# **English 3 (59024) Syllabus - Fall 2023**

Welcome to English 3! This course will explore and practice college-level reading and composition (writing) skills. Reading and composition are powerful tools for creating a more equitable society. Reading exposes us to new perspectives and writing can help us reflect and challenge others. In this course, we will check out interesting texts and music, you will showcase your ideas and knowledge, and much more! My hope for this class is that you have an enjoyable and engaging academic experience. Take your time exploring this syllabus; for additional resources and information, please view the syllabus module on our Canvas page.

I am here not only as your instructor but as a facilitator (arranger, coordinator) to help you and your classmates work together to achieve the goals of this class. I am also here as your advocate; if you have any questions or concerns regarding this course, if you’re having an issue on campus, or are seeking help of any kind, please talk to me and I will direct you to the resources that can get you the help you need.

Welcome to Fall 2023; l look forward to getting to know you!

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| **Instructor/Contact Information** **Instructor**: Aidan Castro  **Pronouns**: He/Him | **Preferred Name**: Aidan, Mr. Castro, Professor Castro.  **Email: Ac050@cloviscollege.edu** - (Weekday responses will be sent within 24 hours)  **Zoom Office Hours:** Monday-Thursday by Appointment  **Class Time: MWF 1-2 pm**  **Duration: 08/07-12/8/2023**  **Class Location**: POR 3 |

**The instructor reserves the right to make changes to the syllabus or schedule depending on the needs of the class. The schedule is tentative to change.**

# **📄 Catalog (Official) Description of English 3**

Designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH, English 3 will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of nonfiction in a variety of media. Students will write a minimum of 6,000 words during the course of the semester.(A,CSU-GE, UC, I) (C-ID ENGL 105)

**PREREQUISITES: English 1A or 1AH.**

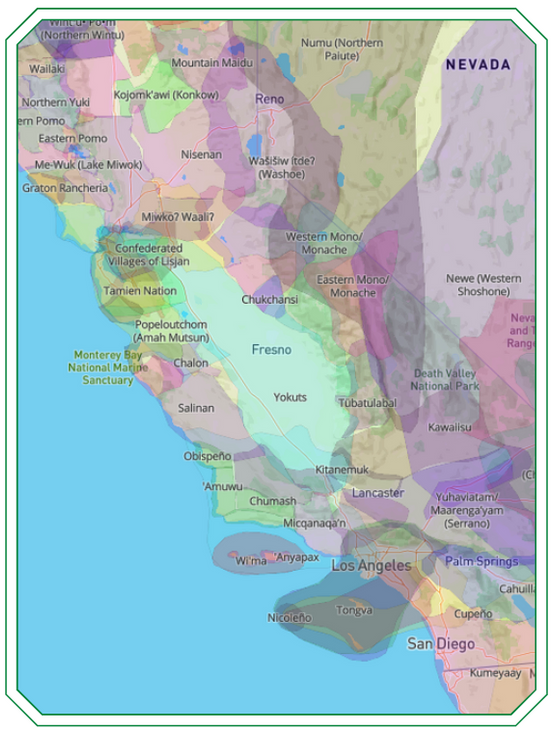
# **📙 Course Texts**

* **They Say / I Say: The Moves That Matter in Academic Writing with Readings, 5th Edition**, Gerald Graff & Cathy Birkenstein, 978-0393631685
* **The Norton Field Guide to Writing with Readings, 6th Edition,** Richard Bullock & Deborah Bertsch, 978-0393884074

# **💻 Required Materials**

* Access to a computer and internet
  + Laptops can be checked out from the Library (limited availability)
* Student email (check at least once a day if not more)
* Access to Canvas
* Cloud Storage such as Microsoft Onedrive or Google Drive

# **🌎 Land Acknowledgement**



Much of what we call "The Central Valley" is built upon the land of the Yokuts people, including the site of Reedley College. Many of the Yokuts people used to live near and utilize Tulare Lake, but the lake was largely reduced in size during the 19th century for colonizers'/settlers' agricultural practices.

Thousands of Native Americans in California, including the Yokuts, were massacred or enslaved during the [California genocide](https://www.history.com/news/californias-little-known-genocide) that took place between 1846-1873.

Today, there are about 2,000 Yokuts enrolled members.

<https://www.tachi-yokut-nsn.gov/>

To view a map of Native land, please visit [Native Land](https://native-land.ca/) here.

