

English 3 (59304): Critical Reading and Writing

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Office Hours: By appointment
Course Time and Location: 805 7:45-11:15 M-Th
Add/Drop: 06/14-07/13
Course Units: 3

Required Texts, Materials and Expenses

- Jon Krakauer, *Into the Wild* (Textbook from SHS Library)
- *Cereal is Soup* (PDF on Canvas)
- Additional essays, handouts, and articles will be provided for you on Canvas
- Computer access (smartphone and tablet access acceptable as well), pen or pencil, paper

Course Description/Overview

English 3: Critical Reading and Writing is 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)

Course Outcomes

At the end of English 3 successful students will be able to:

ENGL-3 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

ENGL-3 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.

ENGL-3 SLO3: Be able to communicate issues, supporting their comments with reference to texts or other materials, in-class (and/or group) discussions.

Course Objectives-

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 of 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

Course Outline-

A. Critical Thinking Strategies

1. reading for the argument
 - a. identifying purpose, thesis, premises, and conclusions
 - b. identifying unstated premises
2. identifying inductive and deductive arguments
3. evaluating arguments for validity and soundness
4. evaluating authority
5. drawing inferences from available data
6. recognizing denotative and connotative language
7. distinguishing fact from judgment and knowledge from opinion
8. evaluating language choice
9. recognizing common rhetorical devices
 - a. irony
 - b. paradox
 - c. satire
 - d. overstatement, understatement
 - e. pathos, ethos, logos
10. identifying logical fallacies including but not limited to:
 - a. faulty cause and effect
 - b. faulty either/or reasoning
 - c. faulty generalization
 - d. argument ad hominem

Students will be taught the critical elements and characteristics of argument. They will be taught to identify the components of an author's argument in nonfiction college-level readings from various disciplines. Students will be taught to recognize and evaluate written arguments, and they will then be expected to apply these critical strategies to assigned readings and to readings they select from outside sources for use in the development of their own writing. Students will read, discuss, and respond to material appropriate to the course's objectives.

B. Critical Writing Strategies

1. constructing sound, focused arguments
2. avoiding fallacies
3. supplying sufficient support for claims
4. researching and using outside sources
5. refuting
6. writing assignments such as
 - a. summary
 - b. critical analysis

- c. argument
- d. synthesis/research

Students will organize and write critical and persuasive essays to address critical issues and positions. All papers must include at least one substantially developed argument. The papers will be assigned to encompass a progression of critical thinking and writing skills.

Work of the Course

Reading: While the course description has a focus on non-fiction text, we will be using fiction for our book-length reading. The primary text for this class will be Jon Krakauer's *Into the Wild* as well as Henry David Thoreau's *Walden* and "Civil Disobedience." These texts will help prepare us to explore various topics that don't have clear answers that will require your researched and well-thought-out arguments. You will also read peer-reviewed research, your own essays, as well as those of your peers, in our workshop activities. This means your goal will often be to focus your attention on the way the texts are put together rather than what they are about, in order to better understand what makes "good" writing, communication, and argument, and how to incorporate useful techniques into your own work as a writer, thinker, and communicator.

Discussion and Participation: You must be prepared and willing to participate in the class discussions and group activities. This is a reading-, writing-, and discussion-intensive class. As a critical thinking course, an enormous part of our work this semester will happen in our virtual class on the discussion board. You will be asked to write constantly for a variety of reasons (some for letting off steam, some for building your writing projects, etc.). You will do a great deal of collaborative work in pairs, groups, and as a class because reading and writing aren't bodies of knowledge I can explain to you. Rather, they are skills upon which you can improve with lots of practice and gained confidence (meaning your attendance in class is extremely important). All reading and preparatory writings needed for discussion must be completed for each class in order to receive credit for the day's discussion and participation. I may give surprise quizzes on the assigned readings.

