Greetings and Welcome to English 103. This hybrid course meets 50% of the time on-ground and 50% of the time online at a Canvas website. The best of both worlds, I think.

What do you make of the statement quoted above? What does it mean? Think about it.

My name is Ron Dreiling, and I’ve been teaching English 101 for almost 25 years now, and every year I teach it, I find myself more excited and energized about doing so than the previous year. How can that be? In truth, I’m not entirely sure, but I know it has a lot to do with you, the students who arrive in my class.

It’s your personalities, your past and present situations, your experiences, and your eagerness to achieve your education and life goals that inspires and energizes me to do my best to learn how to become a more effective teacher.

Challenges typically arise during the course of a semester that impact your efforts to succeed in the class. Helping you figure out how to best address those challenges
requires creativity and dedication on the part of both of us. I like finding ways to help you figure out how you can overcome such challenges.

One strategy you can begin implementing right away and that helps with navigating various obstacles is that you establish a solid attendance record, arrive having completed the homework, participate in class (and that includes actively “listening”), and treat your classmates and me with professionalism and respect. When you stand upon this foundation, by the end of the semester it’s more than likely that you will have achieved the Student Learning Outcomes described below and passed the class. Moreover, you’ll be better prepared for your next college courses and for all reading and writing experiences you encounter throughout your life.

It’s time for you to carefully review the contents of the syllabus, but before you do, re-read Aristotle’s claim at the top of the syllabus, and reflect for a minute on the quote. What is he saying? How might his point apply to our class?

We’ll come back to this quote at the end of the syllabus.

I’ll see you then,

Ron Dreiling

Student Learning Outcomes:

1. Evaluate the strength of written, visual, and multimedia arguments on a range of different issues and controversies.
2. Compose logical, well-reasoned arguments on selected topics such as popular culture, politics, social issues, and moral and ethical issues.

Course Objectives – At the end of the class you will be able to:

1. Identify the issue of an argument.
2. Recognize the conclusion/claim of an argument.
3. Delineate the different types of evidence and evaluate their strengths and weaknesses.
4. Explain the importance of assumptions, ambiguous language, and hidden premises in arguments in general and recognize them in specific arguments.
5. List the most common logical fallacies (errors of thinking) and analyze them in specific arguments, including one’s own.
6. Differentiate different types of appeals, such as pathos, ethos, and logos.
7. Evaluate the soundness of assumptions in specific arguments.
8. Select reliable sources for the evidence in an argument.
9. Evaluate the strengths and weaknesses of a written argument, and a visual or multimedia argument (such as an ad, an image, or a film).
10. Analyze one's own thinking for various forms of bias, such as the mine-is-better perspective or similar types of ethnocentric/egocentric perspectives.
11. Support an opinion with adequate, valid and well organized reasoning and evidence.
12. Demonstrate good writing skills, including control of sentence structure, minimal subject-verb and noun-pronoun agreement errors, consistent point of view, proper punctuation, correct spelling, and correct MLA documentation style for material from external sources.

The information in this syllabus should be considered tentative only. The instructor reserves the right to make changes in scheduling, assignments, and grading at her discretion to improve the course. The instructor further reserves the right to assign grades and determine student course outcome.

Course Prerequisite: Successful completion of English 101 or English 101 Honors. English 103 meets UC and CSU transfer requirements. Also, if you have been placed into this course pending a decision on a prerequisite challenge petition, please be aware that if your petition is denied, the Admissions and Records office will drop you from the course. Even if you continue to attend the class, you cannot receive credit for the course if your prerequisite challenge petition has been denied.

Course Description: English 103 is a 3-unit course which examines the principles of critical thinking as applied to writing and reading arguments on complex issues. This class focuses on close textual analysis, argumentative/persuasive writing, and logical reasoning.

Required Textbook: CURRENT ISSUES + ENDURING QUESTIONS | Edition: 11TH

You must acquire this exact textbook. No other editions will work for this class. You must acquire a hardcopy of this textbook. Digital copies of it will not work. Textbook Details
Recommended Text

RULES FOR WRITERS, 2016 MLA UPDATED | Edition: 8TH 16 Author: HACKER ISBN: 9781319083496 Publication Date: - Publisher: MAC HIGHER Estimated Student Price (Savings based on Print, New): Print, new: $49.35 Print, used: $37.00 (25% Savings) Print, new rental: $32.10 (35% Savings) Print, used rental: $22.20 (55% Savings) eBook, rent (for 180 days): $23.00 (53% Savings) Student use of this title is: Recommended

If you've purchased e-books you can bring a tablet or laptop to access the books, but you cannot access the books via your phone.

