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|  | **English 3: Critical Reading and Writing—ONLINE—Spring 2019**  Instructor: Professor. Dominguez  Office/phone: Annex 2/ 638-3641, ext 3745  E-mail: david.dominguez@reedleycollege.edu  Office Hours: My face to face office hours are M-TH from 900AM-950AM. My online office hour is on F from 900am-1000am on your class’s Canvas discussion board (for general questions about lectures, reading assignments, etc.…) or email for private questions regarding grades and personal matters.  **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.  **Changes to the Syllabus/ Calendar**  The instructor reserves the right to make changes to the syllabus or the course outline. Missing class or not checking Canvas is not an excuse for not being aware of any changes that are made to the syllabus or the course outline.  **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 Disabilities ACT (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.  **Required Texts**  *The Structure of Argument*, ninth edition, Rotenberg (bookstore)  *I Know what I Want to Say, but I Don’t Know How to Say It* (download from our Canvas site). |
|  | **COURSE CONTENT (From the Reedley College Course Outline of Record)** |
|  | **Student Learning Outcomes:** |
|  | *Upon completion of this course, students will be able to:* |
|  | 1. Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes:    1. sophisticated introduction, multiple body paragraphs, and a conclusion    2. an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter    3. supporting details that exhibit critical thinking and use credible, multiple secondary sources    4. researched and evaluated sources for use in the development of their own writing    5. correct usage of MLA format with correct use in-text citations and a works cited page    6. appropriate and purposeful use of quotations    7. causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose    8. an annotated bibliography of multiple sources    9. correct citations (therefore avoiding plagiarism)    10. identification of logical fallacies in others? writing and avoid them in their own writing    11. details related to main point and with complex analysis    12. evidence of self-editing for errors and revise compositions    13. use of third person/universal    14. awareness of writing for a scholarly audience    15. controlled and sophisticated word choice    16. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments    17. 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    1. Distinguish between valid and sound arguments and invalid and unsound arguments    2. Recognize deductive and inductive language    3. Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric    4. Make logical inferences from information presented    5. Recognize denotative and connotative aspects of language 3. Discuss issues, supporting their comments with reference to texts |
|  | **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: 2. exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion 3. expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter 4. shows supporting details that exhibit critical thinking and use credible, multiple secondary sources 5. identifies researched and evaluated sources for use in the development of their own writing 6. demonstrates correct usage of MLA format with correct use in-text citations and a works cited page 7. illustrates appropriate and purposeful use of quotations 8. employ causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose 9. employs an annotated bibliography of multiple sources 10. differentiate plagiarism from cited source material and correctly employ in-text citations 11. locate logical fallacies in others? writing and avoid them in their own writing 12. match details to main point and with complex analysis 13. recognize errors and revise compositions 14. demonstrate awareness of third person/universal 15. demonstrate awareness of a scholarly audience 16. apply controlled and sophisticated word choice 17. recognize and employ sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments 18. Demonstrate and ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas 19. recognize the difference between valid and sound arguments and invalid and unsound arguments 20. classify deductive and inductive language 21. recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric 22. propose logical inferences from information presented 23. identify and employ denotative and connotative aspects of language 24. Be able to communicate analysis/synthesis through class (and/or group) discussions |
|  | **Lecture Content** |
|  | 1. Critical Thinking Strategies 2. reading for the argument 3. identifying purpose, thesis, premises, and   conclusions 4. identifying unstated premises 5. identifying inductive and deductive arguments 6. evaluating arguments for validity and soundness 7. evaluating authority 8. drawing inferences from available data 9. recognizing denotative and connotative language 10. distinguishing fact from judgment and knowledge from opinion 11. evaluating language choice 12. recognizing common rhetorical devices 13. irony 14. paradox 15. satire 16. overstatement, understatement 17. pathos, ethos, logos 18. identifying logical fallacies including but not limited to: 19. faulty cause and effect 20. faulty either/or reasoning 21. faulty generalization 22. 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.   1. Critical Writing Strategies 2. constructing sound, focused arguments 3. avoiding fallacies 4. supplying sufficient support for claims 5. researching and using outside sources 6. refuting 7. writing assignments such as: 8. summary 9. critical analysis 10. argument 11. 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. |
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**Semester Grading**

Essay 1 – Article review = 100 points

Essay 2 – Claim of value = 100 points

Essay 3 – Claim of fact = 100 points

Essay 4 – Claim of policy with annotated bibliography = 150 points

Final Exam – Multiple choice (terms) = 100

550-495 = A; 494-440 = B; 439-385=C; 384-330=D; 329-000=F

**Extra Credit**

Extra credit will be offered during the semester. When you turn it in, I will put it in my extra credit folder. At the end of the semester, I will calculate final grades; if you have earned a “C” or higher because of how you have done on the required course work, I will then add your extra credit to your final grade. Thus, the extra credit will not raise your grade from an “F” or a “D” to a “C.” It can, however, raise your final grade from a “C” to a “B” or from a “B” to an “A.”

**Late Work**

Late work will not be considered without a documented excuse that I am willing to consider, such as a medical emergency for oneself or an immediate family member or for the bereavement of an immediate family member.

