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



Reedley College, Spring 2016

**Instructor:** William Anderson

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**Office Hours:** By Appointment Only

**Course Information:** English 3

MTWTH 9-12:20 Agricultural Science 1

***Course Description***

*English 3:* Course Description

This course is designed to develop critical thinking, reading and writing skills beyond the

level required in English 1A. The course will focus on the development of logical

reasoning and analytical and argumentative writing skills based on the examination of academic writing.

***Course Outcomes:***

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| 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 |

***Required Texts, Materials and Expenses***

* Green, Stuart and April Lidinski. *From Inquiry to Academic Writing: A Text and Reader.* 3rd Edition. Bedford/ St. Martin: Boston, MA, 2012.
* USB Drive or equivalent device for storing written work.
* Much of this class will be as paperless as possible, so a computer, a word processing program, and online access are required. Please have your textbooks during every class period.

***Projects and Assignments***

Class Participation: You must be prepared and willing to participate in the class discussions and group activities. For full class participation credit, I expect that you will: 1) have done the daily reading 2) have the homework done for the day, 3) have thought about the homework, will come with questions, experiences, thoughts, challenges 4) be willing to take risks by discussing things you don’t understand or by bringing topics to our discussions.

Group Collaboration: Collaboration or being able to create as a group will be of the utmost importance to you as a student and as a citizen of our ever more connected electronic world. Therefore, a key component to this class will be collaborative work in the form of peer response to drafts of formal and informal writing, shared creation activities and online, ongoing collaborative dialogue. Students will be expected to share their ideas, projects and writing with their peers in order to get feedback about how to revise, reevaluate, and conflate ideas in order to better address different audience’s questions, challenges, and responses. This means that everyone will need to share their writing and collaborate with others AND strive to be a good reader of peer drafts, exercises and ideas. Collaboration will happen both online and in the class, in small groups and as a large group. You will get more specific instructions for how we will collaborate in this class, but know that I will expect you will share almost everything that you do with your peers and be open to working with them to create. I also expect that you will read your peer’s texts actively and work hard to give them quality feedback about how they can improve their writing.

Formal Writing Projects: In this class, you will have four formal writing projects of various lengths. These writing projects are meant to get you to read, write, and respond as both a student in the university and as a public citizen. More information about these writing projects will be given to you during the semester. Generally, these projects require outside research using both academic and nonacademic sources; they require you to write multiple drafts before a project is complete, and they must be written toward an audience, which means you will need to contextualize and explain your claims and examples, give readers a clear sense of why your responses and ideas matter, and be proofread in the final text.

Attendance:

* Regular attendance is essential and will be documented.
* You are required to let me know by email if you need to be absent for a reasonable excuse that you do not want counted against your attendance.
* Students who do not attend the first class meeting will be dropped unless they have contacted me before the first class with an acceptable reason for why they must miss the first day. Students who add or choose to drop the class are responsible for completing the process through Web Advisor. Any student who does not add by the 2nd week will not be allowed to add the class after that.

Lateness and Leaving Class:

* You’ll each agree to come on time or early to class, and you’ll agree to stay in class once you are here. Walking into class late 2 or 3 times in a semester or needing to step out to use the restroom once or twice is understandable, but coming habitually late every week, stepping out of class regularly to answer your phone, send a text message, get a drink, or leaving class habitually early is not. This is disruptive and it disrespects the community of learning of the class. If you are late to class, you are still responsible to find out what assignments or instructions were made. *Leaving class ten minutes or more before class ends or coming to class ten minutes or more after class starts constitutes a tardy. TWO tardies equal one absence.*

Sharing and Collaboration:

* You will work cooperatively in groups. Be willing to share your writing (in class and on Blackboard), to listen supportively to the writing of others, and, when called for, give full and thoughtful assessments that consistently help your colleagues.

Late Assignments:

* **You may turn in a late assignment if you speak with me and we come to some kind of exception agreement. Otherwise, no late assignments will be considered.**

Journals, Homework and Formal Writing Projects need to meet the following conditions:

* *Complete and On Time*: You’ll turn in on time and in the appropriate manner complete products that meet individual assignment guidelines, which will be listed in the syllabus or assignment prompt or will be worked out together in class.
* *Revisions*: When the assignment is to revise, you will work to reshape, extend, complicate, or substantially clarify your ideas – or relate your ideas to comments from me, your classmates, or the information generated in a class workshop. I expect you to do more than just correct or touch up; revisions should respond substantially to your colleagues’ and my assessments.
* *Copy Editing*: Your writing must be well copy edited – that is, free from virtually all mistakes in spelling and grammar. You may get help in copy-editing, but be sure that you are doing the editing and that the final product reflects your words and abilities with language. I will not be so concerned with editing issues in drafts or in your journals or assessments. But please be sure to proofread these at least once before submitting them.

