"The end depends upon the beginning" –The Emperors Club

"Ninety-nine percent of failures come from people who have the habit of making excuses." –George Washington Carver

Beneath words and logic are emotional connections that largely direct how we use our words and logic. —Jane Roberts[1]

Instructor: Ms. C. Karle Office: A-Annex #4 Office #: 559-638-3641 ext. 3421 E-mail: carey.karle@reedleycollege.edu	**Office Hours** Monday 10:00-12:00 Wednesday 10:00-11:00 Friday 10:00-11:00 and By Appointment

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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/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction. To take this course, you must have passed English 1A with a C grade or better. If you received a C or B grade in English 1A, the department recommends that you take English 1B or English 2 prior to enrolling in English 3.

We will use Blackboard as our classroom. Our classroom Blackboard contains documents, announcements, and other information needed for our course; in addition; Blackboard allows for e-mailing and online discussions. There are various tabs to the left of the screen in Blackboard that lead you to necessary and supplementary documents, to all assignments and schedules, and more. You can access our Blackboard directly from the Reedley College Website (click on the "Blackboard" link found under the "RC Online" link). *(Return to Table of Contents)*

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[1] "Jane Roberts." BrainyQuote.com. Xplore Inc, 2011. 27 June. 2011. http://www.brainyquote.com/quotes/quotes/j/janerobert189084.html

Course Objectives:

In the process of completing this course, students will:

1. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas.
2. Identify and analyze the structure of arguments underlying the texts they read.
3. Evaluate the validity and soundness of arguments.
4. Identify common formal and informal fallacies of language and thought.
5. Distinguish and use deductive and inductive reasoning.
6. Distinguish factual statements from judgmental statements and knowledge from opinion.
7. Draw sound inferences from information presented.
8. Distinguish and use the denotative and connotative aspects of language.
9. Research and evaluate outside sources for use in the development of their own writing.
10. Receive direct instruction in the writing strategies of summary of a single source, critical analysis of a single source or of two sources with a unified approach, and synthesis of multiple sources.
11. Write assigned essays that employ the strategies of summary, critical analysis, and synthesis and that emphasize such tasks as causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation.
12. Demonstrate continued development in writing correct college-level prose by attention to essay structure, organization, and development and to diction and mechanics (punctuation, spelling, and grammar).
13. Participate in supervised sessions of individual and group peer review, editing, and revision of writing assignments.
14. Identify some of the deliberate abuses and manipulations of rhetoric so they can identify them in general usage and avoid them in their own writing.

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Course Outcomes:

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

1. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas.
2. Distinguish between valid and sound arguments and invalid and unsound arguments.
3. Demonstrate an ability to recognize formal and informal fallacies in language and thought and avoid them in the construction of their argument.
4. Recognize and use deductive and inductive language.
5. Distinguish factual statements from judgmental statements and knowledge from opinion.
6. Make effective inferences from information presented.
7. Recognize and use denotative and connotative aspects of language.
8. Research and evaluate outside sources for use in the development of their own writing.
9. 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.
10. Use causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose.
11. Demonstrate the ability to write correct college-level prose containing proper essay structure, organization, development and diction and mechanics.
12. Identify the deliberate abuses and manipulations of rhetoric so they can identify them in general usage and avoid them in their own writing. *(Return to Table of Contents)*

Course Content Outline:
A. Critical Thinking Strategies
   1. reading for the argument
      a. identifying purpose thesis, premises, and conclusions
      b. identifying unstated premises
   2. identifying inductive and deductive arguments
   3. evaluating arguments for validity and soundness
   4. evaluating authority
   5. drawing inferences from available data
   6. recognizing denotative and connotative language
   7. distinguishing fact from judgment and knowledge from opinion
   8. evaluating language choice
   9. recognizing common rhetorical devices
      a. irony
      b. paradox
      c. satire
      d. overstatement, understatement
  10. identifying logical fallacies
      a. faulty cause and effect
      b. faulty either/or reasoning
      c. faulty generalization
      d. argument *ad hominem*

Student will be taught the critical elements and characteristics of argument. They will be taught to identify the components of an author's argument in non-fiction college-level readings from various disciplines. Students will be taught to recognize and evaluate written arguments, and they will then be expected to apply these critical strategies to assigned readings and to readings they select from outside sources for use in the development of their own writing. Students will read, discuss, and respond to material appropriate to the course's objectives.

