**English 3 (52463): Critical Reading and Writing**

Instructor: Robert Howell

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Office Hours: By appointment

Course Time and Location: Online, Asynchronous

Add/Drop: 05-29/06-05

Course Units: 3

**Required Texts, Materials and Expenses**

* Huxely, Aldous, *Brave New World,* online pdf available for free.
* 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* isdesigned to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH, English 3 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. (A, CSU-GE, UC, I) (C-ID ENGL 105)

**Course Outcomes**

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

ENGL-3 SLO1: Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes: a 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; illustrates 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 other's 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 point-of-view; 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

ENGL-3 SLO2: Demonstrate an ability to 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.

ENGL-3 SLO3: Be able to communicate issues, supporting their comments with reference to texts or other materials, in class (and/or group) discussions.

**Course Objectives-**

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 of in-text citations and a works cited page; illustrates appropriate and purposeful use of quotations; employs causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose; employs an annotated bibliography of multiple sources; differentiates plagiarism from cited source material and correctly employ in-text citations; locates logical fallacies in others’ writing and avoid them in their own writing; matches details to main point and with complex analysis; recognizes errors and revise compositions; demonstrates awareness of third person/universal and of a scholarly audience; applies controlled and sophisticated word choice; and recognizes and employs 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; recognizes the difference between valid and sound arguments and invalid and unsound arguments; classifies deductive and inductive language; recognizes factual statements from judgmental statements and knowledge from opinion; proposes logical inferences from information presented; identifies and employs denotative and connotative aspects of language.

3. Be able to communicate analysis/synthesis through class (and/or group) discussions

**Course Outline-**

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.

**Work of the Course**

Reading: The primary text for this class will be Aldous Huxley’s *Brave New World*. This Science Fiction text will help us to consider several critical issues in society today including drug use, automation, government oversight, and community responsibility. 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 our virtual class on the discussion board. 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 two 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

Other Assignments:

Journals: 75 pts A = 100-90%

Workshops: 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: 560 pts

**Course Policies**

Attendance:

Attendance Policy: Due to the online nature of the course, attendance will be taken through participation on the discussion board. You will have to post on each discussion prompt (4 per week) and reply once to another student for each prompt to receive attendance credit. Students that do not participate in any discussions throughout the course of one week will be dropped.

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.

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.

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 share a copy of their rough drafts with a partner. Workshop is useful for the following:

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 the writing of others

5. Receive and give direct feedback on essays for how to meet guidelines and improve

Not participating in 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 through our online portal. 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 20-

Week 1:

Session 1: 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

Session 2: Journal 2, CT 2: Inductive & Deductive Arguments, Domains of Discourse, Paragraphing Strategy: Claim, Proof, Analysis. Discuss Visual Rhetoric. pathos;ethos;logos, Workshop Partnering.

Session 3: 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. Workshop Partnering.

Week 2:

Session 1: Journal 4, CT 5: Drawing inferences from available data, CT 6: Recognizing Denotative and Connotative Language. Introduce *Brave New World.*

\*Reading- BNW 1-2

Session 2: Journal 5, discuss BNW 1-2, CT 7: Distinguishing fact from judgment and knowledge from opinion, CT 8: Evaluating Language choice

\*Reading- BNW 3-4

Session 3: Journal 6, discuss BNW 3-4, CT 9: Recognizing common rhetorical devices- Irony, paradox, satire, overstatement/understatement

\*Reading- BNW 5-6

Session 4: Journal 7, discuss BNW 5-6, CT 10: Identifying Logical Fallacies, Workshop Rhetorical Analysis Essay. **Rhetorical Analysis Essay due Saturday, 06/06 by 11:59 PM.**

\*Reading- BNW 7-8

Week 3:

Session 1: Journal 8, discuss BNW 7-8, Introduce Argumentative Research Essay, Introduce Research skills, discuss source quality, citations refresh, Sample Essay 2, Introduce classical method of argumentation,

\*Reading- BNW 9-10

Session 2: Journal 9, discuss BNW 9-10,Introduce Annotated Bibliography, Sample Annotated Bibliography

\*Reading- BNW 11-12

Session 3: Journal 10, discuss BNW 11-12, Argumentation Activity. Introduce Rogerian method of argumentation,

\*Reading- BNW 13-14

Session 4: Journal 11, discuss BNW 13-14, **Annotated Sources and Annotated Bibliography due Saturday by 11:59 PM.**

\*Reading- BNW 15-16

Week 4:

Session 1: Journal 12, discuss BNW 15-16, Introduce Toulmin method of argumentation

\*Reading BNW 17-18

Session 2: Journal 13, discuss BNW 17-18, Outlining for Argumentative Research Essay

Session 3: Journal 14, Body Paragraphing activity for Argumentative Research Essay

Session 4: Journal 15, Workshop Argumentative Research Essay. **Argumentative Research Essay due Saturday, 06/20 by 11:59 PM.**