Syllabus for English 3-53301 (Online)

Critical Reading and Writing

SPRING 2024—Online

**Instructor: Elaine G. Stamper**

RWC tutors working with my classes: Hannah Kleinkramer, Audrey Bergen, Jack Stewart, and Maddie Dominguez



**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.*](mailto:elaine.stamper@reedleycollege.edu) Please write **“English 3-ONLINE”** in the subject line of all e-mails to me. (Note: Using Canvas Inbox usually works best for both you and me and, in that case, you don’t need to identify the course.)

**Office Hours:**

Mondays, 11:00-12:00 in Faculty Annex 4 (and via Zoom by arrangement)

Tuesdays, 5:00-6:00 in Faculty Annex 4

Wednesdays, 11:00-1:00 in Faculty Annex 4 (and via Zoom by arrangement)

Fridays, 11:00-12:00 via Zoom

* If you would like to meet with me via Zoom on a Monday or Wednesday, just email me in advance and I’ll set it up.
* Zoom link and map and video directions are on Canvas under Course Information/Elaine’s Office Hours
* You are never bothering me when you email me.
* You are always welcome to email me to make an appointment for a different day and time. If I can accommodate you, I will.
* I do check my emails regularly, and I will almost always respond quickly.
* There are a few weekend days (such as my birthday in February!) during the semester that I will not be able to reply to you. However, you will know those days in advance, and you will have other resources available to help you with any questions or problems you may have.

Required Texts and Materials

1. I will be providing you with PDF copies of chapters from *Everything’s an Argument,* 8th edition, by Andrea A. Lunsford and John J. Ruszkiewicz.
   * This means that you do not need to rent or buy the book. You will be assigned to annotate the readings.
2. A variety of assigned articles will be posted on Canvas; you will need to annotate, either electronically or on a printed copy, all readings.
3. A method for organizing class notes and anything you choose to print out.
4. 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.)
5. Be sure to save your work to a cloud service such as Dropbox (not Google Docs). Remember that computers crash, and you want to have a back-up system.
6. 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)) 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).

## 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.**

* The work for the week will be due at 11:59 p.m., usually on Friday, Saturday, and Sunday.
* The course is set up in weekly modules, and you will need to complete the assignments in the regular modules 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, you will not be allowed to skip assignments or to jump ahead. If you have problems with or questions about this, please contact me and/or one of our tutors, and we will help you.

Communication

* I will have on-campus and Zoom office hours.
  + My office hours are optional, but you are strongly encouraged to come see me to talk about assignments or just to introduce yourself.
  + Although I always appreciate it when students have their cameras on during my office hours, having your camera on is never required. If you’re just more comfortable having your camera off, that is absolutely fine with me.

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 (which you should do, too), and I will usually reply to you within a couple of hours (with a few exceptions during the semester). Please make sure that you check for a reply from me if you have emailed me. 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 two weeks of the semester. You will make connections between texts about critical thinking and one or more newspaper advice columns written by *Washington Post* writer Carolyn Hax. You will write at least two drafts of the essay for the second part of the project, and you will have the option later in the semester to revise the final draft for a higher grade
* **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 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 5-6 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 have not logged into the course on Canvas by 11:59 p.m. on Friday, 1/12/24.
* You **will be dropped** from the class if you have not completed all of the assignments in Module 1 by the deadlines. (The grace period of 48 hours for late work does not apply to Module 1; however, if you contact me as soon as possible with a legitimate reason for not having done an assignment and with a plan for completing the assignment, I will consider the situation and let you know my decision.)
* Please carefully **note the Drop Date of Sunday, 3/9,** which is at the end of Week 9. If you choose to drop the class and receive a “W,” this is the deadline to do so. After that, you will receive a letter grade (A-F) and cannot drop the course.
  + I also have the choice of dropping you from the class if you have missed the equivalent of two weeks’ worth of classes, which is determined by completion of assignments, particularly major writing assignments.

o I will contact you via email and/or Starfish if you have not submitted one or more major writing assignments and I am considering dropping you from the class.

* Students who add or choose to drop the class are responsible for completing the process through Self-Service. Students who do not add by Friday, 1/26, will not be able 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. Students learn not only from the instructor but also from each other. So, be sure to do all of the assigned work and to interact with other students in the class in a meaningful, useful way. (Even asking questions about something that you don’t understand is useful to others. You are almost certainly not the only one who has a question.) All of us are looking forward to hearing your ideas and your “voice.”

