**ENGLISH 3 - 59014**

#### ****CRITICAL READING & WRITING****

**(3 UNITS)**

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**Reedley College**

**Spring 2024  
January 8th-May 24th 2024**

**Online Asynchronous\*\*\*  
\*\*\*meaning we don’t have specific meeting times—  
assignments and lectures will be available Mondays and due Sunday nights**

**Office Hour on Reedley campus: Room LRC 106 / Time and start date TBD**

**Important Dates (these are specific to Reedley College, but most should coincide with Washington Union’s schedule)**

**Monday, January 15th (Martin Luther King, Jr. Day): No classes**

**Friday, January 19th – Last day to drop for full refund**

**Friday, January 26th- Last day to drop to avoid W in person**

**Sunday, January 28th - Last day to drop to avoid W on Self-Service**

**Friday, February 16th (Lincoln Day): No classes**

**Monday, February 19th (Washington Day): No classes**

**Friday, March 8th - Last day to drop with a W (instead of a letter grade)**

**Monday-Friday, March 25th-29th – SPRING BREAK! (NO CLASSES)**

**May 13th-17th: Finals**

#### ****\*\*\*Computer access, Email, & Canvas\*\*\*****

**As this is an online course, it requires computer use.** **Please check your email and Canvas (especially Announcements and Grades) every day.** Not everything we will be doing is accessible using Canvas on your phone (plus, that generally doesn’t work as well). While I ask you to check your email every day, **I often use the Announcements tab**on your left to communicate to you all as a class.

It’s also extremely important to keep up with knowing your total grade in the class— I’m always surprised by how many are “shocked” to see they have a low grade in week 17 or 18.

Please figure out your school email and Canvas right away. I’ve had many students tell me in the final weeks of the semester that they didn’t have computer access or email; not having access to these will make it very difficult to pass the course, know your grade, or get up-to-date information.

## ****I****

## ****WHAT IS THIS CLASS?!****

#### ****Course 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 (not all at once!) during the course of the semester.

We all have ideas, beliefs, and worldviews that are deeply ingrained in us and that we want to persuade others to agree with. This class is about how to do that effectively while also learning to listen to contradictory points of view and perhaps even grow, change, and become expert critical thinkers! I'm looking forward to persuading you that this class is essential and fun (are you convinced?!).

#### ****Course materials/resources****

* ***The Structure of Argument* (10th edition) by Rottenberg and Winchell**
  + [**Amazon link for The Structure of Argument**](https://www.amazon.com/Structure-Argument-Annette-T-Rottenberg/dp/1319214754/ref=mp_s_a_1_2?qid=1691077357&refinements=p_27%3AAnnette+T.+Rottenberg&s=books&sr=1-2&text=Annette+T.+Rottenberg)
  + **Have access to this (physical copy or online) by week 3**
* **Whistling Vivaldi by Claude M. Steele**
  + available in COS bookstore or on Amazon
  + [***Amazon Link for Whistling***](https://www.amazon.com/Whistling-Vivaldi-Stereotypes-Affect-Issues/dp/0393339726/ref=sr_1_1?crid=1D4YYW7GXIDPB&keywords=whistling+vivaldi&qid=1703785317&sprefix=whistling+vivaldi%2Caps%2C145&sr=8-1) ***Vivaldi***
  + **Purchase this by week 12 (order during Spring Break at the latest to be safe)**
* Various short works that I will make available in class and/or online
* [Purdue Owl](https://owl.purdue.edu/owl/purdue_owl.html) is a free online resource that covers all formatting for what we’ll be doing this semester. Please take advantage of this!

#### ****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 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

#### ****Student Learning Outcomes****

1. 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
2. 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.
3. ENGL-3 SLO3: Be able to communicate issues, supporting their comments with reference to texts or other materials, in class (and/or group) discussions.

