

Syllabus – ENGL3-53540 – 2011 FA - Record

Instructor Contact Information

Linda Record

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<http://lindarecord.com/02crit/02home.htm>

You should save this site to your favorites list because if BlackBoard is unavailable for any reason, you can find assignment and due date information directly on this site.

There are lots of ways to reach me even though I live in Tennessee. Please feel free to call at any time, even on weekends, but don't expect me to answer every call immediately. After all, we're in different time zones, but that shouldn't be too much of a problem. If you call when I'm not available, please leave a **clear** message with your name and callback number **at the beginning**, and I will return your call as soon as possible. It would help if you tell me the best time to reach you, too.

Email is an excellent means of reaching me quickly because I spend a lot of time at the computer. Be sure to put your last name and the assignment ID in the subject box and include your name in the message. I'll try to answer direct email within 24 hours, but if you haven't heard from me by then, send another message.

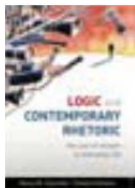
Another way to contact me quickly is to post a message in the **Q&A** discussion forum in BlackBoard as I check it every day.

Special note: All messages to the class are sent through BlackBoard. You must assure that you have access to the email account that is in Bb. Check it by sending a message to yourself and then checking to see if you can find and read the message.

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 Texts



Kahane, Howard, and Cavender, Nancy. *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*.
ISBN-13: 9780495804116

A number of other texts will be required, but they will be available online or provided in PDF format.

General Expectations

Being an online student

Taking an online class is both similar to and vastly different from taking one face-to-face. Similarities include instructor prepared activities, announcements, lecture materials,

assignments, etc. The main difference is that we won't be in the classroom with one another, which means you will need to be more individually responsible than you might in a regular class -- and you might feel a bit lonely from time to time. Still, many students say they are surprised at how much better they get to know their online classmates and teacher than their on-site counterparts. I hope that will be your experience, too. The greatest benefit of being in an online course is that you can have direct, one-to-one communication with me and fellow students at times more convenient to your schedule, rather than only during scheduled class or office hours.

Critical note

Technical problems are **NOT** a valid reason for being late or missing assignments. It does not matter whether you have a computer virus, a malfunction, service provider issues or cannot save a file in a readable format. If a file is not available when I pick it up for grading, or if a submitted file cannot be opened and read by me, then it is the same as not submitting it at all.

The only exception is a regional or campus-wide issue, such as a major storm or power outage that affects all students.

Please back up your work in several places: your system, a backup disk, a flash drive, or email the file to yourself at another e-mail account, etc. Play it safe! If you have any critical technical issue, such as not being able to access BlackBoard, you **MUST** contact me immediately via telephone, email, or some other means.

Participation

There are certain arbitrary deadlines in the class. Our weeks will begin on **Monday** and end on **Sunday**. This doesn't mean that all the work is done on those days; it merely provides an organizational structure for the schedule. Activities will be due no later than **11:59 p.m.** (Pacific) on their specified dates. The due dates are posted in multiple locations in the course site, including on the class calendar and the discussion forums; there is no reason for you to miss an assignment due date.

1. **If you miss three assignments you may be dropped from this class.** So please, make arrangements **in advance** if you believe there will be a problem with completing **any** activity.
2. The assignments in this class are the same as if the class were being taught face to face, which means that you will do a substantial amount of reading, writing, and discussion on specific tasks. It also means that in this time frame you will need to commit more hours than usual to the accomplishment of tasks.
3. You will be asked to spend time generating and participating in discussions with the class. These discussions in which you will generate ideas and respond to the ideas of others play a central role in the learning experience and are considered part of the formal writing process in this class.
4. **Rule of thumb:** Log on to BlackBoard at least three times a week to read announcements and post in discussions.

Set up a regular schedule for yourself, just as if you were going to class on campus.

5. **Suggestion:** Keep a close eye on the class calendar and add the due dates to your personal organizer to avoid missing important deadlines.

6. **IMPORTANT:** Check your email every day. Read **EVERY** message that comes from me.

I provide **LOTS** of information, and you'll find it in multiple places in the course site. Of course, it doesn't matter at all how much I provide for you to if you don't take advantage of the resources. Your success in this class is directly dependent upon your willingness to inform yourself about what needs to be done, when it needs to be done, and what expectations need to be met to earn the grade you want to get. I'll do all I can to help you be successful, and I hope you will work equally as hard to achieve success.

8. This online course must meet the same requirements for content as an onsite class, but because it is conducted mostly through reading and writing, it will surely take you longer than a similar class taught onsite. **Do not** take this class if you anticipate the workload will be **less** than a traditional classroom.

