



English 3: Critical Reading and Writing
Professor Tapia
Reedley College
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M, W, F: 2:00-2:50
Units: 4
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Image: Milo Winters. The Cock and The Fox. *Aesop for Children*

WELCOME TO ENGLISH 3!

χαίρετε ὦ μαθηταί (Hello students),

I look forward to working with you over the semester. I am a comparatist, a scholar whose research focuses on comparative studies of Greek and Latin literature, in particular beast-literature, a writing teacher, a writer, and a lover of animal stories. My teaching approach in all of my courses is to provide opportunities for you to engage the literacy work of folks in English Studies. It is an apprenticeship model: the assignments and tasks set you up to do the work of participants in the discipline, and all assignments work toward the final, culminating assignment so that there are no jump-through-the-hoop assignments. I also want to make sure this course is accessible for you and that you are learning from this course. Please come to me with any challenges or feedback so we can work together to make this course a positive experience for you.

How to be OKAY:

In case you have yet to notice, there is an ongoing global pandemic. I do not think any one of us is really “ok.” That said, if you are having trouble with the course because of life, I will NOT judge you or think less of you, with the hope that you will extend that grace to me. Some basic rules that I will honor during this dystopian semester: 1.) You NEVER owe me personal information about your health, whether mental or physical; you are always welcome to talk to me, however. 2.) I will try my best to direct you to the proper resources should I not be able to help; 3.) finally, if you need extra help, need to miss class, or even an extension, just ask. I will work with you. I promise – communication is key!

COURSE OVERVIEW

This course is designed to develop critical thinking, reading, and writing skills that go beyond the skills achieved in English 1A. This course will focus on the ubiquitous animal fable genre. In our cultural context, we often view fables as children’s literature, but for the people of ancient Rome and Greece, the fable served as an important tool for moral formation, education, and intersected quite frequently with politics and philosophy. As such, we will analyze the fables for their rhetorical and pedagogic “punch.” In order to take this course, you must have completed and passed English 1A or English 1AH.

REQUIRED COURSE MATERIALS

- *Aesop’s Fables*, Laura Gibbs (ISBN 0199540756), Oxford University Press; Reprint edition (June 15, 2008)
- *Rhetoric in Tooth and Claw: Animals, Language, Sensation*, Debra Hawhee (ISBN 022670677X) University of Chicago Press; Illustrated edition (June 11, 2020)
- Computer, with a Word Processor
- Notebook

COURSE SPECIFICS

Upon successful completion of the course, the student will be able to:

- A. 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 correct use in-text citations and a 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 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
- B. 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
- C. Discuss issues, supporting their comments with reference to texts

COURSE REQUIREMENTS

Assignments

Pre-Writing Activities for Essay 1	100 Points
Essay 1: Rhetorical Analysis (Draft)	100 Points
Midterm Exam	100 Points
Pre-Writing Activities for Essay 2	100 Points
Essay 2: Researched Argument (Draft)	100 Points
Final Portfolio	300 Points
Total Points Possible	800 Points

Pre-Writing Activities:

These will be series of activities that must be completed before you submit each rough draft.

Major Writing Projects:

In this course, you will write total of two (2) essays. All of your essays must adhere to proper MLA guidelines and must be typed. For each essay, you will receive a prompt that will outline the specific requirements for each essay. All rough drafts will be submitted via Canvas.

Midterm Exam:

This exam will be given during the ninth week of the semester. This exam will cover key rhetorical concepts we have encountered in our assigned readings and discussed in class, as well as various grammatical concepts. No textbooks can be used on this exam. You will be allowed to use a single flash card (one side only) for the exam. No study guide will be provided, but I will inform you of the specific concepts a week prior to the exam.

Final Portfolio:

The “Final Portfolio” is—you guessed it—the final assignment of the semester. In this assignment, you will revise both of your essays, based on the feedback I have provided to you, and do a reflection letter. A prompt will be posted on Canvas that will outline the specific requirements. *Nota bene:* you cannot pass this course if the “Final Portfolio” is not completed.

