**Engl 3 Critical Reading and Writing**

Jamie Barker

9:00 -- 11:05 FEM7

Summer 2019

Dear English 3 scholar,

Welcome to my classroom, and into this English course in which you have the opportunity to develop your reading and writing skills and prepare you for the kinds of writing you will do in future academic courses.

My advice to you as you start out on this academic journey: see yourself as a scholar. Not merely as a student--but a scholar. A scholar’s focus is on learning, including the entire learning process, which sometimes means getting it wrong. Allow yourself to fail. Learn from it and do it better next time. A scholar’s end goal is to become a more educated, well-rounded, informed, and interesting person. It’s not just about passing the course; it’s about improving yourself as a human, and in turn making our world a better place.

See yourself as a scholar, and you will become one.

Please feel free to talk to me after class or contact me by email if you have any questions. I am here to help you in your scholarly progress, and am honored to be your professor.

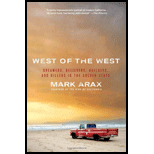
Ms. Jamie Barker

Here is our course description:

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| A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course 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. |  |
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***You are responsible for all the information contained in this syllabus.***

**Required Texts and Materials:** *You must have hard copies of our books--you will be required to bring them to class. Reading your book on your phone will not work for this class.*



*WEST OF THE WEST*

REQUIRED

*Author ARAX*

*Published Date 2010*

*ISBN: 9781586489830*

*Publisher HACHETTE B*



*FUNNY IN FARSI*

REQUIRED

*Author DUMAS*

*Published Date 2003*

*ISBN: 9780812968378*

*Publisher PENG RAND*

Colored pens, highlighters, post-it notes--whatever works for you annotating

Blue Books for in-class essays; I will tell you when you will need them.

A USB Flash Drive (also known as a jump drive or thumb drive) to save your work (this is super important because sometimes Canvas loses stuff)

***If you have your own laptop I strongly suggest you bring it to class.***

**Writing Assignments**

**Summary/responses:** You will be given articles to read, annotate, summarize, and respond to in writing. Summaries must be typed and may not be submitted late.

**Essays:** The essays will be a combination of in-class and out-of-class writing. Unless otherwise specified, all drafts must be typed and be in the required format. Essays will be written in response to a question (the “prompt”) about the assigned reading. The reading will usually be done outside of class, and you will be expected to annotate the articles. (We will go over how to annotate.)

**Poetry/Song Lyric Analysis:** You will be taught to do this using the ARTWARS method.

**SSCC Critique Method:** You will be taught this method for critiquing essays

**Journal Entries:** Unless otherwise notified an entry is due every Monday at the start of class

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**Class Policies and Procedures**

**Attendance**

**Students who do not attend the first class meeting will be dropped** unless they have contacted me before the first class with an acceptable reason for why they must miss the first day.

**Students who miss one or more classes in the first two weeks will be dropped** unless they have contacted me prior to the class or immediately afterwards with an acceptable reason.

**Students who miss four classes in the first nine weeks of the course will be dropped**.

If you do not turn your first few assignments in, on the day they are due, I will drop you from the class since this indicates that you aren’t ready to do the work that is required.

*Regular attendance is essential*. Students who are absent have difficulty understanding the assignments and often do not turn things in. Even though I don’t give you a grade for attendance, you are hurting yourself if you are absent more than two times during the semester: students who do not attend all or most of the classes generally fail.

Students who add or choose to drop the class are responsible for completing the process through Web Advisor. Any student who does not add by the 2nd week will not be allowed to add the class after that.

**Please don’t be late.** Plan ahead for parking, mishaps, and whatnot. Being late is disruptive, and a bad habit for you to develop. It happens--it might happen to me--but please avoid it because it could affect your grade.

**Participation:** I believe that students learn not only from the instructor but also from each other. So, be prepared to interact in pairs and groups with other students in the class. You can only be an active, prepared participant if you attend class regularly and on time, contribute in a meaningful way to discussions, and do the assigned work both in and out of class.

