English 3 (73649): Critical Reading and Writing Online

Instructor: Melanie Kachadoorian
Email: melanie.kachadoorian@reedleycollege.edu
Office Hours: By email, or chat by appointment
Course Time and Location: WEB

Required Texts, Materials and Expenses

- Barnet, Sylvan & Bedau, Hugo. *Critical Thinking, Reading, and Writing.* 9th Edition. Bedford St. Martin's, 2017. *eBook.* ISBN: 978-1-3190-7700-6
- Additional essays, handouts, and articles will be posted on Canvas
- Access to a computer, internet, and a word processing program such as MS Office, Google Docs, or Open Office
- A binder to keep hardcopies of notes (or a file on the computer for your notes if you keep notes digitally)
- A back-up for all of your work (discussion board posts, essays, etc.) either on a flash-drive, server, or even email

Course Description/Overview

English 3: Critical Reading and Writing is 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.

Course Outcomes

At the end of English 3 successful students will be able to:

A. Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes:
    o sophisticated introduction, multiple body paragraphs, and a conclusion
    o an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
    o supporting details that exhibit critical thinking and use credible, multiple secondary sources
    o researched and evaluated sources for use in the development of their own writing
    o correct usage of MLA format with correct use in-text citations and a works cited page
    o appropriate and purposeful use of quotations
    o causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
    o an annotated bibliography of multiple sources
    o correct citations (therefore avoiding plagiarism)
    o identification of logical fallacies in others' writing and avoid them in their own writing
    o details related to main point and with complex analysis
    o evidence of self-editing for errors and revise compositions
    o 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

Work of the Course

The course will be broken up into 6 modules—one module a week. You should complete the work in each module in the order the module is setup. The module for each week will open at 12AM every Friday. Pay attention to due dates listed below under Important Dates as I do NOT accept late work.

*A note for all submitted work: It is your responsibility to keep a back up of all of your work. You should not rely on Canvas to save your work. In fact, I recommend typing your posts on a Word document and then copying them to Canvas. That way if there is a glitch, you still have your work and can resubmit it. Not having your work saved to a back up is not an excuse for not having your work submitted complete and on time.

Reading:

The primary text for this course is *Critical Thinking, Reading, and Writing: A Brief Guide to Argument.* This book discusses the material of this course, gives abundant examples and sample essays, and user-friendly checklists and guides to most of the assignments you will work on in English 3 (and beyond). Your goal will often be to focus your attention on the way the texts are put together rather than what they are about, in order to better understand what makes "good" writing, communication, and argument, and how to incorporate useful techniques into your own work as a writer, thinker, and communicator.

I have created reading guides for some of the chapters. While you do not have to post your notes from the reading guides, you do need to complete them and keep the notes from them in either a binder or file on your computer. The reading guides will also wind up serving as a study guide for the final as a lot of the questions for your final come from the reading guides.

Discussion and Participation:

This is a reading-, writing-, and participation-intensive class. You will be asked to read and write constantly for a variety of reasons because reading and writing aren't bodies of knowledge I can explain to you. Rather, they are skills upon which you can improve with lots of practice and gained confidence (meaning your participation in the class is extremely important). All readings needed for discussion posts must be completed in order to receive credit for the each discussion board. A meaningful exchange of ideas is required to earn credit, which means that you must be prepared to articulate your thoughts and have them challenged.

The discussion boards are essentially our virtual classroom, and your participation is mandatory. Therefore, I will drop students who do not post to the first discussion board (Meet & Greet) by 11:59pm on the first day of class (6/18), as this is, essentially, equivalent to not attending the first day in a traditional classroom setting. Additionally, students who do not complete the all of the discussion board posts and activities for the first module by 11:59pm on 6/21 will be dropped.

*A note on discussion board submissions: You are welcome to write your discussion board posts in a more informal way than you do your major essays. However, I still expect that you will capitalize the beginnings of sentences, proper nouns, and that you will spell out words like "you" (rather than writing "u"). Your posts are still part of the work of the course—they should not be written as if you are texting.

