

English 3 Online: Critical Reading and Writing**Summer 2016: Monday, June 20-Friday, July 29****Instructor: Ms. Kate Watts****Email: kate.watts@reedleycollege.edu****COURSE GOALS & DESCRIPTION:**

English 3 is 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. Our task this summer is to first closely examine texts (and we are defining ‘texts’ broadly since we ‘read’ everything that is part of our culture) which will challenge you to think about and understand the powerful effects of rhetoric (spoken, written, and visual) on how humans think, speak, and interact with one another, and then to write three formal essays of increasing length and complexity. We will study a variety of texts, from the podcast *Serial* to op-eds, academic articles, videos, short documentaries, films and multimedia artworks with the focus on what the author/director/artist/photographer is *doing* and how this indicates the audience and the purpose of the text itself. We will be using the textbook, *Elements of Argument*, in order to study the concepts related to the formal study of argument and types of writing strategies required in English 3. You will then combine all of this information to substantiate and clarify your own ideas.

It is CRUCIAL that you approach all of the readings with an open mind as critical thinkers. The point of this class is to help students develop the intellectual independence essential to critical thinking, reading, and writing. This class will ask you to examine your own assumptions-to question what cultural myths have shaped you as an individual- and, in doing so, allow you to grow in strength as both a thinker and a writer.

*Important Note: This class is covering the same amount of material in six weeks that is normally covered in eighteen weeks. This class will be extremely rigorous and will require your complete engagement along with a tremendous amount of motivation in order to pass. To make matters worse, this is an online class. **Online classes are much harder than a face to face class even during a normal semester.**

Required Texts & Materials

Rottenberg, Annette T. *Elements of Argument*. St. Martins (ISBN 978-1-4576-6236-2)

Various links and PDFs posted to Blackboard under “Readings”

1 three ring binder or other folder to organize and keep the syllabus, readings, handouts and your writing. Even though this is an online class, it is imperative that you download, print out, read and annotate the assigned readings carefully. You will be asked to refer to the readings often—having them in one place along with your writing helps to keep you organized and successful in an online environment.

An electronic system to back up ALL of your writing—flash drive, email or server. Do not rely on blackboard to save your work. ALWAYS back up your work. There will NEVER be a time when you can say you don’t know what happened to your draft. There will NEVER be a time when you can say you emailed your draft but now you don’t have it anymore and somehow you can’t find it. Protect yourself from ever being in that situation...because if you are, it will mean a zero for that assignment and perhaps failing the class altogether.

Computer Requirements

- **Skills Needed:**
- Know basics of word processing (saving files, using spell check, using grammar check, moving text, using the help function, etc.)
- Know how to access and navigate the Internet (use a browser, utilize search engines, save and/or print from the Internet)
- Know how to send e-mail and attachments.
- **Hardware Needed:**
- Pentium (PC) or Mac equivalent
- Home Internet access is desirable. You can use the computers on campus, but they are not always available.
- **Software Needed:**
- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to save your work in Rich Text Format (RTF).
- **DO NOT USE GOOGLE DOCS. GOOGLE DOCS IS NOT COMPATIBLE WITH THE RC SERVER**

Communication

Communication: Please always make sure to check both our course site and your district email for announcements as well as other essential course information. All emails should be sent to kate.watts@reedleycollege.edu. All emails should indicate both your purpose and class section in the subject line and begin with “Dear Ms. Watts...” Or “Dear Professor Watts.....” The language used in emails should be the same kind of language you would use in an essay. I will respond to your emails as soon as possible. I will be available between 12 and 5 pm daily. If you email after 5 pm, please do not expect to hear back from me until the following day. If I do not answer your question to your satisfaction OR you don’t understand my reply OR if you have not received a reply EMAIL AGAIN. This is an online class- constant communication is the key to your success.

COURSE REQUIREMENTS

You will receive a weekly email detailing your tasks for the week. This weekly email will also be found on our announcement page. Each announcement will remain visible to you throughout the entire session. Your tasks will include the following:

Discussion Board: The Discussion Board is our virtual classroom. Every week you will have assignments due on Wednesday and Sunday night. Unless otherwise indicated (your first required post of the session is due Monday, June 20 by midnight), your posts will be due by midnight every Wednesday and Sunday night. I will post 2-3 questions/activities. Responding to the Discussion Board is worth 10-20 points per week. Since the discussion board is the “classroom” for our class, not posting to the discussion board is the same thing as not attending class. **Therefore, if you miss two posts on the discussion board, I will automatically drop you from the class.** I will be posting assignments on the discussion board every week on Sunday afternoon. The discussion board is a place for you to talk to each other about the material of the class. Because of this, I require you to respond to three of your classmates for every posted assignment. You will respond to the original question/assignment as directed. Once you have posted your initial post, you will be able to see what your classmates have posted. I post the assignments, but I only participate minimally in your discussion- the occasional comment or correction. At the end of the week, I make comments to you individually regarding your participation, but I will also address the class as a whole in lecture form about what I am seeing on the discussion board. The language you use on the Discussion Board can be a bit more informal than the language you would use in an essay; however, your grade will be affected by the use of ‘u’ or ‘i’ etc. If your post is under the required word count, your grade will be affected. **More importantly, if it appears you did not do the required reading, you will receive zero credit for that post.**

