**English 3 (51075): Critical Reading and Writing**

Instructor: Robert Howell

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Office Hours: By appointment

Course Time and Location: M-TH 9-12:20 AM, SOC 35

**Required Texts, Materials and Expenses**

* Orlean, Susan. *The Library Book.* ISBN: 9781476740188
* Additional essays, handouts, and articles will be provided for you on Canvas
* Computer access (smartphone and tablet access acceptable as well), pen or pencil, paper

**Course Description/Overview**

*English 3: Critical Reading and Writing* isa 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:

1. Write multiple synthesized and documented, critical analysis papers of at least 1800 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
2. 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
3. Discuss issues, supporting their comments with reference to texts

**Work of the Course**

Reading: The primary text for this course is *The Library Book* by Susan Orlean.This book discusses topics related to reading, epistemology, and the value of books and the places that house them. You will also read your own essays, and those of your peers, in our workshop activities. This means 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.

Discussion and Participation: You must be prepared and willing to participate in the class discussions and group activities. This is a reading-, writing-, and discussion-intensive class. As a critical thinking course, an enormous part of our work this semester will happen in class. You will be asked to write constantly for a variety of reasons (some for letting off steam, some for building your writing projects, etc.). You will do a great deal of collaborative work in pairs, groups, and as a class 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 attendance in class is extremely important). All reading and preparatory writings needed for discussion must be completed for each class in order to receive credit for the day’s discussion and participation. I may give surprise quizzes on the assigned readings.

Etiquette for class participation requires that you assume responsibility for your fair share of the discussion. Too little input on your part suggests that you are willing to let others carry the burden of your responsibility. A meaningful exchange of ideas is required to earn credit, which means that you must come prepared to articulate your thoughts and have them challenged. ***Generalized comments that could be made without having done the necessary reading/work for the day’s class do not qualify as meaningful discussion.***

Writing Assignments:

In addition to shorter writing assignments such as the journals, you will accomplish three major writing projects this session. Since one of the key goals of this class is that you develop your critical thinking skills (about external ideas and texts along with your own ideas and work), you must complete drafts and revisions as required. Each major writing project has assignments associated with it to help you work on the larger project. Details about all of these projects will be included in the writing prompts you will receive in class. Grading-wise, you will receive peer feedback on your first draft in workshop, and submit a second draft for instructor feedback and a rubric score.

A key component to this class is workshop. You will get more specific instructions for how we will workshop in the class. 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. As with any in-class activity, not being prepared and/or refusing to participate will result in an absence and zero on the workshop grade.

**Electronic Submissions:** As directed, you will typically submit your second drafts of writing projects to Turnitin, via Canvas, for electronic feedback and assessment. Essays that do not meet length, formatting, or file type requirements may be returned to you for revisions and/or receive a lower grade. You are responsible for ensuring your essay file submissions to Canvas are correct and on time. I will not accept emailed assignments or hard copies when electronic submissions are required.

**Grading** **Grade Breakdown**

Essays:

Rhetorical Analysis Essay: 200 pts

Argued Research Essay: 200 pts

Book Report: 200 pts

Other Assignments:

Journals: 75 pts A = 100-90%

Workshop: 50 pts B = 80-89%

Annotated Bibliography: 25 pts C = 70-79%

Annotated Sources: 10 pts D = 60-69%

F = 59% and below

Course Total: 760 pts

**Course Policies**

Attendance:

Attendance Policy: Students are expected to attend every class. Should you miss over 20% of the classes (3 classes), you will automatically fail the course. There is no distinction between excused/unexcused.

The exceptions to this policy are planned, excused absences due to participation in a college sponsored organization (athletics, music, etc.) or religious observances. Those absences MUST be arranged with me BEFORE the date of absence in order to avoid penalty. ***Whether excused or not, it is your responsibility to keep up with your class work.***

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Classroom 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. Students who are disrespectful or unprofessional will be asked to excuse themselves from class.

There are times when electronic devices are appropriate and valuable to our class sessions. With that in mind, when the devices are a distraction to you, your peers, or me, then said devices must be turned off and put away. I reserve the right to make that determination. If you are expecting an important call or need to have your phone on in case of an emergency, please turn the ringer off and let me know. Be respectful of the class, if you need to answer your phone, please quietly leave the classroom, take your call (it should be brief) and quietly come back in.

