

# Syllabus for English 3-53638

Critical Reading and Writing—Online Course

SPRING 2022

Instructor: Elaine G. Stamper

Tutors available to you: Hannah Kleinkramer, Yuritza Neri, and Jann Rodriguez



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.)

## Communication and Office Hours:

- Mondays, Wednesdays, and Thursdays, via Zoom: 11:00 a.m. - 12:00 noon
- Tuesdays, **on campus in Faculty Annex 4 AND via Zoom:** 10:00 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. 😊

## 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.

- 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.)
  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 Friday, 2/25. 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 asynchronous, which means that there are no required face-to-face or Zoom meetings.**

- This class officially begins on Tuesday, 2/22. (Friday, 2/18, and Monday, 2/21, are holidays observing Presidents' Day.)
- I will have Zoom office hours as well as in-person office hours on Tuesdays only.
  - My office hours are optional, but you are strongly encouraged to come see me to talk about assignments or just to introduce yourself.
  - Although I always appreciate it when students have their cameras on during my 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.
- Although this is a 12-week class, please understand that you will still have all of the work that you would normally do in a full-length, 18-week class. That presents a challenge for you and for me. As a result, I have prepared the schedule in this way:
  - The work for the week will be due at 11:59 p.m. on Wednesday, Friday, Saturday, and Sunday.
  - 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.
  - Most modules will also have a "pre-module." All pre-module assignments are due no later than Wednesday of that week; unlike the work assigned in the regular module, you will be able to access the assignments in the pre-modules in advance and complete them in any order that you like.

Even though we won't be meeting in person, you will hear from me a lot. I send out announcements at least once a week, and you will be watching recordings from me that explain concepts and assignments. 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:

- Even though we will not be meeting face-to-face for this course, “attendance” in the class is essential for your success. Your attendance is determined by your timely completion of weekly assignments.
- 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.
  - 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 Web Advisor. Students who do not add by Sunday, 3/13, 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 3-53638), instructor's name (Ms. Stamper), type of assignment and the draft number (example: Essay 2.3), and date (example: 6 February 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, is not submitted promptly by the deadline of 11:59 p.m., 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 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.
- I use a Time Bank system for late work. You may use up to three days from your "bank" during the first nine weeks and up to three days during the second nine weeks of the semester. More information about the Time Bank is given on Canvas.
- 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.

## 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, or Linda Reither (the Learning Specialist), 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 Disabled Student Programs and Services (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 others during Zoom meetings and on discussion boards. 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 online communication 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. Understand that coursework for an online class is not "homework"
  - Plan to spend at least 6-8 hours a week doing the work.
  - Don't wait until the day an assignment is due to begin working on it. You won't have enough time.
  - Assignments in an online class include the work that you would be doing in a classroom setting. Therefore, it's necessary to complete everything. Missing an assignment is like missing a class (or two or more), and it will affect your success and your grade.
3. It takes longer than it takes
  - 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.
4. 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 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.
5. Have a plan
  - Use whatever works for you to manage your time--reminders on your phone, a paper calendar, sticky notes, etc.--but you must do more than relying on your memory and hoping for the best.

<b>Course Assignments (subject to change)</b>	<b>Points Possible</b>	<b>% of Final Grade</b>
<b>Project #1: Topless Gardener</b>	200 points	20%
<ul style="list-style-type: none"> <li>• Article annotation = 5 pts.</li> <li>• Part 1 = 30 pts.</li> <li>• Part 2 = 150 pts.</li> <li>• Works Cited page = 5 pts.</li> <li>• Smarthinking.com submission = 5 pts.</li> <li>• Meet with me via Zoom and/or with an RWC tutor = 5 pts.</li> </ul>		
<b>Project #2: Rhetorical Analysis</b>	250 points	25%
<ul style="list-style-type: none"> <li>• Two rough drafts, 25 pts. each (= 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 7 (Module 1): Tuesday, 2/22:**

- English 3 (12-week session) begins

## **Week 10 (Module 3): Friday, 3/11, and Sunday, 3/13:**

- Last day to add this class and to drop without a “W” (Friday in person, Sunday via WebAdvisor)
- Sunday, 3/13: Daylight Saving Time ends

## **Week 13 (Module 7) : Friday, 4/26:**

- Last day to drop and receive a “W.” Letter grades (A-F) are assigned after this date.

## **Week 18 (Module 12): 12/6-12/10:**

- Your final for English 3 will be due Wednesday, 5/18, 11:59 p.m.

## 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.

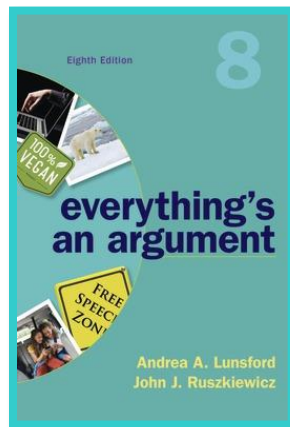
3. Be able to communicate analysis/synthesis through class (and/or group) discussions

## 👉 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 anything in the class, please talk to me (by email, on Zoom, or face-to-face) about it.

### Required textbook



Me



Hershey

