

ENGLISH 3: CRITICAL READING & WRITING

SPRING 2019, ONLINE #56115



“But sometimes the way to get involved is to just live your life and be yourself with all your values intact.” — **Meg Wolitzer**, *The Female Persuasion*

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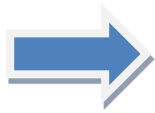
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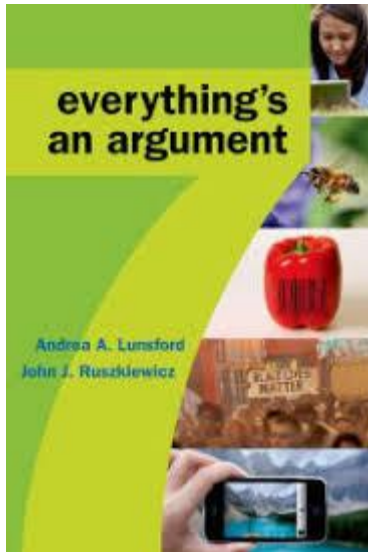
English 3 Catalog Description: “A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction in a variety of media.”



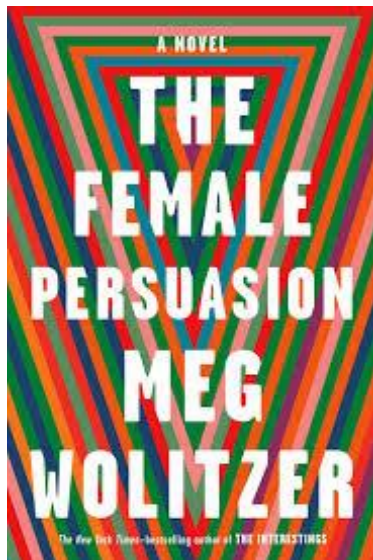
Further Description: Throughout your college and professional careers you will be called upon to express yourself and your ideas in written form. This course is designed to help you develop your reading, writing, and critical thinking skills that are necessary to communicate logically and effectively. Every reading and writing assignment, class activity, and lecture is carefully created with this goal in mind. Therefore, it is **CRUCIAL** that you approach all of the readings with an open mind as critical thinkers. The point of this class is to help students develop the intellectual independence essential to critical thinking, reading, and writing. This class will ask you to examine your own assumptions--to question cultural, politics, your own ethics, etc.-- and, in doing so, allow you to grow as both a thinker and a writer. The theme for this class this semester is “Ethics.”

With the aforementioned intent and the English 3 Course Outline of Record as guides, note that we will be covering a **large** amount of reading, writing, and class participation. Be prepared.

Required Text/Materials:



Lunsford, Andrea and John Ruskiewicz. *Everything's an Argument*. Macmillan Learning: Boston, 2016. 7th edition. *We will be relying a great deal on this book as this class is in an online format.*



Meg Wolitzer's *The Female Persuasion*: *This is the One Book/One College selection for 2018-2019. Meg Wolitzer will be at Reedley College in March 2019.*

NOTE: If course materials are not obtained by the second week of the semester you may be dropped from this course.

What it takes to succeed in this English 3 class:

- Possess curiosity and practice inquiry
- Judiciously enter the academic conversations presented
- Come to office hours and/or seek tutoring
- Be attentive to good writing and reading practices
- Adhere to the following guidelines:

Participation: Class participation is vital. Since weekly writing and discussion forums are required, your final grade will suffer the consequences of lack of participation. It is a good idea to check Canvas and email regularly, not only on days you are downloading assignments and uploading work.

Absences: The class will adhere to the Reedley College catalog attendance policy which states: *Students are expected to attend all sessions of classes for which they are enrolled. Excessive absence will jeopardize a student's satisfactory progress in a class. Students may be dropped from a class if they fail to attend the first class session of the semester. As a guide, during the semester up to the final drop date, any student who misses more than two weeks of class meetings may be dropped.* This applies to the online classroom environment as well.

Discussion Forum Posts:

Multiple posts will be due weekly. See each week's assignments for questions and additional guidelines. The more thorough and complex your responses and replies, the higher your score will be. Use academic language when writing your responses—no texting language.

If you do not respond to the first Discussion Forum post by the due date, you will be considered a "no-show" and dropped from the course.

Reading Assignments: We will be reading a large amount of materials every week. Failure to complete these reading assignments will be detrimental to your final grade. If it appears you did not do the required reading, you will receive zero credit for that forum.

Peer Response Workshops: Workshops are beneficial to both writer and reader; therefore, you will be workshopping your writing throughout the semester. Failure to submit your writings to the workshopping sessions will result in a lowered final grade. You will be graded on both having material prepared for workshop and the quality of your responses to others' writings.

General Writing Assignments: This class requires the completion of various graded writing assignments. All assignments must be completed within the timeframe provided. Written assignments must be in MLA format and **on time**. Please keep all of your prewriting and drafts of each out-of-class paper--I may ask to see your writing processes before accepting assignments.