Submission of Assignments

* **I reserve the right to refuse any paper that is not submitted in the proper format or does not meet other requirements.**
* I cannot accept an essay that has been typed on Google Docs. As a Reedley College student, you can access Microsoft Word 365 for free. Need help with this? I will provide you with information about this on Canvas, and you can also ask a tutor, another student, or me during my office hours.
* Some assignments will require you to submit photos. Please make sure that all photos are submitted as JPEG or PNG files; I am unable to open photos saved as HEIC files and therefore cannot accept them. (See [“How to Airdrop a Photo as a JPEG Instead of HEIC](https://www.adobe.com/acrobat/hub/how-to-airdrop-photos-as-jpg-not-heic.html#:~:text=Open%20the%20Settings%20app.,will%20be%20saved%20as%20JPGs.)”)
* All annotations must be submitted as indicated in the instructions, not as notes written out on paper or typed up. (You will receive instructions on how to annotate correctly.)

Late Work

All assignments are due **by 11:59 p.m. on the due date.**

1. Grace Period: **you may submit assignments after the due dates, without penalty, up to 48 hours after the due date**.
   * You **will be dropped** from the class if you have not logged into the course on Canvas by 11:59 p.m. on Friday, 1/12/24.
   * . You **will be dropped** from the class if you have not completed all of the assignments in Module 1 by the deadlines.
   * You should avoid relying excessively on the grace period; if you are consistently missing official deadlines, you are almost certainly less likely to do well in the class. Think of the grace period as a cushion to use in emergencies, not as an alternative deadline.
   * If you run into problems, let me know as much in advance as possible. I can’t guarantee that I can solve your problem, but I will always listen and, whenever possible, I will try to help you.
   * **Exceptions to the Grace Period**: All assignments for Module 1 must be submitted on time, and the final three assignments of the semester, RP 1.3, AB 1.2, and the Final Exam, cannot be submitted late.
     + Bonus Time opportunities: you will have the chance to earn 24 hours added to the deadline for RP 1.3 and/or AB 1.2 by attending a Literary Arts Speakers Series event (7:00 p.m. – 8:30 p.m.) on one or more of the following Thursdays: 1/25, 3/14, and 3/21. I will give more information about this later.
2. My goal is to open each Canvas module for the week by Sunday night or earlier. If I can’t manage that, I will extend the deadlines for the week’s assignments.
3. Most assignments will be due on Friday, Saturday, and Sunday; there may be times that I will ask you to turn something in earlier than that.
4. Don’t wait until the weekend to begin the work or you will run out of time.
5. ALL assignments for the course are required (even the “small” ones). You may not skip anything or submit a “substitution” such as the wrong assignment or a blank sheet of paper.
6. All assignments need to be submitted to Canvas; Please don’t email me any assignments; I’m unable to grade them.

# ACADEMIC DISHONESTY

* Academic dishonesty includes cheating, copying, plagiarizing others’ work, or engaging in any other means of deception to complete or bypass an assignment.
  + We will be using aspects of Artificial Intelligence (AI), such as ChatGPT, in class from time-to-time for specific assignments such as brainstorming. Any other use of AI for assignments will be considered academic dishonesty.
  + Any attempt to bypass the requirement of doing an assignment by, for example, submitting a “substitution” (such as the wrong assignment or a blank sheet of paper) will be considered academic dishonesty.
* I use turnitin.com and AI detectors.
* Please note that you will not be allowed to turn in previously submitted work for any assignment in this class. That means that you can’t “recycle” a speech you gave or a paper you wrote for another class. If you are repeating my class, all of the work that you turn in for this semester must be new.
* You are encouraged to get help on your writing from me, a tutor from the Reading & Writing Center (RWC) or the Tutorial Center, 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.**
* Consequences of academic dishonesty may include, but are not limited to, receiving an ‘F’ on the assignment or in the course.
* If you are worried, confused, or overwhelmed by anything in the class, including what academic dishonesty and/or plagiarism is, please don’t resort to dishonesty; instead, come talk to me (or a tutor) and get help.

# 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 DSP&S at (559) 638-0332 or visit* [*their website*](http://www.reedleycollege.edu/services/dsp/LD.htm) *for more information.*

