**“Stay afraid but do it anyway. What’s important is the action. You don’t have to wait to be confident, just do it and eventually the confidence will follow” -Carrie Fisher**

**Reedley College**

**English 3: Critical Reading and Writing**

**Spring 2024**

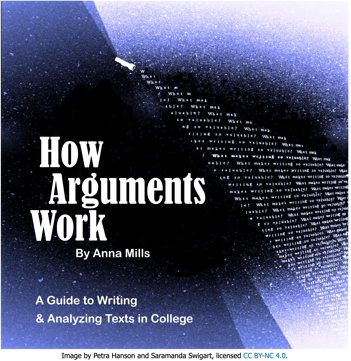
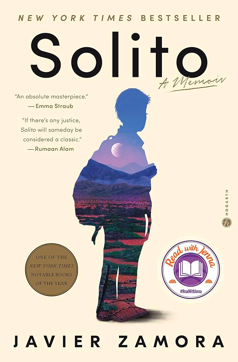
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| --- | --- |
| Instructor: Karissa Ellison | Units: 3 |
| Course: English 3 (59015) Hybrid | Office Hours: By appointment only. Make an appointment by emailing/Canvas Inbox messaging me. |
| Class Time: Mondays, Wednesdays, & Fridays  1:00p.m.-1:50p.m. | Location: Classroom Complex 1(CC1), 201 |
| Canvas Website: | Email: [karissa.ellison@reedleycollege.edu](mailto:karissa.ellison@reedleycollege.edu)  Please allow 24 hours for a response. |

\*This syllabus is tentative, meaning that its contents (specifically the Course Schedule) are subject to change at any time to create a positive learning environment. I will always communicate any changes with you beforehand.

**Course Description:** This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A. 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. PREREQUISITES: English 1A or 1AH. (A, CSU-GE, UC, I)

Keep in mind that learning is recursive, and that it takes time and effort to learn how to read and write effectively at the college level. Please don’t hesitate to ask questions if something we do is unclear to you.

**Required Course Materials:**



*Solito* by Javier Zamora (The book should be provided by RMCHS- let me know if it’s not.)

Free Digital Textbook: *How Arguments Work* by Anna Mills

* Additional materials will be provided by the instructor on Canvas or via web link (see course schedule).
* You will need access to a computer or tablet with internet: access to Canvas and your SCCCD email. All class announcements will be sent through Canvas.
* We will use Microsoft 365 for all assignments unless told otherwise. Microsoft 365 is free to all students (use your SCCCD email and password to login).

**Please check your SCCCD email and our Canvas course daily for up-to-date information, our daily schedule, assignments, and class announcements.**

**Course Objectives:**

Upon completion of this course, students will be able to:

* 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 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 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.
* Be able to communicate analysis/synthesis through class (and/or group) discussions.

**Course Requirements and Policies:**

**Participation/attendance**

Class discussion will be an integral part of the course, so be on time and prepared for class each day to offer productive discussion on course readings. Preparation for class requires not only reading the assigned material, but annotation (note taking/commenting) on the reading being discussed that day. Make sure that you are prepared by bringing your texts to class and have done the work for the discussion that day according to the course schedule. We’ll have discussion boards on Canvas as another form of participation for this course. As part of your   
participation grade, you will respond to short writing assignments (reading responses and other   
short writings) every week.

**Formatting Guidelines**

All work must be typed (Times New Roman, 12-point font, double-spaced) and will follow Modern Language Association (MLA) guidelines. Any exceptions will be made clear in advance. All essays must be saved as Microsoft Word files. **No PDFs, Google docs, Pages, links, or .text files will be accepted.**

**Communication Policy**

* If you have questions or concerns regarding this course, please contact me anytime via email or in person. I will do my best to respond within 24 hours. Please include your name, student ID number, course section number and topic of the email in the subject line. (**Example:** Daffy Duck, 0987609, Eng 3- 55110, Question about thesis statements). You may also message me through the Canvas Inbox.
* If you would like to meet with me in person, please make an appointment. I will do my best to accommodate your time and mine.
* Another avenue for support is to reach out to peers for notes and questions before contacting me if you are looking for a quick response.
* All my class communication will be via Announcements on Canvas or in class. Please check our Canvas page and your SCCCD email daily.

