English 3 – Critical Reading, Writing and Thinking Reedley College FA14

Come out of Your Cave: Thinking Critically about the Real World

Prerequisite: C or better in English 1A; fulfills critical thinking requirement

If you had a C in English 1A, sign up for Writing Center TODAY (Engl 272)

Deborah Lapp Office hours: 9:30-10:30 TTh, F12-1 by email [deborah.lapp@reedleycollege.edu](mailto:deborah.lapp@reedleycollege.edu)

Office: CCI 212 638-3641 ext. 3416 and by arrangement

You’ll understand the Cave reference better after we read Plato. For now, know that this class is designed to open your eyes and your world to different ways of thinking. You’ll analyze how people manipulate each other and construct different kinds of arguments. The point is to prepare you to develop a personal philosophical point of view and to win arguments worth winning.

The goal of this course is to sharpen your critical reading, writing, and thinking skills beyond the level achieved in English 1A so you can thrive in academia and beyond. In this course I expect you to behave like a scholar and engage in the ideas of others as you develop and articulate your own. Other scholars have set their ideas down in writing, and it’s important to explore those ideas and reference them responsibly in your own writing. As a scholar, you will set down your ideas in writing and share them with your classmates.

In English 1A, you prepared yourself for the type of academic writing you’ll need in college and university. Having passed English 1A, you must have developed endurance and comprehension in academic reading. I expect that, by virtue of passing English 1A, you have mastered documentation and citation, standard English grammar, mechanics and sentence structure, and have developed a college level vocabulary. All of us need practice writing and reading difficult material, but if you are insecure about any of these areas (**if you received a C in English 1A**, I’m talking to you), **you MUST sign up for the Writing Center or avail yourself of the free tutoring Reedley College offers**. I will gladly help you in my office; it’s amazing how much students learn with one-on-one help. I want you to be not just comfortable reading and writing, but proud of your ability and your work. You have important ideas, and this course will help you develop and express those ideas. Just accept that you have some things to learn, make learning those things a priority, and you will learn them.

**This is very important:**

A 3-unit class is typically 3 hours in class with 6 hours of homework (9 hours). This class is designed to require 9 hours of work (9 hours). In both cases, it will take you somewhat longer if you are a slow reader.

I expect you to post on the Discussion Board **every Wednesday by noon** and **every Friday by noon**. It’s probably a good idea to spread your responses over a few days, but I’ll leave that up to you. The rubric and points possible will always be attached. It is essential that you communicate with me if you have a legitimate reason to miss a posting (because it’s online, there aren’t very many legitimate reasons)—or if you are confused or need any help. Begin your assignment on Sunday or Monday, so, if you don’t understand, you can come to my Tuesday office hour. Likewise, start the second posting Wednesday, so you can make my Thursday office hour and you won’t be stuck on Friday. I have an office hour Friday at noon, but the post is DUE at noon. **If you come in on Friday, we’ll be talking about the NEXT week.**

I will read and record your post Wednesday and Friday afternoons and won’t tolerate posts dribbling in. You are responsible for everything you post, so I recommend you write your response in Word, save it, and keep a file of anything important on your computer—you might even keep a hard copy.

My office hours (always accessible by email) are listed above. Contact me BEFORE you have a problem.

**I will post on BlackBoard by 2PM Sundays** **and 2PM Wednesdays,** and I will email you directly if you are off track on Wednesdays, so you will always know what you need to do to be prepared and successful. While I will post BY Sunday at 2PM, I’m not necessarily available on weekends or nights. I have set aside the Sunday, Wednesday and Friday times specifically for you. I have set other times aside for other classes.

We will have 2 Friday afternoon movies and one Thursday evening speaker in the Forum Hall at RC (required) and a field trip opportunity on a Wednesday evening at CSUFresno (just an opportunity). Put them on your calendar now.

If you have a question that could apply to the entire class, please go to the discussion board Q & A. I will check that at 9AM and sometime in the afternoon. If you have a comment or an insight, please go to the class blog. If you have a personal question, the best way to reach me is by email: [deborah.lapp@reedleycollege.edu](mailto:deborah.lapp@reedleycollege.edu), but **I don’t live online**. I will check my email every weekday morning. It is my policy to ONLY read myscccd email, so please don’t use your personal email (I won’t read that). Remember, I have office hours TTh 9:30-10:30 and Friday noon-1PM.