(UN)GRADING

In this course, I do not assign letter grades to your scaffolding exercises or rough drafts. Reason being, while grades may be a form of “feedback,” I find that they only cause students to stress out over making “perfect” essays. Writing, however, is a recursive process, one where mistakes are needed! Instead of assigning you letter grades on your assignments, I will provide you with feedback—lots of feedback—that you are expected to harness. You will be evaluated and graded based on your ability to use the feedback to elevate your writing during each phase of the writing process. Many students only focus on these arbitrary letter grades – I do not. My goal is for you to both pass the course and become a critical scholar in the process. When you turn in an assignment, it will be marked as “Complete” or “Incomplete.” You can assume, then, that if you did the assignment properly and to the best of your ability, *id est* “Complete,” you will receive full credit. That being said, I still hold you to academic standards, so do not do your work last minute. The only assignments which are traditionally graded in the course are the midterm exam and the Final Portfolio.

Grade Scale

A: 800-720

B: 719-640

C: 639-560

D: 559-480

F: 479-0

COURSE POLICIES

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.

Classroom Decorum

While I understand you are still in high school, I am going to treat this like any other college classroom setting. I expect that you do not use your cellphone during lecture, with the exception of looking something up that is relevant for class discussion. Do not engage in disruptive behavior. You are not permitted to record any of my lectures. I encourage you to work with your colleagues both in our designated group work and outside of class.

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.

Absences

Attendance/Participation: You must attend and participate in at least 87% of the class sessions. In a Monday/Wednesday/Friday class, **7 absences** constitute an automatic failure of the course grade.

Leaving class 15 minutes or more before class ends or coming to class 15 minutes or more after class starts constitutes an absence. For our class, attendance equates to participation, which means that you need to come to class with the homework done, and be prepared to participate in the activities of the class. This means if you come to class, but your homework is not done, it will count as an absence. Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence on each day there is a problem. If you are absent from class, it is your responsibility to check on announcements made while you are away. It is also your responsibility to make sure that your name appears on the daily attendance sheet each day that you do attend class.

Nota Bene: In accordance with university attendance policies for students participating in university-sanctioned events or military service, or illness due to COVID-19, the above

guidelines do not apply to those absences. In either case, the student is responsible for providing written notification of any absences during the first two weeks of class. This is to provide plenty of time for me to determine the best way for you to do all the required work on time and appropriately. Those schedules are not subject to change unless the supervising faculty member contacts me and verifies the purpose of any revisions or additions to your schedule.

Late/Missed Assignments

You will agree to turn in properly and on time all required homework listed in the tentative schedule below. Because your colleagues in class depend on you to get your work done on time so that they can do theirs on time, ***late assignments will not be accepted****.

Missed Assignments: Missed assignments are assignments that are not completed or are turned in after the late assignment deadline. After you have used your one “late assignment” pass, all additional assignments turned in incomplete, not on time, or otherwise not according to our guidelines are considered “missed assignments.” In order to meet our contract for a CR grade, you cannot have any “missed assignment.”

Incomplete Assignments: Incomplete assignments are ones that were completed on time but did not match the “spirit and letter” of the assignment in some way. When an assignment is incomplete, you will have 48 hours from the time you receive notice from me that the assignment is incomplete to revise and resubmit the assignment for no penalty. If you take longer than 48 hours, it will be a “missed” assignment.

- *Nota Bene:* sometimes, there are emergency situations when folks need to use or check their phone or have their phone on in class. If you have a situation where this is the case, please contact me before class to inform me of the situation.
- *Nota Bene:* Assignments not turned in because of an absence, either ones assigned on the schedule or ones

assigned on earlier days in class, will be late or missed (depending on when you turn it in finally, see the guidelines for late and missed assignments below).

Exception: You may turn in a late assignment ONE TIME (a max of 2 late assignments is possible; this is at MY discretion, though) during the semester. All “late assignments” are due 2 days after their initial due date (e.g. if the assignment was due on Tuesday, at 8am, a late assignment must be turned in by 8am on Thursday). *The exception is the Final Portfolio, which must be turned in on time.