**Reedley College**

Fall 2023 English 3

English 3: Critical Reading and Writing 9-weeks

Physical Science 75 M/W 1-2:30

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| Professor Anya Connelly |  |
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| Here are the textbooks you will need this semester. Rent these books for a cheaper cost at the Reedley College Bookstore, or buy them used from Amazon. |  |

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elcome to English 3. The purpose of this 9-week class is to further develop the critical thinking, reading, and writing skills you mastered in English 1A. This course relies on collaboration with others and the social construction of knowledge. This means that we’ll work together on all aspects of thinking, reading, writing, and research. This class provides a mixture of informal and formal writing assignments as well as various forms of group work, all of which are designed to meet the learning outcomes for the course. Finally, the course culminates with the submission of an Annotated Bibliography and Research Essay.

# Course communication policy

My preferred method of communication is email. Please include your name and what class you are enrolled in (Name of class and section number) in the subject of your email. I will respond Monday through Friday between the hours of 7:00 am and 7:00 pm. If you email me during this time frame, please allow 24 hours for a response. If I do not respond within 24 hours, please don’t hesitate to send the email again. Also, I am happy to answer any questions that you may have during my Zoom office hours. These office hours provide a wonderful opportunity to have a chat and have your questions answered. I will send a link to my Zoom office hours in an announcement every day I have office hours. You will need to log into our Canvas shell to view the link and reach me. Please click on this link and set up your [Zoom](https://www.reedleycollege.edu/covid-19/online/online-information-center.html) account during Week 1. Creating an account is completely free of cost.

Please consider using our course Q&A board for general questions that are not time sensitive. Feel free to help your classmates and answer their questions if you know the answer. Let’s collaborate and support each other.

# Attendance and drop policy

Your participation matters! Remember to keep in mind that this is an online class and simply logging into Canvas is not enough to be marked present. This means that you need to complete weekly assignment as well as the essays. If you do not post and contribute to the weekly assignments and discussions boards, you will be marked absent for that week. During the first week of class you must complete the following assignment to stay enrolled in this course. **Failure to complete this assignment will mean that you will be dropped from this course:**

**1.Module 1 Quiz**

# Late Work policy

Instead of accepting Late Work, I have created Amnesty and Second Chances.

I do not accept any late work in my class. The due dates for my essays and assignments are firm, and all of the week’s work will be due each Friday at 11:59pm. You will be responsible for completing 18 Modules this semester in our Canvas shell. Each Module will have various assignments, readings, and videos. You will be able to work on one Module at a time at your own pace throughout the week, and the next week’s Module will post each Saturday at 11:59pm. I will reserve the right to extend deadlines if I feel the class needs more time. However, I do offer the following for my students because I acknowledge that sometimes we get sick, we forget something, or we just simply have a bad day.

1.I will drop your 2 lowest **homework assignments or Discussion posts** at the end of the semester. I will not drop essay grades. Please remember, the assignment that is due within the first week must be completed and cannot be dropped.

2.**If you receive a “D” or “F” on the Extended Argument Analysis OR the Logical Fallacy Essay,** you may revise the assignment and re-submit it to me for a new grade by November 1 as long as you attempted the assignment and turned the paper in.

# 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. PREREQUISITES: English 1A or 1AH. (A, CSU-GE, UC, I) (C-ID ENGL 105)

# Required Readings & Materials:

* *Logic and Contemporary Rhetoric* by Cavender (E-book is OK. Renting is OK. Whichever option is cheapest is fine by me. Also, feel free to get an older edition on Amazon.
* *Whistling Vivaldi* by Claude M. Steele (You can check out this book free of cost at the Reedley College Library circulation desk).
* Weekly Assigned Readings on Canvas (Free of cost)
* Binder or Notebook with paper
* Pens, pencils, and highlighters
* A flash/thumb drive to save your work.
* Internet connection

# Student Learning Outcomes:

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 at least at a “C” level (70%).

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 at least at a “C” level (70%).

SLO3: Be able to communicate issues, supporting their comments with reference to texts or other materials, in class (and/or group) discussions at least at a “C” level (70%).

# Course Objectives:

In the process of completing this course, you 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.

# Required Course Work:

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| 1. Class Participation 2. Weekly discussion posts, Weekly homework assignments 3. Unit Reflection papers & Timed Writing 4. Extended Argument Analysis 5. Logical Fallacy Essay 6. Annotated Bibliography & Research Synthesis Essay | Required  20%  10%  15%  15%  40% | 90 - 100% = A  80 -  89% = B  70 -  79% = C  60 - 69% = D  0 -  59% = F |

# Class Participation:

You will be successful in my class if you:

1. attend class regularly—not missing more than 2 weeks’ worth of assignments

2. meet due dates and writing criteria for all major assignments;

3. participate in all exercises and activities;

4. complete all informal, low-stakes writing assignments (e.g., Dialectical journal writing, annotating);

5. give thoughtful peer feedback during workshops (About 4) and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, online discussion boards);

6. sustain effort and investment on each draft of all papers;

7. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;

8. copyedit all final revisions of Essays until they conform to the conventions of edited, revised English;

9. attend online Zoom conferences with the teacher to discuss drafts;

10. submit your Timed Essay exercise

(adapted from Peter Elbow)

# Writer’s Workshops:

During Writer’s Workshops, you will get feedback from your peers on your drafts before you turn them in. There will be more information on this during the semester. Be prepared to share your writing with your classmates 😊.

Paper Format: All assignments and drafts must be typed in Times New Roman size 12 font, double spaced, and have your name, course, instructor’s name, and due date at the top of the first page. Don’t forget to number your pages. *Always remember to SAVE a copy of your work to a flash drive.*

# Digital Literacy:

Every assignment you will complete in this class will be due online and in Canvas. This means you must memorize your student ID and password so that you can sign in and submit your assignment. and essays, and how to locate important readings for this course.

Classroom Conduct:Since this is a collaborative, online classroom in which all are encouraged to participate and share thoughts, it is necessary that we treat each other (and your Professor) with respect. Any disruptive behavior will not be tolerated. You are expected to behave in a manner that is respectful to others and conducive to learning. You are expected to interact with each other respectfully and to work cooperatively and constructively in group and partner activities and assignments.

If the behavior becomes too disruptive, disciplinary steps will be taken, as per Board Policy 5550, “including but not limited to the removal, suspension or expulsion of a student.”

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

“Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off-campus.”

Plagiarism: Plagiarism refers to using a source of information of which you are not the author and not giving proper credit to the author. In other words, do not copy other people’s words and claim them as your own. You must properly cite any outside sources that you use in your writing. For a student tutorial on how not to plagiarize visit The Purdue Owl Online Writing Lab. If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. Additionally, a plagiarism report will be filed with the administration. Plagiarizing any part of the final portfolio will result in a failing grade.

Accommodations for Students with Disabilities: If you have a learning difference and require accommodations, please discuss your accommodation with me after class or during office hours early in the semester. Please, visit our DSP&S office if you are in need of academic accommodations. I cannot honor your accommodations if I am not aware of them. This means you need to advocate actively for yourself. Thus . . . if you have a verified need for academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible. Ask me for more information so that I may help you find the resources you deserve.

Writing Center: If you engage with the writing process, research proves that your writing will improve. We have a free, online resource at Reedley College called the Reading and Writing center that can help you develop paper topics, receive peer feedback, and get constructive criticism on your drafts. In my classes, I will offer up to 20 points extra credit, 5 points each visit, for having your work peer-reviewed at the Writing Center. This is an excellent way to boost your grade and reinforce the skills we will be developing in our class.