

English 3 Online 59197: Critical Reading and Writing

Spring 2017

Instructor: Mrs. Kate Watts

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Office Hours: T 3-5, W 12-1, Th 11-2 Fresno Fig Garden Starbucks, 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. We will begin with a commencement address by the writer David Foster Wallace, and then move on to an essay by Professor Mary Louise Pratt that presents the concept of “the contact zone.”

Required Texts & Materials

Bartholomae, David, Anthony Petrosky and Stacey Waite. *Ways of Reading: An Anthology for Writers (Eleventh Edition)* Note: It is CRUCIAL you get this exact edition. ISBN 978-1-319-04014-7

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.

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.
- 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

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 through Canvas Inbox. All emails should begin with “Dear Ms. Watts...” Or “Dear Professor Watts.....” The language used in emails should be the same kind of language that you would use in an essay. Please note that my Thursday office hours are in Fresno in order to accommodate students from the Fresno area, and 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 quickly 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 no response indicates some kind of error.

COURSE REQUIREMENTS

Discussion Board: The Discussion Board is an important part of our class. Every week I will post questions/activities. Responding to the Discussion Board is worth 5-10 points per week. I will be posting the upcoming week’s assignments on the discussion board on Sunday afternoon. Our week runs from Monday morning until Sunday at midnight. Discussion board 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. When you respond to your classmates, your goal should be to extend the conversation as opposed to “That’s awesome!! ☺” I post the assignments, but I do not participate in your discussion. 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.** Finally, if you plagiarize any part of a discussion board post, you will receive a zero for that week. If this should happen again, you will be reported to the Dean of Humanities and the Dean of Student Services for disciplinary action.

Response Papers: You will have frequent response papers. These will also be due Sunday at midnight unless otherwise indicated. These response papers will range anywhere from two paragraphs to two 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

Total Points

Below is the point breakdown for the class. Please be aware if I find students are not participating on the discussion board, discussion board points may increase. Also, please note, I am a reflexive instructor. This means if I think the class needs more time and more discussion or another response paper for a certain unit, I will make changes to this point total.

Essay 1: 100 points (Revision is allowed for Essay 1 OR Essay 2 as long as the essay is submitted on time and follows MLA formatting and meets the page minimum. It is up to you to contact me within one week after Essay 2 has been graded if you would like to revise either essay.)

Essay 2: 100 points (Revision allowed- see policy above)

Essay 3: 200 points (No revision allowed)

Response Papers: 100 points (approximately)

Discussion Board: 100 points (approximately)

Grading Scale:

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

Class Schedule

I post schedules for each unit one at a time. You will find the unit schedule on our home page.

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. If this is an issue for you, please make use of the Reading and Writing Center on the tutorial center on your home campus for review

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:

- 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

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. If I determine you have committed plagiarism, I will refer you to the Dean of Instruction's office for disciplinary action. In addition, I will email 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 Instruction. You will receive a zero for the assignment, and, in most cases, this means you will fail the class regardless of the outcome of your meeting with the Dean of Instruction.

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.

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.

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