# English 3: Critical Reading and Writing

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| Instructor: | Alexandria Richerson |
| Email: | [alexandria.richerson@reedleycollege.edu](mailto:alexandria.richerson@reedleycollege.edu) |
| Office Hours: | by appointment only |
| Course: | English 3 (54159); 3 units |
| Meeting Time: | By Appointment |
| Room: | Web |

## COURSE OVERVIEW

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. During this course we will analyze the multiple issues sounding the different communities we find ourselves in. As students who are learning to navigate the world around you, it is important that you are able to understand what is being said and how to respond. By researching and analyzing these issues, you will be able to make more informed decisions in the future. Students will write a minimum of 6,000 words during the course of the semester in the forms of multiple essays and in-class assignments.

### COURSE GOALS AND LEARNING OUTCOMES

This course has the following goals and outcomes, which guide its structure, philosophy, and activities. By the end of the semester, a student should be able to demonstrate the following in an acceptably proficient manner.

### PRE-REQUISITE INFORMATION**:**

Completion (passing) of English 1A or the AP Composition Test

### COURSE OBJECTIVES

1. In the process of completing this course, students will:
2. Write multiple synthesized and documented critical analysis papers of at least 6000 words, with one essay of at least 2000 words.
3. Exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion
4. Expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
5. Shows supporting details that exhibit critical thinking and use credible, multiple secondary sources
6. Identifies researched and evaluated sources for use in the development of their own writing
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 intext 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. Identify and critically evaluate the differences between cogent and fallacious arguments in a culturally diverse context. 16. Recognize the difference between valid and sound arguments and invalid and unsound arguments
19. Classify deductive and inductive language
20. Recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
21. Propose logical inference from information presented
22. Identify and employ denotative and connotative aspects of language

### STUDENT LEARNING OUTCOMES FOR ENGLISH 3:

*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 (thereby 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 revised 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 manipulation 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

## REQUIRED TEXTS AND MATERIALS

## Course Texts

*Everything’s an Argument* *with Readings*(8th Edition) by Andrea A. Lunsford

ISBN 978-1319056261

## Materials

Access to Zoom and Canvas

Access to a Computer

Access to Wi-Fi

A PDF Reader

Student Email Set Up

## REQUIRED COURSE WORK

2 Researched Argument Essays:You will write two research papers addressing different issues impacting the communities you are a part of.

Drafts:A draft will be due at the beginning of workshop for each essay so that I can provide feedback to help you revise. **Please note**, if there is a serious mistake that was commented on in your draft and you did not fix it for your final essay, an additional 10 points will be taken off of the final essay.

Workshop Participation:You will participate in peer-review workshops before submitting all essays. We will be conducting these workshops in via Canvas and Google Docs. It is your responsibility to make sure you have a draft ready to present to your peers and that you provide in-depth feedback.

Class Discussion:Class participation will be a cumulation of Discussion Board assignments where you will be asked to engage in discussions about the weekly topic with your fellow students and myself. These assignments are designed to encourage the class to interact with each other in order to share ideas, knowledge and encourage debate. These discussions will also allow me to take attendance of who is participating in the class.

Classwork**:**Classwork consists of quizzes, free writes, and other assignments that check your understanding. These assignments will mostly consist of individual work.

Final Examination:The final examination will consist of a timed essay.

## GRADING

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| **Assignment** | **Points** | **Your Grade** |
| Argumentative Research Paper 1 | 250 |  |
| Argumentative Research Paper 2 | 250 |  |
| Invention Exercises (20 pts each) | 40 |  |
| Drafts (20 Pts Each) | 40 |  |
| Workshop Participation | 20 |  |
| Class Discussion | 35 |  |
| Classwork | 35 |  |
| Midterm | 100 |  |
| Final | 100 |  |
| **Total Points** | **870** |  |

**A = 100%-90%: excellent**

**B = 89%-80%: very good**

**C = 79%-70%: average**

**D = 69%-60%: needs improvement (not passing)**

**F = 59%-0%: fail (not passing)**

You are responsible for checking your grades and keeping track of your points. Grades can be accessed on Canvas. If at any time you have questions about your grade, please talk to me after class or via email. **Do not wait until the end of the semester to try to improve your grade.**

## CLASS POLICIES AND PROCEDURES

### Communication policy

Students can email me through Canvas. I am available Monday-Friday, 9:00 a.m. - 5:00 p.m. If you email me within that time frame, I will respond within 24 hours. Response times may be quicker if it is between 9:00 a.m. and 5:00 p.m. If I do not respond within 24 hours, email me again. Emails sent on Friday night -Sunday will not be responded to till Monday.

I will be sending out announcements at least once a week to make sure we are all moving at the same pace. I will also be using Zoom once a week, Monday from 9:00 a.m. – 10:50 a.m., for weekly lecture meetings. As of right now, these meetings are not mandatory. However, students are highly encouraged to attend as they may miss important information. I will also be participating in the weekly discussion boards with you. You can also find feedback on individual assignments in your grades.

### Feedback Policy

The feedback and grading of assignments will vary from assignment to assignment. Feedback on discussions and interactive assignments can take up to a day, classwork can take up to 3 days, and essays, drafts, and major projects can take up to a week.

The type of feedback will range from simple comments like "Good Job" and "Please make sure you are paying attention to formatting directions" to annotated comments on your essays and major projects.

