

# Syllabus for English 3-51224

Critical Reading and Writing--FALL 2022

MW 10:00 a.m. - 11:15 a.m. in PHY-75

Instructor: Elaine G. Stamper

RWC tutors working with my classes: Hannah Kleinkramer, Jann Rodriguez, and Audrey Bergen



The information contained in this syllabus is intended to be useful to you and to help you succeed. Please be sure to read it carefully and refer to it throughout the semester.

## Contact information:

**E-mail address:** [elaine.stamper@reedleycollege.edu](mailto:elaine.stamper@reedleycollege.edu). Please write "English 3" in the subject line of all e-mails to me. (Note: Using Canvas Inbox usually works best for both you and me.)

### Office Hours:

Mondays and Wednesday in Faculty Annex 4, 2:00 p.m. - 3:00 p.m.

Tuesdays via Zoom, 11:00 a.m. - 1:00 p.m.

Thursdays via Zoom, 11:00 a.m. - 12:00 noon.

- I have posted a map and a short video on Canvas to show you where my office is on campus.
- You are always welcome to email me to make an appointment for a different day and time. If I can accommodate you, I will.
- I do check my emails regularly (you're never bothering me), and I will almost always respond quickly.
- In general, I will not respond to emails on Saturdays since I need one day a week to grade and to plan and—gasp!—have a life. 😊
- I will be out-of-town and mostly unavailable from Thursday, 9/29, through Monday, 10/3. You will still have assignments on those days and should contact me before Thursday or a tutor during that time if you have questions or problems.

## Required Texts and Materials:

1. *Everything's an Argument*, 8<sup>th</sup> edition, by Andrea A. Lunsford and John J. Ruskiewicz.
  - Please make sure that you get the 8<sup>th</sup> edition. Either the physical copy or an electronic

version is acceptable, as long as you can annotate the reading.

- You will need to be able to annotate (highlight and write comments in) the pages of the book. Using sticky notes is fine, but taking notes on a separate sheet of paper is not acceptable. If you have a digital copy, make sure that you are able to make annotations.
  - If you buy a used copy, please make sure that it is a clean copy (no notes or highlighting).
2. A variety of assigned articles that will be posted on Canvas; you will need to annotate, either electronically or on a printed copy, all readings.
  3. A binder for organizing class notes and anything you choose to print out.
  4. Sticky notes such as Post-Its for taking notes in the books.
  5. Consistent and reliable access to the Internet and a dependable computer or laptop. You must use Microsoft Word. (Word 365 is available for free for all SCCC students.)
    - If possible, please bring a laptop to class.
  6. A USB flash drive or access to a cloud service such as Dropbox (not Google Docs) to save the work you do.
  7. I recommend that in addition to consulting handouts on Canvas regarding MLA format and citations, you use two online resources: [Purdue Owl MLA](#) and [EasyBib](#) (or you can use [Knight Cite](#) or a similar citation generator if you prefer).

**NOTE: You will need to have all of the required course materials by the end of the second week. Students who don't have the materials by then will find it difficult to be successful in the class and may be dropped.**

## Course Description

English 3 is 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.

**Our class is a face-to-face class, which means that we will be meeting on campus every Monday and Wednesday.**

- Since we don't have student computers in our classroom, if you have a laptop, please bring it to class. Please make sure that your laptop is fully charged since we may not have enough outlets in the classroom. I will bring some extension cords.
- My office hours are optional, but you are strongly encouraged to come see me to talk about assignments or just to say hi and tell me about yourself.
  - Although I always appreciate it when students have their cameras on during my Zoom office hours, having your camera on is never required. If you're just more comfortable having your camera off, that is absolutely fine with me.
- The course is set up in weekly modules, and you will need to complete the assignments in the regular modules in the given order. Each assignment is built on previous assignments, and each assignment is designed to help you to be successful with assignments that follow. Therefore, you will not be allowed to skip assignments or to jump ahead. If you have problems with or questions about this, please contact me and/or one of our tutors, and we will help you. I check Canvas Inbox

regularly (as you should do, too), and I will usually reply to you within a couple of hours (except for Saturdays). Please make sure that you check for a reply from me if you have emailed me. You will also be communicating with other students on weekly discussion boards and in peer reviews for essays.