Expectations: As English 1A is a prerequisite for this class, you are to be completely familiar with MLA conventions, including formatting, use and integration of quotations, and the assembly of both an annotated bibliography and a works cited page. Papers submitted with careless proofreading and/or sufficient revision will be returned with a failing grade. If you have any concerns with any of these writing conventions, please meet with me, seek help in the Reading & Writing Center or online at the Purdue OWL (<https://owl.english.purdue.edu/owl/section/2/11/>) PRIOR to an assignment's due date.

Paper Due Date Policy: Generally, assignments will be posted by noon on Monday for the following week. All assignments and papers are due on **Mondays by 9:00am** unless otherwise instructed. Assignments and papers may be submitted within one week of the due date for a reduced grade of at least 20%. No assignments/papers are accepted after one week passed the due date. Why a strict late assignment policy? To reinforce responsibility and time management skills needed in academics and the real world.

Revisions of written work: Some of your written work is revisable for a possible increased of one letter grade. In order to revise, you must first meet with me regarding the paper (in person, via phone, or virtually). You may then submit a revision along with the required Revision Checklist (obtained from me during our conversation) and previously graded work. Any revisions turned in without substantial revision of content will not be accepted. **Each revisable paper may be revised only once.** Why only once? So you make smart, critical decisions on the content of your work after coming to office hours and/or attending tutorials.

Plagiarism/Cheating: Plagiarism is the act of using another person's words **OR IDEAS** as your own with no citation for their work. Always err on the side of caution—if in doubt, cite it. Cheating includes having anyone else complete your work for you or turning in a paper you have written for another class. You will be caught, receive no credit on the assignment, and reported to the administration. If plagiarism and/or cheating are suspected, you may be asked to provide drafts of your written work and submit your paper to turnitin.com, a plagiarism-checking service. Keep all drafts of your writing assignments for these purposes.

The following is taken from page 49 of the Reedley College Catalog:

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.

In short, don't cheat or plagiarize.

English Department Student Error Statement: Your instructors at Reedley College want you to be successful in your classes and therefore request you submit your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines.

Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates lack of attention to correctness. This paper is also likely to receive a failing grade.

Successful students do the following:

- Follow their instructor's instructions and pay close attention to the rubric requirements.
- Seek assistance from the Reading and Writing Center, Tutorial Center, or Smarthinking
- Ask their instructor for guidance during his/her office hours
- Look for answers in their MLA handbook or online at the PurdueOWL website (<https://owl.english.purdue.edu/owl/>) DAYS BEFORE their paper is due.

Respectful Learning Environment: Be considerate of others. Enter our Canvas class prepared to share equally and respect the opinions of others. Read, listen, and participate attentively. Failure to comply will result in being asked to leave the class.

Instructor Contact: Academia is a professional environment. When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows all conventions of proper English usage (correct punctuation and grammar). Again, we are reinforcing real-world skills.

Grading: You will be graded on a point system scale. These points will vary on the assignment and weight of the assignment. Grades will be available on Canvas. If you are failing the course at mid-term, you may be dropped from the class.

Accommodations: Please inform me of any special circumstances you might have. If you have special needs as addressed by the Americans with Disabilities Act (ADA), including alternate media requests, please notify me immediately. Reasonable efforts will be made to accommodate your needs.

Policies are subject to change in order to create a positive learning environment. All assignments are subject to change. The weight of graded materials may be modified at any time.

Percentages are as follows:

Academic papers grade=75%

25+ pgs. (number, length, and revising varies)

General writing assignments grade=20%

20+pgs. Weekly responses (posted to discussions)

4+pgs. Prospectuses for various assignments

Participation in class discussion=5%

20+pgs. Posts and minor writings/activities

Additional assignments may be added at any time.

100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D, 59%-50% = F

A final, important note: Keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place. And as George Washington Carver once said, "Ninety-nine percent of failures come from people who have the habit of making excuses." Be open to learn.

The English 3 Course Outline of Record contains the following Student Learning 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 you achieving these outcomes.

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

ENGLISH 3 SCHEDULE—SPRING 2019

All assignments and due dates subject to change. Updates will be given on Canvas.

Week 1	Syllabus; Introductions; Reading & Writing Center enrollment; Buy textbooks; Course preparation and assignments, including English 1A review; Chapter One due (pp.3-27)
Week 2	Chapters 2-4 due (pp. 28-70)
Week 3	Chapter 5 due (pp. 71-85) Read provided articles (this week and next)
Week 4	Chapter 6 due (pp87-117) Continue reading provided articles; Rhetorical Analysis (Paper #1 assigned)
Week 5	Part One: <i>The Female Persuasion</i> due Paper 1 (rhetorical analysis) due
Week 6	Part Two: <i>The Female Persuasion</i> due Paper 2 assigned
Week 7	Part Three: <i>The Female Persuasion</i> due
Week 8	Part Four: <i>The Female Persuasion</i> due;
Week 9	Annotated Bibliography due; Last day to drop a class this Friday
Week 10	Working thesis and outline due
Week 11	Paper 2 due for workshop
Week 12	Paper 2 due Paper 3 assigned
Week 13	
Week 14	Paper 3 Annotated Bibliography due
Week 15	Thesis Statement and Outline Drafts due
Week 16	Work on Paper 3
Week 17	Paper 3 due; Revisions due
Week 18	Final Exam