**English 3 Online 55602: Critical Reading and Writing**

 **Spring 2015**

**Instructor: Mrs. Kate Watts**

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**Office Hours: T 3-5, W 1-3 F 2-3 (virtual) and by appointment**

**COURSE GOALS & DESCRIPTION:**

English 3 is a course designed to develop critical thinking, reading and writing skills beyond the level achieved in English 1A. This course will focus on the development of logical reasoning and analytical and argumentative skills based primarily on works of non-fiction in a variety of media. Our task this semester is to first closely examine texts that will challenge you to think about and understand the powerful effects of rhetoric (spoken, written, and visual) on how humans think, speak, and interact with one another, and then to write three formal essays of increasing length and complexity. We will study a variety of texts, from op-eds and academic articles to videos, short documentaries, films and multimedia artworks with the focus on what the author/director/artist/photographer is *doing* and how this indicates the audience and the purpose of the text itself. You will then use that information to substantiate and clarify your own ideas. You will begin with an essay that asks you to make an argument about education in response to Walker Percy’s “The Loss of the Creature;” you will conclude using John Berger’s “Ways of Seeing” and other readings and films to construct an argument about the meaning of ‘culture’ in today’s world. You must receive a 70% or better on the final essay in order to pass the class.

**Required Texts & Materials**

Graff, Gerald & Birkenstein, Kathy. *They Say, I Say: The Moves that Matter in Academic Writing.* (2nd edition.) New York: W.W. Norton & Company. 2010.

Course Reader: on our Blackboard site in the form of links or pdfs.

1 three ring binder or other folder to organize and keep the syllabus, readings, handouts and your writing. Even though this is an online class, it is imperative that you download, print out, read and annotate the assigned readings carefully. You will be asked to refer to the readings often-having them in one place along with your writing helps to keep you organized and successful in an online environment.

An electronic system to back up ALL of your writing-flash drive, email or server. Do not rely on blackboard to save your work.

**Computer Requirements**

* **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.
* **Software Needed:**
* The most common word processing format is Microsoft Word. If you use another word processing program, you will need to save your work in Rich Text Format (RTF).
* DO NOT USE MICROSOFT WORKS OR ANY OTHER PROGRAM THAT DOES NOT ALLOW FOR EASY CONVERSION
* USING WORDPAD IS UNACCEPTABLE
* Adobe Reader. This can be downloaded for free. Most handouts will be uploaded as PDFs.
* Do not write essays on your phone-it is impossible to clearly ‘see’ your own writing on your phone.

**Communication & Conferences**

**Communication:** Please always make sure to check both our course site and your district email for announcements as well as other essential course information. All emails should be sent to kate.watts@reedleycollege.edu NOT through blackboard email. All emails should indicate both your purpose and class section in the subject line and begin with “Dear Mrs. Watts….” Or “Dear Professor Watts……” The language used in emails should be the same kind of language that you would use in an essay-NOT “Yo dude, where u at?” Please note that my Friday office hours are virtual-you will be able to get me online between 2 and 3 every Friday. I will respond to your emails as soon as possible; however, if you email me late in the evening during the week (and sometimes after 8 is late for me!), don’t expect to hear back from me until the following day. I will be available over the weekends, but not after 4 pm. If you do not hear back from me within twenty four hours, please email again because that would indicate somekind of error in sending has occurred.

**Conferences**: I expect you to conference with me often to discuss your performance and progress. As this is an online class, there are a number of ways this can be accomplished. We can SKYPE, meet in Google chat, “speak” via email, use the telephone or meet in person. You will decide which alternative works best for you.

**COURSE REQUIREMENTS**

**Discussion Board**: The Discussion Board is our virtual classroom. Every week I will post 2-3 questions/activities. Responding to the Discussion Board is worth 10-20 points per week. Since the discussion board is the “classroom” for our class, not posting to the discussion board is the same thing as not attending class. **Therefore, if you miss two weeks on the discussion board before the nine week drop date, I will automatically drop you from the class**. I will be posting assignments on the discussion board every week on Sunday afternoon. These assignments are generally due the following Sunday at midnight unless otherwise indicated. The discussion board is a place for you to talk to each other about the material of the class. Because of this, I require you to respond to two of your classmates for every posted assignment. You will click on my post and respond-please do not initiate your own thread. If I find that you are waiting until the last minute to post and respond to your classmates, I will make the primary assignments due earlier in the week and the responses due on Sunday. I post the assignments, but I do not participate in your discussion. At the end of the week, I make comments to you individually regarding your participation, but I will also address the class as a whole in lecture form about what I am seeing on the discussion board. The language you use on the Discussion Board can be a bit more informal than the language you would use in an essay; however, your grade will be affected by the use of ‘u’ or ‘i’ etc. If your post is under the required word count, your grade will be affected. **More importantly, if it appears you did not do the required reading for the week, you will receive zero credit for that week’s posts.** 10 points (If I find that people are not utilizing the discussion board, I will increase the point value for these assignments.) Finally, if you plagiarize any part of a discussion board post, you will receive a zero for that week. If it should happen again, you will be suspended from the class until you can meet with the Dean of Students.