Response Papers: You will have a response paper due at least once a week and perhaps twice. These response papers will range anywhere from 2 paragraphs to 2 or even 3 pages. They are

assignments that teach you a specific skill like close reading or a specific rhetorical move like summary. Each response paper builds towards the essay for that unit. I will not accept late response papers for any reason. 10-30 points

Essays:

Major essays will be due every two weeks. **You will have the opportunity to revise Essay 1 only; however, if you hand in a sloppy draft-poor formatting, lots of typos etc.- or a draft under the page limit for Essay 1, you will not be allowed to revise.** The idea behind the point increase with each essay is that those students working hard will be improving. The extra points reward this engagement and subsequent improvement. I expect my comments on your first draft to be reflected in your writing on the second essay and the comments from the second essay reflected in the final essay. This means you pay close attention to the remarks. If you have any questions at all about my responses to you, email IMMEDIATELY for clarification.

Essay 1: 100 points (Revision allowed ONLY if the draft meets the required page limited and is properly formatted with a minimum of proofreading errors.)

Essay 2: 150 points (No revision)

Essay 3: 200 points (No revision)

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. Specific instructions on how to submit an essay to Blackboard will be included in the material for your first essay assignment.

Class Schedule: Schedules are posted for each unit one at a time on the sidebar of the class site. We will have three two-week units.

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. MLA has announced some changes in formatting rules. We will study these together.

COURSE OUTCOMES

These outcomes have been determined by the Reedley College English Department and are in accordance with the guidelines determined by the UCs and the CSUs for a transfer level class in the humanities. These outcomes are non-negotiable. **If you are unable to do the following, you will not pass English 3.** Every assignment in this class is geared towards teaching you how to acquire the ability to achieve these outcomes. There are no assignments whatsoever in this class that could be deemed ‘fluff’ or ‘busy work.’

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

- A. **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
- B. **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
- C. **Discuss** issues, supporting their comments with reference to texts

You can see from the highlighted words that the focus of this class is writing, reading and discussing at a university level.

ACADEMIC HONESTY

The Reedley College English department has a zero-tolerance policy regarding plagiarism. All of the writing done in this class must be your own. This includes all homework assignments, discussion board posts and essays. I will be submitting your essays to turnitin.com as well as any questionable discussion board posts or response papers. You cannot use work from another class in this class. Additionally, if, instead of making your own decisions about how to revise, you have someone revise or edit an essay for you, the piece you submit is no longer your own work, and you are plagiarizing. If I suspect you have plagiarized, I reserve the right to require you to meet with me in person in order to determine whether or not you have committed plagiarism. At this time, I also have the right to ask you to perform a writing diagnostic in my presence in order to determine your identity. If you have committed plagiarism, I will refer you to the Dean of Student's office for disciplinary action. In addition, I will email the Dean of Humanities, the Chair of the English department and the Vice President of Instruction with the particulars of your offense.

With that said, because there are instances in academic writing when you are frequently required to use other people's ideas and language, often students have difficulty understanding how to paraphrase, summarize or use direct quotation without committing unintentional plagiarism. This is much different from plagiarism. If I feel you are struggling with this issue in your writing, I will communicate with you about this immediately. It is crucial that you understand the ethics of citation in order to pass this class. You will use MLA citing guidelines for all writing in this class. For MLA citation examples and details on using sources ethically, see the [OWL \(Online Writing Lab\) at Purdue](#).

COMPLETING ASSIGNMENTS AND MISSING DEADLINES

All assignments must be completed on the given due dates. I do not accept late work on the discussion board or for response papers. Essays will be docked one letter grade for every day late (this includes weekends). After the third day, I will no longer accept the essay.

DROPPING THE COURSE

Students who do not post to the discussion board by the end of the day, June 20, 2016, are will be dropped from the course. After June 21; 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**. This is extremely important. Your need for accommodation **MUST** be verified by DSPS. If you do not send me

this information in the beginning of the session any need for extra time etc. will not be available to you retroactively.

Important Dates:

June 20: Class Begins

July 1: Last day to drop without a letter grade

July 29: Class Ends

August 1: All grades posted to Web Advisor

NOTES: (This is a place for you to jot down any questions you might have after you have read the syllabus.)