

English 3 Syllabus Fall 2019

English 3 – 52475: Critical Reading & Writing 

“All the things that are wrong in the world seem conquered by a library’s simple unspoken promise: Here I am, please tell me your story; here is my story, please listen.”

— Susan Orlean, *The Library Book*

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Office Hours: Monday 1:00-2:00 (Virtual - available through Canvas or email), Tuesday 5:00-6:00, Wednesday 8:00-10:00, Thursday 1:00-2:00. Also, arranged as needed. Specific questions may be posted to the discussion board or sent via e-mail or Canvas messaging.

Class Times: Tuesday 6:00-8:50 (CCI 207)

Welcome!

What you can expect: Class sessions will involve lectures, discussions, group activities, and writing workshops. In addition to class time, you should allow for 6-9 hours per week for independent study. You will read roughly 50-100 pages per week from our assigned texts. Other weeks will include fewer pages from an assigned text, but will require you to locate sources and read and annotate these carefully on your own. Some weeks you will focus primarily on drafting or revising essays. You will use Canvas to submit assignments, find readings, review class presentations, and complete out of class activities. Get into the habit of checking Canvas and your school email daily.

Required Texts

- Lunsford, Andrea. [*Everything's An Argument*](#). Bedford / St. Martin's, 2019. ISBN: 978-1319056278
- Orlean, Susan. [*The Library Book*](#). Simon and Schuster, 2018. ISBN: 978-1476740188
- Additional readings available on Canvas.

Catalog Description

English 3

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. **PREREQUISITES:** English 1A or 1AH.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes:
 1. sophisticated introduction, multiple body paragraphs, and a conclusion
 2. an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
 3. supporting details that exhibit critical thinking and use credible, multiple secondary sources
 4. researched and evaluated sources for use in the development of their own writing
 5. correct usage of MLA format with correct use in-text citations and a works cited page
 6. appropriate and purposeful use of quotations
 7. causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
 8. an annotated bibliography of multiple sources
 9. correct citations (therefore avoiding plagiarism)
 10. identification of logical fallacies in others? writing and avoid them in their own writing
 11. details related to main point and with complex analysis
 12. evidence of self-editing for errors and revise compositions
 13. use of third person/universal
 14. awareness of writing for a scholarly audience
 15. controlled and sophisticated word choice
 16. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
 17. 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
 1. Distinguish between valid and sound arguments and invalid and unsound arguments
 2. Recognize deductive and inductive language
 3. Distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
 4. Make logical inferences from information presented
 5. Recognize denotative and connotative aspects of language

- C. Discuss issues, supporting their comments with reference to texts

Objectives

In the process of completing this course, students will:

- A. Produce multiple synthesized and documented, critical analysis papers of at least 1800 words which:
 1. exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion
 2. expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
 3. shows supporting details that exhibit critical thinking and use credible, multiple secondary sources
 4. identifies researched and evaluated sources for use in the development of their own writing
 5. demonstrates correct usage of MLA format with correct use in-text citations and a works cited page
 6. illustrates appropriate and purposeful use of quotations
 7. employ causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
 8. employs an annotated bibliography of multiple sources
 9. differentiate plagiarism from cited source material and correctly employ in-text citations
 10. locate logical fallacies in others? writing and avoid them in their own writing
 11. match details to main point and with complex analysis

12. recognize errors and revise compositions
 13. demonstrate awareness of third person/universal
 14. demonstrate awareness of a scholarly audience
 15. apply controlled and sophisticated word choice
 16. recognize and employ sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
- B. Demonstrate and ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
1. recognize the difference between valid and sound arguments and invalid and unsound arguments
 2. classify deductive and inductive language
 3. recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
 4. propose logical inferences from information presented
 5. identify and employ denotative and connotative aspects of language
- C. Be able to communicate analysis/synthesis through class (and/or group) discussions

Required Course Work

English 3	
Categories	Percentages
1. Class participation	5 %
2. Quizzes & Reflections	20%
3. Academic Papers	75%

Grading Scale for English 3

90 - 100% = A, 80 - 89% = B, 70 - 79% = C, 60 - 69% = D, 0 - 59% = F

Assessment

Class participation includes completion of writing and revision workshops as well as your contribution to group discussions. These are designed to help you build the skills needed to complete essay assignments. Ask questions. Contribute to group activities. Respond to your classmates thoughtfully. Take an active role in your learning.

Quizzes & Reflections include multiple choice and open ended questions based on assigned readings and class lectures. All quizzes are open note but you will be most successful if you thoughtfully complete the readings before taking the quiz. Reflections are written responses to assigned readings and will be completed outside of class.