**Response Papers**: You will have a response paper due almost every week. These response papers will range anywhere from 2 paragraphs to 2 or even 3 pages. They are assignments that teach you a specific skill like close reading or a specific rhetorical move like summary. Each response paper builds towards the essay for that unit. I will not accept late response papers for any reason. 10-30 points

**Essay 1**: 100 points

**Essay 2**: 100 points

You will have the opportunity to revise Essay 1 OR Essay 2.

**Essay 3:** 200 points (No revision allowed)

**Grading Scale:**

A 90-100% B 80-89 C. 70-70% D 60-69%

**Submission of Essays**: I expect all essays to be submitted to Blackboard. If, for some reason, Blackboard is down and you are up against a deadline…then and only then, you may submit your essay as an attachment to my email address. Specific instructions on how to submit an essay to Blackboard will be included in the material for your first essay assignment.

**Class Schedule**: I post schedules for each unit at a time. At the end of the first week of the semester, I will post our first unit schedule which will include reading in the textbook and online, assignments on the discussion board, and an essay. We spend approximately five weeks on each unit.

**Expectations**: As English 1A is a prerequisite for this class, I expect you to be completely familiar with MLA conventions-this includes formatting, the use and integration of quotation and the assembly of both an annotated bibliography and a works cited page.

**COURSE OUTCOMES**

These outcomes have been determined by the Reedley College English Department and are in accordance with the guidelines determined by the UCs and the CSUs for a transfer level class in the humanities. These outcomes are non-negotiable. If you are unable to do the following, you will not pass English 3. Every assignment in this class is geared towards teaching you how to acquire the ability to achieve these outcomes. There are no assignments whatsoever in this class that could be deemed ‘fluff’ or ‘busy work.’

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

1. Write a synthesized and documented, critical analysis of at least 1500 words which includes:
	* 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 with correct use in-text citations and a works cited page
	* appropriate and purposeful use of quotations
	* causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
	* an annotated bibliography of multiple sources
	* correct citations (therefore avoiding plagiarism)
	* identification of logical fallacies in others’ writing and avoid them in their own writing
	* details related to main point and with complex analysis
	* evidence of self-editing for errors and revise compositions
	* use of third person/universal
	* awareness of writing for a scholarly audience
	* controlled and sophisticated word choice
	* sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
	* use of denotative and connotative aspects of language
2. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
	* Distinguish between valid and sound arguments and invalid and unsound arguments
	* Recognize deductive and inductive language
	* Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
	* Make logical inferences from information presented
	* Recognize denotative and connotative aspects of language
3. Discuss issues, supporting their comments with reference to texts

**ACADEMIC HONESTY**

 The Reedley College English department has a zero-tolerance policy regarding plagiarism. All of the writing done in this class must be your own. This includes all homework assignments, discussion board posts and essays. You cannot use work from another class in this class. Additionally, if, instead of making your own decisions about how to revise, you have someone revise or edit an essay for you, the piece you submit is no longer your own work, and you are plagiarizing. Due to the nature of the online environment, I also reserve the right to require you to meet with me in person in order to perform writing diagnostic in order to confirm your identity. If I determine you have committed plagiarism, I will refer you to the Dean of Student’s office for disciplinary action. In addition, I will email the Dean of Humanities, the Chair of the English department and the Vice President of Instruction with the particulars of your offense. You will also be suspended from the class until you have met with the Dean of Students.

**Completing Assignments and Missing Deadlines**

All assignments must be completed on the given due dates. I do not accept late work on the discussion board or for response papers. Essays will be docked one letter grade for every day late (this includes weekends). After the third day, I will no longer accept the essay. In addition, I will not provide feedback on late work. You are welcome to come to office hours to discuss your late work.

**DROPPING THE COURSE**

I will assume that students who do not check in on the discussion board due by the end of the day, January 12, 2014, at midnight are inactive and I will drop them from the course. I will also drop any students who do not submit the first required assignment (due Thursday Jan. 15) and/or those who do not participate in the first week’s discussion board (due Sunday Jan. 18).

**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.** This is extremely important. Your need for accommodation MUST be verified by DSPS. If you do not send me this information in the beginning of the semester any need for extra time etc. will not be available to you retroactively.

**Important Dates:**

**January:**

January 31: LAST DAY TO ADD FULL-TERM CLASS.

**February**

February 1:LAST DAY TO DROP AND AVOID “W

**March**

March 14: LAST DAY TO DROP AND AVOID A LETTER GRADE

**April**

March 30-April 6 SPRING BREAK

**May**

Monday the 18th-Friday the 22rd: FINALS WEEK

**NOTES: (This is a place for you to jot down any questions you might have after you have read the syllabus.)**