B. Critical Writing Strategies
   1. constructing sound, focused arguments
   2. avoiding fallacies
   3. supplying sufficient support for claims
   4. researching and using outside sources
   5. refuting
   6. writing assignments such as
      a. summary
      b. critical analysis
      c. synthesis
         1) description
         2) argument
            a) analysis
            b) advocacy
            c) evaluation

Students will organize and write critical and persuasive essays to address critical issues and positions for a total of 6,000 to 8,000 words for the course. All papers must include at least one substantially developed argument. The papers will be assigned to encompass a progression of critical thinking and writing skills.

Required Texts and Supplies:

Kirszner, Laurie G. and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. 9th ed. Boston: Bedford/St. Martins, 2011.

Ream of Paper. You should print the syllabus, schedule, essay guidelines and more.
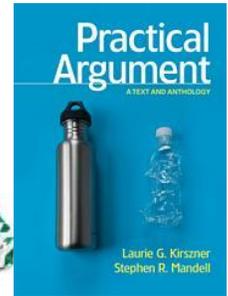
Recommended Materials:

Any writer's handbook. Shop around to see which one fits your need and pocketbook.
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Computer Requirements:

Skills Needed:

- Familiarity with computers (knowing where the power switch is located, for example)
- Know the basics of word processing (saving files, using spell check, using grammar check, moving text, using the help function, etc.)
- Know how to access the Internet and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet)
- Know how to send e-mail and e-mail with attachments

Hardware Needed:

- Pentium (PC) or Mac equivalent
- Home Internet access is desirable. You can use the computers on campus; however, they are not always available, so you will need to find out when each lab is open and available for drop-in use. You should also know if your local library has computers available with Internet access. *If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source.*

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). Guidelines for how to save in RTF are found under the **Documents link** on Blackboard. *Do not use Microsoft Works or any other program that does not allow for easy conversion.* ***Using WordPad is unacceptable***. *If you have WordPad, you must plan to visit a local library—public or school—to convert your work before sending it for review or as the final product.*

- Adobe Reader. This can be downloaded for free. All essays will be returned to you in PDF form. Most handouts will also be uploaded as PDFs.
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E-Mail
An e-mail address is essential. The college now uses only the college email accounts (scccd.com). You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account. Information about school email can be found on the home page of the college website and on the login page for Blackboard.

I will use e-mail to communicate with the class as a whole, with groups, and with individuals. Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred.   DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the "whole picture" when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.

When you send an email, you must be specific in the message and always sign your name. Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender.*

Then, after sending an email, look for a response! This might sound like common sense, but I am always surprised by students who send an email with an "urgent question" or an important question about an essay or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from that student.

In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun "I".

One more note about email—do not send email out of anger or frustration. Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on an essay, take some time to think carefully about what you want to ask.

Required Course Work:

Class Participation	Required
Discussion Boards, Blogs, Quizzes, Etc.	15%
Summaries, Reading Responses, Timed Essay Exams on Reading Material, Etc.	25%
Essays (possibly 2-4)	30%
Synthesis Research Paper (Final)	30%

> **You MUST receive a 70% or higher on the Synthesis Research
> paper to be eligible to pass this class.**

Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and/or whole class discussion; starting appropriate new items for discussion; and, perhaps most important of all, asking questions.

I do not accept late work, nor do I allow for make up work. This means you need to be in class (online) and do the work as assigned. The only exception to this policy is the one-week grace period given for all but the last essay. The late paper policy is described in detail on page nine.