**Plagiarism/Academic Dishonesty/Cheating**

**“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (RC Catalog)**

Plagiarism occurs whenever you borrow another author’s words or ideas without giving the author credit for his/her/their work. If you’re not sure about how to cite a source in your writing, please ask me or consult with someone from the Reading and Writing Center. Another helpful reference is the [Purdue](https://owl.purdue.edu/owl/) Owl website.

Cheating is a terrible idea. Don’t do it! The official definition, per the College Catalog: “Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.”

Incidents of cheating and plagiarism will be regarded seriously and may result in a failing grade of a zero on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor. Such incidents may also be reported to the dean. If concepts of plagiarism and/or cheating are confusing, make sure to speak to me.

Submitting work containing any content generated by **artificial intelligence (AI)** when not explicitly directed to do so by the instructor will be considered an act of academic dishonesty.

**Attendance and Drop Policy**

Attendance and participation are a large portion of the requirements for this course. Come to class every day. Be on time! Each week there might be different assigned tasks that will require timely and active responses, such as assigned readings, discussions, quizzes, short writings, paragraph posts, etc. You will be required to engage regularly and attentively each week. Your absence eliminates your important perspective, and you will miss those crucial points. Be respectful of your fellow students and be present.

Arriving more than 15 minutes late, or leaving more than 15 minutes early, constitutes an absence unless you inform me of your needs **ahead** **of** **time**. If you come in late, it is your responsibility to confirm with me that you are present. Failure to do so may result in an absence being recorded. Note: Four absences before the end of the third week will result in you being dropped from the course.

Three ways to be dropped from the course:

* **NO SHOW DROP**: If you do not attend class on the FIRST day of instruction, you will be dropped from this course.
* **INSTRUCTOR DROP:** You will be dropped after FOUR absences if these absences occur during the first half of the semester.
* **INSTRUCTOR DROP:** You will be dropped for inactivity, as well, if you earn FOUR zeros (even if you are attending class).

**Non-participation**

From the RC Catalog: “unless there are significant extenuating circumstances, [a] student “who misses one week’s worth of classes (four total class sessions) prior to the end of the third week “will be immediately dropped from class.” However, “it is the students’ responsibility to drop any classes they no longer wish to continue. They must not merely stop attending and must not rely on being dropped by others. They must complete the drop process for themselves.”

**Important Dates**

January 4: Last day to add a full-term or short-term Spring 2024 class in person

January 5: Last day to add a full-term or short-term Spring 2024 class through Self-Service

January 8: Start of Spring 2024 Semester

January 15: Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 19: Last day to drop a Spring 2024 full-term class for full refund

January 26: Last day to register for a Spring 2024 full-term class in person with add

authorization

January 26: Last day to drop a Spring 2024 full-term class to avoid a “W” on Self-Service

January 28: Last day to add a Spring 2024 full-term class with add authorization on Self-Service

February 16: Lincoln Day observance (no classes held, campus closed)

February 19: Washington Day observance (no classes held, campus closed)

March 1: Deadline to apply for graduation for Spring 2024

March 8: Last Day to drop a Spring 2024 full-term class (letter grades assigned after this date)

March 25-March 29: Spring Recess (no classes held)

March 29: Good Friday observance (no classes held, campus closed) (classes reconvene Apr 1)

May 13-17: Spring 2024 Final exams week

May 17: End of Spring 2024 semester

**Course Assignments**

**Major Writing Projects:** Over the course of the semester, you will have 5 major writing assignments: a rhetorical analysis essay, an annotated bibliography, a researched argument essay, and timed in-class reflection essay, and a final presentation on your researched argument. The course assignments are designed to build on each other so that you can apply what you have learned in each assignment to your writing projects. The major essays will require multiple drafts, instructor feedback, and peer workshops. Each draft and final version of these essays will be due on Canvas and used in class for revision. Please keep all of your prewriting and drafts of each paper. You will have opportunities for revision on each of the writing projects. For the final draft of each essay, they will be submitted through the plagiarism software *Turnitin.com* on Canvas.

**Reading Assignments:** There will be weekly reading assignments given, which must be annotated for class discussion.

**Reading Responses:** You will be required to complete reading responses in conjunction with reading assignments. These must be in MLA format and on time. Unless otherwise noted, all responses should be at least 500 words minimum. Most weekly assignments are worth about 5 points.