## Writing Assignments

You will be required to complete three major projects during the semester:

- ❖ **Project #1** has two parts and takes place during the first two weeks of the semester. You will read and annotate a short article and attempt to "dig deeper" in your understanding of what might initially appear to be a straight-forward, black-and-white incident. For Part 1, you will write two "letters to the editor" of a hypothetical newspaper. For Part 2, you will use those ideas and feedback from me to write at least two drafts of an essay. All drafts must be submitted to Canvas by the specified deadlines.
- ❖ **Project #2** is a rhetorical analysis of an argument in the media. You can choose a Web site, a political speech, a political cartoon, a song or video clip, an ad or commercial, or a photograph. Your analysis should include references to types of arguments and possible logical fallacies that we will have read about and discussed. You are required to do some online research and to write three drafts, each of which must be electronically submitted to Canvas by the specified deadlines.
- ❖ **Project #3** asks you to write a 5-7 page research paper (RP) that examines a particular **hidden bias** AND argues for a change in the status quo. Your topic must be approved by me in advance, and your thesis must be supported by academic sources from databases. (We will go over this in class.) Requirements include short in-class and out-of-class writing assignments, a preliminary annotated bibliography (AB 1.1), and a final annotated bibliography (AB 1.2), as well as peer reviews and three drafts of the RP.

## Class Policies and Procedures

### ATTENDANCE and DROPS:

- Attendance is not graded, but please note that absences will in all likelihood result in your not understanding the assignments and therefore doing poorly in the class.
- If you test positive for Covid, please follow the [college policies](#) including contacting me, [reporting your illness to the nurse](#), and not coming to class until you test negative. (As necessary, I may update this information and will include it on Canvas.)
- You **will likely be dropped** from the class if you do not 1) complete all of the assignments in the first two weeks of class or 2) you do not complete all of the drafts required for Projects #1 and #2.
  - o Note that I say you will "likely" be dropped. If you contact me as soon as possible with a legitimate reason for not having done the assignment, I will consider the situation and let you know my decision. If you do not contact me, you will certainly be dropped from the course.
- Students who add or choose to drop the class are responsible for completing the process through Self-Service (formerly known as WebAdvisor). Students who do not add by Friday, 8/26, will not be able to add after that.

**PARTICIPATION:** This includes, but is not limited to, having the required materials, annotating all readings, taking notes, completing all assignments, contributing to discussion board prompts in a thoughtful manner, and completing peer reviews. I will also take into consideration if you have communicated with me or with a RWC tutor about your writing. Students learn not only from the instructor but also from each other. So, be sure to do all of the assigned work and to interact with other students in the class in a meaningful, useful way. (Even asking questions about something that you don't understand is useful to others. You are almost certainly not the only one who has a question.) All of us are looking forward to hearing your ideas and your

"voice."

**SUBMITTING PAPERS AND REVISIONS:** All writing assignments must be typed in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11-inch paper. In the upper left-hand corner, put your name, class (English 3-51224), instructor's name (Ms. Stamper), type of assignment and the draft number (example: Rhetorical Analysis 2.3), and date (example: 7 October 2022). Title your paper and center it above your text. See handout for sample and guidelines.

- ❖ **I reserve the right to refuse any paper that is not submitted in the proper format and/or does not meet other requirements.** I have the option of accepting re-submitted papers and assigning a grade penalty. There is no guarantee that I will do this, and you must discuss it with me first.
- ❖ I will not accept an essay that has been typed on Google Docs. You can access free Word 365 through your school e-mail account. Need help with this? Ask Hannah, another student, or me during my office hours.

## LATE WORK:

All assignments are due either by the start of class or by 11:59 p.m. on the date indicated. Don't wait until the weekend to begin the work or you will run out of time.

