**English 3 Online: Critical Reading and Writing**

 **Summer 2020**

**Office Hours:** Class Zoom every Monday at 10:30-11:30 to go over the tasks for the week and answer any questions. Zoom at other times available by appointment. (All Monday Zoom meetings will be recorded and posted in that week’s module.)

**Instructor: Ms. Kate Watts**

**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 session is to first closely examine texts that 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 op-eds and academic articles to 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. You will then use that information to substantiate and clarify your own ideas. We will begin this process with the 2018 novel *There, There*, and then move on to Mary Louise Pratt’s essay “Arts of the Contact Zone” and other films and media as examples of ‘the contact zone.” We will finish the session with Sebastian Junger’s *Tribe*. Throughout the semester, I will be using the optional textbook as the source of formal argumentative terms and concepts. You will be writing essays that present arguments about the content of each unit.

**Required Texts & Materials**

Junger, Sebastian. *Tribe* (ISBN 9781455566389)

Orange, Tommy. *There, There* (ISBN 978-0-525-43614-0) Paperback Required

Course Readings: Posted in the appropriate modules on our Canvas site in the form of links or pdfs

**Optional Materials**

Lunsford. *Everything’s an Argument 8th Edition*. 978-1319056278

**Computer Requirements**

Always use Chrome as your browser. While your phone can show you some materials, many materials will NOT be available to you on your phone or in another browser. All uploaded documents MUST be in Microsoft Word. I will not accept Google docs or any other format.

Please review the “How to” videos posted in the Week 1 module for valuable information including how to download a free version of word.

**Communication**

 Please always make sure to check both our Canvas site and your Canvas email for class communicaions. I send out weekly reminders of your tasks for the week in the order in which these tasks should be completed. These announcements can always be accessed under “Annoucements” on our Course Site and will remain there throughout the session. All emails should be sent to through Canvas only. 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 that you would use in an essay. I will respond to your emails as soon as possible; however, if you email me after 5 pm during the week, don’t expect to hear back from me until the following morning. I will be available over the weekends, but only in the morning. If you do not hear back from me within twenty four hours, please email again because no response indicates some kind of error.

**COURSE REQUIREMENTS**

**Forums**:

The forums are a vital part of our class. Every week I will post questions and/or activities. Responding to the forums is worth 5-10 points per week. I will release the upcoming week’s assignments on the forums early Monday morning. Our week runs from Monday morning until Sunday at midnight. Forum assignments are due Wednesday and Sunday by midnight. The forums are a place for you to talk to each other about the material of the class. Because of this, I require you to respond to two of your classmates for every posted assignment. When you respond to your classmates, try to extend the conversation as opposed to “That’s awesome!! ☺” I post the assignments, but I do not participate in your discussion. The language you use on the forums 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 and/or listening for the week, you will receive zero credit for that week’s posts.** Finally, if you plagiarize any part of a discussion board post, you will receive a zero for that week. If it should happen again, you will be suspended from the class until you can meet with the Dean of Humanities (see Academic Honesty below for complete policy on plagiarism).

**Response Papers**:

You will have four response papers. These will also be due Wednesday and/or Sunday at midnight. These response papers will range anywhere from two paragraphs to two 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. 5-10 points

**Total Points**:

Below is the point breakdown for the class. Please be aware if I find students are not participating on the discussion board, discussion board points may increase. Also, please note, I am a reflexive instructor. This means if I think the class needs more time and more discussion or another response paper for a certain unit, I will make changes to this point total.

**Essay 1**: 100 points (Revision is allowed for Essay 1 as long as the essay is submitted on time and follows MLA formatting and meets the page minimum. It is up to you to contact me within one week after Essay 1 has been graded if you would like to revise the essay.)

**Essay 2**: 100 points (No revision allowed)

**Essay 3:** 200 points (No revision allowed)

**TESTS**: 100 points

**Response Papers**: 60 points (approximately)

**Discussion Board**: 60 points (approximately)

**Grading Scale:**

A 90-100% B 80-89 C. 70-70% D 60-69%

**Class Schedule**:

I post schedules for each unit one at a time. We spend two weeks on each unit. The first week will always be focused on reading, and the second week will be focused writing. I reserve the right to make any changes to the schedule. If any changes are made, you will be notified immediately.

**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. Our embedded tutor, Stephanie, will be working one on one with those students who need review of these requirements.

**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:

1. 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
2. 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
3. Discuss issues, supporting their comments with reference to texts

**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. 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 determine you have committed plagiarism, I will refer you to the Dean of Humanities, Dr. Todd Davis, for disciplinary action. You will receive a zero for the assignment, and, in most cases, this means you will fail the class regardless of the outcome of your meeting with Dr. Davis.

**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. In addition, I do not provide feedback on late work. I will not accept late work for the final essay.

**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.

\*Instructor reserves the right to make changes to this syllabus at any time.