Essays and Annotated Works Cited. Your grade will be based on three academic papers, including a rhetorical analysis, an argumentative essay, and a synthesis research paper based on course themes. You will draw on multiple sources to craft a thoughtful and supported argument. In preparation for the research papers you will compile an Annotated Works Cited to demonstrate your close reading of the sources.

Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. See rubric for additional criteria. All essays are due at the start of class on the due date as a paper copy. Please print on one side of the page only and staple document in the upper left hand corner. Essays must also be uploaded through Canvas to Turnitin.com, a plagiarism checking website. **Essays must be submitted on time to be accepted.**

Class Policies

Late Assignment Policy: **Late work is not accepted.** Keeping track of late assignments is more work than I want to do. Turn in assignments on time.

Essay Policy: Submit essays on time. **No essays will be accepted after the due date.** If you have extenuating circumstances that you can document, I may consider giving you a brief extension. In this case, you must contact me as soon as possible (before the due date is best). Computer failure, lost USB drives, or other technology “glitches” will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. If you know that you will have limited access to the internet before an assignment is due, use a computer on campus or in a public library. You can also email an essay directly to me if Canvas is unavailable to ensure that your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

Absences: Students are expected to attend all sessions of classes for which they are enrolled. Students will be dropped from the class if they fail to attend either of the first two class sessions of the semester. Students who come in after attendance has been taken will be considered absent. Students who leave early will be counted as absent. Further, if you fall asleep during class, use your phone, or use a computer for any reason other than what has been assigned for the class period, this will count as an absence. **Any student who has four or more absences by, October 11, 2019 will be dropped.**

Professional Behavior: Maintain a professional and respectful tone during our class discussions as well as in any online communication. No food is allowed in the classroom. Students will not be allowed to use their cell phones in class. Except for a note pad, pen, assigned text and handouts, all items including phones, backpacks, jackets (etc.) must be placed under the desk or on the back of your chair during class time. Use of computers is reserved for English 1A class work. If it is found that you are doing anything else (web-surfing, email, work for another class, work that should have already been completed for this class, etc.) **you be will counted absent for the day.**

Respectful Learning Environment: In this class we will discuss a range of topics and hear a variety of opinions. Your participation is expected and encouraged. Your kindness and respect towards others is also expected. Rudeness towards the instructor or other students will not be tolerated. Other disruptive behavior includes (but is not limited to) using your phone, falling

asleep, talking while the instructor is speaking, and having conversations not relevant to the class. Students who are disruptive will be given one warning and then asked to leave for up to two classes should the poor behavior continue. Students who continue to be disruptive will be reported to the dean of students for further disciplinary action.

Reedley College's Disruptive Student Policy: "Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college's standards will result in disciplinary action [...] Reedley College's Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting" ([See page 49 in the RC 2017-18 Catalog](#)).

Administrative Policies: For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 46 of the 2019-20 Reedley College Catalog.

Resources

Instructor Support: If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during my office hours but also willing to meet at another time that is mutually convenient.

Reading & Writing Center: Sign up for semester long group tutoring or drop in for help with a particular assignment at the [Reading and Writing Center](#). It is located in HUM 58. Students who sign up for tutoring, schedule time each week to work with a tutor and have shown a greater pass rate in English 1A classes.

Students with Disabilities/Special 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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information:
<http://www.reedleycollege.edu/services/dsp/LD.htm>

Other Resources: There are MANY resources available to students on campus. To name a few: [Emergency Services](#), [Health & Psychological Services](#), [Career & Employment Center](#), the [Reedley College Library](#), [Information for Dreamers](#), and [Counseling](#). Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

Plagiarism

All projects must be entirely your own work. You may not submit work you have written for another class. All essays will be uploaded to Turnitin.com a plagiarism checking website. Any

work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material you may also be reported to the Dean of Instruction. To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.

Changes to the Syllabus/Schedule

The instructor reserves the right to make changes to the syllabus or schedule as necessary for the benefit of the class.

Important Dates

August 12 (M)	Start of Fall 2019 semester
August 23 (F)	Last day to drop a Fall 2019 full-term class for full refund
August 30 (F)	Last day to register for a Fall 2019 full-term class in person
August 30 (F)	Last day to drop a Fall 2019 full-term class to avoid a "W" in person
September 2 (M)	Last day to drop a Fall 2019 full-term class to avoid a "W" on WebAdvisor
September 2 (M)	Labor Day Holiday (no classes held, campus closed)
October 11 (F)	Last Day to drop a full-term class (letter grades assigned after this date)
November 11 (M)	Veterans Day observed (no classes held, campus open)
November 28-29 (Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 9-13 (M-F)	Fall 2019 final exams week
December 13 (F)	End of Fall 2019 semester