**You must** **have the required materials, annotate all readings, and take notes during class**. If you do not, you may be asked to leave the class; you will be marked absent and you will be unable to make up the missed work. This will also affect your participation grade.

**Grading:** Your final grade will be determined by the number of points you have accumulated by the end of the semester. The grading scale will be as follows: A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below.

**Submitting work** All work must be typed in Times New Roman, 12 point, and double-spaced. In the upper left hand corner, put your name, class (English 3/Summer), professor’s name, type of assignment, and date. Title your paper and center it. (Don’t worry--we will go over all of this in class.)

**Example:**

Jesse Pinkman

Eng 3 Summer 2018

Jamie Barker

Personal Essay

June 22, 2018

What I Learned from My Chemistry Teacher

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**Academic Dishonesty**

Cheating, copying, or plagiarizing others’ work may, according to the Reedley College 2014-2015 Catalog, result in anything from a failing grade on the paper or assignment to a failing grade in the course.

You are only allowed to have me, a student in our class, a Reading/Writing Center tutor or Tutorial Center tutor help you with your papers.

**STUDENTS WITH DISABILITIES:**

*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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information:* [*http://www.reedleycollege.edu/services/dsp/LD.htm* (Links to an external site.)Links to an external site.](http://www.reedleycollege.edu/services/dsp/LD.htm)*.*

**Important Stuff:**

You must use the **school e-mail account *and check it on a regular basis.*** There are computers available at various computer labs (including the library) on campus. If you don’t know how to set up or use e-mail, please get help from me, a tutorial center, or a lab. There is also a video tutorial on Web Advisor.

Please contact me by e-mail (jamie.barker@reedleycollege.edu) if you have any problems or questions about anything**. Please write ENGL 3 in the subject line.** I check my e-mail regularly and will get back to you promptly. If you have not heard back from me in 48 hours, please check to make sure that I received your e-mail.

**I use Canvas, and** **you are responsible for the information posted there**. If you need help with Canvas, see me or a computer lab assistant in the library.

Please keep **flash drive** copies of all work submitted to me and a file of all work returned to you. I am very careful with your work, but I sometimes make mistakes. Protect yourself by keeping everything until the course is finished and your final grade has been recorded.

**What I Won’t Allow in My Classroom**

A classroom should be a safe place in which we can learn and explore ideas. If a student is disrespectful to me or anyone else in the class, they may be asked to leave the classroom, which results in an absence. If anyone refuses to leave the classroom when asked, or becomes threatening in any way, I will notify the campus police immediately.

**Please DO NOT:**

Talk when someone else is talking/presenting/lecturing/asking a question (rude)

Check/use your phone during class (rude)

Arrive late (also rude)

Wear excessive cologne or strong body lotions/perfumes to class

Start packing up your stuff before I have dismissed the class

Interrupt or otherwise stifle someone else

Show signs of discrimination of any kind

Raise your voice or your hand to anyone in class--ever

**GRADING**

A = 100-90 excellent

B = 89.99-80 very good

C = 79.99-70 average

D = 69.99-60 needs improvement (not passing)

F = 59.99-0 fail (not passing)

**In the process of completing this course, you will:**

Write multiple synthesized and documented, critical analysis papers of at least 1800 words which includes:

* 1. sophisticated introduction, multiple body paragraphs, and a conclusion
  2. an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
  3. supporting details that exhibit critical thinking and use credible, multiple secondary sources
  4. researched and evaluated sources for use in the development of their own writing
  5. correct usage of MLA format with correct use in-text citations and a works cited page
  6. appropriate and purposeful use of quotations
  7. causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
  8. an annotated bibliography of multiple sources
  9. correct citations (therefore avoiding plagiarism)
  10. identification of logical fallacies in others’ writing and avoid them in their own writing
  11. details related to main point and with complex analysis
  12. evidence of self-editing for errors and revise compositions
  13. use of third person/universal
  14. awareness of writing for a scholarly audience
  15. controlled and sophisticated word choice
  16. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
  17. use of denotative and connotative aspects of language