

ENGLISH 3: CRITICAL READING AND WRITING

FALL 2012
SECTION 53379

INSTRUCTOR: PROFESSOR CAREY KARLE

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Office Hours—listed on page six

Welcome to English 3 Online



MOVING THOUGHTS—
FROM PEN TO PAPER

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).

SPECIAL POINTS OF INTEREST:

- ◆ Students who utilize the RC Writing Center when taking English 3 have a higher pass rate than those who do not use the RC Writing Center.
- ◆ The RC Writing Center can be used online!
- ◆ Students who do not procrastinate and are well organized generally do better in online classes.



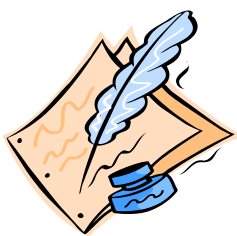
Student Learning Outcomes

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.

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WRITING, WRITING, AND MORE WRITING.

The act of putting pen to paper encourages pause for thought, this in turn makes us think more deeply about life, which helps us regain our equilibrium."

—Norbet Platt

Course Objectives

In the process of completing this course, students will:

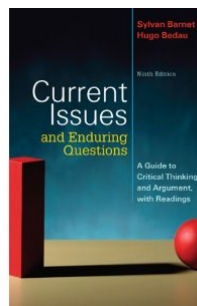
1. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas.
2. Identify and analyze the structure of arguments underlying the texts they read.
3. Evaluate the validity and soundness of arguments.
4. Identify common formal and informal 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.

Required Texts and Supplies

Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions*. 9th ed. Boston: Bedford/St. Martins, 2011.

Ream of Paper. You need to print the syllabus, schedule, essay guidelines and more.

Recommended: Any writer's handbook. Shop around to find one that suits your needs and pocketbook.



Computer Requirements



WHAT YOU NEED TO KNOW

Skills Needed:

- ◆ Know basics of word processing (saving files, using spell check, using grammar check, moving text, using

the help function, etc.)

- ◆ Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet)
- ◆ Know how to send e-mail and attachments

Hardware Needed:

- ◆ Pentium (PC) or Mac equivalent
- ◆ Home Internet access is

desirable. You can use the computers on campus, but they are not always available. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.



Computer Requirements Continued

- ◆ *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. This also means avoiding completing assignments at the last minute.*
- ◆ *If you use Pages, you will need to learn to save in Rich Text Format as well. **I cannot read pages documents.***
- ◆ *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.*

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 **Essays 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.*



KNOW YOUR COMPUTER!

E-Mail

- ◆ **An e-mail address is essential.** The college now uses only the college email accounts (your last name underscore your seven digit ID@my.sccd.edu).

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 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.*

- ◆ **In the subject line, include the class and section number.** I teach four classes and generally at least two are online classes. In order to respond quickly, I



EMAIL
USE IT WISELY

- ◆ **In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend.**

need to match you to the correct class—which means you need to add the section number as well (i.e., English 3-53379).

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”.

- ◆ **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.

- ◆ **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.

True ease in writing comes from art, not chance, as those who move easiest have learned to dance. —

Alexander Pope

Required Course Work

Class Participation	Required	Grading Scale
Discussion Boards, Blogs, Quizzes, etc.	10%	90-100% = A
Summaries, Reading Responses, Timed Writings, etc.	20%	80- 89% = B
Essays	40%	70- 79% = C
Synthesis Research Paper (Final)	30%	60- 69% = D
		0- 59% = F

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 the essays—except for the Synthesis Research paper. The late paper policy is described in detail in a separate document. In Blackboard, click on the Essays tab and locate the Paper Policy.

**Every writer
I know has
trouble
writing. –
Joseph
Heller**

Checking Grades

I use a program called Micro-grade 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.

Even though I use a grading program outside of Blackboard, you will need to utilize the grade book on Blackboard to review graded quizzes. When you open the grade book on Blackboard you might see exclamation points, questions marks, or a lock symbol.

The exclamation point simply means that your quiz went through properly and is waiting to be graded. Some quizzes are automatically graded as they are multiple choice. If they are not, I will have to go in and grade the quizzes myself. This might take a week or so. After I grade them, you will be able to open them through the grade book function and review the quiz. The correct answers will usually be available at that time.