#### ****Grades****

There are 700 points possible in this course. Look at them as currency— you need at least 490 points to purchase a passing grade. Less than 490 points is not enough to buy a passing grade. **You must get a 'C' or higher to pass this course. A 'D' is not a passing grade for English 002.**The combined total of points you earn will be represented by the following grades:

|  |  |
| --- | --- |
| **630-700** | **A (90-100%)** |
| **560-629** | **B (80-89.9%)** |
| **490-559** | **C (70-79.9%)** |
| **420-489** | **D (60-69.9%)** |
| **0-419** | **F (0-59.9%)** |

#### ****For accessibility purposes:****

* an A is 90% to 100%, which is 630 to 700 points
* a B is 80% to 89.9%, which is 560 to 629 points
* a C is 70% to 79.9%, which is 490 to 559 points
* a D is 60% to 69.9%, which is 420 to 489 points
* an F is 0 to 59.9%, which is 0 to 419 points

#### ****Point distribution:****

* PARTICIPATION/HOMEWORK/BOOK RESPONSE/INFORMAL WRITING = **400 POINTS**
* FORMAL ESSAYS = **300 POINTS**

#### ****Essays****

Each essay should meet the word requirement noted on the prompt. If you fail to meet the word requirements, your grade will be impacted.

You will be submitting your work electronically to a plagiarism detection service. You are required to submit your essay online through Canvas, and **I will only accept Microsoft Word Documents (docx) or PDF's— no .txt! or links**

## ****II****

## ****HOW THIS CLASS IS RUN****

Every teacher is different. We all have different rules and boundaries that we believe will help you succeed (and help us remain sane 😵‍💫). Make sure to pay attention to the guidelines in each of your classes, because different instructors have different rules.

#### ****Attendance****

Attendance is not graded directly (especially considering this is an online class!). I am required to take roll, however, so you’ll see attendance percentages change— those attendance percentages, however, do not affect your grade.

#### ****Communication****

The best way to communicate with me is to email me at [**brandon.baker@reedleycollege.edu**](mailto:brandon.baker@reedleycollege.edu). I check my email often, so don't be shy!

I communicate to you as a class via Announcements in Canvas, or individually via email. In many assignments (mainly the big ones), I will put notes in Canvas, but most likely won’t see your responses in those notes themselves.

In other words, always email me directly if you have questions or responses to my notes— and always check your announcements.

#### ****Late Work****

I won’t accept late work. No exceptions. 😫

This sounds cruel, but I never spring homework on you the day before. If you wait until the day it's due, I totally get it (I was in college too once!), but you do run the risk of unexpected things happening and ruining your ability to turn in the assignment.

I’ve been too lenient on this before, and I find that students tend to do less and less throughout the semester when there is no clear and direct deadline.

What I also worry about with late work is how it piles up; I have an intentional schedule that builds up to each essay/journal/project and should make the completion of each larger assignment fairly simple and rewarding for those who follow along. The more behind you get, the more the work tends to feel like it doesn't relate to anything and thereby doesn't fulfill its purpose.

That being said, please make sure you plan ahead. If you are prone to computer problems, try turning assignments in a day early.

#### ****Plagiarism****

Plagiarism includes any writing done by anyone but you— **this includes writing done by any AI program**. Any material that you include in your essay, even if it is only a sentence or two, which is not thought and written by you, must be cited. **All work must be original for this class. Submitting writing created for another class, even if you have revised it for ours, is EVIL! (jk, but you get the idea).**If you’re not sure if something is allowed, ask me first.

Essays are submitted to Turnitin.com and other plagiarism detection services and you’ll see a percentage when you upload your essay. This number reflects the work that has been found on other sites or in other student papers. There will often be a low percentage for any essay because it recognizes your name or a few phrases— that’s ok. If you’ve quoted and cited your work, that won’t count against you either. If you have a high percentage and there are full sentences highlighted that don’t have quotation marks or an in-text citation, please re-do those sections and re-submit your essay to avoid a very low grade on that assignment (and a low grade on a big essay will negatively effect your total grade).

In other words... don't cheat! Oftentimes, essays are flagged due to problems with quoting and paraphrasing, so make sure to pay attention to those particular lectures and please ask questions if you need help. And please don’t steal directly from the examples we go over in class together… it’s too obvious. Cheat better if you must. :)

#### ****P.S. - I WANT YOU TO SUCCEED! I am on your side. The respect I ask of you is mutual. Please reach out to me with anxieties, concerns, etc. Let’s make this interesting and insightful. Please participate actively; I expect to learn from****you ****and I look at this class as a little family. I’m looking forward to getting to know you all! You will pass if you do the work— and you won't if you don't. It's completely up to you (which should be empowering 🙌).****

## ****III****

## ****RESOURCES****

Succeeding in your educational plan (and in life!) requires utilizing resources— that is part of what college is all about. Many students are afraid to ask questions or pursue resources that will guide them through balancing multiple classes, crazy professors (😵‍💫), and your life's conflicting demands. Ask. Reach out. Don't be scared!