Etiquette for class participation requires that you assume responsibility for your fair share of the discussion. Too little input on your part suggests that you are willing to let others carry the burden of your responsibility. A meaningful exchange of ideas is required to earn credit, which means that you must come prepared to articulate your thoughts and have them challenged. ***Generalized comments that could be made without having done the necessary reading/work for the day's class do not qualify as meaningful discussion.***

Writing Assignments:

In addition to shorter writing assignments such as the journals, you will accomplish two major writing projects this session. One of the key goals of this class is that you develop your critical thinking skills (about external ideas and texts along with your own ideas and work), therefore each major writing project has assignments associated with it to help you work on the larger project. Details about all of these projects will be included in the writing prompts you will receive in class. I encourage you to make use to peer editing, the writing center, as well as myself as a writing aide to help you on major writing assignments.

Electronic Submissions: As directed, you will typically submit your second drafts of writing projects to Turnitin, via Canvas, for electronic feedback and assessment. Essays that do not meet length, formatting, or file type requirements may be returned to you for revisions and/or receive a lower grade. You are responsible for ensuring your essay file submissions to Canvas are correct and on time. I will not accept emailed assignments or hard copies when electronic submissions are required.

Grading

Essays:
Argumentative Essay: 200 pts
Argued Research Essay: 200 pts

Other Assignments:

Classwork: 200 pts
Annotated Bibliography: 25 pts
Annotated Sources: 25 pts
Essay Outlines: 30 pts

Grade Breakdown

A = 100-90%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Course Total: 680 pts

Course Policies

Attendance:

Attendance Policy: Attendance is mandatory for this class and you should not miss any classes. On your second absence, you will be dropped from the class (unless you have made prior arrangements with school admin).

The exceptions to this policy are planned, excused absences due to participation in a college sponsored organization (athletics, music, etc.) or religious observances. Those absences MUST be arranged with me BEFORE the date of absence in order to avoid penalty. ***Whether excused or not, it is your responsibility to keep up with your class work.***

Classroom Conduct:

At times, we will enter conversations and have discussions that may be sensitive to you or some of your classmates. I expect that all discussion comments and workshop comments be respectful and professional. I will not tolerate personal attacks. Please remember this is a course for adults and as such you may read or come across adult language, images, and/or themes. I expect that you will keep an open mind and remain professional. Students who are disrespectful or unprofessional will be asked to excuse themselves from class.

Email:

You are welcome to email me with questions or concerns that you may have about the class or work that is due. If you email me during the weekday between 9-5, then it is reasonable to expect a response the same day. Although you may occasionally receive emails from me during non-business hours, please do not expect to hear from me on weekday evenings, weekends, and breaks or holidays. If you are absent from class, please do not email me to ask what you missed or if there was anything important that we went over about which you should know. You should contact your classmates for that information, check the syllabus, and check the files section for the daily notes.

Your SCCCDC email address will be the official means of communication for this course. Because Canvas and WebAdvisor both use your SCCCDC email for communication, I will not send email to non-SCCCDC accounts, nor will I respond to email sent to me from non-SCCCDC accounts.

Late Work:

This is an extremely accelerated course which is why it's important to turn in work on time to get timely feedback. There will be a 20% deduction each day that the work is late and some assignments (discussions) will not be able to be made up-you can't have a discussion if you're the only person still talking. Also, this is an extremely accelerated class so it's best not to turn in work late as there is not a lot of time to make it up and will be extremely easy to fall behind.

Revision Policy: Every student will have the opportunity to revise one major essay for full-credit (journals not included) per semester, other than the final essay in the course.

The Writing Center:

You are encouraged to utilize the campus Writing Center through our online portal. In my experience, students who take advantage of this resource notice a greater improvement in their work, and, therefore, their grades. More information about their services can be found on Fresno City College's Website, or at the Writing Center.

College Policies:

Finally, our class is regulated by the college's policies on Students with Disabilities, Academic Dishonesty, Cheating, and Plagiarism.

Students with Disabilities:

Reedley College makes reasonable accommodations for persons with documented disabilities. If you have a need for an academic accommodation or alternate materials, i.e., Braille, large print, electronic text, etc., per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please notify the instructor as soon as possible and no fewer than 24 hours before any work is due. If possible, please notify me within the first two weeks of classes so arrangements can be made early in the semester. If you have a disability or believe you have one that requires accommodation, please contact the Disabled Students Programs and Services (DSPS) office for additional information as soon as possible. Information regarding your temporary or permanent disability will remain confidential.

