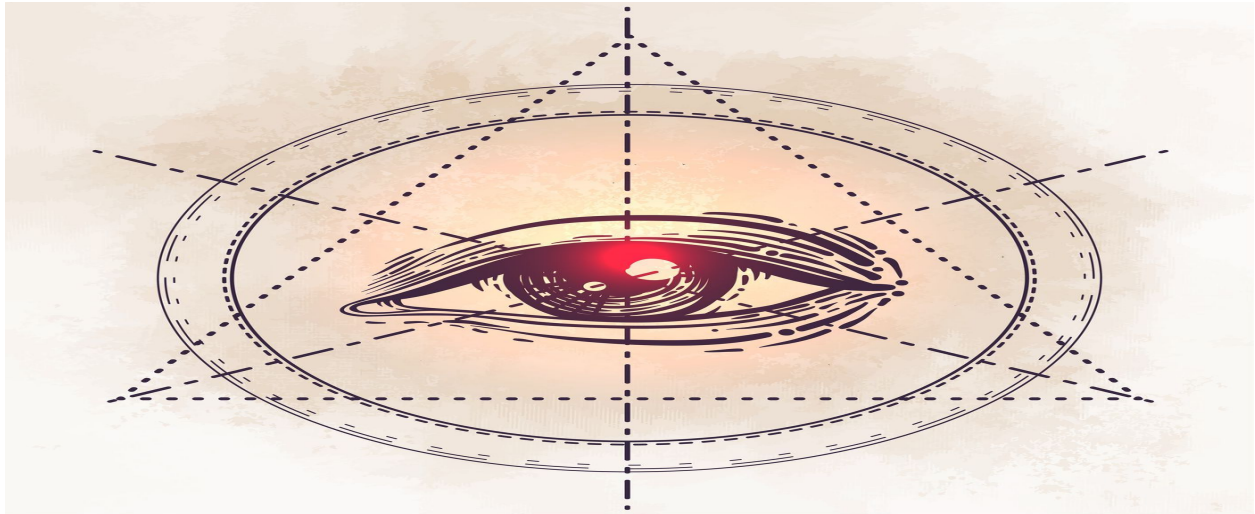

English 205 Summer 2020

Online

Your Instructor: Michael Zimmerman

Email: mjzimmer@sdccd.edu



Welcome to English 205, a now fully online, **intensive 8-week reading and writing course**. Due to the current pandemic, we will be working online for the entire 8 weeks-and we will do so **asynchronously**, meaning, there will be no regular Zoom meetings. This means you will need to **balance the work and time commitments for the course** and be able to manage your time well. But most of all bring your curiosity and write your truth! Our readings will consist of **a novel set in a near-future United States in which one corporation essentially runs the world** (and I think you'll recognize the model for this corporation). Next, **we'll investigate the origins and prominence of conspiracy theories in the U.S.** Finally, we'll end with **a research project** where you get to be in the driver's seat and inform your reader of a topic/ issue you feel needs more attention.

Class Texts:

***The Warehouse* by Rob Hart**

***The United States of Paranoia: A Conspiracy Theory* by Jesse Walker**

***Both books are available at the Mesa Bookstore**

Our Work for the Semester:

Essay 1: Analysis of Rob Hart's *The Warehouse*

Essay 2: Argumentative Essay examining conspiracy theories

Multimodal Project: A video slideshow detailing the important points of your research essay

Essay 3: Research Essay

Reading Responses: These will be response to your daily/weekly readings

Progress Notes: Brainstorming and process notes for essays

Annotated Bibliography: A detailed list of sources you will use for your research project

Peer Response: An engagement with your peers on readings, essays, and multimodal projects

