

ENGLISH 3— ONLINE: READING AND COMPOSITION

SPRING 2018—SECTION 52961

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Welcome to English 3 OnlineMOVING
THOUGHTS—FROM
PEN TO PAPER**Catalog Description:**

A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction in a variety of media. Students will write a minimum of 6,000 words during the course of the semester.

Additional Information:

To take this course, you must have passed English 1A with a C grade or better. If you received a C or B grade in English 1A, the department recommends that you take English 1B prior to enrolling in English 3.

We will use Canvas as our classroom. Our classroom Canvas contains documents, announcements, and other information needed for our course; in addition; Canvas allows for e-mailing and online discussions. There are various links that lead you to necessary and supplementary documents, to all assignments and schedules, and more. You can access our Canvas directly from the Reedley College Website (click on the "Canvas" link found under the "RC Online" link).

Student Learning Outcomes

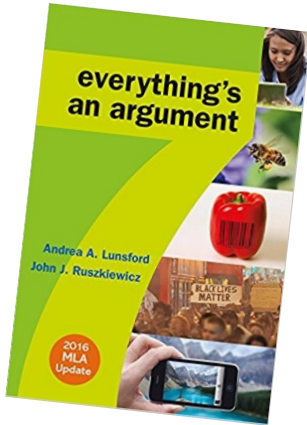
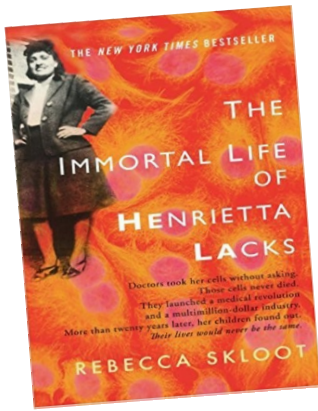
1. Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes:
 - a. sophisticated introduction, multiple body paragraphs, and a conclusion
 - b. an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
 - c. supporting details that exhibit critical thinking and use credible, multiple secondary sources
 - d. researched and evaluated sources for use in the development of their own writing
 - e. correct usage of MLA format with correct use in-text citations and a works cited page
 - f. appropriate and purposeful use of quotations
 - g. causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
 - h. an annotated bibliography of multiple sources
 - i. correct citations (therefore avoiding plagiarism)
 - j. identification of logical fallacies in others? writing and avoid them in their own writing
 - k. details related to main point and with complex analysis
 - l. evidence of self-editing for errors and revise compositions
 - m. use of third person/universal
 - n. awareness of writing for a scholarly audience
 - o. controlled and sophisticated word choice
 - p. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
 - q. 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
 - a. Distinguish between valid and sound arguments and invalid and unsound arguments
 - b. Recognize deductive and inductive language
 - c. Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
 - d. Make logical inferences from information presented
 - e. Recognize denotative and connotative aspects of language
3. Discuss issues, supporting their comments with reference to texts

Special points of interest:

- ◆ Students who utilize the RC Reading and Writing Center when taking English 3 have a higher pass rate than those who do not use the RC Reading and Writing Center.
- ◆ The RC Reading and Writing Center can be used online!
- ◆ Students who do not procrastinate and are well organized generally do better in online classes.

Inside this issue:

<i>Required Texts and Supplies</i>	2
<i>Required Course Work</i>	2
<i>Weekly-Semester</i>	3
<i>Course Objectives</i>	4
<i>Lecture Content</i>	5
<i>Email</i>	6
<i>Computer Requirements</i>	7
<i>Plagiarism Information and TURNITIN Assignment</i>	8
<i>Paper Policy</i>	9
<i>Important Dates</i>	10



Required Texts and Supplies

Lunsford, Andrea A., and John J. Ruskiewicz. *Everything's an Argument*. 7th ed., Boston, Bedford St. Martins, 2016. ISBN: 978-1-319-08575-9

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Broadway Books, 2011. ISBN: 978-1-4000-5218-9

Ream of Paper. You MUST print the syllabus, schedule, essay guidelines and more. This is crucial to your success.

**You MUST purchase hard copies of the books.
NO E-books allowed.**

Required Course Work

	Required	Grading Scale
Class Participation		
Discussion Boards, Blogs, Quizzes, etc.	10%	90-100% = A
Summaries, Reading Responses, etc.	20%	80- 89% = B
Essays	40%	70- 79% = C
Synthesis Research Paper (Final)	30%	60- 69% = D
		0- 59% = F

Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and/or whole class discussion; starting appropriate new items for discussion; and, perhaps most important of all, asking questions.

