Syllabus for English 3-52621

Critical Reading and Writing

SPRING 2021

Instructor: Elaine G. Stamper

Online Course

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**The information contained in this syllabus is intended to be useful to you and to help you succeed. Please be sure to read it carefully and refer to it throughout the semester.**

# Contact information:

**E-mail address**: *elaine.stamper@reedleycollege.edu**.* Please write **“English 3A”** in the subject line of all e-mails to me. (Note: Using Canvas Inbox usually works best for both you and me.)

### Communication and Office Hours: Because of Covid-19, I will not be on campus in the spring. However, you can reach me via Canvas Inbox or see me on Zoom during my regular office hours: Mondays, 11:00 a.m. to 1:00 p.m., and Tuesdays, Wednesdays, and Thursdays, 11:00 a.m. to 12:00 noon.

* I am also available other days/times by appointment. Please send me a message through Canvas Inbox to make arrangements.
* I do check my emails regularly (you’re never bothering me), and I will generally respond to you every day except Saturday.

# Required Texts and Materials:

1. *Everything’s an Argument,* 8th edition, byAndrea A. Lunsford and John J. Ruszkiewicz.
	* Please make sure that you get the 8th edition and that it is not a digital version.
	* If you buy a used copy, please make sure that it is a clean copy (no notes or highlighting).
2. A variety of assigned articles that will be posted on Canvas; you will need to annotate, either electronically or on a printed copy, all readings.
3. A binder for organizing class notes and anything you choose to print out.
4. Sticky notes such as Post-Its for taking notes in the books.
5. Consistent and reliable access to the Internet and a dependable computer or laptop. You must use Microsoft Word. (Word 365 is available for free for all SCCCD students.)
6. A USB flash drive or access to a cloud service such as Dropbox (not Google Docs) to save the work you do.
7. I recommend that in addition to consulting handouts on Canvas regarding MLA format and citations, you use two online resources: [Purdue Owl MLA](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html%29) and [EasyBib](http://www.easybib.com/style) (or you can use [Knight Cite](https://www.calvin.edu/library/knightcite/index.php/index.php?standard=MLA) or a similar citation generator if you prefer).

**NOTE: You will need to have all of the required course materials by the end of the second week of the semester. Students who don’t have the materials by then will find it difficult to be successful in the class and may be dropped.**

# Course Description

English 3 is 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.

Our class is asynchronous, which means that there are no required face-to-face or Zoom meetings. (I will probably schedule a few optional Zoom meetings during the semester. The course is set up in weekly modules, and you must complete the assignments in the given order. Each assignment is built on previous assignments, and each assignment is designed to help you to be successful with assignments that follow. Therefore, the format that I am using will not allow you to skip assignments or to jump ahead.

Even though we won’t be meeting in person, you will hear from me a lot. I send out announcements at least once a week, and you will be watching recordings from me that explain concepts and assignments. I check Canvas Inbox regularly (as you should do, too), and I will usually reply to you within a couple of hours (except for Saturdays). You will also be communicating with other students on weekly discussion boards and in peer reviews for essays.

# Writing Assignments

You will be required to complete three major projects during the semester:

* **Project #1** has two parts and takes place during the first four weeks of the semester. You will read and annotate a short article and attempt to “dig deeper” in your understanding of what might initially appear to be a straight-forward, black-and-white incident. For Part 1, you will write two “letters to the editor” of a hypothetical newspaper. For Part 2, you will use those ideas and feedback from me to write at least two drafts of an essay. All drafts must be electronically submitted to Canvas by the specified deadlines.
* **Project #2** is a rhetorical analysis of an argument in the media. You can choose a Web site, a political speech, a political cartoon, a song or video clip, an ad or commercial, or a photograph. Your analysis should include references to types of arguments and possible logical fallacies that we will have read about and discussed. You are required to do some online research and to write three drafts, each of which must be electronically submitted to Canvas by the specified deadlines.
* **Project #3** asks you to write a 5-7 page research paper (RP) that examines a particular **hidden bias** AND argues for a change in the status quo. Your topic must be approved by me in advance, and your thesis must be supported by academic sources from databases. (We will go over this in class.) Requirements include short in-class and out-of-class writing assignments, a preliminary annotated bibliography (AB 1.1), and a final annotated bibliography (AB 1.2), as well as peer reviews and three drafts of the RP.

