
* February 21 (M) Washington Day observed (no classes held, campus closed)
* March 11 (F) Last day to drop a full-term class (letter grades assigned after this date)
* April 18-22 (M-F) Spring Recess (classes reconvene April 25)
* May 16-20 (M-F) Spring 2011 final exams week
* May 20 (F) End of spring semester/Commencement

**Completing Assignments and Missing Deadlines**

All assignments must be completed on the given due dates. If you miss a deadline, you will receive a zero on the assignment. If you are unable to complete an assignment due to an emergency, I may consider a make-up assignment if you are able to present appropriate documentation.

**ACADEMIC BEHAVIOR, Email, and the Discussion Board**

Because this is an online class, we'll communicate often via email. When you send me an email, you must use CORRECT English and maintain a respectful tone at all times. Your emails must begin with "Mr. Dominguez" and end with "Thank you." Emails that do not reflect proper etiquette will not receive responses. In addition, you must maintain a respectful tone with me and each other on the discussion board. When I read your posts, I expect to see proper English. Not capitalizing “I” when it is a first-person pronoun, for example, is *not* proper English. The language used to write text messages is *definitely* not proper English. Students who fail to maintain a respectful tone in this class via email or the discussion board may be dropped from the course—consider yourselves warned.

**EXTRA CREDIT**

Extra credit will not be offered this semester.

**DROPPING THE COURSE**

I will assume that students who do not check in on the discussion board by Friday, January 14, 2011, at 12:00PM are inactive and drop them from the course. After January 14, however, it is your responsibility to officially drop yourself from the course if you are no longer active; otherwise, you will receive the appropriate grade at the end of the semester.

**Accommodations**

If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**ASSIGNMENTS and SEMESTER GRADING**

Essay 1 with works cited – Article review = 100 points (1000 words)

Essay 2 with works cited – Claim of value = 100 points (1000 words)

Essay 3 with works cited – Claim of fact = 100 points (1000 words)

Essay 4 with annotated bibliography – Claim of policy = 200 points (1500 words)

Final Exam – Understanding argument (argument, claims, support, warrant, audience, flawed logic) = 100 points

600-540=A 539-480=B 479-420=C 419-360=D 359-00=F

**COURSE OUTLINE—Pay close attention to the dates! Almost all posts will be made on Friday.**

* January 14 students must check in on the discussion board by 12:00 noon or they will be dropped from the course, lecture posted on writing good sentences.
* January 21 lecture posted on citing direct quotations and making a works cited page.
* January 28 lecture posted on formatting an essay according to the MLA guidelines. Assignment sheet for essay 1 posted.
* January 31, lecture posted on argument, claims, support, warrant, audience (posted a few days early because I will be in meetings on Friday).
* February 4 essay 1 due. No lecture posted (posted on 1/31).
* February 11 lecture posted on flawed logic and how to write a claim of value.
* February 18 lecture posted on how to write a claim of value.
* February 25 lecture posted on how to write a claim of value, essay 2 assigned (posted one day early because of holiday). Essay 1 returned with comments and grade.
* March 4 essay 2 due, lecture posted on flawed logic and how to write a claim of fact.
* March 11 lecture posted on claim of fact.
* March 18 lecture posted on claim of fact.
* March 25 lecture posted on claim of fact, essay 3 assigned. Essay 2 returned with comments and grade.
* April 1 essay 3 due, lecture posted on flawed logic and how to write a claim of policy.
* April 8 lecture posted on claim of policy.
* April 15 lecture posted on claim of policy.
* April 22 no lecture posted—spring recess.
* April 29 lecture posted on how to write an annotated bibliography, essay 4 assigned. Essay 3 returned with comments and grade.
* May 6 office hours from 1-4 to answer questions on essay 4.
* May 13 essay 4 due. Lecture for final.
* ***May 16 final posted at 5:00PM and due at 7:00PM May 16. PLAN AHEAD!***
* May 18 Essay 4 returned with MINIMAL comments and grade. Semester over.