# **🤝 For Students With Disabilities and/or In Need of Accommodations**

I want you to have a pleasant experience in our class which means getting you any accommodations that you may need. You have the right to your privacy which means you do not have to tell me if you have a disability or are in need of an accommodation; the DSPS office will not tell me either, they will simply tell me the kind of accommodation that you need. I highly recommend getting in touch with the [DSPS (Disabled Students Program and Services)](https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html) campus department and they will get you what you need. If you have any problems finding resources, please talk to me.

# **🤝 Accessibility**

My goal is to create an accessible course. If there is any way I can make our class more accessible to you, please let me know. If there are any accessibility issues you notice within our class, please alert me as soon as possible so I can fix them. Your feedback is super valuable and helps improve our course!

# **✅ Learning Outcomes and Objectives**

This is the official list of course outcomes (what you should learn by the end of the class) and objectives (what we’ll do) provided by the college.

## 

## Course Objectives

1. write multiple synthesized and documented, critical analysis papers of at least 1800 words which include:
2. sophisticated introduction, multiple body paragraphs, and a conclusion
3. an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
4. supporting details that exhibit critical thinking and use credible, multiple secondary sources
5. researched and evaluated sources for use in the development of the student’s writing
6. correct usage of MLA format with in-text citations and a works cited page
7. appropriate and purposeful use of quotations
8. causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in
9. college-level prose
10. an annotated bibliography of multiple sources and correct citations

### The content of essays must

1. identify logical fallacies in others’ writing and avoid them
2. include details related to main point and with complex analysis
3. show evidence of self-editing for errors and revision
4. use third person/universal
5. prove awareness of writing for a scholarly audience
6. employ sophisticated word choice
7. write sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
8. use denotative and connotative aspects of language
9. critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
10. distinguish between valid and sound arguments and invalid and unsound arguments
11. recognize deductive and inductive language
12. distinguish factual statements from judgmental statements and identify the deliberate abuses and manipulations of rhetoric
13. make logical inferences from information presented
14. discuss issues, and support assertions with reference to texts or experts

## Major Projects

**Major Writing Projects:** This semester you will write *four major writing projects*—a rhetorical analysis, a research paper with an annotated bibliography, and a reflective cover letter. The assignments are designed to build on each other, so that you can apply what you have learned in each assignment to your final project. The major papers will involve multiple drafts and writing workshops. I will give you assignment sheets at the beginning of each unit so that you have a clear idea about what you are required to do in these papers. You are required to submit drafts of your major essays on Canvas. You will have opportunities to revise your projects.

**Short Writing Assignments**: Short assignments consist of short analyses, written responses to readings (on the course Canvas) and in-class writing. These assignments will help you brainstorm for the in-class discussion topics and prepare you for the major essays. *All short assignments (except those written in class) must be* ***at least 300 words****, typed, and double-spaced.* I will expect that your writing shows you are thinking critically about the subject matter. You will also keep a dialectical reading journal to record your thoughts about the course readings and make meaning of those texts.

**Writing Workshops**: A key component to this class is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audience’s questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. We will workshop your essays in small groups and as a large group. You will get more specific instructions later, and keep in mind that I will expect you to share your texts with your peers and be open to their response. I also expect that you will read your peer’s texts actively and work hard to give them quality feedback about how they can improve their writing.

**Group Presentation**: We’ll form small groups early in the semester. You’ll work collaboratively with your classmates. During the semester, you and your group members will present on a discussion topic (see Weekly Schedule for details) on a given day. We’ll talk about how to prepare for your presentations in detail in Week 3.

**Midterm and Final Portfolio**: At the midterm and end of the semester, you will create a representation of your work as a writer in this class. For the midterm portfolio, you will need to choose at least 4 pages of formal writing from our class and write a 2-page reflection that discusses your learning up to this point. For the final portfolio, you will choose at least 8 pages of formal writing to represent who you have become as a writer and write a 3-page reflective cover letter that discusses your learning over the entire semester. Your portfolio will be evaluated according to the five portfolio dimensions, which are also listed above under the goals and outcomes. **Your final portfolio must pass in order for you to pass the class.**

# **Grading Contract**

A grading contract is a method of assessment that refocuses the class and the students onto the work of the course rather than the hoops needed to jump through to get a particular grade. Conventional grading often leads students to think more about grades than about learning. Sometimes grades even lead to the feeling that you are working *against* the teacher or having to hide a part of yourself from him or her. For these reasons, I am using a contract for grading in our class.