Email:

You are welcome to email me with questions or concerns that you may have about the class or work that is due. If you email me during the weekday 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. If you are absent from class, please do not email me to ask what you missed or if there was anything important that we went over about which you should know. You should contact your classmates for that information, check the syllabus, and check the files section for the daily notes.

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.

Late Work:

I do ***NOT*** accept late work. Remember, being absent from class does not excuse you from turning in an assignment on time. If we have an assignment due on the day you miss class, then you should email it to me, or find a classmate to bring it to class for you.

Revision Policy: Every student will have the opportunity to revise one major essay for full-credit (journals and workshops not included) per semester, other than the final essay in the course.

Workshop: All students will present a rough draft of their essay to the class, and the class will engage the essay with positive feedback and constructive criticism. While uncomfortable for most, the goals of workshop outweigh the negative aspects:

1. Read an essay out loud to catch mistakes, gage “readability”

2. Positive reinforcement for strengths in writing

3. Constructive criticism for improvements

4. See and hear the writing of others

5. Listen to instructor’s direct feedback on essays for how to meet guidelines and improve

Not showing up for a workshop will result in an automatic zero for the workshop grade in the gradebook. Please email a copy of your rough draft to me before the start of the class period in which you are up to present.

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.

Tentative Schedule Summer 19-

Week 1:

5/28: Journal 1, First day, syllabus, class expectations, accessing canvas, course assignments, MLA refresh, Introduce textbook, Introduce Essay 1, Introduce Workshop Assignment, Workshop Sign-ups. Introduce Grading Rubric. Paragraphing Strategy: Introductions, Thesis Statements. Purpose, Audience, Tone. Covert/Overt statements, Subliminal Messages

5/29: Journal 2, CT 2: Inductive & Deductive Arguments, Domains of Discourse, Paragraphing Strategy: Claim, Proof, Analysis. Discuss Visual Rhetoric. pathos;ethos;logos, Work time for Essay 1, Workshop Sign-ups

5/30: Journal 3, CT 3: Evaluating arguments for Validity and soundness, Paragraphing Strategy: Conclusions, Grammar/MLA diagnostic Examination (Due at end of hour), CT 4: Evaluating authority, How to Annotate when Reading, Sample Essay 1, Work time Essay 1, Last day for Workshop Sign-ups

Week 2:

6/3: Journal 4, Introduce Argumentative Research Essay, Introduce Annotated Bibliography, CT 5: Drawing inferences from available data, CT 6: Recognizing Denotative and Connotative Language, Work time Essay 1

\*Reading- TLB 1-6

6/4: Journal 5, discuss TLB 1-6, CT 7: Distinguishing fact from judgment and knowledge from opinion, Introduce Research skills, discuss source quality. Sample Annotated Bibliography, citations refresh, CT 8: Evaluating Language choice, Work time for all essays

\*Reading- TLB 7-12

6/5: Journal 6, discuss TLB 7-12, CT 9: Recognizing common rhetorical devices- Irony, paradox, satire, overstatement/understatement, introduce classical method of argumentation, work time essay 2/annotated bibliography

\*Reading- TLB 13-18

6/6: Journal 7, discuss TLB 13-18, CT 10: Identifying Logical Fallacies, introduce Rogerian method of argumentation, Workshop Rhetorical Analysis Essay. Work time for Rhetorical Analysis Essay. **Rhetorical Analysis Essay due Friday, 06/07 by midnight.**

\*Reading- TLB 19-24

Week 3:

6/10: Journal 8, discuss TLB 19-24, Sample Essay 2, Introduce Toulmin method of argumentation, work time annotated bibliography/essay 2

\*Reading- TLB 25-27

6/11: Journal 9, discuss TLB 25-27,introduce 8 types of evidence, **Annotated Sources due by the end of class. Annotated Bibliography due by midnight tonight.**

\*Reading- TLB 28-30

6/12: Journal 10, discuss TLB 28-30, Argumentation Activity. Work time Argumentative Research Essay

\*Reading- TLB 31 & 32

6/13: Journal 11, discuss TLB 31 & 32, Workshop Argumentative Research Essay. Work time for Argumentative Research Essay. **Argumentative Research Essay due Friday, 06/14 by midnight.**

Week 4:

6/17: Journal 12, Introduce Book Report, Sample Book report, introduce Literary Analysis

6/18: Journal 13, Work time Book Report, Literary Analysis practice

6/19: Journal 14, Work time Book Report, Literary Analysis citations

6/20: Journal 15, discuss TLB, Workshop Book Report. Work time for Book Report. **Book Report due Friday, 06/21 by midnight.**