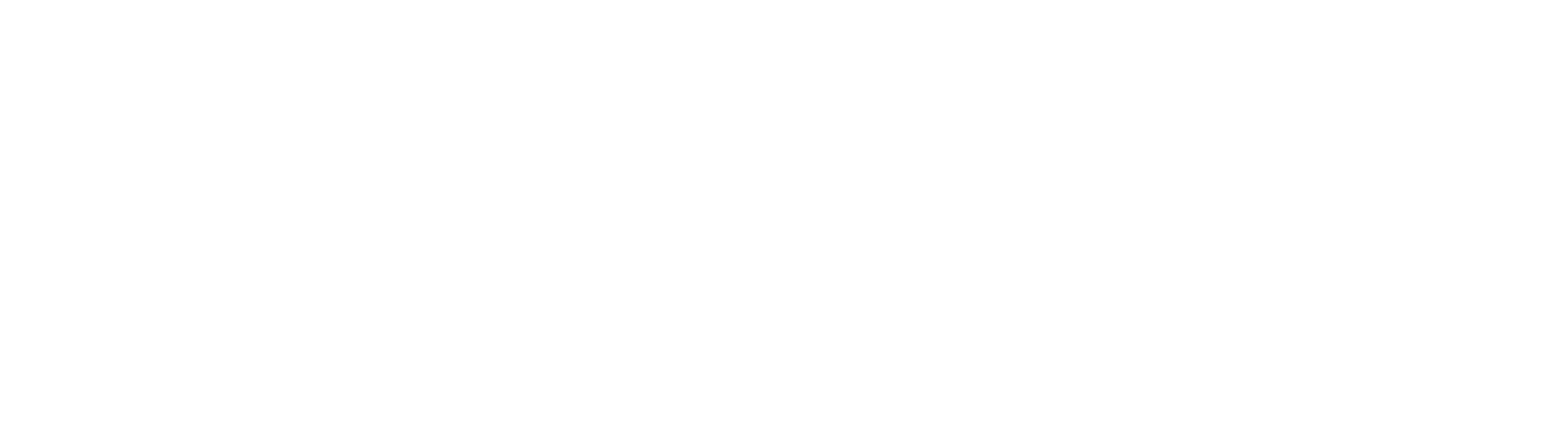
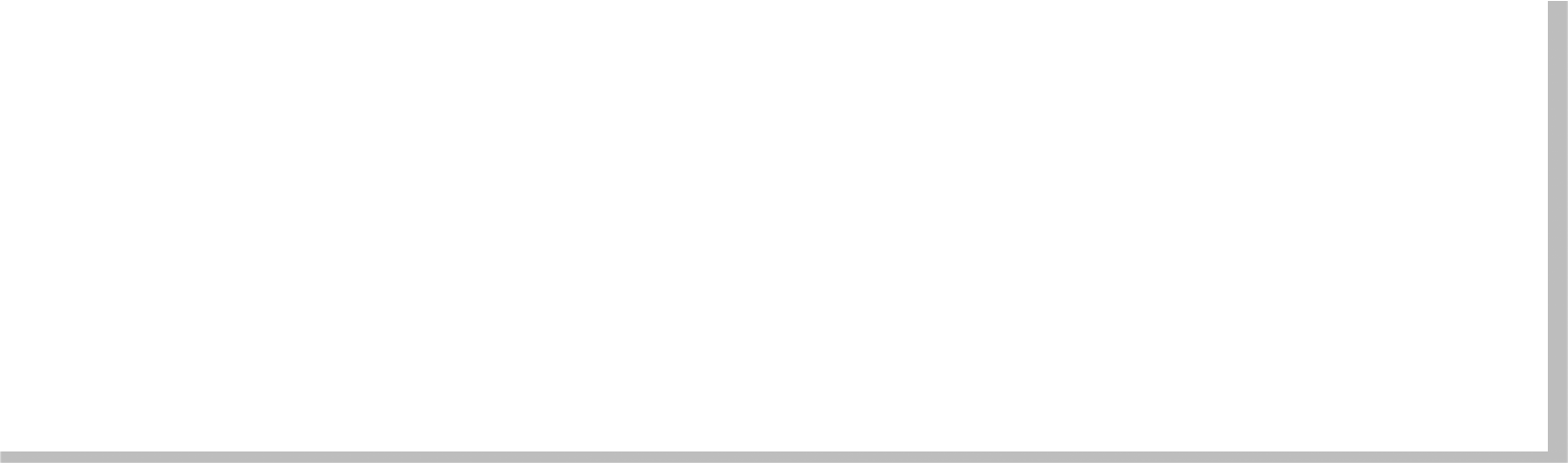
## Some Important Points:

* 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, you can get help from me, a RWC tutor, or [Tech Services.](https://www.reedleycollege.edu/campus-life/technology-help.html)
  + Please contact me by [e-mail](mailto:elaine.stamper@reedleycollege.edu) 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. If you write to me, be sure to check for my response to you.
* Please keep 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.
* Be appropriate, professional, and kind to me, to others in the class, and to yourself.
* Remember that other people’s experiences may be different from your own and that we all, including me, sometimes need to set aside a tendency to be judgmental. Tell me (or a tutor) if there is ever any communication (in class or online) that makes you feel uncomfortable. Repeated incidents of any behavior deemed to be rude or disruptive will result in that student being reported to the Dean of Students.
* My job is to help you to read and write more critically (more carefully and more deeply) and to be more successful in 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, NetTutor, counseling and psych services, Canvas Inbox, etc.
2. Manage your time well
   * Plan to spend approximately six hours a week doing course assignments.
   * Don’t wait until the day an assignment is due to begin working on it. You won’t have enough time.
   * 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.
   * Use whatever works for you to help you with getting things done: reminders on your phone, a paper calendar, sticky notes, etc. You must do more than rely on your memory and hope for the best.
3. 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 my tutors, Hannah, Audrey, Jack, and Maddie. (They love to help students and are very good at their job!
   * 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.

