English 3- Critical Reading, Writing, and Thinking SP 2017

**People Unlike Me: Thinking Critically about the Voice of the Other**

Deborah Lapp Mon. 6-8:50 in SOC-39

Office CCI-212 (past the Library, by Forestry) Office Hours: Tues. 11-1

Please check your email frequently; mine’s: [deborah.lapp@reedleycollege.edu](mailto:deborah.lapp@reedleycollege.edu)

Last November, it became apparent that we collectively misunderstand each other’s priorities and values. In an attempt to understand people who are not exactly like us, we will explore many different ways of looking at a number of issues. We will:

**Summarize: (be able to succinctly explain the argument and method of any work)**

**Analyze: (be able to assess HOW EFFECTIVE an argument is considering the purpose and the audience, identifying logical fallacies and “moves” that work or don’t work)**

**Argue: (be able to compose a cogent argument with CLAIM, WARRANTS, and SUPPORT, avoiding logical fallacies and employing “moves” that do work)**

**Mediate: (be able SYNTHESIZE all the above in a ROGERIAN argument, considering the NEEDS and CONCERNS of all parties, and offering a COMPROMISE).**

Because we will have two authors coming to speak, we will read their work and attend both readings (required in lieu of class):

**TUESDAY, February 7th @ 7PM in the Forum Hall**

**Carole Firstman,**

***Origins of the Universe and What It All Means***

**Parenting and life choices** are topics we’ll explore in this memoir by a local author.

**THURSDAY, March 16 @ 7PM in the RC Cafeteria**

**T.C. Boyle**

***Tortilla Curtain* (also the One Book One College selection)**

**Immigration and wealth distribution** are topics of pressing and often personal concern to those of us in the Valley. We will read a novel with immigration and wealth distribution as central themes.

**We won’t have any textbooks**, but we will readthose two books, andarticles and contributions from popular and social media.

**Course Description:** English 3 reaches beyond what you learned in English 1A to put into practice the academic university level writing I assume you mastered in that class. We concentrate on summary, analysis, and scholarly argument. You will explore multiple positions on several topics. Be prepared to hear and engage with multiple positions and to support your own with logic.

Because we have the opportunity to meet some famous thinkers here at Reedley College, we will read and analyze works by them and perhaps counterpoints to their positions. Sometimes you’ll be free to choose your own topic. Please choose topics that interests you because you will become more passionately engaged in your research, thinking, and writing. But, while passionate engagement is a key to success in this and any class, you will supplement your passion with sound reasoning.

Attendance, preparedness, and timely submission of work are also keys to your success (which, by this time in your academic career should go without saying). We meet only once a week, and a graded assignment is due practically each week at 6PM. Get organized because **I won’t be accepting late papers**, and a zero can have a dramatic effect on your grade (about 10 percent, which means, for example, a “B” becomes a “C”). Of course, if you are in dire and desperate straits, talk to me.

On two occasions:

Week 2 (MLK),

Week 7 (Presidents’)

we have no class so you will read the two booksindependently. I trust you are mature enough to manage your time and get this done—especially since the books are good!

On two occasions:

Week 5 (Carole Firstman on Tuesday)

Week 15 (TC Boyle on Thursday),

We have required speaker events, so class will be shorter (6-7:45).

If there’s no way for you to participate in the speaker events, I will arrange an alternate assignment for you to present to the class.

In class, you will often be called on to participate in class discussion, so come prepared with your ideas in written form so you can enter the scholarly conversation. In your writing, you will also enter the scholarly conversation with me and with each other, so we will aim for correctness, power, complexity, and grace in academic writing. While writing is essential for academia, it is also critical for succeeding in the modern world. **My goal is to prepare you for real world writing and thinking.**

**Assignments and Grading:**

To evaluate your writing, I consider content, organization, and style. Often, we’ll draw up a rubric of our own for a specific assignment. Assignment grades are delineated in the syllabus below. You’ll see there’s a built-in incentive to have perfect attendance.

Revisions will be handled on a case-by-case basis. If you have clearly produced a good effort and failed, I will ask you (not the other way around) to revise the paper. The grade will say “R,” and that means you must come see me T 11-1 in CCI-212 or arrange to meet me before class.

Plagiarism is presenting anyone else’s work as your own; it’s wrong; it’s against the law; and it will result in **at least** a zero on the assignment. We have Turnitin.com on this campus, and I am psychic. **If you are desperate, talk to me.**

There should be about 10 grades then (underlined in syllabus), which are added up and divided by the number of essays grades, so you can determine your grade at any time. If you ever have any questions or worries, talk to me.

One good way to “talk” to me is by email (do remember that you are communicating with your English professor, not your homie, and do proofread your emails), or come to my office during office hours or anytime. You can refer to the website for info. One-on-one conversations with me usually net good results for students.

If you must miss a class, be sure to communicate with me. Depending on the circumstance, I may accept your work early (but not late) if you must miss class. You are responsible for what happened in your absence and what’s due the following week. I am strict but fair—tough love (you’ll thank me later).

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.

**English 3 Lapp SP 17 Syllabus by Weeks:**

(underlined items are graded for 100 points each, about one per week)

Week 1 (1/9) Summary; Begin ***Origins of the Universe and What It All Means***

<http://www.nytimes.com/2016/12/08/opinion/the-american-dream-quantified-at-last.html?emc=edit_ty_20161227&nl=opinion-today&nlid=52835378&te=1&_r=0>

<http://www.nytimes.com/2016/09/02/opinion/identity-politics-run-amok.html?_r=0>

Week 2 (MLK) read ***Origins of the Universe and What It All Means***

**Write a summary of:**

<http://www.city-journal.org/html/do-we-want-mexifornia-12236.html>

**Show how this compares:**

<http://www.city-journal.org/html/mexifornia-five-years-later-12987.html>

Week 3 (1/23) Summary due; Analysis; read *Origins*

Week 4 (1/30) Analysis, finish *Origins*;summary andanalysis

Week 5 (2/6) Short class *Origins* Analysis due; TUES: 7PM Forum Hall

**TUESDAY, February 7th @ 7PM in the Forum Hall**

**Carole Firstman,**

***Origins of the Universe and What It All Means***

Week 6 (2/13); All Lives Matter (race, etc); Begin *Tortilla Curtain*

Week 7 (2/20); Presidents’ Holiday; Read *Curtain*

Week 8 (2/27) fallacies, Mexifornia analysis; character comparisons in *Curtain*, read *Tortilla Curtain*

Week 9 (3/6) finish *Tortilla Curtain*

Week 10 (3/13) Short class Mexifornia Analysis due; Thursday Boyle!!

**THURSDAY, March 16 @ 7PM in the RC Cafeteria**

**T.C. Boyle**

***Tortilla Curtain* (also the One Book One College selection)**

Week 11 (3/20) Persona of Boyle Claim, Warrant, Support--rsch

**Immigration and Legalization**

**Employment and Distribution of Wealth**

Week 12 (3/27) Toulmin Argument Argument outline due;

Week 13 (4/3) Works Cited and draft of Toulmin Arg due (no draft -10)

SPRING BREAK

Week 14 (4/17) Toulmin Argument due; *Crash*

Week 15 (4/24) *Tortilla* *Curtain* and *Crash* comparison due;

Rogerian (Wise Judge); summary, needs and concerns; analysis

Week 16 (5/1) Annotated Bibliography, compromise

Week 17 (5/8) Rogerian Argument due (2 grades); Plato’s “Allegory of the Cave” (apply to Firstman, a character in *Curtain,* self)

Monday 5/15 6PM FINAL