# Class Policies and Procedures

### ATTENDANCE and DROPS:

* Even though we will not be meeting face-to-face for this course, “attendance” in the class is essential for your success. Your attendance is determined by your timely completion of weekly assignments.
* You **will be dropped** from the class if you do not complete any of the assignments for Week 1.
* You **will likely be dropped** from the class if you do not complete all of the drafts required for Project #1 or for Project #2.
	+ Note that I say you will “likely” be dropped. If you contact me as soon as possible with a legitimate reason for not having done the assignment, I will consider the situation and let you know my decision. If you do not contact me, you will certainly be dropped from the course.
	+ Project #1 and Project #2 are due during the first nine weeks of the course, when it is still possible for me to drop you.
* Students who add or choose to drop the class are responsible for completing the process through Web Advisor. In most cases, students who do not add by the 3rd week will not be allowed to add after that.

PARTICIPATION:This includes, but is not limited to, having the required materials, annotating all readings, taking notes, completing all assignments, contributing to discussion board prompts in a thoughtful manner, and completing peer reviews. I will also take into consideration if you have communicated with me and/or a Hannah or another tutor about your writing. I firmly believe that students learn not only from the instructor but also from each other. So, be prepared to interact with other students in the class. You can only be an active, prepared participant if you do the assigned work and contribute in a meaningful, useful way.

**SUBMITTING PAPERS AND REVISIONS**: **All** writing assignments must be typed in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11-inch paper. In the upper left-hand corner, put your name, class (English 3-52621), instructor’s name (Ms. Stamper), type of assignment and the draft number (example: Essay 2.3), and date (example: 8 February 2021). Title your paper and center it above your text. See handout for sample and guidelines.

* **I reserve the right to refuse any paper that is not submitted in the proper format, is not submitted promptly by the deadline of 11:59 p.m.,and/or does not meet other requirements.** I have the option of accepting re-submitted papers and assigning a grade penalty. There is no guarantee that I will do this, and you must discuss it with me first.
* I will not accept an essay that has been typed on Google Docs. You can access free Word 365 through your school e-mail account. Need help with this? Ask Hannah, another student, or me during my office hours.

# LATE WORK:

All assignments are due by 11:59 p.m. on the date indicated. Most work will be due on Saturdays and Sundays (but don’t wait until the weekend to begin the work or you will run out of time).

* ALL assignments for the course are required (even the “small” ones).
* Give yourself enough time to complete the assignment and to submit it. If you run into problems, let me know; however, please note that missing the deadline and then emailing me the assignment will, in most cases, result in a zero.
* I use a Time Bank system for late work. You may use up to three days from your “bank” during the first nine weeks and up to three days during the second nine weeks of the semester. More information about the Time Bank is given on Canvas.
* FREE PASS Opportunities: Everyone needs a second chance. Be sure to check this out on Canvas.
* Having a crisis? Email me as soon as possible. I can’t guarantee that I can solve your problem, but I will always listen and, if possible, try to help you.

ACADEMIC DISHONESTY: Any student caught cheating, copying, or plagiarizing others’ work will be subject to academic sanctions, including but not limited to receiving an ‘F’ on the assignment or in the course. If you are in any doubt as to what plagiarism is, check with me. We will discuss this further in class. (Note: I use turnitin.com.)

You are encouraged to get help on your writing from me, a tutor from the Reading & Writing Center (RWC) or the Tutorial Center, or Linda Reither (the Learning Specialist), and your classmates in this class. **No one else—not your parents, siblings, boyfriend, girlfriend, former teacher, ex-boyfriend or ex-girlfriend, siblings’ boyfriend or girlfriend, siblings’ ex-boyfriend or ex-girlfriend, or your dog—may help you with any of your papers.**

# 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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit* [*their website*](http://www.reedleycollege.edu/services/dsp/LD.htm) *for more information.*

# Some Important Points:

* Please check Canvas every day. Make sure that you receive Canvas notifications when I send you announcements or e-mails. If you don’t know how to do something related to technology, please get help from me, Hannah or another tutor, or Tech Services. There is also a video tutorial on Web Advisor.
	+ Please contact me by e-mail or through Canvas Inbox if you have any problems or questions about anything**.** If you have not heard back from me in 24 hours, please check to make sure that I received your message.
* Please keep flash drive copies of all work submitted to me. As you know, sometimes things go wrong with electronic systems. Protect yourself by keeping everything until the course is finished and your final grade has been recorded.
* Follow general rules of netiquette (appropriate online behavior) in Zoom meetings and on discussion boards. Repeated incidents of any behavior deemed to be rude or disruptive will result in your being reported to the Dean of Students. My job is to help you to become better writers and to prepare you to write for other classes. I really care about my students and will do whatever I can to help you. Let’s work together to help you succeed!