I do not accept late work, nor do I allow for make up work. This means you need to be in class (online) and do the work as assigned. The only exception to this policy is the one-week grace period given for the essays—except for the Synthesis Research paper. The late paper policy is described in detail on page eight.

A missed quiz is equal to a zero, and no make-ups are allowed.

Remember, I do not allow for make up work.
This means you need to stay focused
and check the schedule early each week.

Students who have used E-books in my online AND face-to-face classes have not done as well as those who use hard copies of books. Students tell me, “I should have listened and not used an E-book!”



Checking Grades

Grades are available on Canvas. You should check your grade regularly.

If a grade has not been recorded, first check email and/or weekly announcements to see if the assignment (such as an essay) has been graded. Please, do not email a day or two after an essay has been submitted asking for the grade. It does take a week or two to grade essays.

Do not email me during the final three weeks of the semester for a grade check. Do not email during the final three weeks asking what you need on the final essay in order to pass. Grades are available on Canvas.

You can check your grade and play the "what do I need to pass" game on your own! Sorry, but this game is exhausting! You should work to earn the highest grade possible, not the minimal grade just to pass.

Weekly and Semester Schedule

For the most current weekly schedule refer to the Home page on Canvas.

Most assignments for the semester can also be viewed through the semester schedule. Click on the Syllabus and Schedule link on Canvas and find the "Tentative Semester Schedule." Here you will find reading assignments, discussion board due dates, essay due dates, and more.

The Canvas calendar does **NOT** include readings and time needed to read, think, and study. Do not simply rely on the Canvas calendar. Check the schedule and weekly email/notes. While an assignment might not be due until Friday or Sunday, there might be quite a bit of work involved in the assignment. Thus, working on all tasks the day they are due is NOT the best way to approach this class.

Each week's assignments will be noted and linked on the home page of Canvas and a reminder emailed to you usually by Friday (for the following week).

The weekly email always contains the most updated/accurate information.



**CHECK YOUR GRADE
REGULARLY
THROUGHOUT THE
SEMESTER**

*"The end
depends upon
the beginning"*
– The
Emperors
Club



**CHECK OFF ASSIGNMENTS
AS THEY ARE COMPLETED.
THIS WILL HELP YOU TO
STAY ORGANIZED.**



WRITING, WRITING,
AND MORE WRITING.

*Research is
to see what
everybody
else has seen,
and to think
what
nobody else
has thought.*

—*Albert Szent-
Gyorgyi*

Course Objectives

In the process of completing this course, students will:

1. Produce multiple synthesized and documented, critical analysis papers of at least 1800 words which:
 - exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion
 - expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
 - shows supporting details that exhibit critical thinking and use credible, multiple secondary sources
 - identifies researched and evaluated sources for use in the development of their own writing
 - demonstrates correct usage of MLA format with correct use in-text citations and a works cited page
 - illustrates appropriate and purposeful use of quotations
 - employ causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
 - employs an annotated bibliography of multiple sources
 - differentiate plagiarism from cited source material and correctly employ in-text citations
 - locate logical fallacies in others' writing and avoid them in their own writing
 - match details to main point and with complex analysis
 - recognize errors and revise compositions
 - demonstrate awareness of third person/universal
 - demonstrate awareness of a scholarly audience
 - apply controlled and sophisticated word choice
 - recognize and employ sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
2. Demonstrate an ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
 - recognize the difference between valid and sound arguments and invalid and unsound arguments
 - classify deductive and inductive language
 - recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
 - propose logical inferences from information presented
 - identify and employ denotative and connotative aspects of language
3. Be able to communicate analysis/synthesis through class (and/or group) discussions



Lecture Content

- A. Critical Thinking Strategies
1. reading for the argument
 - a. identifying purpose, thesis, premises, and conclusions
 - b. identifying unstated premises
 2. identifying inductive and deductive arguments
 3. evaluating arguments for validity and soundness
 4. evaluating authority
 5. drawing inferences from available data
 6. recognizing denotative and connotative language
 7. distinguishing fact from judgment and knowledge from opinion
 8. evaluating language choice
 9. recognizing common rhetorical devices
 - a. irony
 - b. paradox
 - c. satire
 - d. overstatement, understatement
 - e. pathos, ethos, logos
 10. identifying logical fallacies including but not limited to:
 - a. faulty cause and effect
 - b. faulty either/or reasoning
 - c. faulty generalization
 - d. argument *ad hominem*

Students will be taught the critical elements and characteristics of argument. They will be taught to identify the components of an author's argument in nonfiction college-level readings from various disciplines. Students will be taught to recognize and evaluate written arguments, and they will then be expected to apply these critical strategies to assigned readings and to readings they select from outside sources for use in the development of their own writing. Students will read, discuss, and respond to material appropriate to the course's objectives.