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.

Tentative (Subject to Change) Schedule Summer 23-

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|----|--|--|--|---|----|----|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | | <ul style="list-style-type: none"> 📄 2-Page Writing Sample 📄 🍌 Freewrite Day 1 📄 🍌 Deductive/Inductive ... | <ul style="list-style-type: none"> 📄 🍌 Does Pineapple Belo... 📄 🍌 Visual Rhetoric Paragr... 📄 🍌 Freewrite Day 2 📄 🍌 Purpose/Audience/To... | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | | <ul style="list-style-type: none"> 📄 🍌 Freewrite Day 3 📄 🍌 Argument Review 📄 🍌 ITW Ch 2-4 Quiz | <ul style="list-style-type: none"> 📄 🍌 Freewrite Day 4 📄 🍌 Civil Disobedience 📄 🍌 Walden Conclusion 📄 🍌 Walden Presentations | <ul style="list-style-type: none"> 📄 🍌 Argumentative Style P... 📄 🍌 Freewrite Day 5 📄 🍌 ITW Ch 8-10 Quiz | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |
| | <ul style="list-style-type: none"> 📄 🍌 Fallacious Practice 📄 🍌 Thoreau as an Oblique... 📄 🍌 Freewrite Day 6 | <ul style="list-style-type: none"> 📄 🍌 Essay #1 Outline 📄 🍌 Intro/Conclusion Prac... 📄 🍌 Outline Williams' Essay 📄 🍌 Freewrite Day 7 | <ul style="list-style-type: none"> 📄 🍌 Movie 2 Page Response 📄 🍌 Essay #1 Rough Draft 📄 🍌 Freewrite Day 8 | <ul style="list-style-type: none"> 📄 🍌 Essay #1 1st Full Draft 📄 🍌 Research Intro 📄 🍌 Freewrite Day 9 (SEL ... | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |
| | <ul style="list-style-type: none"> 📄 🍌 Fallacious Practice 📄 🍌 Thoreau as an Oblique... 📄 🍌 Freewrite Day 6 | <ul style="list-style-type: none"> 📄 🍌 Essay #1 Outline 📄 🍌 Intro/Conclusion Prac... 📄 🍌 Outline Williams' Essay 📄 🍌 Freewrite Day 7 | <ul style="list-style-type: none"> 📄 🍌 Movie 2 Page Response 📄 🍌 Essay #1 Rough Draft 📄 🍌 Freewrite Day 8 | <ul style="list-style-type: none"> 📄 🍌 Essay #1 1st Full Draft 📄 🍌 Research Intro 📄 🍌 Freewrite Day 9 (SEL ... | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | <ul style="list-style-type: none"> 📄 🍌 Essay #1 Final Draft 📄 🍌 Spotting BS 📄 🍌 Freewrite Day 10 📄 🍌 Writers Workshop Ess... | | <ul style="list-style-type: none"> 📄 🍌 Annotated Bibliograph... 📄 🍌 Research Essay 2-Pager 📄 🍌 Freewrite Day 11 | <ul style="list-style-type: none"> 📄 🍌 Credibility Practice 📄 🍌 Completed Annotated ... 📄 🍌 Freewrite Day 12 | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | <ul style="list-style-type: none"> 📄 🍌 Essay #2 Quotes 📄 🍌 Essay #2 Works Cited 📄 🍌 Essay #2 Outline 📄 🍌 Freewrite Day 13 | <ul style="list-style-type: none"> 📄 🍌 Essay #2 Rough Draft 📄 🍌 English 3 Reflection 2-... 📄 🍌 Freewrite Day 14 | <ul style="list-style-type: none"> 📄 🍌 Argumentative Style P... 📄 🍌 Essay #2 1st Full Draft 📄 🍌 Freewrite Day 15 📄 🍌 Inductive/Deductive ... | <ul style="list-style-type: none"> 📄 3p 🍌 Argumentative Fi... 📄 3p 🍌 Essay #2 Final Draft 📄 3p 🍌 Freewrite Day 16 📄 3p 🍌 Writers Workshop ... | | |