*Mindfulness*: In each of these projects, you are being asked to go beyond summarizing and reporting what you found in the reading and in your research. I encourage you to push your thinking in this class by questioning your own assumptions as well as ours (me and your classmates), and connecting and analyzing the readings in the class in relation to your work.

**Course Grade**

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| --- | --- | --- |
| **TASK** | **% of Final grade** | **Possible Points** |
| Essay #1: | 20% | 200 |
| Essay #2 | 20% | 200 |
| Essay #3: | 20% | 200 |
| Essay #4 | 20% | 200 |
| Participation | 10% | 100 |
| Daily Analysis | 10% | 100 |
| **TOTAL** | **100%** | **1000 points** |

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69% not passing  
F = 0-59% not passing

**Schedule of Classes (SOC) Rev. 1**

This Schedule of Classes May Be Revised

Always Check for Latest Revision

*From Inquiry to Academic Writing (FIAW)*

*Blackboard (Bb)*

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| --- | --- | --- |
| Date | FOCUS of CLASS | READINGS and HOMEWORK DUE |
| **WK 1**  **5.23 M** | Introduction, Syllabus, How will we understand Academic Conversation in English 3?  Chapter 1 of FIAW. |  |
| **WK 1**  **5.24 T** | Development of class summary and synthesis. | *How Male and Female Students Use Language Differently* DeborahTannen p. 368-373 |
| **WK 1**  **5.25 W** | Chapter 2 of FIAW. Annotation, Rhetorical Analysis, | *On the Uses of a Liberal Education: As Lite Entertainment for Bored College Students* Mark Edmundson p. 389-403. |
| **WK 1**  **5.26 TH** | Chapter 3 of FIAW. Identifying Claims and Analyzing arguments. | *Seeing and Making Culture: Representing the Poor* Bell Hooks p. 482-488.  **Essay 1 due on Bb.** |
| **WK 2**  **5.30 M**  **(Holiday)** | Memorial Day |  |
| **WK 2**  **5.31 T** | Chapter 4 of FIAW. Identifying Issues and Forming Questions. | *Why Do We Make So Much of Gender?* Allan G. Johnson p. 544-549. |
| **WK 2**  **6.1 W** | Chapter 5 of FIAW. Formulating and Developing Main Claims. | *Gender, Class, and Terrorism* Michael S. Kimmel p. 588-594. |
| **WK 2**  **6.2 TH** | Review | *How I Discovered the Truth About Poverty* Barbara Ehrenreich p. 606-609.  **Essay 2 due on Bb.** |
| **WK 3**  **6.6 M** | Chapter 6 of FIAW. Finding to Evaluating Sources. | *Sex and Gender: Behavioral Ecology and Hormone Studies* Georgia Warnke p. 641-649. |
| **WK 3**  **6.7 T** | Chapter 7 of FIAW. From Summary to Synthesis. | *Do Real Women Have Curves? Paradoxical Body Images Among Latinas in New York City* Viladrich, Yeh, Bruning, and Weiss p. 661-673. |
| **WK 3**  **6.8 W** | Chapter 8 of FIAW. From Ethos to Logos. | *As the World Burns: 50 Simple Things You Can Do To Stay in Denial* Jensen and McMillan p. 694-708. |
| **WK 3**  **6.9 TH** | Review | *Eden Commodified* Carolyn Merchant p. 728-734.  **Essay 3 due on Bb**. |
| **WK 4**  **6.13 M** | Chapter 9 of FIAW. From Introductions to Conclusions. | *The Climate Crisis At the End of Our Fork* Anna Lappé p. 750-760. |
| **WK 4**  **6.14 T** | Chapter 10 of FIAW From Revising to Editing. | *The Rise of the Rest* Fareed Zakaria p. 816-829. |
| **WK 4**  **6.15 W** | Chapter 11 Other Methods of Inquiry | *From Multicultural Barbie and the Merchandizing of Difference* Ann duCille p. 857-871. |
| **WK 4**  **6.16 TH** | Review | **Essay 4 due on Bb.** |