You can check the feedback of individual assignments under your grades. See the "How to Check Feedback" video in the Introduction Module.

### Drop/Participation Policy:

Students will be expected to complete modules within the weekly time frame.

Students who do not complete the Introduction Module by the end of the first week of the class may be dropped.

Simply logging on does not constitute participation in this course. You must engage in the activities to be considered participating. Students who do not participate in the course for up to two weeks may be dropped by the 9-week date of the course.

I understand that life happens, and there may be a time when you will not be able to participate. If this happens, please contact me via email immediately.

### Late Work

Classwork and Discussions in the modules can be turned in up to 1 day late with a penalty of half credit.

Essay drafts, Essay Final Copies, Presentations, The Midterm, and The Final cannot be turned in late unless there are extenuating circumstances and you have emailed me in advance.

If you have jury duty, a medical emergency, or an outstanding emergency that will make your assignment later than 1 day, you need to email me as soon as possible and we can negotiate an extension. Emails sent after the due date will not be granted an extension unless it is an outstanding and uncontrollable reason.

### Academic Dishonesty

Plagiarism and cheating are not allowed and will lead to consequences for this class and potentially the college. When writing papers or submitting an assignment, make sure you are using your own words. When using information from another source, be sure to give them credit by citing the source appropriately.

#### Examples of plagiarism:

* Submitting a paper you wrote for another class.
* Having someone else write a paper for you.
* Copying another person’s work and trying to pass it as your own.

Note that cheating, copying, and/or plagiarizing others’ work may result in a failing grade on the assignment. Continuous plagiarism will result in write ups as well as a meeting with the dean. If you have additional questions on this topic, please be sure to contact me right away.

## SUBMITTING PAPERS AND REVISIONS

### Essay Formatting

All essays (rough drafts & final drafts) must be formatted as follows:

* Times New Roman, size 12
* Entire essay must be double spaced
* 1-inch margins on all sides
* Page number must be INSERTED (not typed) into the upper right-hand corner (header) beginning with page one. Your last name must appear before the page number.
* Use the following heading (top, left-hand corner):
  + Student’s Name
  + Instructor’s Name
  + Course and Section number
  + Due Date for Essay
* Appropriate title (centered) in the same font as rest of essay

**Please be sure to proofread your papers before submitting them. Having too many grammatical errors hinders the reader from understanding what you’re trying to say.**

Please note**:** The guidelines above are the standard for writing in MLA format. Not following them and/or not proofreading your paper before submitting will result in points being deducted. It is important that you carefully edit/proofread your essays.

## ACCOMMODATIONS

If you have a verified need for an academic accommodations or materials in alternate media (i.e. large print, electronic texts, ect.) per the American With Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

## REEDLEY COLLEGE RESOURCES

This class consists of a lot of reading and writing assignments. Since this is a 4-unit class, you should count on 8-12 hours of work per week. Make use of the following college resources to assist you in successfully passing this course:

### Reading and Writing Center

The Reading and Writing Center is located in Humanities 58. Stop by to enroll in English 272, weekly small group tutoring which is designed to help you on any writing assignment from any class. Walk-in appointments are available on the hour, and online tutorial consultations are available Monday through mid-day Friday.

Online reading and writing services are also available. See Canvas Welcome Module for links.

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| **Hours:** Monday - Thursday: 8 a.m. - 4 p.m.  Friday: 8 a.m. - 12p.m. | **Contact information:**  559-638-0300  [rc.writingcenter@reedleycollege.edu](mailto:rc.writingcenter@reedleycollege.edu) |

### Tutorial Center

The Tutorial Center is located in the Library Building, Room LRC 111

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| Hours:  Monday-Thursday, 8:00 am-5:00 pm  Friday, 8:00 am-3:00pm | Contact information:  (559) 638-0358 |

### Library

The Reedley College Library offers:

* A 30-seat classroom for library instruction;
* Wireless capability throughout for a variety of devices;
* Two group-study rooms;
* A robust print collection: 40,000 titles, 86 print periodical & 8 newspaper subscriptions;
* A computer lab for student research;
* Over 30,000 electronic books;
* Laptops & iPads for 2-hour student checkout;
* Subscriptions to over 20 databases, providing access to full-text periodicals.

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| Hours:  Monday-Thursday, 7:30 am-8:00 pm  Friday, 7:30 am-3:00 pm | Contact information:  559-638-0352 |

## Course Schedule

\*Note: I reserve the right to modify the course schedule at any time.

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| Date | Weekly Work | Due End of Week |
| Week 1  March 14 | Welcome Module  Why We Argue  Ethos, Pathos, and Logos | Welcome Module Due |
| Week 2  March 21 | Mass Shootings/Crime & Death  Invention Exercises 1  Outline for Essay 1 |  |
| Week 3  March 28 | Food Shortages/ Alternative Food  Tech | Essay 1 Draft Due  Invention Exercises 1 Due |
| Week 4  April 4 | Workshop  Free Speech | Essay 1 Due |
| Week 5  April 11 | Spring Break |  |
| Week 6  April 18 | Local Issues  Outline essay 2  Invention Exercises 2 |  |
| Week 7  April 18 | Environmental Issues |  |
| Week 8  May 2 | Writer's Choice | Essay 2 Draft Due  Invention Exercises 2 Due |
| Week 9  May 9 | Workshop | Essay 2 Due |
| Week 10  May 16 | Finals Week | Final Due |