If you see a question mark or lock symbol, this means that for some reason your quiz or exam did not go through properly. This usually results from either you opening multiple pages (such as PowerPoint presentations), dropping off line, having a power failure, exiting the program before you have finished the quiz or exam, or hitting the enter button instead of clicking on the submit button on the bottom of the page. If this

happens, you MUST email me immediately to clear the lock. I check email several times a day and can usually clear a quiz within 24 hours or less. HOWEVER, if you wait until the day a quiz is due, I may not be able to clear the quiz AND I cannot give you extra time to complete the assignment.

Updated grades are only available after I've uploaded grades. Weekly announcements will inform you as to when grades have been uploaded.



**CHECK YOUR GRADE
REGULARLY
THROUGHOUT THE
SEMESTER**

Weekly and Semester Schedule

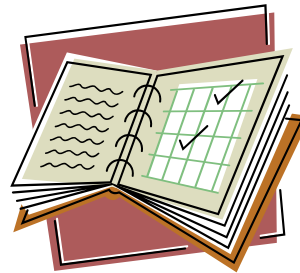
For the weekly schedule refer to announcements page on Blackboard.

All assignments for the semester can also be viewed through the semester calendar. Click on the Syllabus link on Blackboard and find the “Tentative Semester Calendar.” 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.*

Print the weekly email every week. Read through the information carefully. Check off assignments as they are completed.



CHECK OFF ASSIGNMENTS AS THEY ARE COMPLETED. THIS WILL HELP YOU TO STAY ORGANIZED.

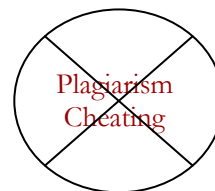
Plagiarism and Cheating

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. Plagia-*

rism 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 Fall 2012 Class Schedule (Campus Policies). There is also additional information about plagiarism on Blackboard. Click on the **MLA—**

Writing—and More link and then look for the Plagiarism document and websites for exploration.

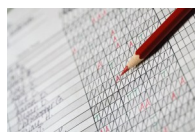


Attendance Policy

Your online contact will be monitored through the Blackboard discussion board, essays, miscellaneous assignments, and e-mail. *You need to make their presence known every week.* You are required to make substantive contributions to the discussions. You may address the topics suggested by me, devise your own topics if appropriate, or respond to your 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 me, 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.



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.

*I have never
started a poem
yet whose end
I knew.
Writing a
poem is
discovering. ~
Robert Frost*

ENGLISH 3: CRITICAL READING AND WRITING

FALL 2012

phone: 555-638-3641 ext. 3421
E-mail:
carey.karle@reedleycollege.edu

Office Hours:

Tuesday 10:00-12:00
Thursday 10:00-11:00
Friday 10:00-11:00

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

**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.**

ORIENTATION TIMES:

1. **FRIDAY, AUGUST 10
FROM 2:00-4:00 IN
CC 1 202**
2. **MONDAY, AUGUST 13
FROM 4:00-6:00 IN
LRC 104 (LOCATED
IN THE LIBRARY)**
3. **TUESDAY, AUGUST
14 FROM 2:00-4:00
IN LRC 104
(LOCATED IN THE
LIBRARY)**
4. **WEDNESDAY,
AUGUST 15 FROM
2:00-4:00 IN LRC
104 (LOCATED IN
THE LIBRARY)**



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 six-nine (6-9) 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. Additionally, 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 your 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.

Helpful Hints

- ◆ 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 semester so you can double check your 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.

Important Dates

August 24	(F)	Last day to drop a full-term class for a refund
August 31	(F)	Last day to register in person for a full-term spring class
August 31	(F)	Last day to drop a full-term class to avoid a "W" in person
September 3	(M)	Last day to drop a full-term class to avoid a "W" on WebAdvisor or TouchTone
September 3	(M)	Labor Day holiday (no classes held, campus closed)
September 14	(F)	Last day to change a class to/from a Pass/No-Pass grading basis
October 12	(F)	Last day to drop a full-term class (letter grades assigned after this date)
November 12	(M)	Veterans' Day (no classes held, campus is open)
November 22-23	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 10-14	(M-F)	Final exams week