- B. Critical Writing Strategies
1. constructing sound, focused arguments
 2. avoiding fallacies
 3. supplying sufficient support for claims
 4. researching and using outside sources
 5. refuting
 6. writing assignments such as
 - a. summary
 - b. critical analysis
 - c. argument
 - d. synthesis/research

Students will organize and write critical and persuasive essays to address critical issues and positions. All papers must include at least one substantially developed argument. The papers will be assigned to encompass a progression of critical thinking and writing skills.

Writing
is
thinking
on paper.

- William
Zinsser

Easy
writing
makes hard
reading.

- Ernest
Hemingway

Research is formalized curiosity. It is poking and prying with a purpose.
—Zora Neale Hurston



EMAIL
USE IT!
USE IT WISELY!

If we knew what it was we were doing, it would not be called research, would it?
—Albert Einstein

Email—Important!

An e-mail address is essential. The college uses college email accounts. You must use your college account for this and any Reedley College class. You can set your scccd.com email to forward to another email account. Information about school email can be found on the home page of the college website.

I use e-mail to communicate with the class as a whole, with groups, and with individuals. Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the whole picture when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.

When you send an email, you must be specific in the message and always sign your name. Your email address does not necessarily identify who you are unless you are using your scccd account. *I do not read or respond to email if I do not know the sender.*

In the subject line, include the class and section number. I am teaching three classes this fall and am serving as department chair. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 3—52961).

In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun "I".

After sending an email, look for a response! This might sound like common sense, but I am always surprised by students who send an email with an urgent question or an important question about an essay or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from the student.

One more note about email—do not send email out of anger or frustration. Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on an essay, take some time to think carefully about what you want to ask.

Attendance Policy

Your online contact will be monitored through the Canvas discussion board, essays, miscellaneous assignments, and e-mail. **You need to make your presence known every week.**

Failure to post to the discussion board for two weeks (excluding week-ends) and/or complete assignments, without contact with me, will mean that you are no longer participating in the class, which means you may be dropped from the class.

If you do not complete ALL assignments for day one AND for weeks one, two, AND three, you will be dropped from the class.





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



WHAT YOU
NEED TO KNOW

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. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.
- *If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.*

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).
- ***I DO NOT accept Google Docs.*** *If you use Google Docs, you MUST copy/save your file in WORD before uploading the file to TURNITIN.*
- ***I DO NOT accept Pages, Word Pad or Microsoft Works files.*** *These programs are not powerful enough AND I cannot read these files.*
- ***I DO NOT accept PDFs.*** *I need to be able to use the Comments function in Word to respond to your essays and other assignments.*
- Adobe Reader. This can be downloaded for free. Essays will be returned to you in PDF form. Most handouts will also be uploaded as PDFs.



KNOW YOUR
COMPUTER!

"The greatest part of a writer's time is spent in reading, in order to write: a man will turn over half a library to make one book."

— Samuel Johnson, *The Life of Samuel Johnson*
LL.D. Vol 2

"I must judge for myself, but how can I judge, how can any man judge, unless his mind has been opened and enlarged by reading."

— John Adams

Accommodations for Students with Disabilities

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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

I know one thing--that a certain amount of pride always goes along with a teaspoonful of brains, and that this pride protects a man from deliberately stealing other people's ideas. That is what a teaspoonful of brains will do for a man--and admirers had often told me I had nearly a basketful--though they were rather reserved as to the size of the basket.

- Mark Twain

Plagiarism and Cheating

**Plagiarism
Cheating**

If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. Additionally, a plagiarism report will be filed with the administration. *Plagiarism of the final essay for the semester will result in a failing grade in the class.*

Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.

For more information about plagiarism and cheating, refer to the Spring current Class Schedule (Campus Policies).

Bottom line: Do not copy someone else's words or ideas without giving him/her credit. Do not use another student's paper as your own. Do not use a paper you wrote from another class in this class. Do not use a paper you wrote for this class in a previous semester. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized in your papers or in the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit the final drafts of your papers through TURNITIN (through links on Canvas), so if you do plagiarize, you will be caught.

Late Paper Policy

The first two essays are accepted up to one week late. However, the grade on these essays is dropped one full letter grade. This means if the essay earns an A, the grade will be dropped to a B.

This policy is only for the first two essays.