# Tips for success this semester:

1. Know your resources
	* Tech services, RWC, smarthinking, counseling and psych services, Canvas Inbox, etc.
2. Understand that coursework for an online class is not "homework"
	* Plan to spend 6-8 hours a week doing the work.
	* Don’t wait until the day an assignment is due to begin working on it. You won’t have enough time.
	* Assignments in an online class include the work that you would be doing in a classroom setting. Therefore, it's necessary to complete everything. Missing an assignment is like missing a class (or two or more), and it will affect your success and your grade.
3. It takes longer than it takes
	* Whatever assignment you're working on will likely take longer than you thought because of technical glitches, uncertainty about the assignment, because it's college, not high school, etc.
4. Communicate, communicate, communicate
	* with me. (If I don't know, I can't help you; I can't always say "yes," but I will consider requests, and I may have options you haven't thought of)
	* with your classmates; not only do they often have answers to your questions, but you'll feel less alone. Furthermore, you can help someone else with their questions, too, which can be surprisingly rewarding.
5. Have a plan
	* Use whatever works for you to manage your time--reminders on your phone, a paper calendar, sticky notes, etc.--but you must do more than rely on your memory and hope for the best.

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| **Course Assignments (subject to change)** | **Points Possible** | **% of Final Grade** |
| **Project #1: Topless Gardener** | 200 points | 20% |
| * Article annotation = 5 pts.
* Part 1 = 30 pts.
* Part 2 = 150 pts.
* Works Cited page = 5 pts.
* Smarthinking.com submission = 5 pts.
* Meet with me via Zoom and/or with an RWC tutor = 5 pts.
 |
| **Essay #2: Rhetorical Analysis** | 200 points  | 20% |
| * Two rough drafts, 25 pts. each (=50 pts total)
* Final draft of essay = 150 pts.
* Includes Works Cited and smarthinking.com submission
 |
| **Essay #3** |  350 points | 35% |
| * Annotated Bibliography first draft (AB 1.1) = 50 pts.
* Annotated Bibliography final draft (AB 1.2) = 100 pts.
* Final draft of research-based essay = 200 pts.
 |
| Short-writing assignments | 100 points | 10% |
| Discussion Board Posts | 50 points | 5% |
| Quizzes and miscellaneous | 50 points | 5% |
| Final Exam  | 50 points | 5% |
|  **TOTAL** | 1000 points | 100% |

GRADING

**A = 100-90 excellent**

**B = 89.99-80 very good**

**C = 79.99-70 average**

**D = 69.99-60 needs improvement (not passing)**

**F = 59.99-0 fail (not passing)**

* **I don’t round up.**
* **I’m happy to talk to you about your assignment grades (Why did you get the grade that you did? What can you do to improve your grade?), and if I’ve made a mathematical error, I will correct it; however, I am unable to negotiate your grade with you at any point in the semester.**
* **If you care about your grade, do something about it EARLY in the semester: Do all of the work, check your grade on Canvas, re-read my comments on your papers, arrange to talk with me, talk to our class tutor, and meet via Zoom with a tutor from the Reading/Writing Center. In a nutshell, put your best effort in and communicate with me.**

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. At the end of the course, students will be able to:

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; 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; illustrates 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 other's 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 point-of-view; 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.

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1. Demonstrate an ability to 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.

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1. Be able to communicate issues, supporting their comments with reference to texts or other materials, in class (and/or group) discussions.

Important Dates:

**Week 1: Monday, 1/11: Spring semester begins**

Week 2: Monday, 1/18: Martin Luther King holiday

**Week 2: Friday, 1/22: Last day to drop for a full refund**

Week 3:

* Friday, 1/29: last day to add a class; last day to drop in person and avoid a “W”
* Sunday, 1/31: Last day to drop via WebAdvisor and avoid a “W.”

Weeks 5 and 6: Friday, 2/12 and Monday, 2.15: Presidents’ Day holiday

Week 9: Friday, 3/12: Last day to drop and receive a “W.” Letter grades (A-F) are assigned after this date.

**SPRING BREAK: Monday, 3/29-Sunday, 4/4**

**Week 18: 5/17-5/21: Finals Week. Your final for English 1A will be Wednesday, 5/19, 11:59 p.m.**

**Required textbook**



 **Me Hershey**

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