- ALL assignments for the course are required (even the "small" ones). You may not skip anything.
- Give yourself enough time to complete the assignment and to submit it. All assignments need to be submitted to Canvas; I'm unable to assign grades to assignments that are emailed. If you run into problems, let me know as much in advance as possible.
- Having a crisis? Email me as soon as possible. I can't guarantee that I can solve your problem, but I will always listen and, whenever possible, try to help you. I can be a little flexible about late work, but you need to communicate with me about the situation, and not make turning in work late a repeated occurrence.

## ACADEMIC DISHONESTY:

- Any student caught cheating, copying, or plagiarizing others' work will be subject to academic sanctions, including but not limited to receiving an 'F' on the assignment or in the course. If you are in any doubt as to what plagiarism is, check with me. We will discuss this further in class. (Note: I use turnitin.com.)
- Please note that you will not be allowed to turn in previously submitted work for any assignment in this class. That means that you can't "recycle" a speech you gave or a paper you wrote for another class. If you are repeating my class, all of the work that you turn in for this semester must be new.
- You are encouraged to get help on your writing from me, a tutor from the Reading & Writing Center (RWC) or the Tutorial Center, and your classmates in this class. **No one else—not your parents, siblings, boyfriend, girlfriend, former teacher, ex-boyfriend or ex-girlfriend, siblings' boyfriend or girlfriend, siblings' ex-boyfriend or ex-girlfriend, or your dog—may help you with any of your papers.**

## STUDENTS WITH DISABILITIES:

*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 ABLÉ (formerly DSP&S) at (559) 638-0332 or visit [their website](#) for more information.*

## Some Important Points:

- Please check Canvas every day. Make sure that you receive Canvas notifications when I send you announcements or e-mails. If you don't know how to do something related to technology, you can get help from me, a RWC tutor, or [Tech Services](#).
  - Please contact me by [e-mail](#) or through Canvas Inbox if you have any problems or questions about anything. If you have not heard back from me in 24 hours, please check to make sure that I received your message. If you write to me, be sure to check for my response to you.
- Please keep flash drive copies of all work submitted to me. As you know, sometimes things go wrong with electronic systems. Protect yourself by keeping everything until the course is finished and your final grade has been recorded.
- Be appropriate, professional, and kind to me, to others in the class, and to yourself.
- Remember that other people's experiences may be different from your own and that we all, including me, sometimes need to set aside a tendency to be judgmental. Tell me (or a tutor) if there is ever any communication (in class or online) that makes you feel uncomfortable. Repeated incidents of any behavior deemed to be rude or disruptive will result in that student being reported to the Dean of Students.
- My job is to help you to read and write more critically (more carefully and more deeply) and to be more successful in other classes. I really care about my students and will do whatever I can to help you. Let's work together to help you succeed!

## Tips for success this semester:

1. Know your resources
  - Tech services, RWC, smarthinking, counseling and psych services, Canvas Inbox, etc.
2. Manage your time well
  - Plan to spend approximately six hours a week doing course assignments.
  - Don't wait until the day an assignment is due to begin working on it. You won't have enough time.
  - Whatever assignment you're working on will likely take longer than you thought because of technical glitches, uncertainty about the assignment, because it's college, not high school, etc.
  - Use whatever works for you to help you with getting things done: reminders on your phone, a paper calendar, sticky notes, etc. You must do more than rely on your memory and hope for the best.
3. Communicate, communicate, communicate
  - with me. (If I don't know, I can't help you; I can't always say "yes," but I will consider requests, and I may have options you haven't thought of)
  - with our tutors, Hannah, Jann, and Audrey. (They love to help students and are very good at their job!)

- with your classmates; not only do they often have answers to your questions, but you'll feel less alone. Furthermore, you can help someone else with their questions, too, which can be surprisingly rewarding.