Required: Reliable computer access

*Current Issues and Enduring Questions* by Barnet & Bedau

*West of the West* by Mark Arax

Required:

(or come to

the showing on campus): *Truman Show*

*Thank You for Smoking*

Important dates:

Aug 10 (Sun): first assignment posted, due Wed, Aug 13 (and every Wed and Fri by noon for the rest of the semester)

Aug 13 (W): your first posting due by noon. I’ll be in my office ready to help if you are having any problems. I will respond back to each student that day.

Sep 1 (M) is a holiday, but holidays don’t mean much in an online class

Sep 19 (F): SF Shakespeare 7PM Forum Hall—free (not required)

**Sep 25 (Th): Mark Arax (the author of your book!) Forum Hall 7PM (REQUIRED--**Your assignment will be light that week)

Oct 8 (W): *Race* by David Mamet at CSUF 8PM $10 plus parking. Not required, but so good! I saw it in San Francisco a couple years ago

Oct 10 (F): Last day to drop a class w/ou a grade

Oct 23 (Th): Two California poets in Forum Hall at 7PM free (not required)

Nov 11, 27, 28: holidays, but as I said, holidays don’t mean much in an online class…we won’t have a Friday posting on November 28th

Nov 31 (F): movie *Truman Show*  (if you don’t come, you must watch the movie on your own)

Dec 5 (F): movie *Thank You for Smoking* (ditto)

We will read a book by Mark Arax and meet the author. Do you realize how cool this is?! You also have the opportunity to see an excellent play at Fresno State at a discount. You will also read handouts and readings from the text. Reading assignments are intended as models of different organizational structures or as information or inspiration for discussion or your own writing; you make sure you read them carefully, look up new vocabulary.

Your attendance online is mandatory (I may drop you after 4 missed postings), Assignments will be posted on BlackBoard by Sunday at 2PM, and you respond by Wed noon and Fri by noon (that’s a repeat, I know, but I want to make that clear). Remember: budget nine hours per week if you plan to do well in this class.

Grades are based entirely on the writing you produce, either postings or papers (which will be evidence of comprehension of the reading and depth of your thinking) and your final. I will use the English department rubric considering content, organization, use of language, and grammar and mechanics for papers. I’ll include a mini-rubric for each of the discussion assignments (usually 10 points each and about 100 points per week). Below you’ll see the major grades (500 or 1000 points). I will record these as soon as I evaluate on BBd, and I’ll so you’ll know your grade at all times.

The Outcomes for English 3 are:

a. the ability to write a passing summary of a scholarly article

b. the ability to write a passing argument—we’ll focus on Toulmin style--with proper attribution of sources (the documentation we’ll use is MLA style), which demonstrates the ability to read and analyze college level writing,

c. the ability to write a passing analysis of a scholarly essay

d. the ability to write a synthesis of four or more sources with proper attribution of sources—we’ll model this after a Rogerian style argument

You’ll have multiple chances to accomplish some of these, but you must pass all four to pass the class, no matter how many points you accumulate. All submitted writing will be typed, double-spaced and scholarly in appearance—no fancy fonts. Present yourself and your work to me as the scholar I expect you to be. The form of documentation we use, called MLA style, is explained on the Purdue OWL website.

Plagiarism is presenting any words or ideas of someone else without attribution. The worst thing about using some one else’s ideas is the fear there will be no new ideas in the world—especially YOURS! We will cover plagiarism explicitly in the first few weeks of class even though I know you covered this in English 1A. Pay attention: the penalties range from 0 on the assignment to an F in the class reported to the Vice President.

Here’s a good deal for you: If you are struggling and have a D on a required paper, you may come in during office hours or some other time we arrange to plan a revision. You’ll then have a week to complete the revision, and you’ll come in for a second conference to hand it in. This involves more work for you (and for me), but the reward is a new evaluation and a new grade. If you receive an F, you MAY NOT revise, but you will only receive an F if you do not do the work, do not attend class, or plagiarize.

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.

Syllabus – English 3 Lapp FA14

All assignments will be posted Sunday by 2PM and Wednesday 2PM, so you will know what is due Wednesday at noon and Friday at noon. Begin the assignment on Sunday, so you’re not rushing. I simply don’t grade late posts. Here’s a rough sketch, but trust Announcements on BlackBoard:

Week 1: Buy Barnet & Bedau and Arax. First DBs. close reading of posted works. Arax prologue and ch. 5

Week 2: more close reading and response. Ch. 1 Arax

Week 3: summary, B & B ch. 1-2, Arax ch. 3

Week 4: Arax ch. 9, summaries due (out of 500)

Week 5: logical fallacies, Arax ch. 8 (discussion board grade out of 500)