Prerequisites:

You must have received a C or better in English 101. You cannot receive credit for English 103 if you have taken but not passed English 101. Also, if you have been placed into this course pending a decision on a prerequisite challenge petition, please be aware that if your petition is denied, the Admissions and Records office will drop you from the course. Even if you continue to attend the class, you cannot receive credit for the course if your prerequisite challenge petition has been denied.
Email guidelines:

Please email me if you have any questions or concerns about the class. I check and respond to emails rapidly. If you don’t receive a reply from me within a few hours during the day, send another message. I encourage this. However, please do not email me class work unless I direct you to. Email should be used for questions and to communicate information you’d like me to have immediately.

When you email me, you must use your my.canyons email account to email me.

This is because I am required by federal privacy laws, the State education code, and College of the Canyons‘ email policy to ONLY communicate with you via email through your my.canyons email address.

Also, since I can only send you email messages through your my.canyons email account, this means that if you do not check your mycanyons daily or set up your my.canyons email account to forward your emails to your regular email account, you will miss very important emails, including

- Emails telling you that a class has been cancelled;
- Emails reminding you about important deadlines;
- Emails giving you important feedback on your work that may affect your success in the course;
- Emails warning you that you are about to be dropped for excessive absences or lack of participation at our online classroom. (Let’s hope this one isn’t an issue for any of you.)

Procedure for This Hybrid Online Class:

I will evaluate your performance on your onground class participation, in-class discussions, out of class online discussion board projects, and various other online projects. You will never be asked to login at a specific time; however, you will be asked to login and complete projects during an appropriately wide window of time (any time you like during a several day “window,” for instance, or prior to our next onground class meeting).

As you know, 50% of the 54 hours we spend learning "together" happens right here in this online classroom. So, if I’ve planned this accurately--and I have because I good at this stuff--you’ll complete about 27 hours of various learning activities in our onground classroom and about 27 hours of various learning activities in our online classroom. None of these hours include "homework." Make sense?

You don’t complete homework while your attending an onground classroom meeting. You don’t complete homework while "attending" an online classroom assortment of learning activities.
Homework is what you do while you’re not in either of our two classrooms.

What's especially nice about hybrid learning is flexibility with due dates and "online attendance." if we met onground Thursday, everything you complete for homework would be due . . . Thursday. In our class, I can make a homework assignment that would be due on Thursday for a non-hybrid class due on Friday or Saturday or the following Monday. Also, if you complete the homework product early, you can turn it in early.

**Learning Management System Information:**

This class utilizes a Canvas online classroom as a supplement to our onground classroom.

Previously you might have used Blackboard, a learning management system (LMS), to access your course. If you haven’t used or want a refresher on Canvas, please visit the Student Guides (you can find these at COC Distance Learning Homepage or just Google your way to them.

**Our Canvas Course Website:**

You can find the syllabus, schedule, and other relevant materials at our course website. To login to the Canvas course, use the information below

URL: https://coc.instructure.com/

Username: the student’s My Canyons username

Password: student

Please change your password after you login to Canvas for the first time.

How to change password: [https://community.canvaslms.com/docs/DOC-2893](https://community.canvaslms.com/docs/DOC-2893) (Links to an external site.)

**My Teaching Philosophy** (This is not original to me, but I agree with it 100%):

Effective teaching and learning happen

**When the instructor:**

- shows respect for students
- adheres to course policies and deadlines
- uses a variety of activities to accommodate diverse learning styles
- provides a collaborative, friendly classroom environment
- fosters critical thinking
- promotes life-long learning
and when students:

- show respect for each other and the instructor
- adhere to course policies and deadlines
- share responsibility for their own learning
- embrace a spirit of collaboration and see each other as learning resources
- value critical thinking
- embrace life-long learning

Attitude and participation:

- Arrive to class early or on time.
- Submit all work in person and at the beginning of the class. Full class session attendance is required in order for your work to earn credit.
- Be aware that you may be dropped from the class if you stop attending but that obligation for withdrawal from the class ultimately rests with the student.
- Unregistered people are not allowed in class.
- Students enrolling at COC assume an obligation to abide by all College regulations. Please refer to College of the Canyons Student Rights and Responsibilities in the COC schedule of classes.