**Attendance**

For attendance, you will check in on the discussion board. Each time you check in you will be marked present for the week. If you do not check in, you will be marked absent. If you accumulate five absences before or by March 8, you will be dropped from the course.

**Lack of Effort Statement**

Your instructors at Reedley College want you to be successful in your classes and therefore expect you to submit your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines. Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates poor effort in areas such as, but not limited, following directions and basic skills; this paper is also likely to receive a failing grade. Successful students do the following: follow their instructor’s instructions, pay attention to the appropriate syllabus and rubric requirements, ask their instructor for guidance during his/her office hours, look for answers in *I Know What I want to Say but I Don’t Know How to Say It* and/ or their lecture notes DAYS BEFORE their paper is due.

**Academic Behavior**

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—consider yourselves warned.

**Email Correspondence**

If you send me an email, it must begin with “Dear Mr. Dominguez” and end with “Thank you” and “Sincerely, [your name].” Emails must be written with proper English. Emails that look like text messages or contain informal language will be ignored. Here is a properly written email:

Dear Professor Dominguez,

May I have your feedback on my poem? I have attached it to my email. I’m worried that my concrete images are not very strong. Thank you.

Sincerely, Andrew

Here is an email I will ignore:

yo. check it out. let me know right away cuz i here u don’t give out As

**Technology**

Because this is an online class, students are expected to be familiar with technology. For example, students must be familiar with Canvas, use Microsoft Word (full version, not the online version or Google Docs or Pages or something similar), have quality Internet service, have a reliable computer, be able to use their SCCCD email, and use the QuickTime player and other software to access lectures. All assignments must be completed with MS Word (full version, not the online version or Google Docs or Pages or something similar). If I have to open an account to view a document, I will not accept the assignment. Having problems with technology is not an excuse for falling behind in the class or for not turning in work.

🡪As a Reedley College student, you can download the full version of MS Word. When you login to your SCCCD email, you should see an option to download Word.

**Course Outline—Homework Will Be Announced as the Semester Progresses**

January 18: The syllabus. Proofreading. Conventions.

January 25: Review the MLA formatting and citation guidelines. The basic structure of an essay.

February 1: Examine a sample essay. Essay 1 assigned.

*February 7: Essay 1 due at 11:59PM via Canvas.*

February 8: Aristotelian rhetoric.

February 15: Lincoln Day observed. No new postings.

February 22: Claim of fact.

March 1: Hasty generalization and faulty use of authority fallacies. Essay 2 assigned.

*March 7: Essay 2 due at 11:59PM via Canvas.*

March 8: Claim of value.

March 15: Continue with claim of value.

March 22: Slippery slope and straw man fallacies.

March 29: Review. Essay 3 assigned.

*April 4: Essay 3 due at 11:59PM via Canvas.*

April 5: Claim of policy.

April 12: Red herring and two wrongs make a right fallacies.

April 19: Spring recess. No new postings.

April 26: Review research and how to write an annotated bibliography. Essay 4 assigned.

May 3: Discussion board workshop from 1000-1100—ask me questions about your research and annotated bibliography (you can post your questions early if you like).

May 10: Discussion board workshop from 1000-1100—ask me questions about your essays (you can post your questions early if you like).

*May 16: Essay 4 due at 11:59PM via Canvas.*

May 17: Final exam review.

May 20: Take the final exam, 1 hour and 50 minutes, 20 questions. Semester over.

**Reedley College Department Approved Rubric for English 3**

Please see next page.

English 3 Essay RubricAssignment: Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Content** | **Organization** | **Conventions** |
| **A** | • Sophisticated, 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 and source material  • Demonstrates a complex, sophisticated treatment of the topic  • Strong causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation  • Free of logical fallacies | • 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/Annotated Bibliography  • Quotations are always chosen effectively and integrated into the essay correctly and smoothly  • Textual evidence has strong signal phrases  • Use of academic/3rd point of view |
| **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 and source material with some degree of depth  • Meets most of the essay’s requirements  • Good causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation  • Free of logical fallacies | • 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/Annotated Bibliography  • 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  • Use of academic/3rd point of view |
| **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 and source material  • Meets many of the essay’s requirements  • Adequate causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation  • May contain a few logical fallacies | • 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 for parenthetical source citations and Works Cited/Annotated Bibliography  • 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  • May have a few shifts in point of view |
| **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 and source material, but may be incomplete and/or demonstrate lack of understanding  • Does not meet most of the essay’s requirements  • Inadequate causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation  • Contains logical fallacies | • 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 for parenthetical source citations and Works Cited/Annotated Bibliography  • 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  • Contains shifts in point of view |
| **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 and source material  • Missing causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation  • Contains logical fallacies | • 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  • Lacks parenthetical citations, Works Cited/Annotated  Bibliography  • No signal phrases used before quotations (or no textual evidence provided)  • Inconsistent point of view |

To have a *chance* at earning a “C,” students must show effort. Essay that do not reflect effort may not be read and may receive no higher than a “D.” Showing effort means that a student

does all of following…Follows all directions\_\_\_\_\_ Follows the essay prompt\_\_\_\_\_ Shows proofreading\_\_\_\_\_ Shows proper MLA formatting and citations\_\_\_\_\_ GRADE: