**Welcome to English 3 - Critical Thinking**

**~ Fall 2023 ~**

**Course Code: 55213**

**Instructor: K. Watts**

**Classroom: PHYS 75 Monday and Wednesday 11:30-12:45 pm Physical Science 75**

**Email: Contact through Canvas Inbox**

**Office Hours**: Monday Forum 8 1-2 pm; Tuesday Forum 8 12-2; Wednesday Forum 8 1-2; Thursday Zoom 3:00 pm-4:00 pm; Friday Zoom 2:00 pm-3:00 pm, and by appointment.

**Zoom Link:**[**https://scccd.zoom.us/j/94160419991**](https://scccd.zoom.us/j/94160419991)

**Course Description**

English 3 is a course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A. This course will focus on the development of logical reasoning and analytical and argumentative skills based primarily on works of non-fiction in a variety of media. Our task this semester is to first closely examine texts that will challenge you to think about and understand the powerful effects of rhetoric (spoken, written, and visual) on how humans think, speak, and interact with one another, and then to write three formal essays of increasing length and complexity. We will study a variety of texts, from novels and memoirs to op-eds and academic articles, short documentaries, films, and multimedia artworks with the focus on what the author/director/artist/photographer is *doing* and how this indicates the audience and the purpose of the text itself.  You will then use that information to substantiate and clarify your own ideas.  We will begin this process with Mary Louise Pratt's iconic essay "Arts of the Contact Zone" and Tommy Orange’s novel *There, There.*After this we will move on to John Berger's examination of how we "see" and Walker Percy's "The Loss of the Creature" which we will apply to Jordan Peele's *Nope*. We will finish the semester with an essay that makes a stand about the ethics of visual representation in our culture. Throughout the semester, I will be using the optional textbook *Everything's an Argument*by Andrea Lunsford as the source of formal argumentative terms and concepts. You will be writing essays that present arguments about the content of each unit.

**Course Schedule**

I post specific schedules for each unit one at a time. We spend approx. 4-6 weeks on each unit. The first few weeks will always be focused on reading, and the last week will be focused on writing. I reserve the right to make any changes to the schedule. If any changes are made, you will be notified immediately.

**Expectations**

**Prerequisites:**

As English 1A is a prerequisite for this class, I expect you to be completely familiar with MLA conventions-this includes formatting, the use and integration of quotations, and the assembly of both an annotated bibliography and work cited pages.  Assistance is also available through the Reading and Writing Center, or students can reference sites, such as Purdue OWL ([https://owl.purdue.edu/owl/purdue\_owl.htmlLinks to an external site.](https://owl.purdue.edu/owl/purdue_owl.html)) for information regarding MLA and standard writing practices required for this course.

**Technology:**

Always use Chrome as your browser. While your phone can show you some materials, many materials will NOT be available to you on your phone or in another browser. All uploaded documents MUST be in Microsoft Word. I will not accept Google Docs or any other format.

Please review the “How To” videos posted in the Week 1 module for valuable information including how to download a free version of Word.

**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 teaching you how to acquire the ability to achieve these outcomes. There are no assignments whatsoever in this class that could be deemed ‘fluff’ or ‘busy work.’

Upon completion of this course, students will be able to:

1. Write a synthesized and documented, critical analysis of at least 1500 words which includes:
   * 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 the correct use of in-text citations and works cited page
   * 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 others’ writing and avoid them in their own writing
   * details related to the main point and with complex analysis
   * evidence of self-editing for errors and revise compositions
   * use of third-person/universal
   * 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. 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 the information presented
   * Recognize denotative and connotative aspects of language
3. Discuss issues, supporting their comments with reference to texts.

**Required Texts and Materials**

In addition to the required texts listed below, there may be additional content or readings that will be provided via Canvas in the form of PDFs or digital media. Please be sure to thoroughly read announcements and the course calendar for detailed instructions regarding the reading materials required in each unit of this course. For students who are new to critical or argumentative writing, the text *Everything's an Argument*by Andrea Lunsford (ISBN 978-1319056278) can be purchased as a reference guide, but this text is NOT required for this course. Please see the list below for the required texts.