**Peer Workshops:** Since reading and writing are a recursive process, peer workshop becomes an integral part of your learning experience in English 3. Although it can be nerve wracking to think about someone else reading your writing, peer workshops give you a chance to understand how your writing is being read from another point of view, and often, your peers will find mistakes that you couldn’t see before. You will be workshopping all major writing assignments this semester. Failure to submit your writings to the workshopping sessions will result in a lowered final grade. You will be graded on both having material prepared for workshop and the quality of your responses to others’ writings. Workshop will make up at least ½ of the participation grade.

**Activities/Discussions Boards:** Every week there will be a variety of activities worth a range of points. No make-up work is allowed past the due dates. Since this is a hybrid course, you will have weekly discussion board questions/activities that will be worth 5-10 points each.

**One book, One College: Solito**

This semester, we’ll be reading *Solito* by Javier Zambora, a memoir or non-fiction book. Since Zambora will be visiting Reedley College on March 14, 2024, you will be assigned to attend his event on campus. The event is held after school hours, so I still need to find out if that is allowed for RMCHS. After the reading, you will be assigned to write a 2-page response about the event. (Worth 25 points.)

**Late Policy:** Essays, activities, workshops, discussions, etc. are not accepted after the due date. As stated above, each lesson builds on each other and if you turn in work late or it is missed, then you could risk falling behind in the class or disrupting the other students’ learning progress. Otherwise, late work will only be considered with the instructor's consent before the due date.

**Extra Credit:** Generally, extra credit is not offered (this may be reconsidered if there is a good reason/opportunity to do so). There is plenty of *regular* credit to earn.

**Grading Policy:**

All assignments are graded on a point system scale and per the English 3 Rubic (under “Files” on Canvas.)

**All assignments are subject to change:**

Research Essays **Grade Percentage Scale:**

Rhetorical Analysis 50 100-90% = A

Researched argument 50 80-89% = B

In-class timed Essay 50 70-79% = C

Reflection Essay 50 60-69% = D

Final Presentation 50 59% or lower = F

Annotated bibliography 50

Weekly Discussion Boards

(15 x 5 pts. Each) 75

Solito Reading Event 25

Weeky Reading Responses

(16 x 5 pts. each) 80

Participation 20

Peer Workshops

(5 pts each)

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Total Points 500

**Professionalism**

Professionalism is always expected—in-class and online. Come to class prepared for the day’s work and dedicate a portion of time, each day, to complete your tasks. Mature behavior and respect for others (and their ideas), is not only expected but required. Insensitive comments and microaggressions will not be tolerated, and it shows a lack of deep thought or consideration; two qualities necessary to succeed in this class. If you disrespect peers or the instructor, you will be asked to leave the class.

**Academic Resources**

**Accommodations for students with disabilities:**

If you have a verified need for an academic accommodation or materials in alternate media (e.g. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

**Disabled Students Programs & Services (DSPS) 559-494-3032**

* **Reedley College uses** [**Starfish**](https://www.reedleycollege.edu/student-services/counseling/starfish/index.html) **to help students connect with resources**
* **Counseling & Advising** see Starfish for all counseling appointments or call **559-494-3037**
* **The Health Services office** provides health services and psychological services to students which are paid for through your tuition fees.
* **Veterans Services** 559-494-3534
* **Basic Needs Resources** (Tigerlink) Basic needs are the conditions and resources you need to survive and thrive as you learn at Reedley College. See Starfish for more info.
* **Tutoring Services** see the [website](https://www.reedleycollege.edu/academics/tutoring-services/index.html) to make an appointment.
* [**Library**](https://www.reedleycollege.edu/campus-life/library/index.html)(access to OneSearch, Research Databases, How to Cite, etc.)
* **Technology Help** 559-494-3000
* **Tiger Pantry** (apply for Cal Fresh for help with food costs or get grab & go snacks)
  + **Location:** Student Center Room 103
* [**LGBTQIA+ Resource Guide**](https://www.reedleycollege.edu/campus-life/lgbtqia-resource-guide.html)

**Land Acknowledgement**

Much of what we think of as “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.

“The word “Yokuts” mean people. The Yokuts were unique among the California natives in that they were divided into true tribes. Each had a name, a language, and a territory. The Yokuts were a friendly and peaceful loving people.” (Tachi Yokut Tribe)

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