**Accommodations for Students with Disabilities**[**https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html**](https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html)Please, visit our DSP&S office if you are need of any academic accommodations.  I cannot honor your accommodations if I am not aware of them.  This means you need to advocate actively for yourself.  If you have a verified need for an academic accommodation, please contact me as soon as possible.

#### ****Counseling**** <https://www.reedleycollege.edu/student-services/counseling/index.html>

College can be confusing! Counselors are available to help guide you through adding classes, dropping classes, transferring classes, and working on your overall educational plan.

**Health Services**<https://www.reedleycollege.edu/campus-life/health-wellness/index.html>

This includes physical and mental health. Please reach out for help if needed— if you're not sure how to connect, let me know and I can guide you to where you need to go.

#### ****Procedures for Connecting with All Tutoring Services on Campus****

The Math Center, the Reading/Writing Center, and the Learning Center are all using the same online tutor matching service.

Additionally, all Math and English Courses, as well as many other high demand courses should have embedded tutors; that means you may be able to message your embedded tutor via Canvas in each course.

If you need to search for a tutor, you should go to [www.tutormatchingservice.com/reedley (Links to an external site.)](http://www.tutormatchingservice.com/reedley) , sign up for a free account, and begin searching for RC tutors from all three Centers.

Here is a tutorial video on how to use Tutor Matching Service: [Reedley College Tutor Matching Service Promo](https://youtu.be/xvRD7kSJNhs)

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#### ****Blank Page Repellent (“Baby Steps”)****

* Read Prompt, Read It Again, Read It a Hundred Times
* Freewrite
* Brainstorm
* Create your Thesis Statement
* Outline
* Write

#### ****Essay Checklist:****

* MLA Format? (Times New Roman 12, 1” margins, double-spaced, page numbers, etc.)
* Meets the required word count?
* Answers the prompt?
* Thesis Statement? Clear argument?
* Topic sentences? Transitions?
* Evidence? Examples? Research?
* Clear awareness of opposing argument? (for Argumentative Research Essay)
* Logical Fallacies? (errors in reasoning)
* Pretend your audience can’t read your mind. Show, don’t just tell.

#### ****Essay Rubric:****

#### ****A:**** An ‘A’ paper enlightens me. It makes it clear that you’ve read and understood the prompt. It makes it clear that you’ve engaged with the material. It doesn’t waste words. Everything in an A paper feels intentional.

* It follows the prompt.
* It is clearly structured and organized.
* It has a strong thesis statement, topic sentences, and transitions.
* It has few enough grammar/punctuation errors to not distract.
* It makes me think by showing that you are thinking.
* It entertains and enlightens.
* I can read this once and understand your message.

#### ****B:**** A ‘B’ paper may be similar to an ‘A,’ but \*may\* feel rushed or lack a clear structure. It might also have a distracting amount of grammatical/punctuation errors. It follows the prompt, and maybe all of the relevant information is there, but it lacks the organization or engaged response that is apparent in an ‘A’ paper.

* It may feel rushed.
* It fulfills the assignment, but may not show deep thought.
* It may have a distracting number of grammatical/punctuation errors.
* It may have minor structural issues.

#### ****C:**** A ‘C’ paper meets expectations and is considered passing. However, it may have a number of grammatical errors that make it hard to follow. It may have logical fallacies that distract from the arguments. It may wander and lack organization, using vague language and generalizations instead of specific examples.

* It may be unorganized.
* It may contain sloppy grammar and punctuation.
* I may have to read it two or three times to understand what you are saying.
* It’s often missing a clear thesis statement.

#### ****D:**** A ‘D’ paper is considered not passing. It is missing something asked for in the prompt. It’s generally shorter than it should be. It may feel more like a brainstorm than an essay. It generally has a distracting number of mechanical errors.

* It’s missing something the prompt asked for (e.g. it’s too short).
* It feels like I’m reading an unorganized brainstorm.

#### ****F:**** An ‘F’ paper is better than a 0, but it hardly represents the prompt assigned.  Some examples in the past have included papers that are far too short, are organized as lists instead of essays, written in all fragments or run-ons, contain swearing and slang, etc.

* It ignores the prompt.
* It can’t be considered a college essay based on its appearance, grammar, punctuation, etc.
* It shows you don’t care or don’t understand the prompt.