You are expected to arrive for class on time and stay until the end of the class period. If you have a legitimate reason to leave class early, such as a counseling or doctor’s appointment, please tell me at the beginning of the class period. However, if leaving class early becomes a regular habit, you will be referred to the Dean of Students for possible disciplinary action.

A student who demonstrates disruptive behavior in the classroom is subject to disciplinary action, such as removal from the class or referral to the Dean of Student Services. Examples of disruptive behavior include: arriving late, repeatedly leaving and entering the classroom without faculty authorization, speaking without being recognized, having any electronic equipment on in class, cheating and plagiarizing. Any student who does not follow basic principles of respect and cooperation in the classroom will be referred to the Dean of Students for possible disciplinary action. If another student in the class is interfering with your learning at any time, please let me know and I will respond.

The same principles expressed above regarding the on-ground classroom apply to the online classroom.

Silence your cell phones before class begins. Students are not allowed to use their own electronic devices in the classroom unless instructed in relation to a specific task or assignment. Cell phones need to be put away during the class period, not on the desk where they can be seen. If you have a legitimate reason for needing to be in close proximity to your cell phone, such as a sick child at home or an on-call at work status,
let me know at the beginning of class. I am happy to work with you to help you avoid distracting your classmates by your need to access your cell phone.

Assignments must be completed within the time frame assigned. Failure to complete projects on time will mean a loss of points that cannot be made up any other way. Late essays will receive point deductions, at least a letter grade per day late. Essays more than 3 days late will receive a failing grade; however, keep in mind that an F might still earn points toward your semester total.

Online Discussions and in-class projects will be monitored closely, and students’ participation in these projects will greatly determine how many points out of the total semester points they receive.

Modifications to assignments will occur during the semester. The assignment instructions for each week’s assignments can be found at Canvas. Do not print the entire calendar as it will be modified, although major due dates (essay assignments, in-class writing assignments) will remain largely unchanged. You can count on that.

All writing assignments are to be turned in personally at the start of class (you must stay for the full class session for your work to earn credit) and will not be accepted if delivered by email or to my mailbox without prior permission.

Emergencies arise, of course, and there may be times when you have no choice but to submit work late. Explain to me why you are turning in the work late. Communicate. I may be able to help. I know I will try to help.

**Attendance Policy:**

The college’s attendance policy will be enforced in this class. It states that “Students are expected to attend class on a regular basis... Any student absent for any reason, for one more time than that class meets in one week, may be dropped from the class, providing the withdrawal deadline for the semester/term has not passed.” Students must login to the online classroom at least three times a week. If students do not login and complete activities for more than 5 days in a row, they may be dropped from the course.

This class meets once a week for 90 minutes, which means that you are allowed to be absent no more than four classes or six hours. If you miss more than two onground class meetings and two online class activities, you may be dropped or withdrawn. Being late or leaving early to an onground class meeting (even just five minutes early) will count as half an absence. Vacations or job-related absences are considered absences and will count towards your overall number of absences. If you become so ill that you have to miss more than four classes, you should drop yourself. You cannot pass this class without attending class regularly. If you stop attending class, I will not accept or grade any more of your written work.

There are no excused absences for onground or online work. If you experience transportation problems to the onground classroom or technical problems to the online
classroom, you will miss opportunities to learn, most likely miss points acquired during your "absence," and your grade will be impacted. Missing a few small point generating activities will not prevent you from passing the class. Relax, but also know there are no excused absences. If you miss, the A you were earning might become a B. That's just the reality of being a college student in this class.

Take attendance and online participation seriously. It is the single most important factor in your being able to complete this course.

If you must miss class, please contact me and explain why and let me help you get caught up and learn, even if you still lose some points. Email me.

**General Onground Classroom Behavior:**

About all you really need to know about behavior is that I expect all of us to behave in a civilized manner, one befitting professional adults. More specifically . . . .

Laptops are not allowed unless you talk to me first about what you will be using your laptop to do. If you would like to take notes on your laptop, I will allow this, but please note that I will be monitoring your laptop regularly to see that you are actually taking notes rather than surfing the Internet or emailing. If I give you permission to use your laptop to take notes during the class and you are caught using it for other purposes, your laptop will be banned from class for the rest of the semester.