You will get lots of assessments on your work during the semester from your classmates and myself so that you may improve your understanding of writing. *These assessments do not affect your overall grade in the course*; however, you should read them closely as they will tell you what you need to do to pass this class. Everything in this class is about response, and responding should be formative rather than a simple expression that you have “completed” an assignment. All of this really boils down to rethinking old assumptions about grading and learning. I think traditional grading done by a teacher alone actually keeps students from having much responsibility for learning. Grades create systems of accountability, instead of providing environments for personal and social responsibility.

Since this class attempts to encourage exploration, speculation, evaluation and generalization as a means of producing learning, our contract asks you to have a responsibility to yourself and to the class to do the work required of you. This means you should attend class and participate during class time, ask questions of me or your classmates if you do not understand or want more information, and know what assignments you have turned in and where you stand in relation to our contract.

I have the responsibilities of preparing every class so it moves you forward in your learning, answering any questions you have about course content or your progress, and providing --in a timely manner-- helpful and honest suggestions about the effectiveness of your work in the class. I also promise to make myself available to you for questions and concerns outside of class.

**Therefore, if you do everything asked for in the class – in the spirit and letter that it is asked of you – then the default grade for the course will be a “B.”** If you miss class, turn in assignments late, don’t accomplish assignments in the ways we discuss or agree on, or forget to do assignments, etc., your grade will be lower.

## **“B” Grades**

You are guaranteed a course grade of “B” **if** **you** **meet all of the following conditions**:

## Attendance/Participation:

You’ll attend and fully participate in at least 86% of our scheduled class sessions and their activities and assignments (that’s at least 25 of our 29 scheduled sessions). You may miss (for whatever reason) 6 class sessions, with the exception of the last day of class and final day. *Leaving class 10 minutes or more before class ends or coming to class 10 minutes or more after class starts constitutes an absence.* For our class, attendance equates to participation, which means that you need to come to class with the homework done, and be prepared to participate in the activities of the class. *This means if you come to class, but your homework is not done, it can count as an absence.* Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence on each day there is a problem.

### Etiquette

This is my job, and you should treat your education as your job. That means you should communicate in a professional manner. If you send me an email, you are requesting that I take the time to read and, if necessary, thoughtfully respond. Be respectful of my time and attention. Be clear and concise, and make sure to give me all the information I need. Spell check. Basically, make it evident that you put a little thought, a little care, and a little effort into communicating effectively.

### Professionalism

…is expected. At all times. Mature behavior and respect for others (and their ideas) is not only expected but required. Come to class prepared for the day’s work and turn off or silence all electronic devices while in class. Exhibit a lack of professionalism and you will be expelled from class for the day and a report will be filed with the Dean of Students. Repeat offenders will be required to meet with the Dean of Students before returning to class.

### ***College Sponsored Events***:

For those students who will need to take time off for college sponsored events, I will need to know the date of those absences by the second week of classes in order to excuse those absences. This will need to be on letterhead from the person in charge of your organization. Having excused absences does not mean that you get an additional 4 absences on top of the excused one. It means that you and I will need to work out what is fair in relation to the number of classes you have to miss for university sponsored events and create an attendance contract that both you and I sign. If you need to be excused for an excessive number of classes (7 or more), I may request that you take this class another semester.

### ***Conferences:***

We may schedule individual and/or group conferences throughout the semester. The group conference is a small-group meeting in which we discuss your writing. You should come to your conference prepared to discuss your classmates’ papers and your own. *A missed conference counts as an absence.*

### Lateness and Leaving Class:

You’ll each agree to attend our class meetings on time, and you’ll agree to stay in class until the end of each session. Don’t be habitually late. Don’t leave class early. If you are late to class, you are still responsible to find out what assignments or instructions were made.

### Sharing and Collaboration:

You’ll work cooperatively in groups. Be willing to share your writing (in class and on Canvas), to listen supportively to the writing of others, and, when called for, give full and thoughtful assessments that consistently help your colleagues consider ways to revise according to our class-defined rubrics.

### Late Assignments:

You will agree to turn in properly and on time the midterm and final portfolio, all writing project drafts, peer responses, and other assignments. Because your colleagues in class depend on you to get your work done on time so that they can do theirs on time, late assignments will not be accepted\*.

● **\*Exception:** **You may turn in a late assignment THREE TIMES OR LESS during the semester**. **All “late assignments” are due 1 week after their initial due date** (e.g. if the assignment was due on Tuesday, at noon, a late assignment must be turned in by noon the next Tuesday). The exceptions are the Midterm and Final Portfolios and the Midterm and Final Portfolio Assessments, which must be turned in on time.