Essays:

In addition to frequent shorter writing assignments, you will accomplish 3 major essays this session: a rhetorical analysis of a written text, a rhetorical analysis of a visual text, and an ethnography. Each essay has assignments associated with it to help you work on the larger essay. Details about these essays will be included in the writing prompts. There will be times when we will utilize the discussion board for workshops either on whole drafts, thesis and/or audience proposals. I expect that you will read your peers' texts actively with the same degree of attention and respect that you give to the published pieces we read, and to make constructive, useful comments to help them improve their writing.

Electronic Submissions:

You will submit your major essays to Turnitin, via Canvas, for electronic feedback and assessment. Essays that do not meet length, formatting, or file type requirements will not receive credit. You are responsible for ensuring your essay file submissions to Canvas are correct and on time. I will not accept emailed assignments when electronic submissions to Canvas are required.

Final:

The final will consist of a cumulative exam consisting of short answers and a brief reflection.

Important Dates *(This schedule is subject to change. Please remember that I do not accept late work.)*

6/18: Meet & Greet DB post due by 11:59pm (students who do not meet this deadline will be dropped)

6/21: All work for module 1 must be completed by 11:59pm (students who do not meet this deadline will be dropped)

6/28: All work for module 2 must be completed by 11:59pm

7/3: Thesis for Essay 1 DB post due by 11:59pm

7/5: Essay 1 due by 11:59pm (this completes module 3). *This is also the last day to drop the class. After this date you will receive a letter grade.*

7/11: Thesis and outline for Essay 2 DB post due by 11:59pm

7/12: Essay 2 due by 11:59pm (this completes module 4)

7/19: All work for module 5 must be completed by 11:59pm

7/23: Thesis and audience proposal for Essay 3 DB post due by 11:59pm

7/25: Essay 3 due by 11:59pm

7/26: Final due by 11:59pm (this completes module 6)

Grading: **Grade Breakdown:**

I will adhere to a traditional grade scale. Decimals do not round up (i.e. 89.999 does not round up to a 90).

Discussion & Participation:	20%	A = 100-90%
Essay 1:	20%	B = 80-89%
Essay 2:	20%	C = 70-79%
Essay 3:	25%	D = 60-69%
Final:	15%	F = 59% and below

Course Policies:

Class Conduct:

At times, we will enter conversations and have discussions that may be sensitive to you or some of your classmates. I expect that all discussion comments and workshop comments be respectful and professional. I will not tolerate personal attacks. Please remember this is a course for adults and as such you may read or come across adult language, images, and/or themes. I expect that you will keep an open mind and remain professional—critical thinking requires that we remain open to learn and hear about ideas, views, experiences outside of our own.

Email and Q & A Board:

You are welcome to post to our Q & A Discussion Board or email me with questions or concerns that you may have about the class or work that is due. If you email me Monday through Thursday between 9-5, then it is reasonable to expect a response the same day. Although you may occasionally receive emails from me during non-business hours, please do not expect to hear from me on weekday evenings, weekends, and breaks or holidays.

Your SCCCD email address will be the official means of communication for this course. Because Canvas and WebAdvisor both use your SCCCD email for communication, I will not send email to non-SCCCD accounts, nor will I respond to email sent to me from non-SCCCD accounts.

The Writing Center:
You are encouraged to utilize the campus Writing Center. In my experience, students who take advantage of this resource notice a greater improvement in their work, and, therefore, their grades. More information about their services can be found on Reedley College's Website, or at the Writing Center.

College Policies:

Finally, our class is regulated by the college's policies on Students with Disabilities, Academic Dishonesty, Cheating, and Plagiarism.

Students with Disabilities:

Reedley College makes reasonable accommodation for persons with documented disabilities. If you have a need for an academic accommodation or alternate materials, i.e., Braille, large print, electronic text, etc., per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please notify the instructor as soon as possible and no fewer than 24 hours before any work is due. If possible, please notify me within the first two weeks of classes so arrangements can be made early in the semester. If you have a disability or believe you have one that requires accommodation, please contact the Disabled Students Programs and Services (DSPS) office for additional information as soon as possible. Information regarding your temporary or permanent disability will remain confidential.

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.