

Fall 2018 English 3-54745 ONLINE

INSTRUCTOR: Professor Carey Karle	Office Hours
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	Wednesday 9:00-9:50
	Friday – Virtual Office Hour 10:00-10:50
	Virtual office hour held through Canvas- Conferences

WELCOME!

The purpose of this course is to assist you on your journey to becoming a better academic critical reader, thinker, and writer. However, in order for this class and me to assist you in this adventure, you must believe that reading, thinking, and writing well are important and serve a purpose in your life. You have to be willing to put in the time and effort necessary for success.

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. Students will write a minimum of 6,000 words during the course of the semester.

Additional Information:

To take this course, you must have passed English 1A with a C grade or better. If you received a C or B grade in English 1A, the department recommends that you take English 1B prior to enrolling in English 3.

We will use Canvas as our classroom. Our classroom Canvas contains documents, announcements, and other information needed for our course; in addition; Canvas allows for e-mailing and online discussions. There are various links that lead you to necessary and supplementary documents, to all assignments and schedules, and more. You can access our Canvas directly from the Reedley College Website (click on the "Canvas" link found under the "RC Online" link).

Student Learning Outcomes

1. Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes:
 - a. sophisticated introduction, multiple body paragraphs, and a conclusion
 - b. an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
 - c. supporting details that exhibit critical thinking and use credible, multiple secondary sources
 - d. researched and evaluated sources for use in the development of their own writing

- e. correct usage of MLA format with correct use in-text citations and a works cited page
 - f. appropriate and purposeful use of quotations
 - g. causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
 - h. an annotated bibliography of multiple sources
 - i. correct citations (therefore avoiding plagiarism)
 - j. identification of logical fallacies in others? writing and avoid them in their own writing
 - k. details related to main point and with complex analysis
 - l. evidence of self-editing for errors and revise compositions
 - m. use of third person/universal
 - n. awareness of writing for a scholarly audience
 - o. controlled and sophisticated word choice
 - p. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
 - q. 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
 - a. Distinguish between valid and sound arguments and invalid and unsound arguments
 - b. Recognize deductive and inductive language
 - c. Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
 - d. Make logical inferences from information presented
 - e. 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 multiple synthesized and documented, critical analysis papers of at least 1800 words which:
 - a. exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion
 - b. expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
 - c. shows supporting details that exhibit critical thinking and use credible, multiple secondary sources
 - d. identifies researched and evaluated sources for use in the development of their own writing
 - e. demonstrates correct usage of MLA format with correct use in-text citations and a works cited page
 - f. illustrates appropriate and purposeful use of quotations
 - g. employ causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose

- h. employs an annotated bibliography of multiple sources
 - i. differentiate plagiarism from cited source material and correctly employ in-text citations
 - j. locate logical fallacies in others' writing and avoid them in their own writing
 - k. match details to main point and with complex analysis
 - l. recognize errors and revise compositions
 - m. demonstrate awareness of third person/universal
 - n. demonstrate awareness of a scholarly audience
 - o. apply controlled and sophisticated word choice
 - p. recognize and employ sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
2. Demonstrate an ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
 1. recognize the difference between valid and sound arguments and invalid and unsound arguments
 2. classify deductive and inductive language
 3. recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
 4. propose logical inferences from information presented
 5. identify and employ denotative and connotative aspects of language
 3. Be able to communicate analysis/synthesis through class (and/or group) discussions

Lecture Content

- A. Critical Thinking Strategies
 1. reading for the argument
 2. identifying purpose, thesis, premises, and conclusions
 3. identifying unstated premises
 4. identifying inductive and deductive arguments
 5. evaluating arguments for validity and soundness
 6. evaluating authority
 7. drawing inferences from available data
 8. recognizing denotative and connotative language
 9. distinguishing fact from judgment and knowledge from opinion
 - a. evaluating language choice
 - b. recognizing common rhetorical devices
 - c. irony
 - d. paradox
 - e. satire
 - f. overstatement, understatement
 - g. pathos, ethos, logos
 - h. identifying logical fallacies including but not limited to:
 10. faulty cause and effect
 - a. faulty either/or reasoning
 - b. faulty generalization
 - c. argument ad hominem

Students will be taught the critical elements and characteristics of argument. They will be taught to identify the components of an author's argument in nonfiction college-level readings from various disciplines. Students will be taught to recognize and evaluate written arguments, and they will then be expected to apply these critical strategies to assigned readings and to readings they select from outside sources for use in the development of their own writing. Students will read, discuss, and respond to material appropriate to the course's objectives.