● **Please Note**: If you have more than three late assignments, each late assignment after the third is considered a “missed” assignment (see #5 below). These will affect your overall grade in the course.

### Missed Assignments:

Missed assignments are assignments that are not completed or are turned in after the late assignment deadline. After you have used your three “late assignment” passes, all additional assignments turned in incomplete, not on time, or otherwise not according to our guidelines are considered “missed assignments.” **In order to meet our contract for a “B” grade, you cannot have more than two “missed assignments.”** Three of these in the gradebook means an automatic “C.” Four missed assignments gives you a “D,” and five or more missed assignments means an “F” course grade. (If the pace of the course is too fast, or if our reading gets too heavy, then let me know and we can make an adjustment to our work. But don’t wait to inform me of these issues until after the fall. Keep me posted on the class’ pace).

### Incomplete Assignments:

Incomplete assignments are those assignments that were completed on time but did not match the “spirit and letter” of the assignment in some way. When an assignment is incomplete, you will have 48 hours from the time you receive notice from me that the assignment is incomplete to revise and resubmit the assignment for no penalty. If you take longer than 48 hours it will be a late assignment until one week has passed from the original notification at which time it becomes a “missed” assignment. The midterm and final portfolio do not fall under this category (they have to be complete and on time).

### Short Writing Assignments and Formal Writing Projects need to meet the following conditions:

● *Complete and On Time*: You’ll turn in on time and in the appropriate manner complete products that meet individual assignment guidelines, which will be listed in the syllabus or assignment prompt or will be worked out together in class.

● *Revisions*: When the assignment is to revise, you will work to reshape, extend, complicate, or substantially clarify your ideas – or relate your ideas to comments from me, your classmates, or the information generated in a class workshop. I expect you to do more than just correct or touch up; revisions should respond substantially to your colleagues’ assessments.

● *Copy Editing*: Your writing must be well copy edited – that is, free from virtually all mistakes in spelling and grammar. It's fine to get help in copy-editing, but be sure that you are doing the editing and that the final product reflects your words and abilities with language. I will not be so concerned with editing issues in drafts or in your blogs or assessments. But please be sure to proofread these at least once before submitting them.

● *Mindfulness*: In each of these projects, you are being asked to go beyond summarizing and reporting what you found in the reading and in your research. I encourage you to push your thinking in this class by questioning your own assumptions as well as ours (me and your classmates), and connecting and analyzing the readings in the class in relation to your work.

### Peer Responses and Assessments: we will make frequent use of this kind of writing/discussion in class. Your work needs to meet the following conditions:

● *Complete and On**Time*: All peer responses should be complete and submitted on time and in the appropriate way so that your colleagues will get your assessments of their writing the way the class has predetermined.

● *Content*: All peer responses should focus their comments on rubrics we develop, following the directions established in class for peer response and our evolving class discussions about them.

● *Courtesy and Respect*: All peer response should be courteous and respectful in tone, but honest. It’s okay to say something doesn’t seem right in a draft, or that something doesn’t really work. Respect means we are kind and truthful.

● *Midterm and Final Portfolio Assessments*: **Participation in the Midterm and Final portfolio assessments is mandatory**. **These cannot be missed nor turned in late**.

### Midterm and Final Portfolios:

You’ll turn in complete and on time a midterm and final course portfolio according to the portfolio handout. **Late or missed portfolios constitute an automatic failing grade. The final portfolio must be passing in order for the student to get a B in the class.**

# “A” G​RADES​ ​AND​ F​INAL​ P​ORTFOLIO

To get an “A” your final portfolio must demonstrate reflection and writing that point to genuine, recognizable excellence. All portfolios will be graded based on a rubric that includes 1) Consideration of the assignment, 2) demonstration of knowledge of course content, 3) fulfillment of writing assignment requirements, and 4) engagement in writing and peer review process.

### Knowing where you stand

I use the gradebook on Canvas to keep track of completed, late, incomplete, and missed assignments as well as attendance. At any time, you can go to Canvas and see where you stand. Below is a chart that lists the requirements for the class so you can easily reference what it takes to get a particular grade. Please also note that as our class is mostly paperless, I will respond to much of your submitted work over email or comments on canvas. ​Please be sure to check your student email and canvas messages regularly, to be sure that you know about assignments that might need to be redone, and can thus manage revising them within the time period allotted.