There is **one** mandatory orientation for this class. There are four orientation times offered; you must attend one of these orientations in order to remain enrolled in this course. All orientations are held in LRC 104 on the Reedley College Campus. Orientations times are as follows:

>   Friday, August 12 from 2 to 4pm
>   Monday, August 15 from 2 to 4pm
>   Monday, August 15 from 4 to 6pm
>   Monday, August 15 from 6 to 8pm.

Grading Scale:

>   90-100 % = A
>   80- 89%   = B
>   70- 79%   = C
>   60- 69%   = D
>   0- 59%   = F

I use a program called Micrograde to record grades. I will upload grades every Friday beginning the third week of the semester. When I upload grades, the program (Chariot - WebGrade) will send an email that will include the link along with a user name and password so you can check your grade. The user name and password for checking grades are separate from your Blackboard login. Check your grade regularly.

Weekly Schedule:

For the weekly schedule refer to the **Syllabus** tab on Blackboard. Then click on "Tentative Semester Schedule." Here you will find reading assignments, discussion board due dates, essay due dates, and more.

Each week's assignments will be emailed to you by Friday evening (for the following week) and will also be posted on the announcements page of Blackboard. ***The weekly email always contains the most updated/accurate information.***

Plagiarism and Cheating:

If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. *Plagiarism of the final essay for the semester will result in a failing grade in the class.*

Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work. For more information about plagiarism and cheating, refer to the Summer and Fall 2011 Class Schedule (Campus Policies). There is also additional information about plagiarism on Blackboard. Click on the **Documents link** and then look for the Plagiarism document.

Attendance Policy:

Students' online contact will be monitored through the Blackboard discussion board, essays, miscellaneous assignments, and e-mail. Students need to make their presence known every week. Students are required to make substantive contributions to the discussions. Students may address the topics suggested by the instructor, devise their own topics if appropriate, or respond to their classmates—depending on the particular discussion forum.

Failure to post to the discussion board for two weeks (excluding weekends) and/or complete assignments, without contact with the instructor, will mean that you are no longer participating in the class, which means you may be dropped from the class.

If you do not complete all of the assignments for week one and two, you will be dropped from the class.
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Essential Information:

- When this class is taught face-to-face, students meet with an instructor/class for three unit hours. The average amount of homework for a unit hour is two-three hours. This means that the time needed for this class is about nine-twelve (9-12) hours per week. It is important to understand the time commitment necessary to be successful in this or any online class. In addition, this course is still controlled by the eighteen week semester confines of the college. This necessitates deadlines for essays and other assignments. While online classes do offer flexibility, there are limitations. Students can not complete work in any order and at any time during the eighteen weeks. Assignments, skills, and knowledge are expected to build on one another. Final grades are due the Monday after final exams; therefore, deadlines for assignments during the semester must be respected.

- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc… This means you should check the Blackboard announcements on a weekly basis and your e-mail daily (or at least every other day).

- It is the student's responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.

- Because this is an online class, and we are using Blackboard, a class e-mail list is generated. This e-mail list is to be used for school related messaging only. Any other use of the e-mail list can result in your being dropped from the course. Continued sending of unsolicited e-mail could be viewed as a form of harassment. Appropriate action will be taken as necessary per school policy.
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Accommodations for 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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.
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Helpful Hints:

- Always keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.

- Keep track of your work. You should save all of your work until the end of the fall semester so you can double check the recorded grade.

- Should you discover that you are unable to regularly attend class (online) for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.

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Paper Policy

- All papers must be revised and typed in accordance with MLA guidelines. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. ***There are no exceptions to this policy.***

- ***Papers that do not follow MLA guidelines (as discussed on Blackboard) will be docked 10%, which is one full letter grade.***

- <u>Word Processing Formats:</u> The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). Guidelines for how to save in RTF are found under the **Documents link** on Blackboard. *Do not use Microsoft Works or any other program that does not allow for easy conversion. Using WordPad is unacceptable. If you have WordPad, you must plan to visit a local library—public or school—to convert your work before sending it for review or as the final product.*

- If you do not turn in an essay on time, you can turn it in up to one week after the due date. After this one-week "grace" period, you can not turn in the essay. However, any essay turned in during this grace period will be read and docked one full letter grade. Remember, a grade is better than a zero. Furthermore, it is not possible to pass this class unless all essays are completed. This "grace" period policy DOES NOT apply to the final essay. The final essay MUST be turned in on time—NO EXCEPTIONS.