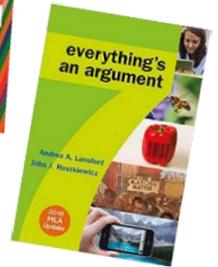
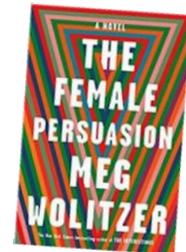
B. Critical Writing Strategies

1. constructing sound, focused arguments
2. avoiding fallacies
3. supplying sufficient support for claims
4. researching and using outside sources
5. refuting
6. writing assignments such as
 - a. summary
 - b. critical analysis
 - c. argument
 - d. synthesis/research

Students will organize and write critical and persuasive essays to address critical issues and positions. All papers must include at least one substantially developed argument. The papers will be assigned to encompass a progression of critical thinking and writing skills.

Required Texts and Supplies

1. A Ream of Paper
2. Lunsford, Andrea A., and John J. Ruskiewicz. *Everything's an Argument*. 7th ed., Boston, Bedford St. Martins, 2016. ISBN: 978-1-319-08575-9
3. Wolitzer, Meg. *The Female Persuasion*. Riverhead Books, 2018. ISBN: 978-1-59448-840-5.



Required Course Work

Class Participation	Required	Grading Scale
Discussion Boards, Blogs, Quizzes, etc.	10%	90-100% = A
Summaries, Reading Responses, etc.	20%	80-89% = B
Essays	40%	70-79% = C
Synthesis Research Paper (Final)	30%	60-69% = D
		0-59% = F

Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and/or whole class discussion; starting appropriate new items for discussion; and, perhaps most important of all, asking questions.

I do not accept late work, nor do I allow for make-up work. This means you need to do the work as assigned. The only exception for late work is for the first two papers as outlined in the Late Paper Policy in a separate document on Canvas.

Remember, I do not allow for make-up work. This means you need to come to class, stay focused, and do the work.

Checking Grades

- Grades are available on Canvas. You should check your grade regularly.
- If a grade has not been recorded, first check with me to see if the assignment (such as a paper) has been graded. Please, do not ask or email a day or two after a paper has been submitted asking for the grade. It does take a week or more to grade papers.
- Also, do not email or ask me "what do I need to get on an assignment to pass the class." You can play the "what if / what score" game on your own through Canvas. Through Grades you can play with scores. This function of Canvas Grades will be demonstrated in class.

Weekly - Semester Schedule

An overview of the semester is found in a separate document on Canvas. This is just an overview and does not include all writing, reading, quizzes, etc. Pay attention to announcements each week for more specific assignment / homework details.

Attendance Policy

- Roll is taken each week through participation on Canvas.
- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc.... This means that not reading announcements or other information carefully is not an excuse for not knowing what is happening in class.
- IMPORTANT:
 - ✍ If you are absent the first day of the semester (you do not complete the assignments for the first day), you will be dropped.
 - ✍ If you attend the first class of the semester by completing the first day's assignments but are absent the rest of the week (you do not complete the remaining assignments for the first week and you do not contact me prior to the end of the week), you will be dropped.
 - ✍ If you do not complete all assignments by the end of week three, you will be dropped. I've found that student who miss assignments in the first three weeks are highly unlikely to successfully complete the course as they just do not have the motivation, dedication, organization skills needed or simply just do not use these skills wisely.
 - ✍ If at the end of the ninth week you have missed two weeks (no posts and/or no assignments completed), you will be dropped from the course at my discretion.

- Attending every class—logging in each week multiple times and completing all work—is important. It does not guarantee a passing grade; however, it is definitely a step on the road to success!

STUDENT CONDUCT

You are expected to behave in a manner that is respectful to others and conducive to learning. You are expected to interact with each other respectfully and to work cooperatively and constructively in discussion boards and other online contact.

If you continually disrupt class (online), you will be asked to leave and, thus, counted as absent for that particular class. If the behavior becomes too disruptive, disciplinary steps will be taken, as per Board Policy 5550, “including but not limited to the removal, suspension or expulsion of a student.”

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

“Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off campus.”