* **Please note​: A “C” in the grade book means “complete,” “L” means “late,” “I” means “incomplete,” and “M” means “missed.”**

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| --- | --- | --- | --- | --- | --- |
|  | **# of absences** | **# of late assignments** | **# of missed assignments** | **Midterm/Final Assessments** | **Final Portfolio** |
| **A** | **4 or fewer** | **3 or fewer** | **1** | **Complete** | **“A” Quality** |
| **B** | **4 or fewer** | **3 or fewer** | **2** | **Complete** | **Pass** |
| **C** | **5 or fewer** | **4 or more** | **3** | **Complete** | **Pass** |
| **D** | **6 or more** | **5 or more** | **4** | **Incomplete** | **Pass or no Pass** |
| **F** | **6 or more** | **5 or more** | **5 or more** | **Incomplete** | **Pass/no Pass** |

* **Please Note​: All assignments that are turned in as “late” (see above guidelines for assignment considered “late”) after the 3rd are considered “missed.”**
* **\*​Each student may have one temporary exemption from the contract​. This can be for any serious reason and, depending on the circumstance, cover more than one assignment / absence. In order to get this exemption, you must contact me as soon as possible to request the exemption. For any request that covers more than one assignment / activity, you will need to give me a serious and compelling reason**

### COVID 19 Considerations:

**If you are being affected by COVID-19, because of illness, family illness, work issues, or childcare issues, please contact me right away. You have options to complete this class, even if you can’t meet the attendance requirements above. With that said, if the issues you face mean you can’t meaningfully engage in the learning and production of work in the course, you might be asked to try the course again in another semester.**

By staying in this course and attending class, you accept this contract and agree to abide by it, as do I.

### Diversity, Inclusion, and Equity:

My intention in this class is to be open to the diversity that students bring as far as ability, age, language, gender, race and ethnicity, sexual orientation, religion, or immigration status – and also draw on these resources for engagement in the content and practices in the course. I also intend to support diversity in the content I use to design this course, and the products I ask students to create. With that said, you might be introduced to content that is new to you or unfamiliar. I encourage you to be open to learning new things and to know that often the most significant learning experiences are difficult – they make you stretch beyond where you are now.

Importantly, each student learns differently and each student might have various needs, so I also hope, with your help, to create a classroom climate where we engage each other respectfully, acknowledge the abilities and experiences of everyone in the class, and see each other as resources for our learning and growth. With that said, sometimes the most oppressed among us need to feel supported and heard, as they can often be silenced. The bottom line is if something in the class makes you feel excluded or invisible, please contact me and share your concerns. Diversity, inclusion, and equity is an ongoing work in progress.

## Plagiarism

Plagiarism is an extra huge no-no. Plagiarism includes using other people’s work, using information without proper citation (giving credit), recycling your own work not created in our class, copying and pasting text without giving credit, letting other people do your work, etc. Plagiarizing can get you into major trouble with the college, so don’t do it. If you are struggling with an assignment and feel tempted to cheat or plagiarize, talk to me and we will work it out. This includes AI programs like Chat GPT. Yes, I can tell when an AI writes a paper.

The Learning Environment

The Student Conduct Standards, Academic Dishonesty Policy, Sexual Harassment Policy, and Nondiscriminatory Policy are strictly adhered to and enforced. See your College Catalog for more information about these policies.

# Writing Support

#### 72-Hour Policy

72 hours ahead of the due date, students can turn in their essays (in class or via email to ac050@cloviscollege.edu) and receive feedback from Mr. Castro

### Writing Center

Reedley College writing center is located inside the RC library and can offer support towards your papers.

### Ways Technology Can Increase Your Success

#### Canvas Notifications

All assignment due dates are on Canvas in several places—Syllabus, Assignments, and Calendar. But what’s even better is that students can change their Canvas notification settings to receive texts or emails (whichever one you check regularly) about due dates. Yes, Canvas will send texts to remind students about due dates, but students must configure those settings.

#### Grammarly

Download Grammarly, a free app that installs itself onto your browser toolbar. A circle with a green “G” will appear in the top right. It will automatically check grammar, spelling, and punctuation of anything you type online (email, social media). It will not check Google Docs or Office 365, but you can copy and paste or upload any of those documents into Grammarly to check the grammar. Grammarly is far more accurate at finding apostrophe errors and homophone errors than the grammar checker on Microsoft Office Word or Google; however, it is not good at finding fragments or run-ons. Warning about Google Docs and Google Drive: those programs do not automatically capitalize I, and they randomly insert capital letters in mid-sentence, so look specifically for those errors as you proofread.