#### ****0:**** A paper that is invisible

#### ****Reedley English Department Rubric:****

|  |  |
| --- | --- |
| Content | Research Paper |
| Introduction | A.      Uses critical thinking and creativity to introduce the topic in a meaningful way that provides context for the thesis.  B.      Introduces the topic and provides context for the thesis.  C.      Introduction is good but simplistic.  Reader knows what the topic is but there might be a lack of context and/or clarity.  D.      Not completely clear what the topic is.  There might be irrelevant information or quotations that make the topic confusing.  F.      Introduction missing or is off topic. |
| Thesis | A.      Arguable thesis statement, which includes a fresh and original angle on the topic.  B.      Arguable thesis statement.  C.      Simplistic and obvious but still somewhat arguable thesis statement.  D.      Unclear or confused thesis statement.  Not arguable.  F.      No thesis or does not address the writing prompt. |
| Topic Sentences | A.      Topic sentences that support the thesis and clearly establish the angle and paragraph’s purpose.  B.      Topic sentences that often support the thesis and mostly establish the angle and the paragraph’s purpose.  C.      Topic sentences in most paragraphs that somewhat relate to the thesis or establish the paragraph’s purpose.  D.      Few or unclear topic sentences.  F.      No topic sentences. |
| Essay and Body Paragraph Content and Structure | A.      Essay contains a logical progression of ideas and provides context for the audience without repetition. Academic, textual evidence from multiple sources is synthesized to support the thesis and topic sentences.  This evidence is established with complete signal phrases and is followed with thoughtful analysis.  B.      Essay mostly contains a logical progression of ideas and provides context for the audience with little repetition. Academic, textual evidence from multiple sources is synthesized and mostly supports the thesis and topic sentences.  This evidence is established with mostly complete signal phrases and is followed with analysis.  C.      Essay needs some attention to the following:  the logical progression of ideas; context for the audience; repetition; academic, textual evidence from multiple sources to support the thesis and topic sentences; synthesis; analysis; and/or signal phrases.  D.      Essay needs significant attention to the following:  the logical progression of ideas; context for the audience; repetition; academic, textual evidence from multiple sources to support the thesis and topic sentences; synthesis; analysis; and/or signal phrases.  F.      Essay requires significant revision of content. |
| Conclusion | A.      Completes the essay’s ideas in a meaningful way without repeating the thesis and main points of the essay.  Leaves the reader with something to think about.  B.      Completes the essay’s ideas, but repeats the thesis or the main points of the essay.  C.      Underdeveloped conclusion, repeating the thesis and main points.  D.      Conclusion is present but does complete the essay.  Might be confusing.  Leaves the reader feeling that the essay is incomplete, unfinished.  F.      No conclusion. |
| Sentence  Control | A.      Academic language used with appropriate level of formality (3rd person). Few spelling, grammar, and punctuation errors.  B.      Accurate language used with appropriate level of formality (3rd person). Some spelling, grammar, and punctuation errors that do not prevent understanding.  C.      Language errors with adequate level of formality; some first and second person used. Some spelling, grammar, and punctuation errors that occasionally prevent understanding. Some proofreading is needed.  D.      Significant language errors that prevent understanding; first and second person used often. Significant spelling, grammar, and punctuation mistakes. Proofreading is needed.  F.       Numerous and significant language errors that obscure meaning; first and second person used throughout. Major problems with  spelling, grammar, and punctuation that prevent understanding.  Significant proofreading is needed. |
| MLA Format | A.      MLA formatting followed correctly for source titles and citations, Works Cited, and paper format.  B.      MLA formatting followed nearly correctly for source titles and citations, Works Cited, and/or paper format.  C.      MLA formatting followed but has multiple errors for source titles and citations, Works Cited, and/or paper format.  D.      MLA formatting has significant errors for source titles and citations, Works Cited, and/or paper format.  F.      No MLA formatting. |
| Plagiarism | **No evidence of plagiarism intentional or unintentional.**    **Elements of Unintentional Plagiarism**  Unintentional plagiarism is the use of original ideas or text without proper citation or paraphrasing.  Paper will be awarded minimal points or require revision if it contains significant unintentional plagiarism.    **Evidence of Intentional Plagiarism**  Intentional plagiarism is the deliberate use of ideas and text without citation.  The paper may receive a zero and a report may be submitted to the Behavioral Intervention Team, the VP of student services and/or the dean. |