Students who talk during class at inappropriate times – when I am lecturing or giving directions or information – will be first advised that they are disrupting the class and given an opportunity to amend their behavior. If the talking continues, however, I will refer the students to the Dean of Students for disciplinary action.

Any student who does not follow basic principles of respect and cooperation in the classroom will be referred to the Dean of Students for disciplinary action. If another student in the class is interfering with your learning at any time, please let me know and I will respond. If another student in the class communicates in an offensive or inappropriate way with you at any time, please let me know and I will address the issue.

**Submitting essays and/or any digital documents to me or your classmates:**

You will share documents with others in the class, both hardcopy and digital. Digital documents submitted must be easily opened by me (and your classmates). This means that if you are an inexperienced user of document creation software and provide documents that you learn are not easily opened by me or your classmates, it is your responsibility to seek help and use software such a docx, rtf, google docs. You have a
free download of Microsoft Office via your MyCanyons account. (Directions for downloaded provided in class and at Canvas, Course Resources.)

Unless clearly indicated by me in the assignment, all the writing produced for this class may be shared with other students for review.

**Grades:** Final grades will be based on how many of the 1,000 possible points you acquire during the semester and correlated to the standard 90, 80, 70, 60 percentage scale. (90% of however many points are possible on an individual assignments will result in an A grade, 80% a B grade, 70% a C grade, etc. on that assignment.) The actual total number of points for the semester may not quite reach 1000 or may slightly exceed 1000.

Three take home essays: 4 MLA-formatted, multi-paragraph essays

<table>
<thead>
<tr>
<th>Essay</th>
<th>Points</th>
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<tr>
<td>Essay 1 (1500)</td>
<td>200 pts</td>
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<tr>
<td>Essay 2 (1600)</td>
<td>250 pts</td>
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<tr>
<td>Essay 3 (2300)</td>
<td>275 pts</td>
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<tr>
<td>Final Exam: Take home essay (happiness)</td>
<td>50 pts</td>
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<tr>
<td>Final Exam: In-class: Reflection on your essay writing process</td>
<td>25 pts</td>
</tr>
<tr>
<td>Short take home/inclass writings, quizzes, homework</td>
<td>200 pts</td>
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</tbody>
</table>

**TOTAL** 1,000 pts

The number of points possible for quizzes, various in-class writing, and other activities at the end of the semester may vary slightly from those given above. For instance, if I recognize the need for more or fewer quizzes, I will make that adjustment. The total points possible at the end of the semester may be a little short of 1,000 or a little long.

The grading criteria and number of points for course projects will be provided. However, I will not assign a specific point value to every single act students perform or indicate with 100% fullness how many points will be deducted for late work. Those students who are prepared, thorough, timely, courteous and supportive to others, and fully complete the assigned activity will receive higher grades on their Group work and Discussion Board components of the course than those who do not exhibit these characteristics. Online activities such as quizzes and assorted writing projects need to fulfill the assigned purpose and length requirements or suffer point loss as well.

There are no extra-credit points available. If you find you are in need of extra points, I recommend working extra-hard to obtain as many of the remaining points possible.

**Writing Assistance:**

Ask questions in class. Help with revising a paper is also available on COC’s campus with a tutor at the The Learning, Center. No appointments are necessary and the services are free. Call the TLC Lab for accurate information regarding hours of service.
Current lab hours information is available at COC’s homepage (or use this link: http://www.canyons.edu/offices/tlc/ (Links to an external site.)).

Accessing the Library Research Resources/Databases from off campus locations:

You need a username and password to access COC’s library databases. The essay assignment directions contain more specific information, but know that for spring 16, this is the necessary information:

User name: fish
Password: chips

Accommodations for Students with Disabilities:

Students who complete the necessary paperwork to validate a disability will be afforded all the adjustments to the course that are required by law. COC DSPS office is staffed with some of the most wonderful people I have ever had the pleasure to work with. Contact them if you have any questions or concerns.

Academic Dishonesty and Academic Integrity Statement

Students are expected to make themselves aware of COC’s regulations and policies regarding classroom conduct, academic honesty, and what constitutes grounds for disciplinary action. (Read the COC approved document: “COC Statement on Academic Integrity and Plagiarism

Approved by Academic Senate in May, 2010”

Course Content:

The works we will read this semester come from highly regarded, widely anthologized, and commonly taught writers who deal with mature and sometimes controversial topics. Some of the works may explore content and/or contain language some students may find disagreeable. If for any reasons, you have reservations or concerns about the reading for this course, please make me aware of them. In all written exchanges, conduct yourselves with the utmost cordiality, no matter how impassioned your point of view.

