

REEDLEY COLLEGE
ENGLISH 3:
CRITICAL READING & WRITING

THEME: CONSTRUCTING NATURE

INSTRUCTOR CONTACT:

Eileen Apperson
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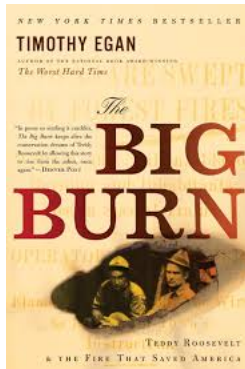
“It is our collective and individual responsibility ... to preserve and tend to the world in which we all live.”
—Dalai Lama

English 3 Catalog Description: “Designed 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.”



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.

Required Texts/Materials:



Required: Egan, Timothy. *The Big Burn: Teddy Roosevelt and the Fire That Saved America*. Mariner Books: Boston, 2010. *This is the One Book/One College selection for 2021-2022. Timothy Egan will be at Reedley College on March 10, 2022. Pick up your free copy of this book at the RC Bookstore.*



Required: Download your free version of Office 365. All work must be completed in Microsoft Word. Google Docs IS NOT ALLOWED.

What it takes to succeed in this English 3 class:

- Possess curiosity and practice inquiry.
- Judiciously enter the academic conversations presented.
- Read all announcements.
- Read instructions carefully and complete assignments in order.
- Come to office hours and seek tutoring.
- Be attentive to good writing and reading habits.

YOU POSSESS ALL THESE SKILLS! BE SURE TO PRACTICE THEM.

Due Dates and Due Date Policy: Discussion forums, reading assignments, written assignments, papers, etc. are due on **Sundays by midnight** unless otherwise instructed. Assignments will usually be made available by noon on Friday for the following week, providing more than one week to complete assignments. Assignments are due before the due date. It is in your best interest to complete assignments early in the week, especially in responding to discussion forums. If you have a situation that is out of your control, you may email me with an attached Late Written Assignment Request (see below), as I do understand that life happens. Why a strict late assignment policy? To reinforce responsibility and time management skills needed in academics and the real world.

Late Written Assignment Request: You may submit an assignment late based on your written Late Written Assignment Request. Your request may be granted depending on the quality of your appeal. In your request you must:

- ✓ Identify the single assignment you are requesting an extension for.
- ✓ Explain the circumstances that prohibited you from submitting this assignment on time (do not reveal inappropriately personal information).
- ✓ State your argument for why this extension should be granted.
- ✓ Provide a specific deadline for submission that you will adhere to.
- ✓ Provide a completion strategy (reviewing lecture materials, conducting research, meeting with a tutor, etc.) that you will complete in meeting this deadline.

Your request should be no fewer than 100 words and in MLA format. Your writing, a presentation of you, should be proofread and generally free of errors. No deadlines may be past the last day of instruction for the semester (the Friday before finals week). This Late Written Assignment Request cannot be granted to discussion forums.

Participation: Class participation is vital. Since weekly writing and discussion forums are required, you need to keep a calendar and stay organized. It is a good idea to check Canvas and email daily, not only on days you are downloading assignments and uploading work. Set your Canvas notifications to be notified of announcements immediately. Announcements will contain additional lecture and assignment materials.

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, proofreading and correcting sentence level errors accordingly. Compose in Word and copy/paste your work.

Reading Assignments: Be prepared: we will be reading a large amount of text every week. Annotate and take notes accordingly. You may be asked to show your annotations or notes at any time, so I may better help you with proper note-taking or annotating skills.

General Writing Assignments: This class requires the completion of various graded writing assignments. All assignments must be completed within the timeframe provided.

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. If you have any concerns with any of these writing conventions, please meet with me and/or seek help in the Reading & Writing Center PRIOR to an assignment's due date.

Revisions of Written Work: Academic writing assignments (except for the final assignment) are revisable once for a possible increased grade. To revise, you must first meet with me regarding the paper. You may be asked to also meet with a Reading & Writing Center before I will accept a revision. This helps ensure you understand comments for revision and help you receive your best grade possible.

Students actively enrolled in the Reading & Writing Center, attending regular group tutoring sessions may bypass meeting with me and automatically be able to submit a revision. You may submit one revision of an academic writing assignment. Why revised only once? So that you make smart, critical decisions on the content of your work after coming to office hours and 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 routinely used for all academic papers.

The following is taken from 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, do not 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 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.

Successful students do the following:

- Follow their instructor's instructions and pay close attention to the rubric requirements.
- Seek assistance from the Reading & Writing Center
- Ask their instructor for guidance during his/her office hours, or ask for an arranged time
- 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. Not complying with creating a positive atmosphere 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, 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 are available on Canvas. If extra credit is available, points will be placed in the Participation portion of the final grade. Extra credit points may only increase an already passing grade and may not be used to pass the class. **Additionally, your academic writing grade must be passing (70%) to receive a passing final grade for English 3.**

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.

Use of Student Work: The instructor reserves the right to anonymously use and share examples from students' submitted work for instructional purposes.

All policies, assignments, and weight of graded assignments are subject to change and may be modified at any time to create a positive learning environment.

Percentages are as follows:

Academic papers grade=80%*
25+ pgs. (number, length, and revising varies)
General writing assignments grade=15%
20+pgs. Weekly responses (posted to discussions)
4+pgs. Prospectuses for various assignments
Participation=5%
20+pgs. 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

*** Again, your academic writing grade must be passing (70%) to be eligible to pass this class.**

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:

1: 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.

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

ENGLISH 3 SCHEDULE—SPRING 2022

This is an outline of general, not specific, assignments.

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

Week Zero	Syllabus; Reading & Writing Center enrollment; Course preparation, including English 1A review
Week 4	Critical Reading and Writing, an Overview of Argument; Media Bias; Article search/posting
Week 5	Argument Theory and Strategies; Rhetorical Analysis assigned
Week 6	Critical Readings assigned
Week 7	Rhetorical Analysis due
Week 8	Part One: <i>The Big Burn</i> part 1 due; Paper 2 assigned
Week 9	Part Two: <i>The Big Burn</i> part 2 due;
Week 10	Part Three: <i>The Big Burn</i> part 3 due; annotated bibliography due
Week 11	Argument review; paper proposal due
Week 12	Paper 2 due
Week 13	“Wilderness Letter”; Paper 3 assigned
Week 14	Paper 3 proposal due; Final project assigned
Week 15	Annotated Bibliography due
Week 16	Final project Proposal due
Week 17	Final project due; Revisions due
Week 18	Final