| Course Assignments (subject to change)  | Points Possible    | % of Final Grade |
|---|--------------------|------------------|
| <b>Project #1: Topless Gardener</b>   | 200 points         | 20%              |
| <ul style="list-style-type: none"> <li>Part 1 = 40 pts.</li> <li>Part 2 = 150 pts.</li> <li>Works Cited page = 5 pts.</li> <li>Smarthinking.com submission = 5 pts</li> </ul>   |                    |                  |
| <b>Project #2: Rhetorical Analysis</b>  | 250 points         | 25%              |
| <ul style="list-style-type: none"> <li>One or two rough drafts = 50 pts total</li> <li>Final draft of essay = 200 pts.</li> <li>Includes Works Cited and smarthinking.com submission</li> </ul>                                 |                    |                  |
| <b>Project #3: RP and AB</b>  | 400 points         | 40%              |
| <ul style="list-style-type: none"> <li>Annotated Bibliography first draft (AB 1.1) = 50 pts.</li> <li>Annotated Bibliography final draft (AB 1.2) = 100 pts.</li> <li>Final draft of research-based essay = 250 pts.</li> </ul> |                    |                  |
| Discussion Board Posts  | 50 points          | 5%               |
| Quizzes and miscellaneous   | 50 points          | 5%               |
| Final Exam  | 50 points          | 5%               |
| <b>TOTAL</b>  | <b>1000 points</b> | <b>100%</b>      |

## GRADING

A = 100-90 excellent

B = 89.99-80 very good

C = 79.99-70 average

D = 69.99-60 needs improvement (not passing)

F = 59.99-0 fail (not passing)

- I don't round up.
- I'm happy to talk to you about your assignment grades (Why did you get the grade that you did? What can you do to improve your grade?), and if I've made a mathematical error, I will correct it; however, I am unable to negotiate your grade with you at any point in the semester.
- If you care about your grade, do something about it EARLY in the semester: Do all of the work, check your grade on Canvas, re-read my comments on your papers, arrange to talk with me, talk to our class tutor, and meet via Zoom with a tutor from the Reading/Writing Center. In a nutshell, put your best effort in and communicate with me.

# Important Dates:

## Week 1: Monday, 8/8

- Fall 2022 semester begins

## Week 2: Friday, 8/19

- Last day to drop with a full refund

## Week 3 : Friday, 8/26:

- Last day to register for/add a Fall 2022 full-term class in person

## Week 4: Sunday, 8/28

- Last day to drop a Fall 2022 full-term class to avoid a “W”

## Week 5: Monday, 9/5:

- Labor Day Holiday (no classes; campus closed)

## Week 8-9: Thursday, 9/29-Monday, 10/3:

- I will be out-of-town and mostly unavailable during this time. Any assignments due at the weekend will still be due. Although you will not come to class on Monday, you will still have an assignment to complete.

## Week 9: Friday, 10/7:

- Last day to drop and receive a “W.”

## Week 14: Thursday, 11/11

- Veteran’s Day (no classes; campus open)

## Week 16:

- November 24-25 (Th-F) Thanksgiving holiday (no classes held, campus closed)
  - Note well: There is no “Thanksgiving week” as there is with K-12; we will only have Thursday and Friday off from school (and I will avoid giving you any assignments over the long weekend).

## Week 18: Monday-Friday

- Fall 2022 final exams week (You will only need to attend our **2-hour final exam**, which is required; there is no class for us on Wednesday):

**English 3-51224 (MW 10:00-11:15 a.m.) = Monday, 12/5, 10:00 a.m. – 11:50 a.m., PHY 75**

## Course Objectives

These objectives 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. At the end of the course, students will be able to:

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 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.

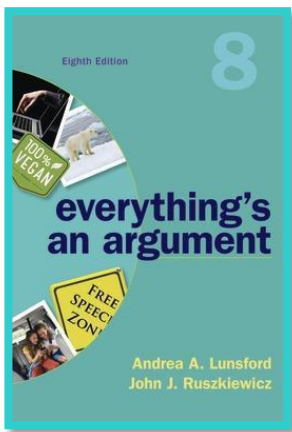
3. Be able to communicate analysis/synthesis through class (and/or group) discussions

👉 **Important points about the course:**

Throughout the semester, we will be reading, researching, and engaging in class discussions about topics that may be controversial.

- Students who remain in the class must be willing to at times question their own beliefs, and they must be sensitive to other people in the class during class discussions.
- If you have a concern regarding anything in the class, please talk to me (by email, on Zoom, or face-to-face) about the issue.

**Required textbook**



**Me**



**Hershey**