Points Breakdown

Essay 1: 20 points

Essay 2: 20 points

Multimodal Project: 20 points

Essay 3: 25 points

Reading Responses: 30 points

Progress Notes: 30 points

Annotated Bibliography: 15 points

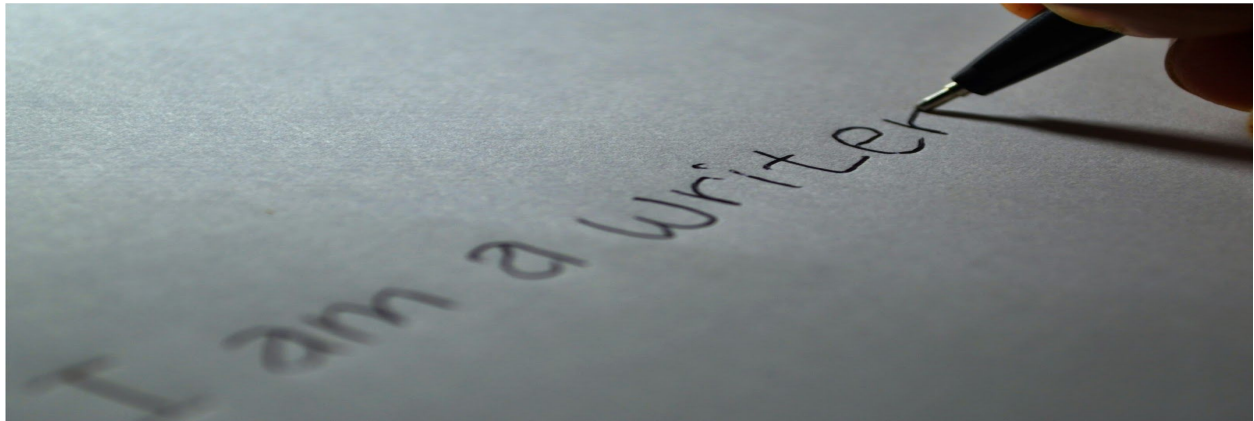
Peer Responses: 20 points

More about the class!

In this course, we will dig deep into the writing process. In addition to the many readings I assign, you will have a lot of autonomy to choose readings and texts that appeal to you.. Together, we will develop and strengthen our critical thinking, reading, organizing, and writing skills.

I'm glad to be here and I'm glad you are all here! We'll keep our minds open while working hard to develop our ideas and skill with the written word. I look forward to seeing you all grow as readers, writers, and thinkers while putting your best effort forward.

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What can I do to be successful in this course? Above all, manage your time well. We will be working at a fast pace, and complete 16 weeks of work in an 8 week period. Additionally, we'll be working online without weekly face-to-face meetings. It is crucial you plan well and consult Canvas daily to stay on top of the workload. Also, read deeply and critically-ask questions, take notes, and bounce ideas off your peers. Write a lot- though we'll be working towards formal essays, you can always write each day in the lead up to our longer writing assignments.

Weekly Class Schedule (Note: this schedule is tentative and **subject to change with notice**)

Week 1

Monday June 15th

Intros/ Syllabus

Wednesday June 17th

Read *The Warehouse* pgs.3-50

Due: Progress Notes

Saturday June 20th

Read *The Warehouse* pgs. 53-98

Due: Reading Response 1

Peer Response

Week 3

Monday June 29

Read: *The United States of Paranoia*
pgs. 3-82

Due: Essay 1 First Draft

Wednesday July 1

Read: *The United States of Paranoia*
Pgs. 158-218

Due: Reading Response 3

Friday July 3

Due: Essay 1

Week 2

Monday June 22

Read *The Warehouse* pgs. 101-175

Due: Progress Notes

Wednesday June 24

Read *The Warehouse* pgs. 179-226

Due: ProgressNotes

Saturday June 27

Read Finish *The Warehouse*

Due Reading Response 2

Peer Response

Week 4

Monday July 6

Read: *The United States of Paranoia*
pgs. 219-259

Due: Reading Response 4

Wednesday July 8

Read: *The United States of Paranoia*
Pgs. 261-297

Due: Peer Response

Saturday July 11

Read: Finish *The United States of Paranoia*

Due: Reading Response 5

Week 5

Monday July 13

Due: Peer Response to RR 3

Wednesday July 15

Due: Progress Notes

Saturday July 18

Due: Essay 2 First Draft

Week 6

Monday July 20

Begin Research

Wednesday July 22

Research Continued

Due: Progress Notes

Saturday July 25

Research Continued

Due: Essay 2

Week 7

Monday July 27

Research Continued

Wednesday July 29

Due: Progress Notes

Saturday August 1

Multimodal Project Due

Week 8

Monday August 3

Due: Annotated Bibliography

Wednesday August 5

Due: Essay 3 First Draft

Saturday August 8:

Due: Essay 3

Course Learning Outcomes

- Students will display mental habits that show evidence of questioning, analysis, synthesis, and beliefs based on evidence.
- Students will be able to identify and evaluate the elements of arguments and produce written works which adhere to established academic conventions of structure and content.
- By reading both fiction and non-fiction texts from a variety of authors from different backgrounds voicing diverse points of view, students will be able to describe and explain multiple perspectives as well as analyze the effects of different cultural perspectives on classic and contemporary issues.

Course Description

This intermediate-level college reading and writing course uses the principles of rhetoric to build research and critical thinking skills required for success at four-year institutions.

Emphasis is placed on reading, evaluating and writing argumentative prose. Students locate, evaluate and integrate outside sources into their writing assignments, which total at least 8,000 words for the semester. This course is intended for students majoring in English and all students interested in improving critical thinking and writing skills.

Student Services

Here is a link to important resources for students!

[Student Services](#)

Plagiarism (Don't Do It!):

Academic integrity is expected at all times. Plagiarism in any class will result in serious consequences ranging from grade reduction to failure in the class to expulsion. Don't do it!

