



English 3 | Critical Reading and Writing | 3 units | summer 2015

Instructor: Rick Garza

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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:

- A. 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
- B. 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
- C. Discuss issues, supporting their comments with reference to texts

Required Texts and Materials:

Rereading America, 9th ed., (ISBN: 978-1-4576-0671-7) Bedford/St. Martin's
 A Pocket Style Manual, 7th ed., Hacker (ISBN: 978-1-4576-4232-6) Bedford/St. Martin's
 A computer with access to the Internet

Grading:

Essay 1	100 points
Essay 2	100 points
Essay 3	100 points
Essay 4	100 points
Quizzes	200 points

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

A	B	C	D	F
100-90% 600-540 points	89-80% 539-480 points	79-70% 479-420 points	69-60% 419-360 points	59% & Below 359-0 points

Essays:

You will write a total of four (4) essays. Each will be worth 100 points. All essays must be typed and follow Modern Language Association (MLA) guidelines. For each essay you will receive a prompt that will outline the specific requirements for each essay. All essays will be submitted via *Turnitin* on Blackboard.

There will be no extra credit offered for this course.

Quizzes:

There will be a total of 20 quizzes; each quiz is worth 10 points.

Late Work:

Late work is not accepted.

Attendance:

This is an online class. Your regular participation is expected. Failure to login to the course Blackboard page regularly and/or failure to complete the assignments on time will result in a drop from the course.

Cheating and Plagiarism

Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

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

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.