Week 6: persona, Arax ch. 3 & 4 (persona paper out of 500)

Week 7: Arax ch. 6 & 7 Thursday 7PM MEET MARK ARAX in the Forum Hall 7PM (required)

Week 8: analysis outline and draft and review of Arax

Week 9: analysis paper due (out of 1000), midterm

Week 10: revision of analysis (discussion board grade out of 500)

Week 11: Buckley and Veinberg (poets visiting Thursday) Toulmin argument (claim, warrant support)

Week 12: argument due (out of 1000) Plato, *Truman Show* Friday movie afternoon in order to compare it to Plato and your journey into the light (and back into the cave)—out of 500

Week 13: Rogerian argument (wise judge), thesis question

Week 14: annotated bibliography (out of 500), needs and concerns of each side (200)

Week 15: analysis (100), persona(100), compromise(100)--introduction last

Week 16: mediation paper due Wed (out of 1000), no post Friday, Thanksgiving week

Week 17: we will watch *Thank You for Smoking* to identify fallacies, to determine Nick's persona and how it evolves, and then how your persona has evolved over the semester (on final).

Week 18: final due Wed at noon (out of 500)

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|  | Content | Organization | Conventions |
| A | Strong, original, and arguable thesis statement  Strong topic sentences in all body paragraphs  Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis  Each example is developed fully and equally  Thoughtfully, critically, and logically addresses the essay prompt  Demonstrates a complex, sophisticated treatment of the topic | Strong essay structure with informative introduction, body paragraphs, and conclusion  Strong paragraph structure  Strong use of transitions within the paragraphs and between paragraphs  A strong sense of logic in the paragraph’s organization | Sophisticated, varied sentence structure  Excellent control of sentence structure  Sophisticated choice of vocabulary and appropriate level of formality  Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  Accurate, precise word choice  MLA formatting followed correctly for parenthetical source citations and Works Cited  Quotations are always chosen effectively and integrated into the essay correctly and smoothly  Textual evidence has strong signal phrases |
| B | Clear, arguable thesis statement  Clear topic sentences in all body paragraphs  Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis  Each example is developed equally  Clearly and logically addresses the essay prompt with some degree of depth  Meets most of the essay’s requirements | Good essay structure, with a clear introduction, body paragraphs, and conclusion  Good paragraph structure  Good use of transitions within the paragraphs and between paragraphs  Good sense of logic in organization | Complex and varied sentence structure  Good control of sentence structure  Appropriate choice of vocabulary and level of formality  Few surface errors that do not hinder understanding  MLA formatting followed correctly or nearly correctly for parenthetical source citations and Works Cited  Quotations are often chosen effectively and integrated into the essay correctly and smoothly  Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors |
| C | Clearly-defined but simplistic arguable thesis statement  Adequate topic sentences in most paragraphs  Adequate supporting examples/details/reasons that support the thesis  Each example is developed equally  Adequately addresses the essay prompt  Meets many of the essay’s requirements | Adequate introduction, body paragraphs, and a conclusion  Adequate paragraph structure  Some use of transitions within the paragraphs and between paragraphs  A basic sense of organization, perhaps with some discrepancies in logic | Attempts made at times to vary sentence structure  Adequate control of sentence structure, although there may be errors  Simple vocabulary and adequate level of formality  Some surface errors that do not hinder understanding  Some word choice errors that do not hinder understanding  MLA formatting followed adequately  Quotations are often (though not always) chosen effectively and integrated into the essay correctly and smoothly  Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors |
| D | Unclear or confused thesis statement  Missing or unclear topic sentences  Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced  Examples are not developed equally  Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt  Does not meet most of the essay’s requirements | Weak essay organization  Weakly organized paragraph structure  Few or improperly used transitions  Little sense of organization, with major discrepancies in logic | Simplistic sentence structure  Limited control over sentence structure  Simple or inappropriate vocabulary  Significant surface errors that may hinder meaning  Significant word choice errors that may hinder meaning  MLA formatting followed inadequately  Quotations are seldom chosen effectively or integrated into the essay correctly and smoothly  Errors in following citation rules  Most of the textual evidence used are missing signal phrases |
| F | No thesis  No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic  Essay is incomplete or doesn’t address the prompt | No sense of organization  Major errors in essay and/or paragraph organization  No use of transitions | Lack of control over sentence structure  Major problems with surface errors that obscure meaning  Frequently inappropriate  Numerous and significant word choice errors that obscure meaning  No MLA formatting  Lack of citations or major mistakes  No signal phrases used before quotations (or no textual evidence provided) |

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FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_