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| Amazon.com: There There (9780525436140): Orange, Tommy: Books | **There There**  ISBN: 9780525436140  Author: Orange  Publisher: Penguin Random House, Inc  Formats: PAPERBACK |
|  | **Ways of Seeing**  ISBN: 9780140135152  Author: Berger  Publisher: Penguin (c/o RH)  Formats: PAPERBACK  Copyright Year: 1972 |

**Communication**

Please always make sure to check both our course site and your district email for announcements as well as other essential course information. All emails should be sent using the Canvas email function. All emails should indicate both your purpose and class section in the subject line and begin with “Dear Ms. Watts….” Or “Hi Ms. Watts……” I will respond to your emails as soon as possible; however, if you email me late in the evening during the week (and sometimes after 8 is late for me!), don’t expect to hear back from me until the following day. Feel free to email any time of the day or night- I do not get email notifications, so you will not be waking me up if you email late at night. I will be available over the weekends, but not in the evenings. If you do not hear back from me within 24 hours, please resend your email as that would indicate a problem with your first transmission.  Please review the video "Using Proper and Professional Etiquette" presented by the Reading and Writing Center:

Below is the point breakdown for the class.  I am a reflexive instructor. This means if I think the class needs more time and more discussion or another response paper for a certain unit, I will make changes to this point total.

**Weekly Forums:** (Worth approx. 150 points)

The forums are a vital part of our class. I will post questions, activities that reinforce the work we have been doing in the classroom for that week.  Responding to the forums is worth 5-10 points per week. I will release the upcoming week’s assignments on the forums early Monday morning. Our week runs from Monday morning until Sunday at midnight. Initial forum posts are due by 6 pm Friday and peer responses are due by midnight Sunday. The forums are a place for you to talk to each other about the material of the class. Because of this, I require you to respond to two of your classmates for every posted assignment. When you respond to your classmates, try to extend the conversation as opposed to “That’s awesome!!” I post the assignments, but I do not participate in your discussion. The language you use on the forums can be a bit more informal than the language you would use in an essay; however, your grade will be affected by the use of ‘u’ or ‘i’, etc. If your post is under the required word count, your grade will be affected. **More importantly, if it appears you did not do the required reading or participate in the classroom work for the week, you will receive zero credit for the forum.** Finally, if you plagiarize or use AI for any part of a discussion board post, you will receive a zero for that week. If it should happen again, you will be reported to the Dean of Humanities (see Academic Honesty below for complete policy on plagiarism and cheating).

**Response Papers & Quizzes:** (Worth approx. 100 points)

You will have four response papers. These response papers will range anywhere from two paragraphs to two pages. They are assignments that teach you a specific skill like close reading or a specific rhetorical move like summary. Each response paper builds toward the essay for that unit. I will not accept late response papers for any reason. Approx. 10-20 points each.

**In class summaries: (**200 points)

**Talking Points:** Talking points are a way for every student to have a voice and also a way to generate discussion about class materials or current arguments in our culture**.** Talking points take place at the beginning of class. Students prepare a question for the class about our materials OR present an image-meme or photo or sentence from the public sphere. As long as you have prepared, you will not lose any credit. Talking points are a requirement of this class. If you are not prepared for your talking point or you are absent on your assigned, day, you will be docked 5 points. I am happy to reschedule if you contact me BEFORE class. We will be practicing talking points before they formally begin. Once our roster is finalized, who is assigned what day will be posted on the unit schedule. We go in alphabetical order.

**Major Essay Assignments:**

**Essay 1:**(Worth 100 points) Revision is allowed for Essay 1 as long as the essay is submitted on time and follows MLA formatting and meets the page minimum. It is up to you to contact me within one week after Essay 1 has been graded if you would like to revise the essay.

