**Syllabus English 3 SPRING 2018 Reedley College**

52826 English 3- Critical Reading, Writing, and Thinking                 SP 2018

Deborah Lapp: Mon. 6-8:50 in SOC-39

Office hours: Tuesday 10:30AM-noon; Wednesday 4-6PM office: CCI-212

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**People Unlike Me: Thinking Critically about the Voice of the Other**

The evidence is mounting that we collectively misunderstand each other’s priorities and values. People in the world, in America, even in our own towns and families often view the world in very different ways. In an attempt to understand people who are not exactly like us--and to refine our own unique worldview--we will explore many different ways of looking at a number of issues. We will:

**Summarize: (be able to succinctly explain the argument and method of any work)**

**Analyze: (be able to assess HOW EFFECTIVE an argument is  considering the purpose and the audience, identifying  logical fallacies and “moves” that work or don’t work)**

**Argue: (be able to compose a cogent argument with CLAIM, WARRANTS, and SUPPORT, avoiding logical fallacies and employing “moves” that do work)**

**Mediate: (be able SYNTHESIZE all the above in a ROGERIAN argument, considering the NEEDS and CONCERNS of all parties, and offering a COMPROMISE).**

Because we will have three special speakers series events, we will read their work and attend all three Thursday night events (required in lieu of Monday night class—mark your calendar now):

**THURSDAY, February 22nd @ 7PM in the Forum Hall Mark Salzman** ***Iron & Silk***

**Cross-cultural understanding** is a topic we’ll explore in this memoir by a popular California author.

**THURSDAY, March 15 @ 7PM in the Forum Hall - members of the Lacks family from**

***The Immortal Life of Henrietta Lacks* (also the One Book One College selection)**

**Racism, classism, and wealth distribution** are topics of pressing and often personal concern to those of us in the Valley.

 **THURSDAY, April 14th @ 7PM in the Forum Hall Sasha Pimental poet**

**We won’t have any textbooks**, but we will read the first two books and articles and contributions from popular and social media.

 **Course Description:** English 3 reaches beyond what you learned in English 1A to put into practice the academic university level writing I assume you mastered in that class. We concentrate on summary, analysis, and scholarly argument. You will explore multiple positions on several topics. Be prepared to hear and engage with multiple positions and to support your own with logic.

Because we have the opportunity to meet some famous thinkers here at Reedley College, we will read and analyze works by them and perhaps counterpoints to their positions. Sometimes you’ll be free to choose your own topic. Please choose topics that interest you because you will become more passionately engaged in your research, thinking, and writing. But, while passionate engagement is a key to success in this and any class, you will supplement your passion with sound reasoning.

Attendance, preparedness, and timely submission of work are also keys to your success (which, by this time in your academic career should go without saying). We meet only once a week, and a graded assignment is due practically each week at 6PM. Get organized because **I won’t be accepting late papers**, and a zero can have a dramatic effect on your grade (about 10 percent, which means, for example, a “B” becomes a “C”). Of course, if you are in dire and desperate straits, talk to me.

On two occasions:

          Week 2 (MLK),

          Week 7 (Presidents’)

we have no class so you will read the two books independently. I trust you are mature enough to manage your time and get this done—especially since the books are good!

 On three occasions:

     Week 5 (Mark Salzman on Thursday)

 Week 10 (Lacks family on Thursday

 Week 14 (Sasha Pimental on Thursday)

We have required speaker events, so class will be shorter (6-7:45).

If there’s no way for you to participate in the speaker events, I will arrange an alternate assignment for you to present to the class.

In class, you will often be called on to participate in class discussion, so come prepared with your ideas in written form so you can enter the scholarly conversation. In your writing, you will also enter the scholarly conversation with me and with each other, so we will aim for correctness, power, complexity, and grace in academic writing. While writing is essential for academia, it is also critical for succeeding in the modern world. **My goal is to prepare you for real world writing and thinking, to expose you to multiple points of view on a variety of topics, and to guide you as you develop your own world view.**

**Assignments and Grading:**

To evaluate your writing, I consider content, organization, and style. Often, we’ll draw up a rubric of our own for a specific assignment. Assignment grades are delineated in the syllabus below. You’ll see there’s a built-in incentive to have perfect attendance.

