

## Engl 3 Critical Reading and Writing

Jamie Barker

Spring '24

Dear English 3 scholar,

Welcome to my (virtual) 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:**

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

### **Writing Assignments**

**Summaries/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

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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.)

**Journal Entries:** During this course you will compose and submit journal entries as assigned.

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### **PLEASE SEE Class Policies and Procedures tab ON CANVAS**

**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

August 18th, 2020

What I Learned from My Chemistry Teacher

## 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.](#)

[Links to an external site.](#)

## 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](mailto: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.

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Please keep Google Doc copies of all work submitted to me. 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)

### **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

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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

# Course Summary:

Date	Details	Due
Tue Jan 9, 2024	Assignment <a href="#">Who I Am and What I Need</a>	due by 11:59pm
Wed Jan 10, 2024	Assignment <a href="#">Who's Teaching This Class, Anyway?</a>	due by 11:59pm
Tue Jan 16, 2024	Assignment <a href="#">READ: "Sweetheart of the Song Tra Bong"</a>	