**Engl 3 Critical Reading and Writing**

Jamie Barker

Summer 2023

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 contact me after class or by email if you have any questions. We can also set up a Zoom appointment to meet if that works better for you. 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:**

**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.**

***You are responsible for all the information contained in this syllabus.***

***IMPORTANT: This is a very short class. If you miss an assignment (or turn it in late) the first 2 weeks I will drop you from the course immediately.***

See [COURSE POLICIES](https://scccd.instructure.com/courses/95575/pages/course-policies?module_item_id=g0bb8a3b6c18593dfe6054d27d0d132ac) for communication details, drop dates, attendance, and late work.

**Writing Assignments**

**Summary/responses:** You will be given articles, essays, or short stories to read, annotate, summarize, and respond to in writing.

**Essays:** Essays will be written in response to a question (the prompt) about the assigned readings which will include short stories, articles, and *Tortilla Flat* by John Steinbeck.

**Participation:** Participation means not only completing assignments, but also interacting (respectfully) with me and other students in class discussions, being an active participant in group activities, leaving comments on announcements, emailing me if you have questions, and in general just being engaged.

**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.

 **Example:**

Jesse Pinkman

Eng 3 Summer 2018

Jamie Barker

Personal Essay

June 1st, 2020

What I Learned from My Chemistry Teacher

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**Course Book**

You are required to have this textbook, which you can purchase at the Reedley College bookstore or an Amazon:

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 ***Tortilla Flat***

 **by John Steinbeck**

 ISBN-10 0140187405

 Paperback: 174 pages

**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. DO NOT COPY AND PASTE. DO NOT USE INFORMATION WITHOUT CREDITING THE SOURCE.

 **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)

 [(Links to an external site.)](http://www.reedleycollege.edu/services/dsp/LD.htm)

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 **Important Stuff:**

You must use the **school e-mail account *and check it on a regular basis.*** If you don’t know how to set up or use e-mail, please get help from me, 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**.** If you have not heard back from me in 48 hours, please check to make sure that I received your e-mail (more on this in Course Policies).

**I use Canvas, and** **you are responsible for the information posted there**. If you need help with Canvas, please let me know and I can put you in touch with someone to help you.

**Please keep all of your work saved to the cloud** (I recommend Google Drive). Sometimes Canvas freezes for no apparent reason and it erases whatever you were working on. You will be glad you have it saved elsewhere if that happens. And it always happens; every semester. Also, 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.

 **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)

**STUDENT OUTCOMES**

**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