You are responsible for knowing when activities begin and end -- and for completing them in a timely manner. Look at the **class calendar** to see when assignments are due; check announcements to see if any changes have been made. Pay close attention to patterns of activity. You can **work ahead** on some tasks, helping to assure your success in the class -- and the ability to maintain a personal life! This is especially useful if you have an important personal activity scheduled. You can do your work for this class before playing. :)

Announcements

I post important general announcements during the course. These can include changes in due dates, assignments, and other information critical to your success in the class. **If something is posted as an announcement, it's the same as giving you a handout in an onsite class.** That means you are responsible for anything that's posted as an announcement, so please, read all of them carefully. I generally email important announcements as well as post them, but don't take any chances on missing important information.

Student Learning Outcomes

- 1** Given college-level non-fiction material from a variety of sources, students will be able to critically evaluate the documents by distinguishing between valid and sound arguments and invalid and unsound arguments, recognize deductive and inductive language, and distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric.
- 2** Given written and visual material for consideration, students will be able to make logical inferences from information presented, recognize and use denotative and connotative aspects of language, and use causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose.
- 3** Given an issue about which they will construct an argument, students will be able to write a synthesized and documented, critical analysis of at least 1500 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 appropriate and purposeful use of quotations a works cited page an annotated bibliography of multiple sources
- 4** Given an issue about which they will write, students will be able to use language that exhibits command of common punctuation expectations, demonstrates controlled and accurate word

choice, avoids plagiarism by using correctly formatted MLA style citations both in text and in a list of works cited, and revise and self-edit compositions.

5 Students will present their work in texts that demonstrate appropriate skill in common writing conventions and use correct MLA documentation and formatting.

Topics:

Critical analysis	Thinking Strategies
Sufficiency of support	Writing Strategies
Elements of arguments	Writing arguments
Induction and deduction	Rhetorical devices
Denotation and connotation	Use of evidence
Fact vs opinion	Use of research
World views and values	Revising arguments
Validity, soundness, authority	Editing
Logical fallacies	

Assessment

There are two types of tasks in this class: written weekly discussions and six formal essays. The discussions constitute about 64% of the course grade, while the formal essays make up the remaining 36%.

Activities are graded on a point system, and there are 1000 points available to earn in this class. Your final semester grade is based on the percentage of credit you earn throughout the course. Grades are NOT rounded up even if you are exceedingly close to the borderline between grades.

- **90-100 % = A**
- **80-89 % = B**
- **70-79 % = C**
- **60-69 % = D**

Life is not linear, and neither is this class. In order to accomplish all of the class activities and objectives, it will be necessary to work on more than one task at a time. If you're not accustomed to planning for overlapping activities, it helps to have a master list of due dates so nothing slips through the cracks. This is provided in the **Class Calendar**, which is posted in lots of places throughout the course site. The schedule of activities for this class runs from **Monday** of one week to **Sunday** of the next week. I strongly encourage you to write all due dates on your personal calendar so that none are missed. Be sure to allow yourself enough time to complete a task before its due date.

In addition, every task has an assessment rubric. You will find these on the assignment pages (which have multiple tasks) and at various places in the class site. Each assessment rubric shows exactly how many points are available for the assignment, what characteristics are being evaluated, what exemplary characteristics are expected, and what portion of the assignment grade is given to each characteristic. These assessment rubrics function as excellent checklists so you can be sure you've not missed something important.

Late Assignments

I do not accept late work unless arrangements have been made **in advance** of the task deadline.

However, each student is allowed **one** late-task exemption. The single late-task exemption can be used any time prior to Final Exam week. The late task exemption needs no explanation for

why an assignment would be late. To use the late task exemption, send me an email request, and I will allow you to submit the late task (only one) without penalty. The late task must be completed **within 7 days of the original due date**. Peer reviews are **not** eligible for late task exemption.

Extra Credit

There is only **one way** to earn extra credit in this course.

If you find a mistake in one of the files I've created for the class, please let me know immediately and specifically. For instance, I need to know **exactly what error you've discovered and the URL of the page on which it appears**.

Eligible errors include...

- typographical, grammar, punctuation, or spelling errors (1 point)
- broken links (up to 2 points)
- conflicting information (up to 3 points)

The **first person** to notify me of an error is the one who will receive the extra credit.

Incompletes

I do not allow incompletes unless the circumstance is truly extraordinary.

If you think you need an incomplete, please write to me explaining the circumstance which has resulted in your request.

Class Calendar

The class calendar is intended to keep you apprised of the activities and due dates. In addition, all due dates are posted on the assignment folders set up for each week of the class, and there is a link to the class calendar in each assignment folder and other places throughout BlackBoard. **There is no reason for you to miss an assignment due date.** Activities shown on the calendar are subject to change as required by the needs of this particular class. Any changes to the class schedule will always be posted as announcements and sent out via email.

