English 3 Syllabus Fall 2019

English 3 – 52286: Critical Reading & Writing 🖉

“All the things that are wrong in the world seem conquered by a library’s simple unspoken promise: Here I am, please tell me your story; here is my story, please listen.”
― **Susan Orlean,**[***The Library Book***](https://www.goodreads.com/work/quotes/61126110)

**Instructor**: Deborah Lyons

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**Office Hours:** Monday: 10:00-12:00, Tuesday: 5:00-6:00, Wednesday: 10:00-11:00, Friday: 10:00-11:00. I encourage you to reach out to me to discuss any questions or concerns you have about the course.

**Class Time & Place:** Tuesday 6:00-8:50 in CCI 207

Course Overview

**What you can expect:** English 3 is 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. PREREQUISITES: English 1A or 1AH.

**Format:** Class sessions will involve lectures, discussions, group activities, and writing workshops.  In addition to class time, you should allow for 6-9 hours per week for independent study. You will read roughly 50-100 pages per week from our assigned texts. Other weeks will include fewer pages from an assigned text, but will require you to locate sources and read and annotate these carefully on your own. Some weeks you will focus primarily on drafting or revising essays. You will use Canvas to submit assignments, find readings, review class presentations, and complete out of class activities. Get into the habit of checking Canvas and your school email daily.

Required Texts

* Lunsford, Andrea. [*Everything’s An Argument.*](https://www.amazon.com/Everythings-Argument-Andrea-Lunsford/dp/131905627X/ref%3Dsr_1_1?crid=2QJ1BA6OOXWW2&keywords=everything%27s+an+argument+8th+edition&qid=1564698023&s=gateway&sprefix=everything%27s+an+argu%2Caps%2C181&sr=8-1)Bedford / St. Martin’s, 2019. ISBN: 978-1319056278
* Orlean, Susan. [*The Library Book*](https://www.amazon.com/Library-Book-Susan-Orlean/dp/1476740186/ref%3Dsr_1_1?keywords=the+library+book&qid=1564600388&s=gateway&sr=8-1)*.* Simon and Schuster, 2018. ISBN: 978-1476740188
* Additional readings available on Canvas.

Student Learning Outcomes

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| *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
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| 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
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Grades and Assignments

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| **Assignment** | **Points** |
| Class Participation | 50   |
| Reading Responses | 200   |
| Essays | 600   |
| Annotated Works Cited | 100   |
| Final Presentation | 50   |
|  | Total: 1,000  |

**Grading Scale for English 3**

90 - 100% = A, 80 -  89% = B, 70 -  79% = C,60  - 69% = D, 0 -  59% = F

**Class participation** (50pts)includes completion of writing and revision workshops as well as your contribution to group discussions**.** These are designed to help you build the skills needed to complete essay assignments. Be on time to class. Prepare by completing homework. Ask questions. Contribute to group activities. Respond to your classmates thoughtfully. Take an active role in your learning.

**Reading Responses** (10 pts each) are based on assigned readings, giving you an opportunity to discuss your ideas, raised questions, and deepen your understanding of the texts. Weekly reading responses are completed outside of class and due on Canvas each week on Sunday at midnight.

**Essays** (200pts each)**.**  Your grade will be based on three academic papers, including a rhetorical analysis of Toni Morrison’s Nobel acceptance speech, an argumentative essay based on *The Library Book*, and a synthesis research paper based on course themes. You will draw on multiple sources to craft thoughtful and supported arguments. Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. See rubric for additional criteria. All essays will be submitted electronically through Canvas to Turnitin.com, a plagiarism checking website. **Essays must be submitted on time to be accepted.**

**Annotated Works Cited** (50 pts each) In preparation for essays 2 and 3 you will compile an Annotated Works Cited for each to demonstrate your careful choice and close reading of the sources.

**Final Presentation** (50pts)This is based on your final essay and is an opportunity to share your discoveries and opinions based on the research you conducted for the essay 3 assignment.

Class Policies

**Late Assignment Policy:**Missed in class activities such as group activities, writing workshops, or presentations cannot be made up. Reading responses turned in after the due date will receive a zero. Essays may be submitted up to one week late but 5% of the points will be deducted for each day late.

*Exception:* If you have extenuating circumstances that you can document, I may consider giving you a brief extension. In this case, you must contact me as soon as possible (before the due date is best). Note that technical problems (computer failure, lost USB drives, or other technology glitches) will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. If you know that you will have limited access to the internet before an assignment is due, use a computer on campus or in a public library.  You can also email an essay directly to me if Canvas is unavailable to ensure that your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

**Absences:** Students are expected to attend all sessions of classes for which they are enrolled. Students will be dropped from the class if they fail to attend either of the first two class sessions of the semester. Students who come in after attendance has been taken will be considered absent. Students who leave early will be counted as absent. Further, if you fall asleep during class, use your phone, or use a computer for any reason other than what has been assigned for the class period, this will count as an absence. Any student who has two or more absences **by March 13 will be dropped.**

**Respectful Learning Environment:** In this class, we will discuss a range of topics and hear a variety of opinions. Your participation is expected and encouraged. Your kindness and respect towards others is also expected. Rudeness towards the instructor or other students will not be tolerated. Maintain a professional and respectful tone in the discussion forums and writing workshops, as well as in any online communication with the instructor or other classmates.

**Reedley College’s Disruptive Student Policy:** *“*Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action [... ] Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting”[(See page 49 in the RC 2019-20 Catalog).](https://www.reedleycollege.edu/admissions-aid/catalogs/reedleycollegecatalog2019_2020.pdf)

**Plagiarism:**All projects must be entirely your own work. You may not submit work you have written for another class. All essays will be uploaded to Turnitin.com a plagiarism checking website. Any work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material you may also be reported to the Dean of Instruction. To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.

*Administrative Policies:*For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 46 of the 2019-20 Reedley College Catalog.

Resources

**Instructor Support:** If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during my office hours but also willing to meet at another time that is mutually convenient.

**Reading & Writing Center:**Sign up for semester long group tutoring or drop in for help with a particular assignment at the Reading and Writing Center. It is located in HUM 58. Students who sign up for tutoring, schedule time each week to work with a tutor and have shown a greater pass rate in their classes.

**Students with Disabilities/Special 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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332.

**Other Resources:**There are MANY resources available to students on campus. To name a few: Emergency Services, Health & Psychological Services, Career & Employment Center, the Reedley College Library, Food Bank, Information for Dreamers, and  Counseling. Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

 Important Dates

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| January 13  Start of Spring Semester |
| January 20 Martin Luther King, Jr. Day Holiday (Campus Closed) |
| February 14 Lincoln’s Day Holiday (Campus Closed) |
| February 17 Washington’s Day Holiday (Campus Closed)  |
| March 13 Last day to withdraw from college or to be dropped from 18-week classes  |
| March 13 Last day for degree and certificate of achievement candidates to file application for May 2020 completion date  |
| April 6-10 Spring recess (Classes reconvene April 13) |
| May 18-22 Final examinations |
| May 22 End of Spring Semester 2020 |
| May 22 Commencement |

**Changes to the Syllabus/Schedule:** The instructor reserves the right to make changes as necessary for the benefit of the class.