 Revisions will be handled on a case-by-case basis. If you have clearly produced a good effort and failed, I will ask you (not the other way around) to revise the paper. The grade will say “R,” and that means you must come see me T 10:30-noon in CCI-212 or arrange a meeting time that week. We’ll devise a revision plan, and you’ll bring both drafts of the paper the next week (along with whatever else is due).

Plagiarism is presenting anyone else’s work as your own; it’s wrong; it’s against the law; and it will result in **at least** a zero on the assignment. We have Turnitin.com on this campus, and I am psychic. **If you are desperate, talk to me.**

There should be about 10 grades then (underlined in syllabus), which are added up and divided by the number of essays grades, so you can determine your grade at any time. If you ever have any questions or worries, talk to me.

 One good way to “talk” to me is by email (do remember that you are communicating with your English professor, not your homie, and do proofread your emails), or come to my office during office hours or anytime. You can refer to the website for info. One-on-one conversations with me usually net good results for students.

If you must miss a class, be sure to communicate with me. Depending on the circumstance, I may accept your work early (but not late) if you must miss class. You are responsible for what happened in your absence and what’s due the following week. I am strict but fair—tough love (you’ll thank me later).

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.

**English 3 Lapp SP 17 Syllabus by Weeks:**

(underlined items are graded for 100 points each, about one per week)

Week 1 (1/8) Summary; Begin ***Iron & Silk***

         Homework: Ch. 1 pp. 3-28, esp. pp. 4-9 and 19-23 (read about Pastafarians if you want to ☺)

 read *Iron & Silk*

Week 2 (MLK)read*Iron & Silk*

Week 3 (1/22) Summaries from Ch. 2 & 3, Foer p. 217 (sarcasm), summarize *Iron & Silk*

 Homework: type summaries of Fish, Takaki, and Wilson

Week 4 (1/29) Summary due; Ch. 5 Analysis, analysis of *Iron & Silk* , Kristoff

         Homework: Ch. 2: Censorship and free speech and/or Ch. 5 Jacoby, Jones, Cronin,

Week 5 (2/5): Analysis of Ch. 2 essays; fallacies, Ch. 9 persona, Lencioni Method (outline), Ch. 3

Homework: write outline and type analysis of Ch. 3 essay analysis (Fish, Takaki, or Wilson)

Week 6 (2/12); Analysis #1 due (with outline), All Lives Matter (race, etc); Ch. 20 Race and Police Violence, Begin *The Immortal Life of Henrietta Lacks*

Week 7 (2/19); Presidents’ Holiday; **THURSDAY, February 22 @ 7PM in Forum Hall:**

 **Mark Salzman**

 Homework: *The Immortal Life of Henrietta Lacks*

Week 8 (2/26): review fallacies “Love Is a Fallacy,” review persona, Ch. 20 essays

 Homework: *The Immortal Life of Henrietta Lacks* (finish) (revisions?)

Week 9 (3/5) *HeLa* analysis; prep for Lacks family visit; Ch. 24: The Carceral State

 Homework: write outline and type analysis of Ch. 20 or 24 essay

Week 10 (3/12) No Monday class **THURSDAY, March 15 @ 7PM in the Forum**, **Lacks Family**

Week 11 (3/19) Analysis #2 due (with outline), Persona of Skloot , family members Claim, Warrant, Support, Ch. 7 Toulmin Method

 Homework: from Ch. 6, 8, and [13, 14, 15, 16, 17, or 18] (jigsaw): Claim of Policy, 5 warrants, 3 counter-warrants

**Spring Break**

Week 12 (4/2) Argument outline due; add support

 Homework: complete argument

Week 13 (4/9) Toulmin Argument due; Ch. 4 Visual Rhetoric project, intro Rogerian Ch. 10

 Homework: read chapter, track claims, warrants, types of support, personae, needs, and concerns, fears, assumptions, selfish interests, and ulterior motives of each side:

 (Choose from Ch. 19, 20, 21, 22, 23, 24)

Week 14 (4/16) Rogerian summary, needs and concerns; compose intro, organize draft

 Homework: Complete Rogerian argument by 4/30

Week 15 (4/23)   No Monday class; **THURSDAY, April 19 @ 7PM in the Forum Sasha Pimental**

Week 16 (4/30), Rogerian argument ;due present compromise

Week 17 (5/7) Plato’s “Allegory of the Cave”   and spin-offs

Monday 5/14 6PM FINAL (apply allegory to self)