Paper Policy

- ⇒ All papers must be revised and typed in accordance with MLA guidelines.
- ⇒ All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. **There are no exceptions to this policy.**
- ⇒ Word Processing Formats: The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn 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. If you have Pages, you must learn to convert files to so they can be submitted to TURNITIN and read by others. I do not accept Pages files, Google Docs, or PDF files!!!*
- ⇒ If an essay is due and you cannot access Canvas, probably Canvas is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. Of course, if an essay is due and the Canvas is down, I will not hold you to the original due date. I will email and post to Canvas (once it is up again) the revised deadline.
- ⇒ All essays will be turned in through TURNITIN through links on Canvas. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly quoting and citing the source or sources, the plagiarism will be detected. You will be caught.
- ⇒ Should I discover while reading your essay that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper (the return date will be clearly marked for you). The highest grade such a returned paper can receive is a "C".
- ⇒ You will be required to share some of your essays in progress for peer review. We will have at least one type of Writer's Workshop for each essay. All students are required to post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced in weekly emails). The Writer's Workshop will take place on the discussion board in a forum set up specifically for each essay.
- ⇒ We will be doing various types of writing assignments this semester—and each essay will be based on a reading. Before beginning an essay, a discussion will be completed. The discussion boards receive a grade separate from the essay.
- ⇒ With all our writing assignments, process will be focused upon as well as final product.
- ⇒ *At my discretion, sentences and/or paragraphs may be taken from essays or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.*
- ⇒ *Graded papers are returned to you through the Canvas Grades book and/or through GradeMark generally within two weeks after their due date. It is expected that you open, print, and read all comments on all returned essays. They contain comments about the essay and about writing to help you grow and improve as a writer.*
- ⇒ If something happens to your computer and/or Internet and an essay (or other assignment) is due, **email me, of course, using another computer or your phone.** Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!

ATTENTION:

Failure to turn in the first essay will result in being dropped from the class.

It is not possible to pass this class unless all essays are completed.



Phone: 559-638-0300 ext. 3421
E-mail: carey.karle@reedleycollege.edu

Office: CC1—214

Office Hours:

Monday 10:00-11:00
Tuesday 11:00-12:00

Friday—Virtual Office Hour via Email
10:00-11:00 AM

Additional Office Hours by mutual appointment.

There are no mandatory meetings for this class; however, you are encouraged to visit or call during my office hours.

Important Dates

January 8	M	Start of Spring 2018 semester
January 15	M	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 19	F	Last day to drop a Spring 2018 full-term class for full refund
January 26	F	Last day to register for a Spring 2018 full-term class in person
January 26	F	Last day to drop a Spring 2018 full-term class to avoid a "W" in person
January 28	SU	Last day to drop a Spring 2018 full-term class to avoid a "W" on WebAdvisor
February 16	F	Lincoln Day observance (no classes held, campus closed)
February 19	M	Washington Day observance (no classes held, campus closed)
March 9	F	Last Day to drop a full-term class (letter grades assigned after this date)
March 26 - 29	M-Th	Spring recess (no classes held, campus open)
March 30	F	Good Friday observance (no classes held, campus closed) (classes reconvene April 2)
May 14-18	M-F	Spring 2018 final exams week
May 18	F	End of Spring 2018 semester/commencement

Time Commitment & Essential Infor-

◆ When this class is taught face-to-face, students meet with an instructor/class for THREE unit hours. The average amount of homework for a unit hour is two-three hours. This means that the time needed for this class is about NINE to TWELVE (9-12) hours per week. It is important to understand the time commitment necessary to be successful in this or any online class. In addition, this course is still controlled by the eighteen week semester confines of the college. This necessitates deadlines for essays and other assignments. While online classes do offer flexibility, there are limitations. Students can not complete work in any order and at any time during the eighteen weeks. Assignments, skills, and knowledge are expected to build on one another. Final grades are due the Monday after final exams; therefore, deadlines for assignments during the semester must be respected.

◆ It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you should check the Canvas announcements on a weekly basis and your e-mail daily (or at least every other day).

◆ It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.

◆ Because this is an online class, and we are using Canvas, a class e-mail list is generated. This e-mail list is to be used for school related messaging only. Any other use of the e-mail list can result in your being dropped from the course. Continued sending of unsolicited e-mail could be viewed as a form of harassment. Appropriate action will be taken as necessary per school policy.

◆ Rules for Netiquette apply in all emails, journals, discussion boards, etc. To review rules, copy and paste this link: <http://www.albion.com/bookNetiquette/0963702513p32.html>

Helpful Hints

◆ Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.

◆ Keep track of your work. You should save all of your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.

◆ Should you discover that you are unable to regularly attend class (online) for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.