- Guidelines for turning in essays through Blackboard can be found on Blackboard under the TURNITIN tab. All essays will be turned in through the TURNITIN tab on Blackboard. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly citing the source or sources, the plagiarism will be detected. You will be "caught."

- Should I discover while reading your essay that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper (the return date will be clearly marked for you). The highest grade such a "returned" paper can receive is a "C".

- You will be required to share some of your essays in progress for peer review. We will have at least one type of Writer's Workshop for each essay. All students are required to post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced in weekly emails). The Writer's Workshop will take place on the discussion board in a forum set up specifically for each essay.

- We will be doing various types of writing assignments this semester—and each essay will be based on a reading. Before beginning an essay, a discussion will be completed. The discussion boards/blogs receive a grade separate from the essay.

- With all our writing assignments, process will be focused upon as well as final product.

- *At the discretion of the instructor, sentences and/or paragraphs may be taken from essays or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.*
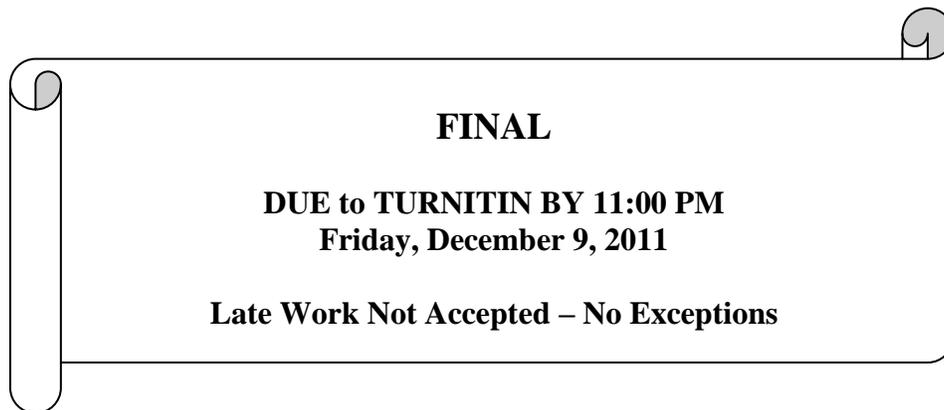
ATTENTION: Failure to turn in the first essay will result in being dropped from the class. It is not possible to pass this class unless all essays are completed.

Important Date(s):

August 26	(F)	Last day to drop a full-term class for a refund
September 2	(F)	Last day to register for a full-term fall class
September 2	(F)	Last day to drop a fall full-term class to avoid a "W"
September 5	(M)	Labor Day (no classes held, campus closed)
September 16	(F)	Last day to change a fall class to/from a Pass/No-Pass grading basis
October 14	(F)	Last day to drop a full-term class (letter grades assigned after this date)
November 11	(F)	Veterans Day (no classes held, campus is open)
November 24-25	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 12-16	(M-F)	Final exams week

FINAL

DUE to TURNITIN BY 11:00 PM
Friday, December 9, 2011

Late Work Not Accepted – No Exceptions

NOTES ABOUT TECHNOLOGY:

- If an essay is due and you cannot access Blackboard, probably Blackboard is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. I will let you know the revised due date. Of course, if an essay is due and the Blackboard is down, I can't hold you to the original due date.

- Check your email daily. If you do not send your essay in RTF and you are using a word processing program other than Microsoft Word, and I can't open your essay, I will send you an email requiring you to resave and resend your essay. It is expected that you read your email and would be able to respond within two days of my email.

- If something happens to your computer and/or Internet and an assignment is due, ***email me (of course using another computer or your phone)***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!

A final, important note: Keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is <u>you</u> who is responsible for the learning that takes place.