There's one special note about discussions. Each discussion actually has two due dates. The first post must be made no later than **Thursday**, which is the first due date. The remaining posts must be completed by **Sunday**, which is the second due date. The reason for this is that it's very difficult to have a discussion if everyone waits until late Sunday to begin posting.

Please keep in mind, too, that I am 3 hours ahead of you. I participate in the discussions quite a lot, but if you wait until 7 p.m. on Sunday to do your final posts, there won't be any way for me to respond to them as I'm likely already in bed.

Academic Integrity

Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit.

While such acts typically occur in relation to exams, it is the intent of the definition that cheating not be limited to examination situations only but that it includes all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is defined as a specific form of cheating that consists of the misuse of others' published or unpublished language, ideas, or other original material by misrepresenting the material (i.e. another's intellectual property) through not acknowledging it correctly--that is, passing it off as if it were one's own work. Neither cheating nor plagiarism will be tolerated in this course.

The issue of cheating/plagiarism goes deeper than “copying” to an issue of academic dishonesty. In your English class, you will be encouraged to discuss your work at great length with others, you will consult models of reading and writing and other student work to help you, you may confer with a tutor or a writing center technician, and you will do lots of different activities to guide your learning. But it is NEVER permissible “to give or receive answers” or ideas or even words “in a way that bypasses the need to think on your own” about your reading or writing (Dr. Tim Hankins, New Mexico Institute of Mining and Technology). Help from any source must be acknowledged, and there are accepted ways to do this. If in doubt, ask your instructor. Violation of the letter or intent of this policy will result in serious harm to your learning, to your grade, to your standing in class, and perhaps to your standing at the college.

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 plagiarism 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.**

Claimed ignorance of plagiarism policies and regulations is no excuse for their breach. I expect you to be honest with me and with your classmates, to trust me and each other, to be fair with yourself and with your classmates, to respect each other, and to be responsible for your own learning. If an essay is found to have **more than 20% direct quote** or does not properly attribute sources of information, it will be scrutinized for further action.

As the instructor, I can visit any forum discussion areas, groups, etc. Additionally, I can view statistical reports that show the dates and times an individual student logs in at the Bb site and which areas and assignments are accessed. Under ordinary circumstances I do not look at the statistics, but it's only fair that you know I can.

ADA Information

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.

For more information visit DSP&S online at

<http://www.reedleycollege.edu/index.aspx?page=119>

or contact the Reedley College Center: Phone 559-638-0332 TTY 559-638-0382.

Conduct

This is a college campus, even though it's made of clicks rather than bricks. Please interact in a courteous manner in your electronic classroom.

The course material is protected by copyright and is intended for private use by registered students. Redistribution without consent is not allowed.

Keep your login ID and password private. This will ensure that your assignments, correspondence and homework are under your control at all times.

Log off when you are finished working. This will also help maintain a secure and private workspace for your class activities.

One more note about this class: It is not my intent to select works which are patently offensive; however, it is not uncommon for literature to contain words, passages, and themes which people in various groups will not only find disagreeable but also repugnant. Because the content

of this class deals with difficult and challenging social issues, some of the texts for this class almost certainly fall into one or more of those categories. When such situations occur, I expect each student to openly express opinions, but also to act with dignity and respect toward the ideas and opinions of others.

Try very hard not to jump to conclusions about what someone else might mean. Communicating through writing is much more susceptible to misinterpretation than talking with someone face to face. It's very easy to misunderstand and be misunderstood. Part of the work of this class is to learn how to communicate effectively through writing. So please, be kind to one another.

Recommended Technology

All of these are in the **must have** category to succeed in this class.

- PC or Macintosh with consistent internet access
- Reedley-provided email account
- Adobe Reader (free download for PC and Mac)
- Microsoft Word or another word-processing application
 - If you use another word processor, such as Word Perfect or Microsoft Works, you are **required** to save files in Rich Text Format so they can be shared with everyone in the class.

Dropping this class

From the Reedley Orientation web page (<http://www.reedleycollege.edu/index.aspx?page=202>):

Dropping courses that you no longer want to be enrolled in at Reedley College is the student's responsibility. Some instructors may drop students, but DO NOT count on it. If you do not drop a class, and the instructor does not drop you, you will receive a letter grade of "F". There are several different drop dates (for a full length semester) that you need to be aware of:

- The **10% drop date** (or end of second week) -- is the last day that you can drop a class and still receive a full refund. This class will not be listed on your transcripts or count in your GPA.
- The **20% drop date** (or end of third week) -- if you drop a course by this date, the course will not become part of your permanent record. It will not be listed on your transcript or be included in your GPA. Basically, it will be as though you never enrolled in the class.
- The **50% drop date** (or end of ninth week) -- if you drop by this drop date, you will receive a Withdrawal, also known as a "W." The "W" will be indicated on your transcripts, but it will not be included in the computation of your GPA.