You will get out of this class as much as you put in to it. My job is to help you gain a stronger appreciation for writing and to become a stronger writer. I truly care about your success and will do whatever I can to help you. However, the final responsibility is ultimately yours.

Accommodations for Students with Disabilities

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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Plagiarism and Cheating

1. If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. Additionally, a plagiarism report will be filed with the administration. *Plagiarism of the final paper for the semester will result in a failing grade in the class.*
2. Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.
3. For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).
4. **Bottom line:** Do not copy someone else’s words or ideas without giving him/her credit. Do not use another student’s paper as your own. Do not use a paper you wrote from another class in this class. Do not use a paper you wrote for this class in a previous semester. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on

the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit the final drafts of your papers through Turnitin.com (through links on Canvas), so if you do plagiarize, you will be caught.

Computer Requirements

This is an online class; thus, technology is used. You **MUST** also have a back-up plan for problems with technology. Know where you can go for free Wi-Fi. Know who you can go to for computer use if yours should malfunction. Know where labs are on campus and when they are open. Back up all work in progress and final assignments through email, the Cloud, a flash drive, etc. Review the COMPUTER REQUIREMENTS carefully.

Skills Needed:

- *Know basics of word processing (saving files, using spell check, using grammar check, moving text, inserting page numbers, creating page breaks, 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. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.*
- If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).
- Adobe Reader. This can be downloaded for free. Papers may be returned to you in PDF form. Most handouts will also be uploaded as PDFs.

DO NOT:

- DO NOT send me links to a Google Doc. If you use Google Docs, you **MUST** copy/save your file in WORD before uploading the file to TURNITIN.
- DO NOT use Pages, Word Pad or Microsoft Works. These programs are not powerful enough AND I cannot read these files.
- DO NOT submit PDF versions of your work! I need to be able to use the Comments function in Word to respond to your papers and other assignments.

EMAIL

1. **An e-mail address is essential.** The college uses college email accounts. You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account.
2. **I use e-mail to communicate with the class as a whole, with groups, and with individuals.** Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the whole picture when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.
3. **When you send an email, you must be specific in the message and always sign your name.** Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender.*
4. **In the subject line, include the class and section number.** I teach multiple classes as well as serve as department chair, so I received quite a few emails each day. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 3-54745).
5. **In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun "I".**
6. **After sending an email, look for a response!** This might sound like common sense, but I am always surprised by students who send an email with an urgent question or an important question about a paper or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from the student, or I see the student in class and he/she states, "Oh, I didn't check my email for a response."
7. **One more note about email—do not send email out of anger or frustration.** Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on a paper, take some time to think carefully about what you want to ask.

Time Commitment and Essential Information

- English 3 is a three unit class. The average amount of homework for a unit hour is two-three hours. This means that the time needed outside of this class, for this class, is about SIX to NINE (6-9) hours per week during the eighteen week semester.
- It is important to understand the time commitment necessary to be successful in this or any class.
- It is your responsibility to stay informed concerning any changes of assignment due dates,

readings, etc. This means you need to be in class and aware.

- It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- This is an online class, and we will still be using an online site: Canvas. Thus, it is important to understand proper Netiquette. Rules for Netiquette apply in all emails, journals, discussion boards, etc. To review rules, copy and paste this link: <http://www.albion.com/bookNetiquette/0963702513p32.html>

Helpful Hints

- Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- Keep track of your work. You should save all of your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
- Should you discover that you are unable to regularly attend class for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.

IMPORTANT DATES

Date	Drop Date, Add Date, and More
August 13 (M)	Start of Fall 2018 semester
August 24 (F)	Last day to drop a Fall 2018 full-term class for full refund
August 31 (F)	Last day to register for a Fall 2018 full-term class in person
August 31 (F)	Last day to drop a Fall 2018 full-term class to avoid a "W" in person
September 2 (SU)	Last day to drop a Fall 2018 full-term class to avoid a "W" on WebAdvisor
September 3 (M)	Labor Day Holiday (no classes held, campus closed)
September 14 (F)	Last day to change a Fall 2018 class to/from Pass/No-Pass grading basis
October 12 (F)	Last Day to drop a full-term class (letter grades assigned after this date)
November 12 (M)	Veterans Day observed (no classes held, campus open)
November 22-23 (Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 10-14 (M-F)	Fall 2018 final exams week
December 14 (F)	End of Fall 2018 semester