



English 3 Online | Critical Reading and Writing | 3 units | Summer '10

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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 nonfiction.

Course Outcomes

Upon successful completion of the course, the student will be able to:

- Read and critically evaluate college-level nonfiction material from a variety of sources on themes from different content area.
- Distinguish between valid and sound arguments and invalid and unsound arguments.
- Demonstrate an ability to recognize formal and informal fallacies in language and thought and avoid them in the construction of their argument.
- Recognize and use deductive and inductive language.
- Distinguish factual statements from judgmental statements and knowledge from opinion.
- Make effective inferences from information presented.
- Recognize and use denotative and connotative aspects of language.
- Research and evaluate outside sources for use in the development of their own writing.
- Write summaries of one source, critical analysis of a single source or of two sources with a unified approach, and synthesis papers of multiple sources.
- Use causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose.
- Demonstrate the ability to write correct college-level prose containing proper essay structure, organization, development and diction and mechanics.
- Identify the deliberate abuses and manipulations of rhetoric so they can identify them in general usage and avoid them in their own writing.

Required Texts:

Rereading America, 8th Ed., (ISBN: 0-312-54854-0) Bedford/St. Martin's

A Place to Stand, Baca (ISBN: 0-802-13908-6) Grove Press

A Pocket Style Manual, 5th Ed., Hacker (ISBN: 0-312-59324-4)

Required Programs:

In order to do work from home, you should have the following programs (all of which are installed on computers on-campus): Internet browser (such as Internet Explorer or Safari); e-mail access; word processor (MS Word preferably, see Essays below); Adobe Acrobat Reader.

Email and Blackboard access:

To access the course site go to the following URL: <http://blackboard.reedleycollege.edu>. Login using your seven-digit student ID for your username and password. Go to Personal Information and enter your e-mail address. You will need to be officially enrolled before you will be allowed to enter the site.

Grading:

Essay 1 (Family)	100 points
Essay 2 (Education)	100 points
Essay 3 (Money & Success)	100 points
Essay 4 (Equality)	100 points
Essay 5 (A Place to Stand)	100 points
A Place to Stand Journal 1	50 points
A Place to Stand Journal 2	50 points
A Place to Stand Journal 3	50 points
Discussion Board Participation	35 points
Syllabus Quiz	15 points

The grading scale is as follows: (note scores are not rounded)

A	B	C	D	F
100-90% 700 - 630 points	89-80% 629 - 560 points	79-70% 559 - 490 points	69-60% 489 - 420 points	59% & Below 419 - 0 points

Essays:

All work must be typed, double-spaced and in 12-point type Times Roman font. You must submit your work via the Assignments area. You must submit files in one of the following formats: Word documents (*.doc or *.docx) or Rich Text Format files (*.rtf). For each essay you will receive a prompt that will outline the specific requirements for each essay.

All assignments are due on Sunday evenings before midnight via Bb (Blackboard), unless otherwise noted.

Discussion Board:

Given that in an online class there is not a face-to-face environment for the normal classroom interaction, the “Discussion Board” takes on a significant role in providing an interactive learning environment. Please note the following:

- First, unlike discussion in a traditional classroom, you have the opportunity to think carefully and deeply about the things that you "say" on the Discussion Board without the constraint of time, pressure, or the concern of whether or not your voice will be heard over the voices of others; you also have the opportunity to edit your remarks. Please take advantage of those opportunities.
- Second, because this is an academic environment, please do not consider the Discussion Board as analogous to text messaging, instant messaging, or e-mail to friends. Your comments should be grammatical and mechanically sound with regards to spelling and punctuation.
- Finally, remember that a significant portion of your grade is based upon the quantity, but more importantly, the quality of your participation.

The Discussion Board will be worth 35 points of your grade. These will be calculated on the requirement that you post a minimum of five times each week in the given discussion boards over weeks 1-7. Essentially you will earn 1 point for each post, not to exceed the maximum of 35 points possible. Posts made to the General Questions discussion threads do not count. You will be assigned to a discussion group. Within these groups you will be given topics for discussion based on the material for the week; additionally you may generate your own questions and topics.

Late Work:

Late work will not be accepted unless you have contacted me prior to the deadline posted for the assignment with a verifiable extenuating circumstance. Please pay careful attention to the due dates of assignments; forgetting that something was due, or being out of town is not a valid excuse.

Attendance:

Although an online class does not chart attendance per se, you do need to make your presence known every week. There will be an assignment due every week and Discussion Board assignments. If you fall behind at any point during the course, you will find it extremely difficult to catch up.

Cheating and Plagiarism

The following is adapted from Fresno City College's website on cheating and plagiarism.
CHEATING

Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include but are not limited to:

- ✓ Copying or allowing another to copy a test, paper, project or performance.
- ✓ Using unauthorized materials during a test, for example, notes, formula lists or "cheat sheets."
- ✓ Taking a test for someone else or permitting someone to take a test for you.

PLAGIARISM

Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes but is not limited to:

- ✓ Incorporating the ideas or words of another's work without giving appropriate credit.
- ✓ Representing another's artistic or scholarly works, such as musical compositions, computer programs, photographs, etc., as one's own.
- ✓ Merely changing a few words or making a few structural changes to another's work is still plagiarism when passed off as one's own work.

PENALTIES

Penalties for cheating and plagiarism are severe and can follow you the rest of your college career. At the minimum, you will receive an F on the assignment and a warning, but plagiarizing in a major essay will result in an immediate F for the class and a write-up for your student record. You may also be liable for more severe penalties, up to and including expulsion from the college. **The bottom line is that the college and I take this very seriously and so should you.**

Accommodations

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 contact me as soon as possible.

Contact and Conferences

At different times during the semester, a student may need time with me or I may request a conference with him or her. I check my email daily at the email address on the front page. Please do not hesitate to contact me if you are experiencing a problem, have any questions, need help or clarification from me, or have ideas and suggestions for the class. I am here to help you succeed.

Course Changes

This syllabus may change during the course of the semester to better address the class's needs. A handout explaining the new expectations will accompany such changes.