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| **Course Assignments (subject to change)** | **Points Possible**  **% of Final Grade** |
| **Project #1: Carolyn Hax and Critical Thinking** | 200 points  **20% of final grade** |
| * Part 1 = 50 pts. * Part 2 = 150 pts. * Includes Works Cited and NetTutor submission |
| **Project #2: Rhetorical Analysis** | 250 points  **25%** **of final grade** |
| * One or two rough drafts = 50 pts total * Final draft of essay = 200 pts. * Includes Works Cited and NetTutor submission |
| **Project #3: RP and AB** | 400 points  **40%** **of final grade** |
| * Annotated Bibliography first draft (AB 1.1) = 50 pts. * Annotated Bibliography final draft (AB 1.2) = 100 pts. * Final draft of research-based essay = 250 pts. |
| **Discussion Board Posts** | 50 points  **5%** **of final grade** |
| **Quizzes and miscellaneous** | 50 points  **5%** **of final grade** |
| **Final Exam** | 50 points  **5%** **of final grade** |
| **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.**

Important Dates:

**Week 1: Monday, 1/8**

* Spring 2024 semester begins

**Week 2: Monday, 1/15**

* Martin Luther King holiday; no classes

**Week 2: Friday, 1/19**

* Last day to drop with a full refund

**Week 3 : Friday, 1/26:**

* Last day to register for a Spring 2024 full-term class in person
* Last day to drop a Spring 2024 full-term class in person and avoid a “W”

**Week 4: Sunday, 1/28**

* Last day to drop a Spring 2024 full-term class online (via Self-Service) and avoid a “W”

**Week 6/7: Friday, 2/16 – Monday, 2/19**

* Presidents’ Day holiday; no classes.
  + I will be out of town and somewhat unavailable from Friday through Tuesday (2/20)

**Week 9: Sunday, 3/9**

* Last day to drop and receive a “W”

**Spring Break: Monday, 3/25 – Sunday, 3/31**

(after Week 11 and before Week 12)

**Week 18: Monday-Friday**

* Spring 2024 final exams week
  + English 3-53301 = Wednesday, May 15, 11:59 p.m.

Bonus Time Opportunities

**Week 3:** Thursday, 1/25: Deb Lapp and Dave Borofka

**Week 10:** Thursday, 3/14: Javier Zamora

**Week 11:** Thursday, 3/21: *As You Like It* by the San Francisco Shakespeare Festival

Important points about the course:

Throughout the semester, we will be reading, researching, and engaging in class discussions about topics that may be controversial.

* + Students who remain in the class must be willing to at times question their own beliefs, and they must be sensitive to other people in the class during class discussions.
  + If you have a concern regarding anything in the class, please talk to me (by email, on Zoom, or face-to-face) about the issue.

**Hershey and me:**





Course Objectives and Student Learning Outcomes

These objectives and 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.

Course Objectives: In the process of completing the course, students will:

* Produce multiple synthesized and documented, critical analysis papers of at least 1800 words which exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion; expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter; shows supporting details that exhibit critical thinking and use credible, multiple secondary sources; identifies researched and evaluated sources for use in the development of their own writing; demonstrates correct usage of MLA format with correct use in-text citations and a works cited page; illustrates appropriate and purposeful use of quotations; employs causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose; employs an annotated bibliography of multiple sources; differentiates plagiarism from cited source material and correctly employ in-text citations; locates logical fallacies in others’ writing and avoid them in their own writing; matches details to main point and with complex analysis; recognizes errors and revise compositions; demonstrates awareness of third person/universal and of a scholarly audience; applies controlled and sophisticated word choice; and recognizes and employs sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments.
* Demonstrate an ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas; recognizes the difference between valid and sound arguments and invalid and unsound arguments; classifies deductive and inductive language; recognizes factual statements from judgmental statements and knowledge from opinion; proposes logical inferences from information presented; identifies and employs denotative and connotative aspects of language.
* Communicate analysis/synthesis through class (and/or group) discussions

Student Learning Outcomes: Upon successful completion of the course, students will be able to:

* 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
* 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.
* Communicate issues, supporting their comments with reference to texts or other materials, in class (and/or group) discussions.