**Essay 2:**(Worth 150 points) Not eligible for revision.

**Essay 3:**(Worth 200 points) Not eligible for revision.

**Grading Scale: 90% = A; 80% = B; 70% = C; 60% = D, 50% = F**

**Tutoring and the Reading and Writing Center**

The Reading and Writing Center is located in the library. It is also accessible virtually through their Canvas Course Site: students must enroll (open enrollment at no cost) in this course to access the free resources and book appointments with peer tutors. Use this link to self-enroll in the Reading and Writing Center course now: [https://scccd.instructure.com/enroll/LN9B8C](file:////enroll/LN9B8C)

For more information about available services at the Reading and Writing Center or how to book an appointment with a peer tutor, please watch the two tutorial videos located at the top of the Helpful How-To Videos page located in the Student Resources module.

**Course Policies**

**Attendance:**

Attendance is mandatory. If you do not bring your required materials to class after the first week of the semester, you will be considered absent. Students with four or more absences will be dropped. Students who are more than ten minutes late will be considered absent. Students who are constantly on their phones will be considered absent.

**Late Policy**:

You will be docked one letter grade for every day your essay is late. After the third day, I will no longer accept your work. The final essay must be turned in by the due date with no exceptions. Weekends count as days. I do not accept late work for the quizzes, tests, worksheets, or forums. All assignments, except for the essays, are locked at midnight on the due date.

If for some reason you cannot access Canvas to post an assignment, wait a few minutes and try again. If Canvas is down for a substantial length of time, you may email the assignment to [kate.watts@reedleycollege.edu](mailto:kate.watts@reedleycollege.edu). I will record that you submitted the assignment on time; however, I will require you to submit the assignment to Canvas again as soon as it is available.

**Essay Revisions:**

You will have the option to revise Essay 1, and only Essay 1, if you met the basic requirements outlined on the assignment prompt, such as submitting your assignment on time, meeting the minimum page length requirement, and following standard MLA formatting guidelines. As part of the revision process, students will be required to meet with the instructor at least once to discuss the assignment; students will also be required to meet with a tutor from the Reading and Writing Center at least once for peer review. Students who meet these criteria will be able to submit their revised essay for grading; the grade of the revised essay will replace the grade of the first submission.

**English Department Lack of Effort Statement:**

Your instructors at Reedley College want you to be successful in your classes and therefore expect you to submit your best work. Successful students in reading and writing classes 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 poor effort in areas such as, but not limited to, following directions, meeting the minimum requirements, and basic skills; this paper will receive a failing grade.  Successful students do the following: follow their instructor’s instructions, pay attention to the appropriate syllabus and rubric requirements, attend class regularly, seek assistance from the Reading and Writing Center, and ask their instructor for guidance during his/her office hours DAYS BEFORE their paper is due.

**Extra Credit**

Extra credit will occasionally be available. One point of extra credit will be given to the student who first detects any error in my posted materials throughout the semester and emails me to point out the error. This includes typos. There will also be extra credit opportunities throughout the semester, such as special events or live readings, which will be announced as they become available. Instructions on how to earn the extra credit for these opportunities will be given when they are announced.

**Academic Honesty**

The Reedley College English department has a zero-tolerance policy regarding plagiarism. Plagiarism is defined on page 48 of the Reedley College Catalog as follows:

“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.”

If I determine you have plagiarized, I will refer you to the Dean of Humanities office for disciplinary action. Until you meet with the Dean once he has received the report, your account with the District will be frozen. You will receive zero credit for the assignment. This could result in a failing grade for the semester.

If I determine you have utilized AI, I will refer you to the Dean of Humanities office for disciplinary action, and you will receive zero credit for the assignment.

**Accommodations**

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 contact me **as soon as possible.**This is extremely important. Your need for accommodation MUST be verified by DSPS. If you produce verification of this information at the beginning of the semester any need for the extra time etc. will not be available to you retroactively.

**Canvas**

All course announcements, the course schedule, assignments, and your grades are available on our Canvas course site. It is the student's responsibility to stay engaged and up to date with the course.

**\*The instructor reserves the right to make changes to this material at any time. \***