Online Netiquette/Behavior:

This onground course will utilize a Canvas online classroom for a limited number of activities.
All writing activities unless otherwise clearly specified will require semiformal to formal writing. Any writing handbook can provide examples of what this means (and I review this idea in class). Also, this syllabus and all other written communication from me offer appropriate example.

If any student at any time feels uncomfortable with the content or style of a message he or she receives from a classmate, please inform me immediately. Also, as a general rule of thumb, I advise you to send or post at our Board no words or ideas that you would not feel comfortable with seeing printed in your local newspaper.

Communicating in cyberspace poses special challenges, so much so that a sort of etiquette has developed "netiquette." You are responsible for your netiquette in this course. Any repetitive and intentionally disrespectful behavior will result in a referral to the Dean of Students.

Don't say anything online that you wouldn't say to someone's face. Remember that there is a person, and several other people, beyond your computer screen. If you misunderstand someone's posting and respond angrily, you've started a whole chain of negative energy that could have serious consequences for the course. Behave in an online environment the way you would in real life.

Do proofread all your postings. If you do them in a word processing program first, this should be easy.

Do use the discussions to share helpful information you have come across, be it a web site, book, article, or a section of our text.

Be forgiving of other people's mistakes. If you point one out to someone, try to do it politely, or privately.

**Assignments:**

Essays: Students will write four take home essays. Each of those essays and all written work for this class must be produced originally for this class. If you turn in work you completed for a different English class, for instance, a 103 class at COC that you previously attempted, the work will receive a failing grade.

All essays must be created in Times New Roman (or something very similar) and in 12-point font size. Essays must adhere to MLA rules. All of our essays incorporate outside resources. In this sense, each can be regarded as "research" papers. Late papers will have points deducted from the essay grade.

**Management of Stress and Mental Health:**

Often the pressure on our students is very strong, involving academic commitments, relationships, outside jobs and family pressure to name a few. The staff and faculty of College of the Canyons are here to see you succeed academically and care about your
emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available on campus by visiting the Student Health & Wellness Center in the Student Services Building (across from the bookstore) or by clicking on http://www.canyons.edu/offices/Health/Pages/default.aspx (Links to an external site.)

The phone number is 661-362-3259.

Also, the National Suicide Hotline number is 1-800-273-8255. All students at COC are encouraged to enter that phone number in their cells. You can call when you, or someone you know is having thoughts of suicide or is in severe distress.

**Dropping the Class:** If you find for whatever reasons that you must drop out of the class, it is your responsibility to officially drop yourself from the class. Do not assume I will do this for you. It’s in your interest to officially drop the course if you stop attending. If you stop attending, and because it’s likely I won’t drop you from the class, you’ll earn an F. You don’t want that. You want a W. I’m sure you see my point about this being in your interest.

. . . . . . . . . . . . . . . . . . . . . . . . . .

Okay, that’s the syllabus. What do you think? If you have questions, ask me them. Email me. I will enjoy doing my best to explain the policies and perhaps revise them a bit based on your feedback.

Finally, let’s return to our friend Aristotle, a philosopher writing about 2,500 years ago in Athens, Greece.

*The things we have to learn before we do them, we learn by doing them.*

Aristotle, Nicomachean Ethics

Among other interpretations of this claim, I would suggest that before we can learn something, we need opportunities to learn how to do it by doing attempting to do it. This implies that we will stumble; we will struggle at first because we don’t quite know how to do that which we are trying to do. If we keep doing it, though, we will eventually learn to do it.

Reading and writing requires practice and the small failures students encounter throughout a class like this one are to be expected and not stressed over. This English 103 classroom is a place where students are allowed to practice, to fail to some degree,
but to do so in a safe and friendly environment, and to learn from those kinds of experiences.

I have no doubt I will learn a great deal during this semester, and some of what I learn will come about do to something that I did not accomplish as I had wished. I also have no doubt that you will learn a great deal during this semester, too.

Once again, Welcome to English 103.

I’m looking forward to a great semester!

Ron Dreiling