**English 3 Online: Critical Reading and Writing**

**Instructor: Ms. Fourchy**

**Office/Phone: HUM 52/638-3641, ext. 3406**

**Email:** **kate.fourchy@reedleycollege.edu**

**Office Hours: F 11:00-2:00 and by appointment**

**CHANGES TO THE SYLLABUS/CALENDAR:** 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. 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. This course will focus on the development of logical reasoning and analytical and argumentative 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: 7. ISBN: 9780312650698.
2. *The New York Times OP-ED Section (Online)*

**Reedley College Important Dates**

* January 9 (M) Spring 2012 instruction begins
* January 20 (F) Last day to drop a full-term class for a refund for Spring 2012
* January 27 (F) Last day to drop a fall full-term class to avoid a “W” for Spring 2011
* February 17 (F) Lincoln Day (no classes held, campus closed)
* February 20 (M) Washington Day observed (no classes held, campus closed)
* March 9 (F) Last day to drop a full-term class (letter grades assigned after this date)
* April 2-8 (M-F) Spring Recess (classes reconvene April 9)
* May 14-18 (M-F) Spring 2011 final exams week
* May 18 (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. Please indicate your name and class in the subject line. 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.

**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 the end of the day, January 9, 2011, at midnight are inactive and I will drop them from the course. After January 10, 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**

**Discussion Board** 10-20 points per week. The discussion board is the “classroom” in our class. Not posting on the discussion board is the same thing as not attending class. Therefore, if you miss two weeks on the discussion board before the nine week drop date, I will automatically drop you from the class. I will be posting assignments on the discussion board every week on Monday morning. Generally, you will have posts due that Wednesday and then responses to your classmates due by Sunday night of that same week by midnight. The discussion board is a place for you to talk to each other about the material of the class. I post the assignments, but I do not participate in your discussion. At the end of the week, I make comments to you individually regarding your participation. I will also address the class as a whole about what I am seeing on the discussion board.

**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** – Cumulative--Understanding argument (argument, claims, support, warrant, audience, flawed logic) = 100 points

**Grading Scale:**

A 90-100% B 80-89 C. 70-70% D 60-69%

**Submission of Essays**: I expect all essays to be submitted to Blackboard. If, for some reason, Blackboard is down and you are up against a deadline…then and only then, you may submit your essay as an attachment to my email address.

**Class Schedule**: I post schedules for each unit at a time. At the end of the first week of the semester, I will post our first unit schedule which will include reading in the textbook and online, assignments on the discussion board, and an essay. We spend approximately one month on each unit.

**Face to Face Meetings**: Finally, I am requiring face to face meetings unless you are geographically challenged. (As I commute to Reedley every day from Fresno, this means you are somewhere like LA) After you turn in a short diagnostic piece of writing in the second week, I will schedule appointments to meet in my office. After the initial meeting, you are not required to meet again; however, I highly encourage you to make a habit of dropping in to see me. Online classes are convenient, but they are fraught with problems- questions you are not able to ask, concepts that in a face to face class I would be able to tell you do not understand and so on—these are things that can only be resolved face to face.

**Reading:** Finally, and probably most important of all, doing the reading is the key to success in this class. This class is really about learning to read at a higher level and then being able to reflect that in your writing. You will not achieve that higher level if you do not read—obviously, and if you do not achieve that higher level of analysis, you will not be passing the course. You will be identifying arguments, summarizing the arguments, synthesizing two or more arguments and then finally building your own argument. All of these steps we will be taking during the course of this semester depend on your comprehension of both the textbook and the essays.

**Expectations**: As English 1A is a prerequisite for this class, I expect you to be completely familiar with MLA conventions-this includes formatting, the use and integration of quotation and the assembly of both an annotated bibliography and a works cited page.